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Final Report
Central American Peace Scholarships Project (CAPS)
(519-0337)

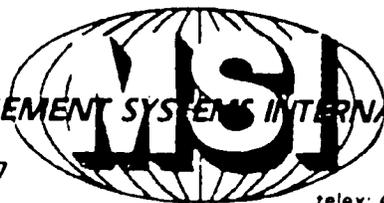
April 1990

Submitted to:

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San Salvador

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EXECUTIVE SUMMARY - CAPS I

1. **PURPOSE:** The purpose of this evaluation was to assess impact to date and use the findings for developing recommendations for the design of CAPS II.
2. **METHODOLOGY:** The central feature of ^{out of - ?} the methodology for the evaluation consisted of a sample survey of 182 CAPS participants. The sampled participants had all returned to El Salvador by September 1988 and had spent at least 26 days in the U.S. They were interviewed during August and September, 1989. Additionally, some of their U.S. contacts and Salvadoran employers were interviewed. The four principal contractors responsible for training during the time period covered by this study were contacted. Training contractor and participant evaluation interviews from Aguirre and mission files were reviewed. Information was also gathered by reviewing documents and holding discussions with AID/W, USAID/El Salvador, and other project related personnel.
3. **MAJOR FINDINGS RELATING TO OUTPUT (End-of-project status):**
 - a. Have all the scholars successfully completed training? The completion rate for short-term participants was nearly 100 percent. Of the 21 long-term participants in the sample, four (19 percent) returned to El Salvador without completing training. However, the combined early return rate for both groups was only three percent.
 - b. Are all scholars employed in areas for which they received training? A large majority (81 percent) of the employed interviewees said the training was related to their present job.
 - c. Are 75 percent of the CAPS scholars involved in ongoing development activities which support and develop democratic processes? Seventy percent of scholars interviewed said that, since their return, they had participated as volunteers in some local government church or private service groups. About the same proportion, 71 percent, said they had communicated with persons in authority to try to get action to solve some community problem(s).
 - d. Have 50 percent of CAPS long-term scholars returnees and 25 percent of short-term scholar returnees established long-term friendships and links with U.S. individuals? Both long-term (57 percent) and short-term participants (54 percent) reported contact with U.S. training contractors. Long-term participants (19 percent) reported a higher proportion of contact with U.S. nationals in El Salvador than short-term participants (7 percent). Eighty-one percent of long-term participants reported contact with USAID/El Salvador personnel as compared with 40 percent of short-term participants.

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Seventy-three percent of Americans polled characterized their contact with CAPS scholars as "personal" and or "social" and 27 percent as "professional". (The response to this question is based on a limited sample size of 30 respondents. Fifty-three percent of the respondents were host families.)

It is important to look at other forms of contact the returnee has had with U.S. individuals. Both long-term and short-term returnees reported a higher proportion of continued contact with U.S. training contractors than with other U.S. nationals in the U.S., in El Salvador and/or AID personnel.

- Response*
- e. Have 75 percent of U.S. citizens who had contact with CAPS scholars had increased understanding of El Salvador? (This includes American room mates and/or host families with whom scholars established contact.) More than four-fifths (83 percent) said that their understanding of El Salvador had increased. (The response to this question is based on a very limited sample size of 30 respondents. Fifty-three percent of the respondents were host families.)
- f. Have 50 percent of returned CAPS scholars made efforts to further their knowledge and exposure to U.S. culture? Sixty-five percent of CAPS respondents indicated they had made some effort to further their knowledge and exposure to U.S. culture through either contact with U.S. citizens, reading U.S. publications or having commercial contact with the U.S.
- Response*
- g. Are 80 percent of the long-term scholars carrying out productive roles in El Salvador? Eighty-six percent of the long-term respondents were employed at the time of the interview; however, an even higher percentage (98 percent) of short-term CAPS respondents who were in the workforce were employed at the time of the interview. This excludes two participants who were retired at the time of the interview as well as the one classified as a "volunteer."

For instance?

In addition, another major finding was that more than two-thirds (68 percent) of all CAPS scholars reported they had done "something" since their return that reflected their learning about democratic practices in the "Experience America" component of the training.

4. CAPS PARTICIPANTS FINDINGS:

- More than half of the survey sample felt that the selection and recruitment process could be improved by insuring that the training is relevant to participants' work. This was especially true for short-term participants.
- Many participants (more than one-third of the sample) also commented on the need for well-qualified candidates. Of particular concern was the need for more homogeneity among participants in terms of academic background, expertise and qualifications.

- Almost all of the sampled participants were satisfied with their overall training experience. In addition to the training itself, many participants were particularly impressed with U.S. technology, the efficiency of the U.S. work-style, and various aspects of American cultural life. Areas perceived more negatively included the length of training for short-term participants, and American food.
- In addition to the suggestion that more time be provided in short-term programs, many participants recommended that follow-up activities be organized, and that improvements be made in the selection of qualified candidates, the cultural orientation to the United States, and English language skills.
- Many participants felt that they were not adequately prepared for their training programs (almost one-third of the sample), especially short-term participants, participants of low socio-economic status, and those from interior provinces. Lack of information on the training program and institutions, as well as insufficient notice seem to have been the primary reasons why many participants felt inadequately prepared. Most participants had less than three weeks notice before their departure, and a majority felt that more time was necessary.
- U.S. training contractors and U.S. citizens resident in the United States and El Salvador are the most frequent points of contact for returned CAPS participants in general. Most participants have also had some contact with other CAPS Scholars since their return.
- The least frequent kinds of contact include commercial transactions and contact with professional colleagues in the United States. Also, reading U.S. publications is not a frequent activity for most participants.
- Long-term participants appear to have had more frequent contact with a variety of U.S. individuals than short-term participants since their return from training.
- A majority of sampled participants felt that the Americans they met had a good understanding of their country and were genuinely interested in learning more about El Salvador. Many participants felt that their contact with Americans during their training contributed a lot to increasing this understanding.
- A larger percentage of short-term participants believed that Americans had a good understanding of El Salvador than did long-term participants. Yet, short-term participants generally did not speak English and spent brief periods in the United States.
- There appears to be a lot of job movement among participants since training. More than half are in different positions, especially long-term participants, suggesting that job retention may be a

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problem. Also, more participants are self-employed since training, especially males.

- Although most participants are currently in training-related positions, slightly more are not in related positions than before training, suggesting that finding a training-related position may be problematic. This is especially the case for long-term participants.
- Training has been very helpful to participants in carrying out their job responsibilities, especially in improving their decision-making, problem-solving and organizational skills.
- Training has also been very helpful to participants' career advancement, especially in terms of their levels of competence and responsibility, as well as in their personal growth.
- 6000
• Almost half of those who received a salary increase since returning from training attribute this to their training under the CAPS Project.
- ?
• A sizable majority of sampled participants has been involved in community volunteer work, has taken civic action to solve community problems, especially contacting persons in authority, and has engaged in activities supportive of the democratic process since their return from training. Participants also appear to be more involved in these types of activities as compared to their level of involvement before training.
- Short-term participants appear to be more involved in volunteer work, in taking civic action to solve community problems, and in transmitting democratic beliefs and practices than long-term participants.
- Short-term participants appear to have had more opportunities for contact with government offices and representatives than long-term participants. Although the data do not suggest that short-term participants gained a deeper understanding of the American political system than long-term participants, it seems that the special training interventions (e.g., visits to government offices and citizens' meetings) had a greater impact on short-term participants than on long-term participants in contributing to this understanding.
- A little over one third of participants interviewed reported any contact with NAPA. This contact was mainly through the newsletter.

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5. CAPS PARTICIPANT CONCLUSIONS:

- The majority of CAPS returnees achieved end of project status, i.e.: completed training, were employed in areas of training, were involved in ongoing development activities, had established friendships with U.S. individuals, had furthered their U.S. knowledge and exposure, and were carrying out productive roles in El Salvador. In the aggregate 63 percent of the above outputs were reached.
- Illness, financial problems, and weak academic and English language skills were all reasons contributing to the return of five participants. While weak academic background suggests the need for some remedial training, the project's English language component may not have met some of these participants' needs. Overall, the number of non-completions was small (3 percent) and it is not surprising that a majority of this group (3 out of 5) were unemployed at the time of the survey.
- It appears that short-term participants are more inclined to provide community level leadership upon their return to El Salvador when compared to CAPS scholars that were in the United States on a long-term basis. However, this probably reflects the types of participants that were selected in the first place for both short- and long-term training. The age, the occupation, and the area of training of the participant are significant factors influencing the predisposition of the participant to move in the direction of assuming or being moved into a community leadership role.
- Short-term participants appear to have more potential for multiplier effects (i.e., sharing their training experience) than long-term participants. This is probably attributable to the type of training program and characteristics of individuals who comprise certain groups (e.g. Coaches, Physical Education and Public Administration) rather than to the length of training. Perhaps long-term scholars need a longer time period in which to establish themselves as community leaders.
- NAPA has had little contact with the majority of CAPS respondents.
- Since the end of the FY 1987 CAPS Program, the Mission has begun to implement the first four of the following recommendations. ACTI
TAKO

6. CAPS PARTICIPANT RECOMMENDATIONS

- USAID/El Salvador should intensify efforts to target, recruit and select women and especially women leaders in order to meet CLASP policy mandates.¹

¹ Indicates Mission has begun to implement this recommendation.

- If the formulation of positive opinions regarding the United States and Americans on the part of participants continues as a priority objective of CAPS II, increasing the percentage of long-term training participants should be considered as well as increasing the percentage of participants from the low socio-economic level.² Selection of low socio-economic participants for long-term training may well increase the need for predeparture remedial classes to avoid the high drop-out rate of long-term participants.
- USAID should consider recruiting long-term participants who have demonstrated the ability to finish two years at a Salvadoran University and provide them with a U.S. B.A. or B.S. degree program.
- The Mission should standardize the selection criteria for group training programs so that participants share similar qualifications in terms of language skills and expertise.
- Better screening should be put into place to avoid participants who are about to retire.
- Academic candidates should be screened for language learning potential and monitored closely to forestall program terminations due to language problems.
- USAID/EI Salvador should screen potential academic participants for language learning aptitude where ELT is required. Participants in ELT programs should be clearly monitored to ensure adequate progress.
- USAID/EI Salvador should make the length of selected short-term programs consistent with the technical objectives.
- USAID/EI Salvador should ensure that the U.S. training contractors provide each participant with visits and/or homestays with U.S. families.
- The Mission should consider requiring U.S. training contractors to plan and design the training programs with the Mission and participants to ensure the training programs are relevant to the participant's work and the development needs of the country.²
- USAID/EI Salvador should provide the U.S. training contractor with sufficient background information about participants and their training needs.²
- USAID should attempt to determine what factors in the Coaches, Physical Education and Public Administration training programs promoted attitudinal and behavioral changes in the lives of these participants.

² Indicates Mission has begun to implement this recommendation.

- The re-entry process for long-term participants should be monitored closely to ensure participant reintegration into training-related jobs.
- Since long-term participants have more contact with the United States, but short-term participants are more involved in community activities, selected follow-up activities should be organized which would encourage long-term returned participants to become more involved in sharing their training and U.S. experience with others in the community.
- Other follow-up activities should be organized to encourage monitoring and/or increasing different types of contact with the United States.

7. MONITORING AND EVALUATION - CLASP II

a. CONCLUSIONS

- The guidance provided in the CAPS PP and the CAPS Amendment of 1987 was of such a general nature so as to allow for almost any type of short- or long-term training to be promoted in the implementation plans and annual country training plans articulated by the USAIDs. The smorgasbord of training undertaken by USAID/El Salvador is testament to the variety of training activities that were actually executed using the rationale provided in the basic documentation. In spite of this variety, there have been a lot of purposeful—both short- and long-term—training undertaken by USAID/El Salvador.
- Because the basic project documentation did not build into it the means for measuring the impact of the individual training activities at the USAID implementation level, the impact of the training has been extremely difficult to measure.
- The guidance in the Model PP clearly indicates that one objective of the training must be the enhancement of "leadership and professional and technical skills". This is the case for both long- and short-term training. The method for measuring the impact of skills training, professional training, and leadership training will vary significantly depending on the skills to be developed, the specific professional sector, and the type of leaders being trained.

b. RECOMMENDATIONS

- At the goal level of CAPS II the focus on the political dimension in El Salvador should be tightened with more explicit references to leadership training and the "Experience America" component.
- USAID should develop indicators to measure the impact of the individual training activities.

- The contract entities performing the pre-departure/orientation participant training activities and the follow-up activities for participants who have returned to El Salvador should be charged with the responsibility of developing baseline data for participants prior to their departure and measuring impact of the training on the participants when they have returned to their home setting. Compared with having Aguirre or yet another contractor undertake these activities, this would be a less expensive option.
- Impact assessments of returned participants coupled with periodic evaluations of the training activities should be used to design new training activities. The development of the Annual Training Plan should reflect these on going mini-evaluation efforts of specific training activities and the impact assessments.
- Contractor performance should still be the domain of Aguirre, particularly with regards to evaluating performance of the logistics, care, feeding, etc. of the participant. Here it is reasonable to rely heavily on participant impressions that Aguirre can gather and analyze. Also it is an excellent idea to have a mechanism that is monitoring the entire CLASP program. Because of the magnitude of the undertaking, the project can afford the expense of the Aguirre evaluation effort since Aguirre is performing well. The Aguirre reports should be used to greater advantage by USAID/El Salvador.
- The monitoring and evaluation mandate of Aguirre and that of the USAID must be carefully coordinated. The USAIDs need to play a larger role in defining Aguirre's mandate. Aguirre should be making a much greater effort in evaluating the training efforts in the United States in a systematic way, particularly the "Experience America" components.
- In terms of doing target analysis, developing the Social and Institutional Profile (SIP) is a critical step in identifying candidates for CAPS II. The SIP is only a beginning and should provide the guidelines for the on-going process to be executed by the participant selection mechanism. As the nature of the problem is modified, targeting on different institutions and, consequently, on different leaders will be appropriate.
- The guidance in the Model PP clearly indicates that one objective of the training must be the enhancement of "leadership and professional and technical skills". This is the case for both long and short term training. The method for measuring the impact of skills training, professional training, and leadership training will vary significantly depending on the skills to be developed, the specific professional sector, and the type of leaders being trained. Therefore, it is critical to have different objectively

verifiable indicators for each type of training if impact of the specific training is to be realistically measured.

- Long term training will consist of relatively sophisticated skills training and university training. It will be impossible to measure long-term training impact in the immediate future and difficult to see how this training can realistically address the problem in rural El Salvador in the short run. It is more urgent to measure the impact of short term training of leaders.
- A purpose, outputs, and objectively verifiable indicators for each type of training must be developed if impact of the specific training is to be realistically measured.

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I. LIST OF ACRONYMS

AID	- Agency for International Development
AID/W	- Agency for International Development/Washington
BA	- Bachelor of Arts degree
CAPS	- Central American Peace Scholarships
CIS	- CLASP Information System
CLASP	- Central and Latin American Scholarship Program
CSLA	- The Consortium for Services to latin America
ELT	- English Language Training
FAO	- Food and Agricultural Office
LAC/DR/EST	- Latin America and Caribbean Development Resources Education Science & Technology
MA	- Master of Arts degree
MSI	- Management Systems International
NAPA	- National Association of Partners of the Americas
PIET	- Partners for International Education and Training
PP	- Project paper
SPSS/PC	- Statistical Package for the Social Sciences/Personal Computer
UNDP	- United Nations Development Program
UNM	- University of New Mexico
USAID	- United States Agency for International Development

II. INTRODUCTION

A. PURPOSE OF EVALUATION

This impact evaluation covers the Central American Peace Scholarships (CAPS) El Salvador Project for Fiscal Years 1985 through 1988. The objectives of the evaluation at this juncture were to assess progress to date and to use the findings for making recommendations (see Annex 1) for the design of CAPS II which is scheduled to begin in FY 1990.

Chapters IX, X, and XI were prepared in response to the following concerns articulated by the USAID/El Salvador Office of Education and Training which were not explicitly spelled out in the scope of work:

- Chronicle the design components to be found in the AID/W cable guidance and USAID/El Salvador response to this guidance for the CAPS Project. Comment on the impact of the guidance on the design, implementation, and subsequent achievement of CAPS project objectives.
- Review the Model project paper (PP) for CAPS II and comment critically on it.
- Prepare a logical framework for CAPS II/El Salvador PP.
- Review the four Aguirre evaluations.
- Prepare guidelines for the monitoring and evaluation of CAPS II/El Salvador.

B. METHODOLOGY

The central feature of the methodology for the evaluation consisted of a sample survey of 182 CAPS participants. Additionally, some of their U.S. contacts and Salvadoran employers were interviewed. The four principal contractors responsible for training during the time period covered by this study were contacted. Training contractor interviews from Aguirre files and participant evaluations were reviewed. Information was also gathered by reviewing documents (see Annex 2) and discussions with AID/W, USAID/El Salvador, and other project related personnel (see Annex 3).

To measure impact of the CAPS experience, a total sample of 230 CAPS participants was selected for post-training follow-up interviews in El Salvador. They were selected from a sample population comprised of CAPS participants who had spent at least 26 days in the U.S. and who had returned to El Salvador on or before September 30, 1988 -- a total of 641 individuals. The sample was stratified by sex and length of training, e.g., long-term versus short-term. Further information on sample selection and interview techniques are presented in Annex 4.

C. MSI TEAM COMPOSITION

Laurel Elmer assisted in the development and review of the survey questionnaires for participants, employers, U.S. contacts, and contractors. She also helped write the report. Ms. Elmer has evaluated participant training activities world wide for many years. She has also completed a policy and literature review of AID participant training programs. Her findings have been published in several AID Occasional Papers.

Lawrence Heilman, a Senior Associate on the MSI staff, was responsible for analyzing the design components and logical framework of the project. He has worked in program/project evaluation and design in Latin America, Asia, and Africa for AID, UNDP, and FAO. He has served as both Chief of Planning and Evaluation Division of the Development Support Bureau of AID and as Operations and Evaluation Officer in the AID Mission to Nepal. Dr. Heilman holds a PhD in History and MA and BA degrees in Anthropology and History.

Mary Ann Kaufman was in charge of generating the sample, working with the CIS data, and the analysis and reporting of the survey data. She has a broad background in computer application for data base management and data analysis in both main frame and micro computers. She has doctoral-level training in research methodology for the social sciences, multivariate statistics and path analysis. She has analyzed CAPS programs with both dBase III and SPSS/PC+. Dr. Kaufman assisted in the writing of the report.

Robin Mason was responsible for the data collection from the U.S. contacts and the contractors. She was also responsible for the organization and production of the final report. She has been in charge of visiting AID scholars in Washington. Ms. Mason has had earlier experience in survey research used for design decisions and long-range planning.

Sonia de Valenzuela was the local assistant in El Salvador. She was responsible for hiring and overseeing interviewer assignments. She assisted in the training of interviewers and coders and made all local logistical arrangements. She has worked on earlier CAPS data collection efforts. Her degree is in Chemical Engineering from the National University of El Salvador.

Roberta (B.J.) Warren was the Team Leader, and assisted in writing and editing the report. She was responsible for the questionnaire development, sample design, training, and supervision of the in-country personnel. Prior to working with MSI, she was Vice President of TransCentury Corporation in charge of Evaluation and Survey Research. Ms. Warren has been involved in the evaluation of projects domestically and in Latin America for more than 25 years.

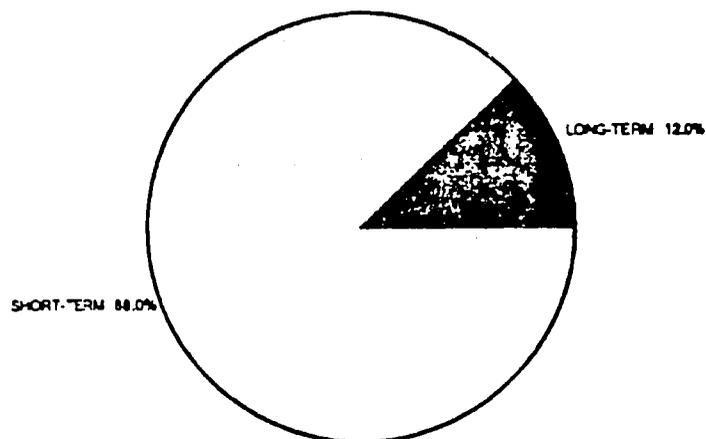
III. A DESCRIPTION OF THE SAMPLED PARTICIPANTS

The following is a description of the sampled participants according to: 1) length of training, 2) gender 3) place of residency, 4) socio-economic status, 5) employment sector (e.g., public/private and 6) field of training. These variables provided the basis for analysis of the survey sample wherever feasible.

LENGTH OF TRAINING: In the CAPS Project, short-term training is defined as training that takes place for less than nine months. Long-term training is defined as any training that takes place for 9 months or longer. Long-term training can be either academic or technical.

Of the 182 in the sample survey, 21 participants or 12 percent of the Salvadoran Scholars participated in long-term training and 161 or 88 percent in short-term training. The composition of the sample does not represent the total number of CAPS participants during 1985-1987 of which, 257 are long term (27 percent) and 685 (73 percent) are short-term.¹ Since the MSI survey only covered respondents who had returned prior to September 1988 and who studied at least 26 days, the percentages in the MSI sample are not the same as the Aguirre data base. Figure 3.1 presents a breakdown of the long-term and short-term training mix in the survey sample.

FIGURE 3.1: LONG/SHORT-TERM TRAINING MIX

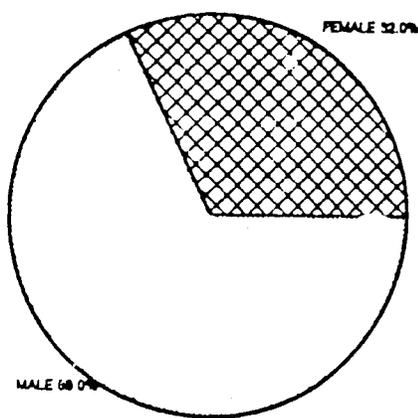


¹ "Salvadoran CAPS trainees profile for CAPS follow on books program attachment #1.

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WOMEN VERSUS MEN: The survey sample indicates that males have received a larger share of the participant training awards than females. Males have received 68 percent of the awards while women have only received 32 percent of the awards. (See Figure 3.2.)

**FIGURE 3.2: MALE/FEMALE SHARE
OF SCHOLARSHIP AWARDS**



CLASP established a target of 40 percent for scholarships for females. A previous overall evaluation of the CLASP program² pointed out that "for each year of the program the Mission has been below the expected percentage for awards granted to women." According to the latest report,³ "the percentage of women's participation in the CAPS program has grown steadily over the project span and will be increased in order to reach the 40 percent target for women over the life of the project." Thirty-eight percent of long-term participants are women.

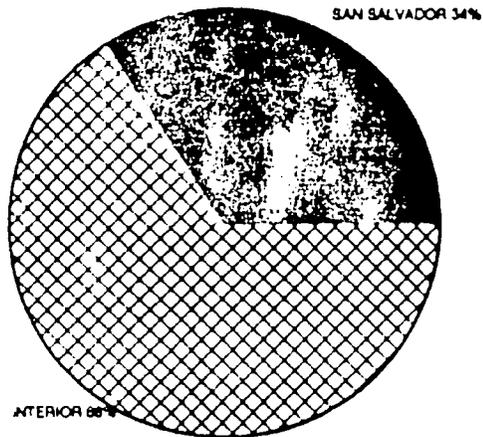
PLACE OF RESIDENCY: For the purpose of the survey the place of residency reflects the participant's current address. The survey sample indicates that at the time of the interview, 34 percent of the participants reported an address in the province of San Salvador, and 66 percent reported an address in the interior. (See Figure 3.3).

² Second Annual Report, An Evaluation of the Central American Peace Scholarships Program, Aguirre International, February 1988, p.2.5.

³ Third Annual Report, An Evaluation of the Central American Peace School Program, Aguirre International, p. A-13.

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FIGURE 3.3: PLACE OF RESIDENCY



Although the majority of the long-term trainees and 75 percent of the short-term trainees originally were selected from the rural areas,⁴ 81 percent of long-term participants and 36 percent of short-term participants in the survey sample currently interviewed now live in San Salvador province.

⁴ Aguirre International, Third Annual Report, p.A-13.

TABLE 3.1
PROVINCE OF CURRENT RESIDENCE

PROVINCE	N=Participants	Percent
AHUACHAPAN	5	3
CABANAS	6	3
CHALATENANGO	5	3
CUSCATLAN	4	2
LA LIBERTAD	20	11
LA PAZ	20	11
LA UNION	4	2
MORAZAN	2	1
SAN MIGUEL	12	7
SAN SALVADOR	62	34
SAN VICENTE	7	4
SANTA ANA	19	11
SONSONATE	7	4
USULUTAN	9	4
	182	100.0

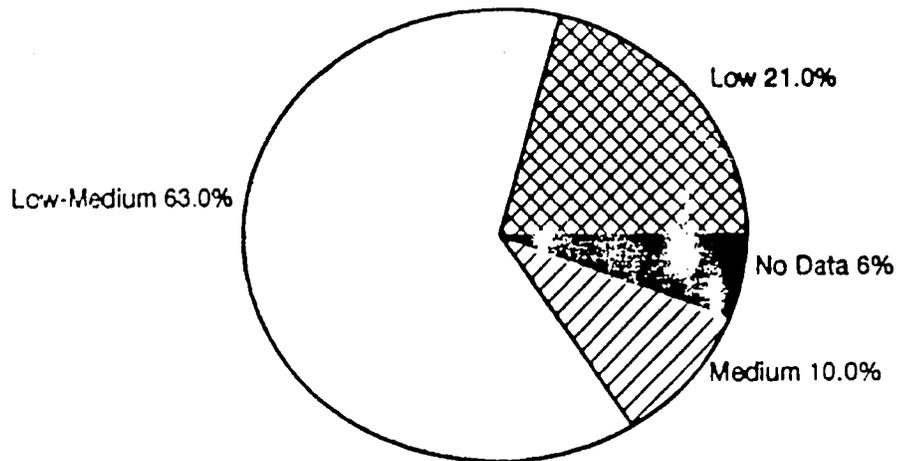
SOCIO-ECONOMIC STATUS -- LOW, LOW-MEDIUM, and MEDIUM: Each participant was assigned to one of the three categories on the basis of their educational attainment and salary prior to CAPS training. Salary information was derived from the CIS data file, and prior educational level was asked of each respondent during the interview. Thirty-seven respondents were interviewed in their homes. In these cases another measure of socio-economic status based on housing type, housing location and electrical goods in the home was compared with the rest of the socio-economic data. In ten cases there were insufficient data in either measure to make a determination.

Figure 3.4 and Table 3.2 below indicate that a majority (63%) of sample participants belonged to the low-medium socio-economic category, with 21 percent in the low level, and 10 percent in the medium category.

TABLE 3.2

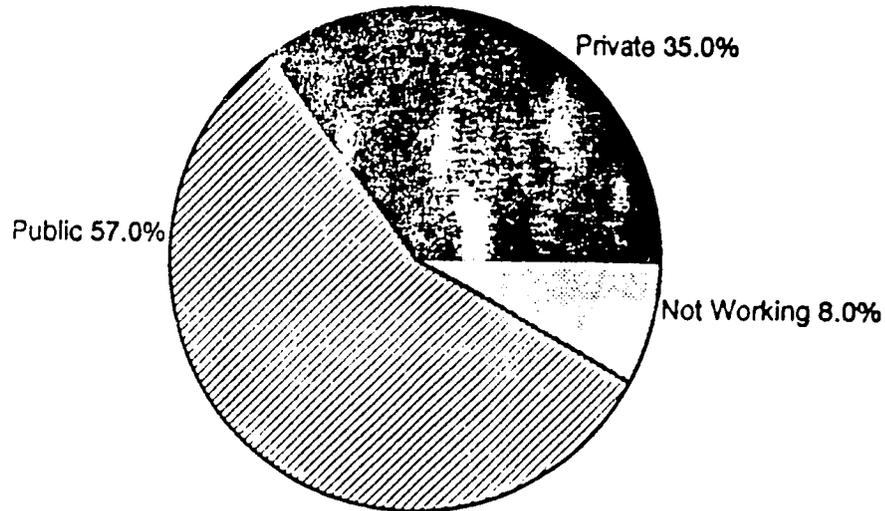
SOCIO-ECONOMIC STATUS	N	%
Low	39	21%
Low Medium	115	63%
Medium	18	10%
Insufficient Data	10	6%
TOTAL	182	100.0%

FIGURE 3.4: SOCIO-ECONOMIC STATUS



PUBLIC VERSUS PRIVATE SECTOR: The participant's current place of employment is identified in terms of either the public or private sector. At the time of the interview, slightly more than half of the participants (57 percent) were employed in the public sector, and slightly more than one-third were employed in the private sector (35 percent). (See Figure 3.5). In addition, fourteen people (eight percent) were not employed at the time of the survey. This includes two people who were retired and one who was working as a volunteer in a cooperative at the time of the interviews.

FIGURE 3.5: CURRENT EMPLOYMENT STATUS



FIELD OF TRAINING: For the study, short-term training programs were grouped into seven categories: Small Business Management, Citizenship/Civic Associations (includes mayors), Public Administration, Coaches/P.E Teachers, Agriculture Business Management (includes agricultural Coops), Soil/Water Mechanics and Labor Statistics. Table 3.3 presents a breakdown of the number of sampled participants in each area.

TABLE 3.3

FIELD OF TRAINING	Women	Men	Total
Short-Term Programs			
Small Business Management	16	44	60
Civic Activities	10	27	37
Public Administration	15	11	26
Coaches/PE Teachers	7	17	24
Ag Business Management	3	5	8
Soil/Water Mechanics	0	5	5
Labor Statistics	0	1	1
TOTAL SHORT-TERM	51	110	161
LONG-TERM	8	13	21

Participants ranged in age from 23 - 73 years of age. Fifteen percent were under 30 years of age and 15 percent were 50 years or older. The following table (3.4) shows a breakdown of the area of training by participants' age. One hundred percent of the participants whose field of study was labor statistics were between 23 - 29 years of age; however, this represents only one person or a 0.5 percent of the total sample. The largest group represented in the sample was Small Business Management (33 percent). Seventy percent of this group was between 30 and 49. The civic activities training groups were 20.3 percent of the sample. They also had the largest number of older participants which would be expected due to the large numbers of mayors in these programs.

TABLE 3.4

TYPE OF TRAINING BY AGE GROUP AT TIME OF INTERVIEW

AREA OF TRAINING	23-29	30-39	40-49	50-73	Total
[Total] PERCENTAGE	14.8%	37.9%	32.4%	14.8%	100.0%
Short-Term Programs					
Labor Statistics	100.0				0.5
Soil/Water Mech.		80.0		20.0	2.7
Small Bus. Mgmt.	8.3	35.0	35.0	21.7	33.0
Public Adminst.	15.4	30.8	46.2	7.7	14.3
Ag. Bus & Mgmt.	25.0	37.5	37.5		4.4
Civic Activities	13.5	29.7	27.0	29.7	20.3
Coaches/P.E.Teach.	25.0	45.8	29.2		13.2
Long-Term Programs	19.0	52.4	28.6		11.5

The long-term training participants in the sample survey were enrolled in either master's degree (20) or associate arts (1) academic programs. The

specific fields of study were not broken out for analytical purposes, because of the small number of participants in different fields of study (see Table 3.5).

TABLE 3.5

FIELD OF STUDY	M.A.	A.A.
Electrical Engineering	1	
Industrial & Mechanical Engineering	1	
Biomedical Engineering	1	
Computer Science		1
Construction Engineering	3	
Economics	3	
Ag Extension, Ag Engineering	3	
Education Administration	8	
TOTAL (21)	20	1

CONCLUSION:

The Great majority of CAPS participants have been male and have attended short-term training in small business management, civic activities and public administration. The majority lives in interior provinces, is from low-middle socio-economic class, works in the public sector and is between 30-49 years old. According to AID/W guidance, the proportion of females to males should be 40/60 percent at a minimum and 20/80 percent for long-term/short-term.

There appears to be a shift in residency from the interior province to the capital province of San Salvador after training.

The Mission's CAPS participant profile, as mentioned above, is changing with the implementation of FY-88 and FY-89 programs.⁵

If the planned figures remain the same, the Mission's CAPS profile will show sustained increasing participation of women, continue to indicate steadfast long-term training (27-38% global); parallel importance to local leadership training as well as small business training; also more young participants will be recruited.

RECOMMENDATIONS:

- USAID/El Salvador should intensify efforts to target, recruit and select women in order to meet CLASP guidelines.

⁵ El Salvador mission, CAPS Project Implementation table by Fiscal year and CAPS criteria.

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IV. THE COMPONENTS OF THE PROJECT PROCESS

A. TRAINING IMPLEMENTATION

When asked how the selection process for the CAPS Project could be improved upon, more than half of the participant sample (57 percent) commented on the need to ensure that the training field is relevant to participants' work. Relevance of training to the country's needs was also cited by a sizable number of participants (20 percent). These comments might suggest that training programs were not sufficiently tailored to participant needs, or that participants were not fully involved in selecting their field of study. Indeed, only 19 percent of the time did trainees select their own course of study.

There do not seem to be any notable differences among participants based on sex, residence, socio-economic status or employment sector with regard to the need for more relevance of the training to participants' work. Yet, twice as many short-term participants than long-term participants (i.e., 60 percent versus 29 percent) commented on the need for greater relevance, suggesting that long-term participants' programs were more relevant. Training relevance also seemed to be less a problem for participants in agriculture business programs than in other fields.

Relevance of training to the country's needs also seemed to be of more concern to participants of a higher socio-economic status (e.g., 50 percent compared to 17 percent and 13 percent for the two lower socio-economic groups). Long-term participants were also slightly more concerned with relevance to country needs than short-term participants (i.e., 29 percent versus 19 percent).

More than one-third of the survey sample (37 percent) commented on the need to select well-qualified candidates. A number of U.S. trainers also reported encountering minor to serious problems with participant qualifications, both in terms of being weak and lacking a degree of academic homogeneity among groups, especially in ESL and civics programs. Training Contractors mentioned difficulties in preparing training materials for participants of widely differing academic backgrounds. The suggestion for more homogeneity among course participants was also mentioned by seven percent of the participant sample. In the case of the mayors' programs, some respondents felt they could have benefitted by having one training program for large municipalities and one for smaller ones. The mission believes that full homogeneity is a difficult task and that a certain degree of diversity has its own benefits and adds to the group's ability to achieve project goals.

TABLE 4.1

HOW TO IMPROVE THE SELECTION PROCESS	TOTAL N=182	
	N	%
Training Relevant to Work	103	57
Better-Qualified Participants	67	37
Training Relevant to Country	36	20
More Information on Program	23	13
More Homogeneity in Groups	13	7
Selection Well Done	10	6
Other Recommendations	26	14

The qualifications of participants seemed to be of more concern to males than females (i.e., 42 percent versus 27 percent), long-term participants than short-term participants (48 percent versus 35 percent), participants from interior provinces (40 percent versus 32 percent), low income participants (46 percent versus 36 and 33 percent respectively), and participants in agriculture business and civics programs (63 percent and 54 percent respectively). Of those who felt that their training groups should be more homogeneous, all were short-term participants, and most were of low-medium socio-economic status (69 percent) and in small business management programs (69 percent).

Conclusions:

- More than half of the survey sample felt that the selection and recruitment process could be improved by ensuring that the training is relevant to participants' work. This was especially true for short-term participants. The more urban and educated participants also seemed more concerned with the relevance of training to the country's needs.
- Many participants (more than one-third of the sample) also commented on the need for well-qualified candidates. Of particular concern was the need for more homogeneity among participants in terms of background and expertise and qualifications.

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B. PREPARATION FOR DEPARTURE

Participants were asked the question, "Do you feel you were: (1) Very well, (2) adequately, (3) somewhat or (4) not at all prepared for your trip and training program in the U.S.?" All of the responses were subjective impressions defined by the respondents and not pre-set definitions of the study team. These responses are reflected in the table below. A majority of participants (69 percent) felt adequately to very-well prepared for their respective training programs upon their departure from El Salvador. Yet, almost one-third of the sample (31 percent) responded that they felt they were less than adequately prepared.

TABLE 4.2

LEVEL OF PREPARATION	TOTAL N=182	
	N	%
Very Well	40	22
Adequately	86	47
Somewhat	38	21
Not at All	18	10

Table 4.3 is a break-down of the 56 participants who felt they were not at all prepared or somewhat prepared. This table indicates that short-term participants felt less prepared than long-term participants. It also shows that participants from the interior mentioned not being well prepared more frequently than participants from San Salvador providence (23 percent vs. 36 percent). About half of the participants in the low-socio-economic category felt they were not well prepared. However, 69 percent of all participants felt they were very well or adequately prepared.

TABLE 4.3

TYPE OF PARTICIPANT	INADEQUATELY PREPARED	
	N	%
TOTAL (182)	56	31
Long-Term (21)	4	19
Short-Term (161)	52	32
San Salvador (75)	17	23
Interior (107)	39	36
Low Socio-economic (39)	20	51
Low-Medium (115)	31	27
Medium (18)	1	6
Insufficient Data (10)	4	40

As shown in Table 4.4 below, insufficient information on the training program was cited by 20 percent of the sample as a reason for being unprepared. Indeed, the need for more information in general was mentioned by 13 percent of all participants (see Table 4.1) as a suggestion for improving the selection process. Moreover, over half of the survey sample (52 percent) also felt they were given insufficient information regarding their training institutions. The data suggest that short-term participants, females, participants from the interior, and those from low socio-economic groups perceived more problems in obtaining adequate information than their respective counterparts.

TABLE 4.4

TYPE OF PARTICIPANT	INSUFFICIENT INFORMATION ON TRAINING			
	PROGRAM		INSTITUTION	
	N	%	N	%
TOTAL (182)	36	20	95	52
Long-term (21)	1	5	7	33
Short-term (161)	35	22	88	55
Male (123)	23	19	55	45
Female (59)	13	22	40	68
San Salvador (75)	14	19	31	41
Interior (107)	22	21	64	60
Public (104)	17	17	58	57
Private (64)	16	25	27	43
Not working (14)	3	21	10	71
Low Socio-economic (39)	13	33	23	59
Low-Medium (115)	21	18	54	47
Medium (18)	1	6	12	67
Insufficient Data (10)	1	10	6	60

Lack of advance notice regarding acceptance into a training program and departure date were also factors contributing to participants' inadequate preparation. While slightly more than half (52 percent) of all respondents was informed that their training application had been approved between three and eight weeks before their program began, a majority of participants (74 percent) had less than three weeks notice regarding their departure date for the United States. Indeed, almost half (43 percent) had ten days or less notice for departure, and almost one-fourth of the sample (23 percent) felt that they were not given enough notice to adequately prepare.

It appears that proportionately more long-term participants, females, and those residing in the capital province had inadequate notice. Some of these differences might be explained by the fact that long-term participants may need to make more extensive arrangements for their absence; and females may have more domestic and family responsibilities to take care of in preparing for their absence. Also, more participants in agriculture business and management, physical education, and public administration programs reported inadequate time to prepare relative to other fields.

A number of participants explained that they did not have enough time to attend to personal matters, while others commented on problems in securing U.S. dollars, problems related to work, or in obtaining the necessary travel documents. Almost half of the sample (47 percent) reported that one to two months advance notice would be sufficient to properly prepare for a training program in the United States, especially long-term participants. While a majority of public sector participants (62 percent) supported this amount of notice, almost half of the private sector participants (44 percent) felt that two to three weeks would be enough.

Other reasons mentioned by participants for being unprepared for their departure included lateness of information, language problems, and that the proposed training was not in the participants area of employment. One trainee felt that he "wouldn't be able to adequately perform in a foreign environment." A notable proportion of participants (11 percent) also experienced some delays in processing their applications for training, especially long-term participants (i.e., 19 percent versus 10 percent of short-term participants), and participants with low socio-economic status (i.e., 21 percent versus 9 percent and 6 percent for higher socio-economic groups). Reasons for these delays included an earthquake, delayed flights, and bureaucratic matters.

Conclusions:

- Many participants were not adequately prepared for their training programs (almost one-third of the sample), especially short-term participants, participants of low socio-economic status, and those from interior provinces.
- Lack of information on the training program and institutions, as well as insufficient notice seem to have been the primary reasons why many participants felt inadequately prepared. Most participants had less than three weeks notice for their departure, and a majority felt that more time was necessary.

C. ENGLISH LANGUAGE TRAINING

Most of the sample participants (92 percent) attended U.S. training programs conducted in Spanish that did not require a minimum level of English language proficiency. Of the 14 sample participants whose programs were in English, 13 were long-term, and all required some English language training before beginning their U.S. academic programs. These participants received approximately one year of instruction in English at various universities in the United States.

As reflected in the following table, most of these participants perceived their language abilities to be deficient in speaking, understanding and writing English before beginning language training. Reading does not appear to have been a major problem. It is instructive to note, however, that of the four academic participants in the survey sample who did not complete their training objectives, all were among the thirteen who required English language training.

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TABLE 4.5

LANGUAGE ABILITY	LEVEL OF ABILITY BEFORE ELT			
	Excellent	Adequate	Deficient	None
Speaking	0	3	8	3
Understanding	0	4	7	3
Writing	1	3	9	1
Reading	1	8	3	2

Several suggestions were made by participants to improve the process of English language training. The most commonly mentioned suggestions included providing several months of language training in El Salvador before leaving and not sending Salvadorans together, which some participants felt discourages the use of English. Several participants also suggested that grades not be given for language coursework, that language instructors should have some knowledge of Spanish, and that more emphasis in language training should be given to conversation skills. A number of short-term participants also commented that their lack of English language skills prevented them from more fully benefitting from their U.S. training experience, both technically and from the sociocultural perspective as well.

Conclusions:

- Despite the small numbers, the data suggest a possible relationship between language proficiency and training completion rates given a somewhat high rate of non-completion among academic participants who required English language training.
- The project's English language training activities could be improved upon, especially in providing more in country ELT, with an emphasis on conversation skills.

D. U.S. TRAINING

Only three sample participants were dissatisfied with their overall training experience. All were males, two were from the interior and of low socio-economic status, and two were in small business management programs and one in civic activities.

TABLE 4.6

SATISFACTION WITH TRAINING: N=182

VERY SATISFIED		ADEQUATELY SATISFIED		NO OPINION		NOT SATISFIED		NOT AT ALL SATISFIED	
N	%	N	%	N	%	N	%	N	%
73	40.1	92	50.6	14	7.7	2	1.1	1	0.5

Although most participants were satisfied with their programs, Table 4.7 indicates that 34 percent would have preferred a different field of training.

TABLE 4.7

WOULD HAVE PREFERRED TRAINING IN DIFFERENT FIELD

YES	61	33.5%
NO	120	66.0%
NO RESPONSE	1	0.5%
TOTAL	182	100.0%

When asked which aspect of their training experience they liked the best (Table 4.8) almost one-third of the sample (31 percent) mentioned the training itself. This was followed by U.S. technology (29 percent), U.S. work style/efficiency (12 percent), U.S. culture (9 percent), American cordiality/peacefulness (6 percent), interactions with Americans (5 percent), touristic activities (4 percent), and the democratic process (4 percent). Other aspects liked best by participants included U.S. history, international banking practices, U.S. commerce, sports and recreation infrastructure, and such American values as individualism, order, discipline and punctuality.

There did not seem to be any major differences within the participant population, although participants in the higher socio-economic group appeared to be more impressed with U.S. technology than those in lower socio-economic levels. Also, participants in physical education programs regarded the cultural aspects of their programs, including sports and recreation activities, more favorably than other aspects.

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TABLE 4.8

ASPECT LIKED BEST	N	%
	182	100
Training Content	57	31
US Technology	36	20
US Work Style	21	12
US Culture	17	9
American Cordiality	11	6
Interact with Americans	9	5
Touristic Activities	8	4
Democratic Process	7	4
Everything	7	4
Other	7	4
No Responses	2	1

With regard to the least liked aspect of participants' training (Table 4.9), almost one-third of the sample (32 percent) felt that their training was too short. Nineteen percent said they could not name anything that they liked least. American food was the second most frequently-mentioned aspect least liked (15 percent). A lesser number of participants (4 percent) felt ignored or discriminated against by their guides or instructors, and an equal number was not pleased with other course participants because of their lower academic levels and/or disinterest in the training. The lack of English language skills, lack of information in general, the climate, the low level of the training, being away from home, and the bad location of accommodations were other aspects of training least liked by other participants.

Of those who felt the training was too short, all were in short-term programs. This was especially a problem for participants in the low socio-economic group, private sector participants, and those in public administration and soil and water programs. Also, relatively more short-term participants and those from the low socio-economic group were not pleased with American food.

TABLE 4.9

ASPECT LIKED LEAST	N	%
	182	100.6
Time Too Short	59	32.4
Nothing	35	19.2
Food	28	15.3
Discrimination	8	4.4
Lack English Skills	8	4.4
Lack of Information	8	4.4
Fellow Participants	8	4.4
Climate	7	4.3
Training Elementary	5	2.7
Away From Home	4	2.1
Housing-Bad Location	4	2.1
Other	8	4.3

The most frequent suggestions made for improving the training program (Table 4.10) included providing more time for short-term programs (38 percent), post-training follow-up activities (20 percent), better candidate qualifications (8 percent), better cultural orientation to the United States (7 percent), better English language skills as well as better Spanish skills of instructors (7 percent), and improvements in American food (7 percent). As discussed earlier, short-term participants were relatively more concerned with the length of their programs, as well as with the quality of food and provision of follow-up activities; whereas, long-term participants were relatively more concerned with the cultural orientation to the United States and English language training. Also, relatively more males, participants from the interior, public sector participants, and those in public administration programs suggested the need for follow-up activities after their training.

TABLE 4.10

RECOMMENDATIONS TO IMPROVE TRAINING		
	N ⁷	% ⁷
Allow More Time	70	38
Follow-Up Activities	36	20.
Qualified Candidates	15	8
Better Cultural Orientation	13	7
Better Language Skills	13	7
Improve Food	12	7
Other	8	4

Conclusions:

- Participant satisfaction with U.S. training was very high. Only three (1.6 percent) were dissatisfied. Nevertheless, one-third (34 percent) would have preferred training in a different field. In addition to the training itself, many participants were particularly impressed with U.S. technology, the efficiency of the U.S. workstyle, and various aspects of American cultural life. Areas perceived more negatively included the length of training, especially for short-term participants, and American food.
- In addition to the suggestion that more time be provided in short-term programs, many participants recommended that follow-up activities be organized, and that improvements be made in the selection of qualified candidates, the cultural orientation to the United States, the food and English language skills.

E. "EXPERIENCE AMERICA" ACTIVITIES

Participants were provided with a variety of sociocultural and civic activities to supplement their technical programs in order to gain an increased understanding of American life in general, and of the American system of government in particular. In most cases, U.S. contractors were responsible for making these experiences available to participants in the CAPS program. Almost all of the survey participants (99 percent) were involved in touristic activities, and a great majority participated in a variety of social, cultural and sports events (93 percent, 89 percent and 83 percent, respectively). Visits with American families were made by two-thirds of the sample (67 percent), and slightly more than half of the sample (53 percent) participated in homestays with American families.

⁷ N does not equal the total sample as not every one had suggestions; multiple responses were given.

The following table suggests that classroom experiences, touristic activities, social events, and family visits contributed the most to increasing participants' understanding of American life. Religious activities, the media, and American business did not appear to be frequent channels for increasing participants' understanding of American life.

TABLE 4.11

SOCIOCULTURAL EXPERIENCES	INCREASED UNDERSTANDING OF AMERICAN LIFE									
	A LOT		SOMEWHAT		A LITTLE		NOT AT ALL		NO CONTACT	
	N	%	N	%	N	%	N	%	N	%
Classes	89	49	79	43	9	5	3	2	2	1
Tourist Activities	56	31	108	59	16	9	0	0	2	1
Social Events	36	20	92	50	36	20	5	3	13	7
Family Visits	37	20	53	29	25	14	6	3	61	34
Homestays	30	17	48	26	15	8	3	2	86	47
Cultural Events	27	15	91	50	41	23	2	1	21	11
Sports Events	23	13	70	38	53	29	5	3	31	17
Religious Actvts	4	2	6	3	0	0	0	0	172	95
Business/Commerce	4	2	8	4	1	1	0	0	169	93
Media	3	2	1	1	2	1	0	0	176	96
Other Experiences	2	1	5	3	2	1	0	0	173	95

An analysis of various characteristics of the participant sample revealed slightly different experiences for some participants. For example, short-term participants did not attend as many sociocultural events as long-term participants (e.g., family visits, homestays, and social, cultural and sports events). However, tourist and classroom activities seemed to play a larger role in contributing to a greater understanding of American life for short-term participants than for those in long-term programs. Also, females tended to participate more in family visits and social gatherings, while males were more involved in sports. There does not appear to be any difference between males and females, however, in the degree to which these activities contributed to a greater understanding of American life. Finally, family visits and social, cultural and sports events seemed to contribute to an increased understanding of American life more for participants of a medium socio-economic status compared to those in lower socio-economic levels.

Participants were also encouraged to increase their understanding of the U.S. system of government, especially the democratic process. In addition to general exposure through the American educational system, the media and U.S. commerce, special activities were organized to facilitate this objective. The data in the table below suggest that visits to government offices and other contact with government officials were the most effective means for promoting this understanding. Attendance at various citizens' meetings and

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special lectures also contributed a lot to increasing participants' understanding of the American system. While classroom activities were somewhat important in increasing this understanding, the media and American business appeared not to play a major role.

TABLE 4.12

CIVIC & COMMUNITY EXPERIENCES	INCREASED UNDERSTANDING OF AMERICAN GOVERNMENT									
	A LOT		SOMEWHAT		A LITTLE		NOT AT ALL		NO CONTACT	
	N	%	N	%	N	%	N	%	N	%
Govn't Visits	63	35	82	45	21	12	2	1	14	8
Govn't Contact	43	23	73	40	36	20	1	1	29	16
Citizens' Meetings	27	15	68	37	31	17	2	1	54	30
Special Lectures	28	15	46	25	31	17	1	1	76	42
Classes	13	7	11	6	2	1	0	0	156	86
Business/Commerce	3	2	3	2	1	1	0	0	175	96
Media	1	1	1	1	0	0	0	0	180	98
Other Experiences	9	5	4	2	0	0	1	1	168	92

It appears that short-term participants had relatively more opportunities to make visits to government offices or have more contact with government officials than long-term participants. These activities also seemed to have made a greater impact on short-term participants than those in academic programs, as well as on participants from interior provinces, the public sector, and those in public administration and civics programs. Also, proportionately more males, participants from interior provinces, and those of higher socio-economic status reported that attendance at citizens' meetings contributed a lot to their understanding of the American system of government.

The U.S. contractor and individual training institutions were mostly responsible for organizing these special activities, although a number of participants reported organizing activities themselves. Only one sample participant reported that no special activities were organized around this objective.

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TABLE 4.13

COORDINATOR OF SPECIAL ACTIVITIES	N=182	
	N	%
U.S. Contractor	93	51
Trng Institution	80	44
Participant	5	2
No Special Actvts	1	1
Did Not Attend	1	1
No Response	2	1

U S. Contractors and the "Experience America" Component

A survey via written questionnaires was conducted of the four U.S. contractors implementing the "Experience America" component of the CAPS training program. Only three of the four responded: The University of New Mexico (UNM), The Consortium for Service to Latin America (CSLA), and Partners for International Education and Training (PIET). United Schools of Americas no longer has a contract with the CAPS program which may explain why they did not respond.

The first question asked for their opinion on what the objective is of "Experience America." All three respondents agreed that "Experience America" is designed to achieve an exchange of cultural values between participants and Americans through some kind of meaningful contact. CSLA added that the objective is "to expose scholarship recipients to democratic institutions."

The U.S. contractors were asked to describe the activities offered in their "Experience America" program, and to explain which components worked best and which were least successful. Accordingly, PIET's program offered homestays, orientation, cross-cultural awareness, English language training, social gatherings in which participants are either hosts or guests, and on-the-job training. The UNM and CSLA programs included interaction with peers, volunteerism, visits to civic and governmental organizations, and opportunities for CAPS participants to serve as "Cultural Ambassadors".

Cross-cultural awareness was selected by CSLA as the component which worked best because it "helps dispel many stereotypes." All three contractors mentioned homestays, because as CSLA explained, "it gives participants an in-depth understanding of American culture." PIET favored on-the-job training because "the participant learns about his/her interests in a work setting." Host Americas was also mentioned by PIET to be popular as a means for Americans to learn about the participant's country (i.e., the participants play 'host' providing food, music and dance).

PIET and UNM viewed the homestay component as the least successful. As explained by PIET, "a good homestay makes everyone happy, but a bad one can ruin an otherwise successful training program." UNM elaborated that

"although enjoyable, most homestays are for a short duration. Because of U.S. families' involvement in work, school, volunteer work, etc., it does not allow much time/energy for hosting." CSLA added that the importance placed on American roommates can be unsuccessful because student's prejudice frequently made it [successful homestays] very difficult to implement . . . language barrier has also been a hindrance in making this requirement a meaningful one."

Conclusions:

- While short-term CAPS scholars did not participate in the breadth of sociocultural activities that long-term participants had, tourist and classroom activities seemed to play a large role in contributing to short-term participants' understanding of American life.
- Short-term participants appeared to have had more opportunities for contact with government offices and representatives than long-term participants. Although the data do not suggest that short-term participants gained a deeper understanding of the American political system than long-term participants, it seems that the special training interventions (e.g., visits to government offices and citizens' meetings) had a greater impact on short-term participants than on long-term participants in contributing to this understanding.

F. POST TRAINING FOLLOW-UP

The National Association of the Partners of the Americas (NAPA) is responsible for conducting follow-up activities for returned CAPS Scholars. This includes the publication of a participant newsletter and the organization of special workshops and conferences. Although NAPA has only recently initiated these activities, participants were asked to what extent they have had any contact with NAPA in El Salvador. Accordingly, more than one-third of the survey sample (37 percent) has had some contact with NAPA since their return from U.S. training (see Table 5.18).

Conclusion:

- NAPA has had little impact on this group.

G. RECOMMENDATIONS

Planning and Selection

- USAID/El Salvador should consider requiring U.S. training contractors to plan and design the training programs with the Mission and participants to ensure that training programs are relevant to the participant's work and the development needs of the country.

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- USAID/EI Salvador should standardize the selection criteria for group training programs so that participants share similar qualifications in terms of language skills and expertise.
- Better screening should be put into place to avoid participants who are about to retire.

English Language Training

- USAID/EI Salvador should provide some English language training in-country for long-term participants before they depart for academic course work in the United States.
- USAID/EI Salvador should screen potential academic participants for language learning aptitude where ELT is required. Participants in ELT programs should be clearly monitored to ensure adequate progress.

U.S. Training

- USAID/EI Salvador should make the length of selected short-term programs consistent with the technical objectives.

Experience America Activities

- USAID/EI Salvador should request the U.S. contractor to include the participant in planning the Experience America component.
- USAID/EI Salvador should ensure that the U.S. training contractors provide each participant with visits and/or homestays with U.S. families.

Post Training Follow-up

- Follow-up activities conducted through NAPA should be viewed and monitored to ensure that participants are encouraged to maintain contact with the United States.

V. CAPS PROJECT OUTPUTS

The following is an analysis of the success in achieving the outputs of the CAPS Project. The following outputs were taken from the MSI scope of work for this impact evaluation:

- All scholars successfully complete training;
- All scholars are employed in areas for which they received training;
- 80 percent of returned CAPS long-term scholars are carrying out productive roles in El Salvador;
- 75 percent of CAPS scholar returnees are involved in ongoing development activities which support and develop democratic processes, and CAPS scholars are sharing "Experience America" learnings with other Salvadorans;
- 50 percent of CAPS long-term scholar returnees and 25 percent of " short-term scholar returnees have established long-term friendships and links with U.S. individuals;
- 75 percent of U.S. citizens who had contact with CAPS scholars have increased their understanding of El Salvador. This includes American roommates and/or host families with whom scholars established contact; and
- 50 percent of CAPS scholar returnees are making efforts to further their knowledge and exposure to U.S. culture.

A. TRAINING COMPLETION

The project output that all CAPS participants successfully complete their training programs was not fully met, although the overall completion rate for short-term participants is impressive. As presented in Table 5.1 below, the completion rate for short-term participants was nearly 100 percent. Only one of 161 interviewees returned early, and in this particular case it was because of illness. Of the 21 long-term participants in the survey sample, four (19 percent) returned to El Salvador without completing the training objective. Three of the long-term participants were enrolled in a master's degree program, and one was sent for an associate's degree. All four were also enrolled in English language training before beginning their academic programs. One participant returned to El Salvador before completing the ELT portion of her program, and another returned immediately after receiving his ELT certificate. Both commented that intensive ELT in El Salvador before leaving for the United States would have been helpful. Another participant returned because the academic level of her program was too demanding, and another returned because of family financial concerns. Thus, English language ability, illness, academic requirements, and financial

concerns were all reasons contributing to the non-completion rate. The low over-all early return rate of three percent is to be commended.

TABLE 5.1

PROGRAM LENGTH	TRAINING COMPLETION					
	Certificate		Degree		Not Completed	
Long-Term (21)	----	----	17	81%	4	19%
Short-Term (151)	159	99%	----	----	1	1%
Total (182)	159	87%	17	8%	5	3%

The data suggest that men and women were equally likely to complete the training. However, four out of the five non-completions were living in the province of San Salvador, and three of the five were unemployed at the time of the interview (i.e., two academic participants and one participant in a short-term small business program). Each of the three socio-economic categories were represented among the non-completions with three out of five from the low-medium category.

Conclusions: USAID/EI Salvador accomplishments regarding completion of U.S. training programs are as follows:

- There is a high rate of completion (99 percent) for participants in short-term training programs; yet, less impressive rates of completion for long-term participants (81 percent).
- Illness, financial problems, and weak academic and English language skills were all reasons contributing to participants' early return. While weak academic background suggests the need for some remedial training, the project's English language training component may not be meeting some participants' needs.
- While rates of completion were similar for men and women, more participants from the San Salvador province, as well as more who were unemployed upon their return were among the non-completions.

Recommendations:

- Since almost one in five of the long-term participants interviewed did not finish training, USAID might want to consider trying a long-term program which takes participants who have demonstrated a successful completion of two years at a local university and send them for a U.S. BA or BS degree.

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B. EMPLOYMENT STATUS AND TRAINING UTILIZATION

Participants' employment status and patterns of training utilization were reviewed in order to determine the achievement of the project outputs that all CAPS scholars are in training-related jobs and that 80 percent of long-term returnees are carrying out productive roles. The following discussion suggests that, with some exceptions, these project outputs have largely been met. Fourteen returned participants (eight percent) were not working for pay at the time of the follow-up interview, of whom two are now retired and one is volunteering at a coop. As shown in Table 5.2, this compares with only two people who reported being unemployed before being sent for training. Also, ten of the fourteen unemployed individuals attended short-term programs, yet the proportion of long-term participants who became unemployed after training is greater (i.e., 14 percent of long-term participants were unemployed after training compared with only 5 percent of short-term participants). Table 5.2 also shows that the number of self-employed participants increased after training (i.e., 12 percent of the sample was self-employed before training compared with 20 percent at the time of the interview). While the rate of increase was similar for short and long-term participants, more males became self-employed after training than females (i.e., 12 percent of males and 10 percent of females were self-employed before training compared to 23 percent of males and 14 percent of females after training).

TABLE 5.2

EMPLOYMENT STATUS BEFORE AND AFTER TRAINING

Before Training	Employed		Self-Employed		Unemployed		Retired		Volunteer	
Total (182)	156	85%	21	12%	2	1%	0	0	3	2%
Long-Term (21)	21	100%	0	0	0	0	0	0	0	0
Short-Term (161)	135	84%	21	13%	2	1%	0	0	3	2%

After Training	Employed		Self-Employed		Unemployed		Retired		Volunteer	
Total (182)	132	73%	36	19.5%	11	6%	2	1%	1	0.5%
Long-Term (21)	16	76%	2	10%	3	14%	0	0	0	0
Short-Term (161)	116	72%	34	21%	8	5%	2	1.4%	1	0.6%

Table 5.3 further shows that less than half of the sample participants (46 percent) returned to the same position they occupied before training. It appears that more long-term participants returned to new positions than short-term participants (i.e., 81 percent compared to 49 percent). Yet, Table 5.4 indicates that most participants (81 percent) are in a

training-related position, although the proportion of those not in training-related jobs seems to have increased slightly since before training (i.e., 12 percent are currently not in a training-related job compared to seven percent at the time of training).

TABLE 5.3

PROGRAM LENGTH	SAME POSITION					
	Yes		No		No Response	
Long-Term (21)	4	19%	17	81%	0	0%
Short-Term (161)	81	50%	79	49%	1	1%
Total (182)	85	46%	96	53.5%	1	0.5%

TABLE 5.4

	TRAINING RELATED TO WORK							
	Very		Somewhat		Not		No Response or not working	
Before Training	118	65%	50	27%	12	7%	2	1%
After Training	93	51%	55	30%	22	12%	12	7%
Long-Term After	8	38%	7	33%	3	14%	3	14%
Short-Term After	85	53%	48	30%	19	12%	9	5%

While almost equal proportions of short-term and long-term participants are currently working in training-related areas (i.e., 71 percent and 83 percent respectively report having current jobs similar to or very related to their training), it seems that training is slightly more related to short-term participants' current employment (i.e., 53 percent of short-term participants reported to be in jobs very related to their training compared to 38 percent of long-term participants). It also seems that current employment for participants in the low socio-economic group and in the private sector is less related to training than the higher socio-economic levels and public sector participants. For example, nearly one-third (31 percent) of respondents from the low socio-economic category reported that their training is not related to their present jobs compared to twelve percent of those at the medium level and seven percent at the low-medium level. Also, it appears that training is less related to employment for private sector participants (i.e., 67 percent of public sector participants

are in very related jobs compared to only 38 percent of private sector participants). Training for participants in physical education, soil and water, and public administration programs appears to be more related to their respective jobs than for participants in civic activities and agriculture business programs.

Table 5.5 below indicates that the training is quite or very useful for a majority of participants (60 percent) in their jobs. Yet, almost one fourth of the sample (24 percent) has been able to use their training only a little, and ten percent not at all. Indeed, as shown in Table 5.6, 18 percent of the survey sample reported that their jobs did not require the skills learned in training. Other reasons given by participants for not being able to use their training include a lack of tools, equipment or other resources and the training was too elementary for some participants. Politics and regulations prevented others from using their training. One person mentioned the lack of authority to implement training skills. (See Table 5.6)

TABLE 5.5

PROGRAM LENGTH	USEFULNESS OF TRAINING									
	Very		A Lot		A Little		Not at All		No Job ⁸	
Total (182)	42	23%	67	37%	43	24%	18	10%	12	6%
Long-Term (21)	4	19%	5	24%	6	29%	3	14%	3	15%
Short-Term (161)	38	24%	62	39%	37	23%	15	9%	9	5%

TABLE 5.6

CONSTRAINTS TO USING TRAINING	N of Participants	
Training not applicable to job	32	18.0%
Training too elementary	9	5.0%
Lack of resources	8	4.0%
Regulations	5	3.0%
No longer working	3	2.0%
Not authorized	1	0.5%
Total Participants (182)	58	32.5%

⁸ Excluding retired.

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Table 5.5 also suggests that training has been more useful for short-term participants than long-term participants (i.e., 63 percent vs. 43 percent found their training to be quite to very useful). Interestingly, more females than males felt that institutional politics and regulations prevented them from using their training (i.e., 18 percent compared to five percent). Also, more participants in the low socio-economic group found their training to be less useful than those in higher levels (e.g., training was not at all useful for 23 percent compared respectively to six percent and 13 percent for the higher levels). Similarly, more participants in the private sector found their training to be less useful than those in the public sector (i.e., training is not at all useful for 19 percent of private sector participants compared to six percent for public sector participants). It should be recalled that the same participant groups whose training appears to be less useful are also those whose current employment is less related to their training as discussed above (i.e., long-term and private sector participants, and those in the low socio-economic category and in civics and agriculture business programs).

A majority of participants (59 percent) also felt that their training has been very helpful for their jobs in a number of ways (see Tables 5.7 and 5.8). In order of most frequent mention, training has been helpful to participants in improving their skills in decision-making, problem-solving, planning and organizing work, and in technical areas and group/community interaction. Training has also been helpful to participants in providing a different perspective, and encouraging them to take more initiative. English ability gained from training was also mentioned by a few participants to be helpful in their jobs.

TABLE 5.7

OVERALL HELPFULNESS OF TRAINING FOR PARTICIPANTS' JOB							
A Lot		Some		None		No Job	
108	59.3%	50	27.5%	10	5.5%	14	7.7%

TABLE 5.8

HOW HAS TRAINING BEEN HELPFUL IN YOUR JOB ⁹		
Helped Decision-Making	71	39%
Helped Problem-Solving	62	34%
Helped Organizational Skills	39	22%
Helped Technical Skills	26	14%
Helped Group/Community Skills	14	8%
Different Perspective	9	5%
More Initiative/Better Planning Skills	12	7%
English Ability	3	2%
Other Ways	9	5%

Table 5.9 indicates that training has also been quite helpful to a majority of participants (67 percent) in their career advancement, especially in terms of enhancing their professional competence and level of responsibility, as well as in their personal growth. A number of participants also commented that their training has contributed to their receiving a promotion and/or a better job since their return. Indeed, as shown in Tables 5.11 - 5.13, almost half of the participant sample (47 percent) received a salary increase since returning from training, and a little over half of these (or 24 percent of the sample) attributed this increase to their training under the CAPS Project.

TABLE 5.9

HELPFULNESS OF TRAINING TO CAREER ADVANCEMENT										
Program Length	Very		A Lot		Somewhat		Not at All		No Response or No Job	
	Long-Term (21)	4	19%	7	33%	5	24%	2	10%	3
Short-Term (161)	39	24%	73	45%	29	18%	10	6%	10	6%
Total (182)	43	24%	80	44%	34	19%	12	6%	13	7%

⁹ Participants provided multiple responses.

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TABLE 5.10

HOW HAS TRAINING HELPED CAREER ADVANCEMENT ¹⁰		
More Competent	57	31%
More Responsibility	32	18%
Personal Growth	30	17%
Received Promotion	26	14%
Better Job	8	4%
Better Interpersonal Skills	3	2%
Other	2	1%

TABLE 5.11

SALARY INCREASE SINCE RETURN		
PROGRAM LENGTH	N	%
Long-Term (21)	9	43%
Short-Term (161)	76	47%
Total (182)	85	47%

TABLE 5.12

EXTENT OF SALARY INCREASE					
A Lot		Some		A Little	
6	3%	17	9%	62	34%

¹⁰ This was only asked of participants who indicated that the training had helped them in their career; multiple responses were accepted.

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TABLE 5.13

SALARY INCREASE RELATED TO TRAINING		
PROGRAM LENGTH	N	%
Long-Term (21)	7	33%
Short-Term (161)	37	23%
Total (182)	44	24%

Conclusions:

- There appears to be a lot of job movement among participants since training. More than half are in different positions, especially long-term participants, suggesting that job retention may be a problem. Also, more participants are self-employed since training, especially males.
- Although most participants are currently in training-related positions, slightly more are not than before training, suggesting that finding a training-related position may be problematic. This is especially the case for long-term participants.
- In addition to long-term participants, training seems to be less related to employment and less useful for participants in the low socio-economic category, the private sector, and in civics and agri-business programs.
- Training has been very helpful to participants in carrying out their job responsibilities, especially in improving their decision-making, problem-solving and organizational skills.
- Training has also been very helpful to participants' career advancement, especially in terms of their levels of competence and responsibility, as well as in their personal growth.
- Almost half of those who received a salary increase since returning from training attribute this to their training under the CAPS Project.

C. PARTICIPANT INVOLVEMENT IN ACTIVITIES THAT REFLECT "EXPERIENCE AMERICA"

Participants were asked a series of questions concerning their involvement in community activities that may have been influenced by their U.S. training experience (especially by the "Experience America" component of their programs). Accordingly, the following table indicates that a majority

of sample participants (70 percent) have participated as volunteers in some local government, church or private service group since their return from training. Equal proportions of returnees have also tried to communicate with persons in authority to get action taken to solve community problems (68 percent), and have engaged in some type of activity that reflects their learning about democratic beliefs and practices (68 percent).

TABLE 5.14

PARTICIPANT ACTIVITIES	Participants (N=182)	
	Voluntary Work	127
Civic Action	124	68%
Democratic Practice	124	68%

The data in Table 5.15 indicate that over half of the sample (51 percent) has been more involved in these types of activities when compared to the level of their involvement before their training experience. Indeed, only nine percent report less involvement since returning from their U.S. training.

TABLE 5.15

PROGRAM LENGTH	LEVEL OF INVOLVEMENT IN COMMUNITY ACTIVITIES SINCE TRAINING					
	MORE		SAME		LESS	
Long-Term (21)	5	24%	10	48%	6	29%
Short-Term (161)	87	54%	63	39%	11	7%
TOTAL (182)	92	51%	73	40%	17	9%

Of those 124 participants who reported taking some civic action to solve community problems, the following table shows that more than half (65 percent) had made some contact with persons in authority such as mayors, politicians, and government officials (including USAID). A sizable proportion (35 percent) mentioned attempts to improve the community in general, including association with the Lions Club and organizing sports activities. Other civic actions taken to solve community problems included activities to improve schools, housing and community health services.

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TABLE 5.16

TYPE OF CIVIC ACTION ¹¹	Participants (N=124)	
Contact Mayors, Politicians and Gov't Officials	80	65%
Community Improvements in General	44	35%
School Improvements	14	11%
Housing Improvements	5	4%
Health Service Improvements	2	2%

Many participants interviewed also mentioned a number of activities that they felt reflected what they had learned about democracy in the United States. As presented in Table 5.17, the most frequently mentioned activity included consciousness raising with regard to the role of the individual within the community. Examples of this noted by some participants include encouraging people

". . . to be honest and to respect the opinions of others; to respect the will of the majority; to respect differences and listen to all sides, respect laws."

Other activities reflecting democratic practice mentioned by participants include the promotion of public access to community services (22 percent), the organization of committees (21 percent), and lectures on various topics within the community (19 percent). A smaller number of participants also mentioned expressing their opinions about community problems and involving themselves in civic affairs.

¹¹ Multiple responses permitted.

TABLE 5.17

ACTION REFLECTING DEMOCRACY IN PRACTICE ¹²	# Participants (N=124)	
Consciousness Raising Role of Individual	53	43%
Promote Public Access to Community Services	27	22%
Organize Committees	26	21%
Lectures Within Community	19	15%
Express Opinions About Civic Affairs	6	5%
Other	9	7%

The data suggest that short-term participants were more likely to be involved in their communities and practice democratic principles than long-term participants. For example, 74 percent of short-term participants have done some volunteer work compared to only 38 percent of long-term participants. Similarly, 75 percent of short-term participants had taken some civic action to solve community problems compared to 42 percent of long-term participants; and 71 percent of short-term participants have engaged in activities supportive of the democratic process compared to 48 percent of long-term participants. Also, while more than half of the short-term participants (54 percent) reported more involvement in these activities since their training, almost one-third of the long-term participants (29 percent) reported less involvement. Possible explanations for the short-term participants' greater involvement could be a result of the selection process. The selection of mayors, coop and other leaders would produce returned participants who would continue to be involved in the community. The long-term participants would have to spend more time looking for employment since they had been away for a longer period of time.

Although about the same proportion of males and females have participated in volunteer work in the community, women appear less likely than men to take some civic actions or to promote democratic practices. Yet, a slightly larger proportion of women than men has been more involved in these types of activities since their training. Interestingly, more women than men mentioned speaking out on community problems and expressing their opinions.

It also appears that more participants living in the interior are more active in their communities than those living in San Salvador. In addition, it appears that participants in the interior are more likely to be involved in consciousness raising activities than those in San Salvador, while the latter reported speaking publicly on democracy more often than those in the

¹² Multiple responses permitted.

interior. A slightly higher percentage of participants in the low socio-economic group also appears to be more active in the community than those in higher levels. Indeed, US training seems to have had a greater impact on the low socio-economic group in terms of their increased involvement in these types of activities since their return from training.

Public sector participants are more likely to be involved in community work than their peers in the private sector, and also seemed to be more involved in community activities than before training. Most examples of civic actions taken to solve community problems were similar for the two groups, although only public sector participants were involved in improvements with schools and public health services. Participants in physical education programs reported the highest levels of community involvement, and those in soil and water programs appear to be the least involved. Efforts to solve community problems were reported more by participants in physical education programs, as well as those in civics activities and public administration. These three groups also appear to be more involved in the community as compared to their levels of involvement before their training. Interestingly, participants in public administration and civics programs also cited more contact with persons in authority than those in other fields.

Conclusions:

- A sizable majority of sample participants has been involved in community volunteer work, has taken civic action to solve community problems, especially contacting persons in authority, and has engaged in activities supportive of the democratic process since their return from training. Participants also appear to be more involved in these types of activities as compared to their level of involvement before training.
- The most frequent ways in which participants have demonstrated their learning about the democratic process include general consciousness raising about the role of the individual within the community, promotion of public access to community services, and formation and participation in committees.
- Short-term participants appear to be more involved in volunteer work, in taking civic action to solve community problems, and in transmitting democratic beliefs and practices than long-term participants.
- Although males appear to be more active than females in taking civic actions or in practicing democratic principles, females seem to be more involved in these types of activities as compared to their level of involvement before training.
- Also, participants in low socio-economic groups and those living in the interior appear to be more actively involved in their communities than participants in San Salvador or those of higher socio-economic levels. This may reflect the fact that these

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participant groups were selected based on their leadership roles in their respective communities.

D. LONG-TERM FRIENDSHIPS AND LINKS WITH THE UNITED STATES

One of the project outputs was the establishment of long-term friendships and links with U.S. individuals that could be continued after participants' return to El Salvador for 50 percent of long-term participants and 25 percent of short-term participants. Participants were thus asked to comment on the frequency and usefulness of contact they have had since their return with individuals they encountered through their training experience.

According to the table below, the most frequent contact for most participants has been with their US training contractor, followed by individual citizens in the United States and the USAID office in El Salvador. In descending order of frequency, other contact has been with participants' instructors and American families in the United States, American citizens in El Salvador, and representatives of the Partners of the Americas (NAPA) in El Salvador. Less frequent contact was noted with professional colleagues in the United States or commercial contacts. In addition, most participants have had some contact with other CAPS Scholars since their return.

Table 5.20 further suggests that contact with other CAPS scholars, participants' US training contractor, and USAID has been more useful than other types of contact. Almost two-thirds of the sample (60 percent) has been in contact with a training-related individual within the past three months.

TABLE 5.18

FRIENDSHIPS AND LINKS WITH U.S. INDIVIDUALS AND ENTITIES			
	Sometimes %	Frequent %	Never %
US CITZ RES IN EL SAL	14	8	77
READ US PUBLICATIONS	21	0	79
US CITZ RES IN US	35	9	56
COMMERCIAL CONTACT	9	0.5	91
US TRAINING CONTRACTOR	41	13	46
USAID	38	7	55
TRAINERS IN THE US	33	5	62
COLLEAGUES IN THE US	15	5	80
FAMILIES IN THE US	33	5	62
NAPA IN EL SALVADOR	34	3	62

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TABLE 5.19

USEFULNESS OF TRAINING RELATED CONTACT SINCE RETURN						
CONTACT	USEFUL		NOT USEFUL		NO CONTACT	
US Contractor	93	51%	6	3%	83	46%
Ex-CAPS Scholars	146	80%	10	6%	26	14%
USAID Office	71	39%	10	6%	101	55%
US Instructors	66	36%	2	1%	114	63%
US Colleagues	34	19%	3	2%	145	79%
US Citizens	65	36%	5	3%	112	61%
NAPA	64	35%	8	4%	110	61%

TABLE 5.20

TIME SINCE LAST CONTRACT WITH A TRAINING RELATED INDIVIDUAL		
DAYS/MONTHS	N	%
ONE WEEK	25	13.7
1-4 WEEKS	43	23.6
1-3 MONTHS	42	23.1
3-6 MONTHS	24	13.2
6-12 MONTHS	13	7.1
NO CONTACT	35	19.3

Long-term participants appear to have had more frequent kinds of contact with U.S. citizens in general since their return than short-term participants, especially with U.S. citizens resident in El Salvador, the U.S. training contractor, USAID, and with the National Association of Partners' of the Americas. Long-term participants also had more commercial contact with the U.S. since their return, and have been more likely to read U.S. publications than short-term participants. In total 65 percent of CAPS respondents indicated that they had made some effort to further their knowledge and exposures to U.S. culture through either contact with U.S. citizens, reading U.S. publications or commercial contact.

While females appear to have had more frequent contact than males with U.S. citizens residing in El Salvador, more males tended to read U.S. publications and have commercial contacts. Respondents from the San Salvador province also seem more likely to read U.S. publications than those from the interior. Participants from the medium socio-economic category also seem to have more frequent kinds of contact than those of lower levels, especially

with U.S. residents in El Salvador and in the United States, commercial contacts, and reading U.S. publications. There did not seem to be any other discernible differences among other characteristics of the participant sample with regard to the frequency of contact with U.S. individuals since participants' return from training.

Conclusions:

- U.S. training contractors and U.S. citizens resident in the United States and El Salvador are the most frequent points of contact for returned CAPS participants in general. Most participants have also had some contact with other CAPS Scholars since their return.
- The least frequent kinds of contact include commercial transactions and contact with professional colleagues in the United States. Also, reading U.S. publications is not a frequent activity for most participants.
- Long-term participants appear to have had more frequent contact with a variety of U.S. individuals than short-term participants since their return from training.
- Participants in the medium socio-economic category also appear to have had more frequent contact with U.S. individuals than participants in lower socio-economic levels.

E. PARTICIPANTS' PERCEPTION OF U.S. CITIZENS' UNDERSTANDING OF EL SALVADOR

An increased understanding of El Salvador by American citizens was another expected project output as a result of contact with CAPS participants. See Section F of this chapter for a discussion of the actual effect of the CAPS program on U.S. citizens. The following discussion of this is based on participants' perceptions of this effect in response to several questions in the interview. Accordingly, Table 5.21 below shows that a majority of sample participants (61 percent) felt that Americans have a good understanding of El Salvador. Many participants who felt this way explained that the Americans they met were genuinely interested in talking and exchanging ideas with them. Also, many participants felt well treated by Americans, and believed that the provision of training opportunities for Salvadorans was an indication of American understanding of their country's needs.

Yet the data also indicate that over one-third of the sample felt that Americans have little to no understanding of their country and its problems. Some of these participants felt some discrimination, commenting that certain factions in the United States have a negative influence on American perceptions of El Salvador. As presented in Table 5.22, however, most of the interviewees indicated that there was a lot of interest by Americans in learning about their country.

Figure 5.21 shows that long-term and short-term participants differed greatly in their assessments of Americans' understanding of El Salvador. A large majority of long-term participants (81 percent) felt there was little or no understanding of their country, while only 39 percent of short-term participants believed this. Also, as shown in Figure 5.22, relatively more short-term participants than long-term participants reported a high level of interest in El Salvador by the Americans they met during their training (i.e., 42 percent of short-term participants vs. ten percent of long-term participants). It is interesting to note that most short-term participants do not speak English, and they spent only four to six weeks in the United States.

TABLE 5.21

PROGRAM LENGTH	PARTICIPANTS' ASSESSMENT OF EXTENT AMERICANS UNDERSTAND EL SALVADOR									
	A LOT		SOMEWHAT		A LITTLE		NOT AT ALL		NO RESPONSE	
Long-Term (21)	1	5%	3	14%	10	48%	7	33%	0	0
Short-Term (161)	42	26%	64	40%	46	28%	8	5%	1	1%
TOTAL (182)	43	24%	67	37%	56	31%	15	8%	1	1%

TABLE 5.22

PROGRAM LENGTH	PARTICIPANTS' ASSESSMENT OF EXTENT AMERICANS ARE INTERESTED IN EL SALVADOR							
	A LOT		SOMEWHAT		A LITTLE		NOT AT ALL	
Long-Term (21)	2	10%	14	67%	5	24%	0	0
Short-Term (161)	68	42%	74	46%	17	11%	2	1%
TOTAL (182)	70	39%	88	48%	22	12%	2	1%

A majority of participants also believed that their contact contributed to a better understanding of their country by Americans. In support of this, many participants commented that they were able to dispel misconceptions about El Salvador by speaking frankly and discussing the realities of their country with Americans. Others also mentioned that they were able to arouse Americans' curiosity about their country through conversations. Some also found that Americans were genuinely interested in helping El Salvador. It

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was also noted that CAPS Scholars can serve as examples to Americans of what El Salvadorans are really like.

TABLE 5.23

PROGRAM LENGTH	CONTRIBUTION OF CONTACT TO AMERICAN'S UNDERSTANDING							
	A LOT		SOMEWHAT		A LITTLE		NOT AT ALL	
Long-Term (21)	10	48%	8	38%	3	14%	0	0%
Short-Term (161)	59	37%	82	51%	16	10%	4	3%
TOTAL (182)	69	38%	90	50%	19	10%	4	2%

While relatively more females than males felt that Americans had a good understanding of El Salvador, estimates of this understanding varied somewhat by socio-economic category. Accordingly, relatively more participants in the low and medium socio-economic groups felt that Americans had a good understanding of their country than those in the low-medium group. This may be a reflection of the fact that long-term participants tend to be concentrated in this middle category.

Conclusions:

- A majority of sample participants felt that Americans had a good understanding of their country and were genuinely interested in learning more about El Salvador. Many participants felt that their contact with Americans during their training contributed a lot to increasing this understanding.
- Relatively more short-term participants believed that Americans had a good understanding of El Salvador than did long-term participants. Yet, short-term participants generally did not speak English and spent brief periods in the United States.

F. EFFECT OF CAPS PROGRAM ON U.S. CITIZENS

American hosts answered a series of questions which sought to probe the nature of the relationship between the U.S. contact and the participant. A majority of thirty respondents (63 percent) had become involved with the CAPS participants through schools and universities. This survey was designed to examine four areas of interest: 1) how much the American hosts knew about El Salvador before and after their contact with the CAPS participant; 2) whether they stayed in contact with the participants; 3) if the program enhanced the participant's understanding of American culture; and 4) how they would change the program in the future. The first two questions were designed to determine

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the project's success in achieving the following outputs specified in the scope of work:

"75 percent of U.S. citizens who had contact with CAPS scholars have increased understanding of El Salvador. This includes American roommates and/or host families with whom scholars established contact;"

"50 percent of CAPS long-term scholar returnees and 25 percent of short-term scholar returnees have established long-term friendships and links with U.S. individuals."

Forty percent of those polled characterized their contact as "personal," while 33 percent characterized it as "social" and 27 percent as "professional." Fifty-three percent of the respondents were host families for a period of at least two weeks, but generally four months (a semester).

1. Knowledge of El Salvador

Prior to meeting the CAPS participants, fifty percent of the respondents knew "only a little" about El Salvador and 20 percent knew "nothing at all." Yet after their involvement with the CAPS participants, 83 percent said their understanding of El Salvador had increased. Of those, 40 percent said "very much" and 43 percent said "somewhat". Only seventeen percent answered "not at all."

A majority of hosts (67 percent) felt their involvement with the CAPS participants had increased the latter's understanding of the United States "very much" and a smaller proportion (27 percent) answered "somewhat." Only six percent answered "not at all," but these respondents had had very brief encounters with the participants (e.g., dinner party or open house).

An open-ended question gave respondents the chance to describe what they were most surprised to learn about El Salvador. Answers varied greatly but centered around the poverty of the people, and the corruption and brutality of the war. Several interviewees (16 percent) remarked at how alike our families are, and said such things as "they are people just like us!" Some of the other comments were:

- How little they have and expect.
- They really want to learn.
- The high quality of the participants.
- Illegitimate children are accepted as part of the family.
- That they were able to get out of their country to do this program.
- Our news media makes it sound much worse; the war is not everywhere.
- Their living conditions are better than I thought.

2. Long-Term Friendships and Links with U.S. Individuals

Many of the respondents stay in touch with CAPS participants although not in close communication. Thirty percent correspond by mail several times a year and seven percent receive phone calls about twice a year. Of the 63 percent who answered "other," 16 percent said the CAPS participants were still in the United States and continued to visit them and ten percent said they had travelled to El Salvador for follow-up activities. Thirty-seven percent had not had any further contact with the participants.

3. Enhanced Understanding of American Culture

A diversity of answers were given for the open-ended question: "How do you feel your contact with the CAPS participants helped them better understand the American way of life?" The most common answer (43 percent) was that by living with a host family CAPS participants were more able to experience American culture intimately, some explaining that living with a family broke down language barriers and facilitated in-depth conversation. Several respondents (13 percent) mentioned that celebrating holidays, going to school, and being exposed to the ideas and outlooks of the American middle class laid to rest misconceptions of Americans such as the misconception regarding the weakness of all American families as a unit. All respondents described taking participants to visit stores, malls, and amusement parks. One host said their participant was "very interested in seeing our free enterprise system in action . . . industrialization . . . shocked at how material we are." Other single comments were:

- Through sports we were able to communicate - it's international. They saw how spoiled we are with all our sports facilities and leisure time. But sports showed our culture because it's our most basic feelings.
- They see how the upper-class lives because those are the only families who can afford to put them up . . . but participants should be more exposed to a cross-section.
- They learned that laws are enforced, bills must be paid, responsibility as citizens to follow rules and regulations (laws in El Salvador aren't as binding).
- I took them to City Council meetings, art museums, Boys Club, Senior Citizen programs, church, soup kitchens
- They were surprised at how much open country there is and the natural environment.
- They were amazed at how many problems the United States has . . . yet we're all so happy.

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4. Suggestions for Future "Experience America" Programs

American hosts were also asked for suggestions so that future visitors can benefit more from their experience. The most popular answer (23 percent) to this was "CAPS participants should come into family situations as much as possible . . . and encourage Americans to accept them into their homes." Several interviewees (17 percent) mentioned that more language lessons should be given before they arrive in the United States. Another theme mentioned by a number of hosts (seven percent) was a suggestion to organize a more structured orientation with details on the subtleties of American lifestyles and family relationships. However, one respondent felt that "Experience America" interferes too much with the technical training component. Other suggestions included:

- Participants should visit the mid-West because the east and west coasts are not representative of the United States.
- Third year students should not be allowed to stay together off campus because their English goes downhill (it's best to have them continue to stay with host families).
- Participants should be placed in larger cities where there is more culture and easy access to transportation to get around and see things.
- Participants should be encouraged to seek ways to finish their college degrees here.
- Prior to arriving, participants should be shown a video about our government. This shouldn't be the responsibility of host families since many of us live on farms and it's difficult to take them around for civic lessons.
- Americans should learn to speak Spanish.

G. RECOMMENDATIONS

- Academic candidates should be screened for language learning potential and monitored closely to forestall program terminations due to language problems.
- Remedial training should be provided for academic candidates whenever necessary.
- The re-entry process for long-term participants should be monitored closely to ensure participant reintegration into training-related jobs.

- Since long-term participants have more contact with the United States, but short-term participants are more involved in community activities, selected follow-up activities should be organized which would encourage long-term returned participants to become more involved in sharing their training and U.S. experience with others in the community.
- Other follow-up activities should be organized to encourage monitoring and/or increasing different types of contact with the United States.
- USAID/EI Salvador should provide the training contractor with sufficient background information about participants and their training needs.
- USAID should consider recruiting long-term participants who have demonstrated the ability to finish two years at a Salvadoran University and provide them with a U.S. B.A. or B.S. degree program.

VI. IS THERE A MULTIPLIER EFFECT?

A. BACKGROUND

A central objective of the CAPS Project was to provide the participant with a living and educational experience in the United States that would result in encouraging the CAPS scholar to provide leadership in his community upon his return. The investigators conducting this survey had no baseline with which to make a comparison of leadership provided by the returned participant to the community before and after training. However, analysis of those questions dealing with leadership strongly suggests that a significant percentage of CAPS scholars are undertaking leadership roles in their communities. No effort was made to determine if there was a relationship between the training and living experience in the United States and the leadership being provided by the returned CAPS scholar. Rather, the analysis is intended to provide an assessment of the leadership role of CAPS scholars as they described it.

One reason for emphasizing leadership in selecting candidates and in designing training programs is to maximize the possibilities for spreading the effects of the training given to each scholarship recipient. Leaders have influence on other persons; the more persons influenced by one participant the greater the impact. Multiplier effects can also be produced by returned participants who do not actually hold official positions as leaders. This survey provided limited information regarding the nature and extent of multiplier effects attributable to CAPS participants -- non-leaders as well as leaders.

B. FINDINGS

Leadership

About half of the sample participants (88 or 48 percent) had assumed a leadership position in their service organizations, church, or other community groups since returning to El Salvador. Fifty-six percent of 88 CAPS scholars who were providing leadership identified one organization with which they were working; 30 percent identified two groups; 15 percent identified three groups; and nine percent identified four or more groups to which they provided leadership.

Fifty-four percent of the 88 leaders were reaching a combined membership of less than 100 persons; thirty-three percent of leaders reported reaching a membership ranging between 100 and 1,000; and 11 percent reported reaching a membership ranging between 1,000 and 10,000. (See Table 6.1.)

TABLE 6.1
NUMBER OF GROUPS AND COMBINED MEMBERSHIP

N = 88					
TOTAL NUMBER OF MEMBERS IN ALL GROUPS IN WHICH PARTICIPANT HAS LEADERSHIP ROLE					
No. of Groups	1-30	31-100	101- 1,000	1,001- 10,000	Total
	%	%	%	%	%
1	16	15	9	6	46
2	8	9	12	1	30
3	1	5	7	1	14
4			2	2	4
5			1		1
6			2		2
7				1	1
Total	25	29	33	11	98% ¹

Leadership positions were most often held by short-term participants employed in the public sector. Fifty-three percent of short-term compared to 14 percent of long-term and 53 percent of public sector compared to 38 percent of private sector participants were leaders. The proportion of men with leadership positions (52 percent) was somewhat larger than the proportion of women (41 percent). Finally, participants living in the interior were more likely to be leaders than those living in San Salvador province, 61 and 31 percent respectively.

Interviewees in the low socioeconomic category were less often employed in the public sector -- only 26 percent compared to 69 and 44 percent respectively for low-medium and medium socioeconomic groups. Nevertheless, there were proportionately more leaders in the low socioeconomic group - 59 percent compared to 44 and 50 percent for the low-medium and medium categories respectively.

¹ Does not equal 100% due to rounding.

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Although working in the public sector may have been a factor in having a leadership position, it was not a necessary condition, nor did it guarantee leadership status. Over two-thirds of those trained in either Public Administration or in Citizenship programs reported leadership positions (69 and 70 percent respectively). While many of the leaders from these programs worked in the public sector, many did not. Coaches/PE teaches were almost all (92 percent) employed in the public sector, and about half (54 percent) were leaders. Those trained in Small Business Management were less likely to have leadership positions -- only 40 percent did -- and less likely to work in the public sector -- 37 percent did. For those in Small Business Management, living in the interior seemed to offer more leadership opportunities regardless of employment sector.

Thus, the length and field of training, the employment sector and the place of residence all appear to be factors related to achieving leadership status. It is noteworthy that over half of those who held leadership positions (45 out of 88) had not been identified as leaders prior to training. By the same token, 29 out of 72 who had been identified as leaders did not in fact achieve leadership status after training.

There was considerable variation among the leaders with regard to the number of groups in which they held leadership positions and in the number of persons in the groups that they led. More public sector leaders and more interior leaders held positions in multiple groups and in groups having memberships larger than 100 persons. On the other hand, fewer low socioeconomic leaders held positions in multiple groups or in groups having memberships larger than 100 persons. While women leaders were about as likely as the men to have positions in more than one group, the men reported larger combined memberships. Because of the small number of leaders among long-term interviewees, no valid comparisons can be made for length of training. Proportions are shown in Tables 6.2 and 6.3.

TABLE 6.2

HOLD LEADERSHIP POSITION IN MORE THAN ONE GROUP	N = 88	
	N	%
Total (88 Leaders)	46	52
Long-Term (3)	2	67
Short-Term (85)	44	52
Male (64)	34	53
Female (24)	12	50
San Salvador (23)	9	39
Interior (65)	37	57
Low Socioeconomic (23)	8	35
Low-Medium (52)	29	56
Medium (9)	5	56
Private (24)	7	29
Public (54)	34	63

TABLE 6.3

COMBINED MEMBERSHIP OF GROUPS IS OVER ONE HUNDRED	N = 88	
	N	%
Long-Term (3)	1	33
Short-Term (85)	40	45
Male (64)	32	50
Female (24)	9	37
San Salvador (23)	9	39
Interior (65)	32	49
Low Socioeconomic (23)	8	35
Low-Medium (52)	24	46
Medium (9)	6	67
Private (24)	7	29
Public (54)	28	52
Total (88)	41	47

More leaders from Public Administration and from the Coaches/PE training programs held positions in multiple groups -- 72 and 69 percent respectively. The Coaches/PE teaches were more often involved with memberships larger than 100 persons (69 percent). Of the Public Administration leaders, exactly one-half were leaders of groups having 100 or more members. About one-third of leaders from Citizenship (39 percent) and Small Business Management (33 percent) reported combined memberships over 100. (See Table 6.4.)

TABLE 6.4

LEADERSHIP AND FIELD OF TRAINING	N = 88			
	More Than One Group		More Than 100 Members	
	N	%	N	%
SHORT-TERM PROGRAMS:				
Labor Statistics (0)	-	-	-	-
Soil/Water Mech. (1)	1	*	1	*
Small Bus. Mgmt. (24)	9	38	8	33
Public Administ. (18)	13	72	9	50
Ag. Business Mgmt. (3)	0	-	2	*
Citizenship (26)	12	46	10	38
Coaches/PE (13)	9	69	9	69
LONG-TERM PROGRAMS (3)		*		*

* Too few for valid comparison.

Leadership and Experience America Activities: An analysis of participant ratings of certain U.S. experiences showed small but statistically significant differences ($p < .05$) in the responses of leaders and non-leaders. In all cases leaders gave higher mean ratings, indicating that leaders were a little more positive about the experiences than were non-leaders. Four activities were especially helpful to leaders in understanding the U.S. way of life: attending social gatherings; sports events; cultural events; and classes. Two activities were especially helpful to leaders in understanding the North American system of government: contact with government officials and attending citizen meetings. (See Table 6.5.)

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TABLE 6.5

HOW LEADERS AND NON-LEADERS RATED EXPERIENCE AMERICA ACTIVITIES N:	N = 182				
	Mean	SD	Range*	F-ratio	Prob.
1) Understanding U.S. Way of Life					
<u>Activity</u>					
Homestays					
Leaders (48)	3.2	.67	2 to 4	1.77	.19
Non-Ldrs (47)	3.0	.85	1 to 4		
Family Visits					
Leaders (57)	3.1	.79	1 to 4	3.08	.08
Non-Ldrs (62)	2.9	.88	1 to 4		
Social Gatherings					
Leaders (81)	3.1	.66	1 to 4	5.04	.03
Non-Ldrs (86)	2.9	.71	1 to 4		
Sports Events					
Leaders (73)	2.9	.75	1 to 4	4.96	.03
Non-Ldrs (76)	2.6	.73	1 to 4		
Cultural Events					
Leaders (80)	3.0	.70	2 to 4	6.22	.01
Non-Ldrs (80)	2.7	.63	1 to 4		
Tourist Activities					
Leaders (86)	3.2	.61	2 to 4	.29	.59
Non-Ldrs (92)	3.2	.59	2 to 4		
Classes					
Leaders (88)	3.5	.55	2 to 4	6.16	.01
Non-Ldrs (90)	3.3	.75	1 to 4		
2) Understanding U.S. System of Government					
Government Visits					
Leaders (87)	3.3	.63	1 to 4	1.29	.26
Non-Ldrs (79)	3.2	.75	2 to 4		
Contact with Government Officials					
Leaders (80)	3.2	.65	2 to 4	6.43	.01
Non-Ldrs (71)	2.9	.81	1 to 4		

TABLE 6.5 (Cont'd)

HOW LEADERS AND NON-LEADERS RATED EXPERIENCE AMERICA ACTIVITIES	N = 182				
	Mean	SD	Range*	F-ratio	Prob.
<u>Activity</u>					
Attending Citizen Meetings				6.52	.01
Leaders (70)	3.1	.67	1 to 4		
Non-Ldrs (56)	2.7	.74	1 to 4		
Lectures About Government				.11	.74
Leaders (57)	3.0	.71	1 to 4		
Non-Ldrs (47)	2.9	.85	2 to 4		
<u>Overall Satisfaction</u>				14.77	.00
Leaders (88)	4.5	.68	1 to 5		
Non-Ldrs (91)	4.1	.68	2 to 5		

* Scale values: For activities, 4=very useful, 3=quite useful, 2=a little useful, 1=not at all useful; for satisfaction, 5=very satisfied, 4=satisfied, 3=neither satisfied nor dissatisfied, 2=dissatisfied, 1=very dissatisfied.

Leaders gave higher estimates than non-leaders of North Americans' understanding of, and interest in, El Salvador and higher estimates of the impact participants had on increasing North American understanding of El Salvador. Finally, leaders were more satisfied overall with the training and other U.S. experiences. It is important to note that leaders and non-leaders did not differ in their appreciation of democratic principles such as participatory government, majority rule, respect for law, etc. (See Table 6.6).

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TABLE 6.6

HOW LEADERS AND NON-LEADERS RATED NORTH AMERICANS' KNOWLEDGE OF AND INTEREST IN EL SALVADOR	N = 182				
<u>Item</u>	Mean	SD	Range*	F-ratio	Prob.
How much do North Americans know about El Salvador? Leaders (88) Non-Ldrs (91)	3.0 2.5	.83 .91	1 to 4 1 to 4	12.47	.00
How interested are North Americans in El Salvador? Leaders (88) Non-Ldrs (92)	3.4 3.1	.63 .75	2 to 4 1 to 4	6.60	.01
How much did CAPS participants help to increase North Americans' understanding? Leaders (88) Non-Ldrs (91)	3.4 3.1	.68 .74	1 to 4 1 to 4	6.25	.01

* Scale values: 4=very much; 3=quite a bit; 2=little; 1=none.

The CAPS Project in El Salvador appears to be achieving multiplier effects through returned participants who hold leadership positions. Earlier, it was noted that although the majority of returnees live in interior, there is some movement to San Salvador after training. Selecting participants working in the public sector -- especially for short-term training programs in Public Administration, Citizenship, and Physical Education -- has helped to produce multiplier effects because of the higher potential for leadership among these candidates. Private sector leaders have also emerged, mainly from business training programs, but they appear to influence smaller numbers of people.

It is reasonable to infer that the impact on leaders is positive since they gave the most positive assessments of the training and other U.S. experiences. Leaders were also more likely to view North Americans as informed and interested with regard to El Salvador.

Impact and Multiplier Effects

Whether or not they held leadership positions the experiences of the participants had multiplier effects. Nearly all returned participants interviewed for this study (98 percent) said they had shared aspects of their U.S. experiences in their communities, in their work settings, and with

friends and relatives since returning to El Salvador. The most frequently mentioned experiences (mentioned by 72 percent of the sample) that were shared related directly to the technical aspects of the training program. Over half (57 percent) has shared their sociocultural experiences (tourism, customs, sports, etc.). Two other aspects of the United States that about half (49 percent) of the participants have shared with others in El Salvador relate to the technical advances observed in the United States and to what it was like to live in a foreign country. Almost one-third (31 percent) mentioned sharing experiences regarding the U.S. legal system. Other aspects of U.S. experiences that a few interviewees have shared include the North American approach to work (seven percent), human relations (five percent), and how training is being put into practice (four percent).

TABLE 6.7

WHICH U.S. EXPERIENCES HAVE PARTICIPANTS SHARED	N = 182	
	N	%
Training (academic, work-related)	131	72
Cultural (tourism, customs, sports)	104	57
Technical advances	90	49
Living in a foreign country	89	49
U.S. legal system	57	31
North American approach to work	13	8
Human relations	9	5
How training is being put into practice	8	4
Other experiences	18	10

This sharing has often taken place in the work setting. Most interviewees (87 percent) said they had talked to work associates, colleagues or other job-related contacts about aspects of their U.S. experiences. Sharing with relatives was noted by 72 percent, and sharing with members of the community or parents of school children was cited by 61 percent. Just over one-fourth (27 percent) indicated they had shared aspects of U.S. experiences with friends or with other CAPS participants. A few also said they had shared with humanitarian organizations.

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TABLE 6.8

WITH WHOM HAVE PARTICIPANTS SHARED U.S. EXPERIENCES	N = 182	
	N	%
Work associates, colleagues, patients	158	87
Relatives	131	72
Community members, parents	111	61
Friends, other CAPS participants	49	27
Humanitarian organizations	13	7
Others	5	3

For the most part, responses differed little when considered in relation to sex, place of residence, employment sector or socioeconomic status of participants, but there were some differences associated with length and field of training.

Long-term participants were less likely than short-term participants to mention experiences regarding the U.S. legal system and a little more likely to mention U.S. technical advances. A more noteworthy difference between long- and short-term participants concerned with whom they shared experiences. Sixty-five percent of short-term interviewees said they shared U.S. experiences with members of their communities while only 29 percent of long-term said they did. This supports the finding mentioned earlier that short-term participants appear to be more involved in community activities than long-term participants. Finally, short-term participants have shared U.S. experiences with larger numbers of Salvadorans. Nearly three-fourths (74 percent) of short-term participants said they had shared their training with more than 30 persons. The proportion for long-term is 50 percent.

When responses of short-term participants are considered according to the field of training, other differences emerge. Proportionately more participants in Small Business Management and in Civics programs said they had shared experiences of the U.S. legal system -- 37 percent and 38 percent, respectively, compared to 31 percent of participants in Public Administration programs and 21 percent of those in Physical Education programs. These differences may reflect the extent to which training program content involves aspects of the U.S. legal system.

Participants from two short-term programs--Small Business Management and Soil/Water Mechanics--were as likely as long-term participants to cite their experiences of U.S. technical advances among topics which they shared. The nature of the training probably exposed participants in these fields more to U.S. technology--especially to computers in the case of business training.

Proportionately fewer interviewees trained in Agricultural Business Management mentioned sharing either cultural experiences or their impressions of what it was like to live in a foreign country. This finding suggests that these participants may have had few experiences outside the classrooms. It

was also the case that interviewees from this program more often said they shared their U.S. experiences with relatives and less often mentioned work associates. This may be because agriculture is a family business. Interviewees trained in Soil/Water Mechanics also frequently mentioned sharing with relatives, but they mentioned sharing with work associates as well.

More participants in Civic action training programs shared U.S. experiences with people in the community than did other groups--78 percent compared to between 58 percent and 63 percent for other programs. These participants more than any other group reported talking about their U.S. experiences to large numbers of people. Nineteen percent said they had talked to between 1,000 and 10,000 persons, compared to only eight percent of Coaches/P.E. Teachers and less than four percent of either Public Administration or Small Business Management interviewees. However, between 40 percent and 60 percent of respondents from these three programs had shared U.S. experiences with sizeable numbers of persons--from 100 to 1,000 persons, compared to 27 percent of participants in civics programs.

Leaders and Multiplier Effects

The responses of leaders and non-leaders were compared to determine whether the experiences they shared, or the persons with whom they shared, differed. Leaders tended more than non-leaders to talk to other Salvadorans about the U.S. legal system (55 percent versus 45 percent), and about the North American approach to work (61 percent versus 39 percent). Leaders were less likely to talk about cultural aspects of the United States, the experience of living in a foreign country, U.S. technical advances, or how training was being put into practice. From 45 percent to 37 percent of respondents who named these topics were leaders.

Leaders tended more than non-leaders to share U.S. experiences with members of the community (57 percent versus 43 percent) or with humanitarian organizations (61 percent versus 39 percent). Leaders were less likely to mention friends or relatives as the persons with whom they shared. The percentages of leaders who did are 45 percent and 42 percent respectively.

Finally, exactly half of the respondents who said they shared experiences directly related to the training were leaders, and exactly half of those who cited work associates as persons with whom they shared were leaders.

C. CONCLUSIONS

- It appears that short-term participants are more inclined to provide community level leadership upon their return to El Salvador when compared to CAPS scholars that were in the United States on a long-term basis. However, this probably reflects the types of participants that were selected in the first place for both short- and long-term training. The age, the occupation, and the area of training of the participant are significant factors influencing the

predisposition of the participant to move in the direction of assuming or being moved into a community leadership role.

- Short-term participants appear to have more potential for multiplier effects (i.e., sharing their training experience) than long-term participants. This is probably attributable to the type of training program (and characteristics of individuals who comprise certain groups) rather than to the length of training. Perhaps long-term scholars need a longer time period in which to establish themselves as community leaders.

D. RECOMMENDATIONS

- The Mission should ensure that women leaders are targeted, recruited and selected.

VII. UNPLANNED EFFECTS OF CAPS PROGRAM

A. OPINION, ATTITUDINAL, AND BEHAVIORAL CHANGES OF CAPS PARTICIPANTS

In addition to planned effects, the survey was also designed to explore whether there were changes in the participant's opinion of the United States and Americans. Additionally, the study examined changes in participant behavior and attitudes that can be related to the training and living experience in the United States. The following sections discuss the changes that were acknowledged by the participants during the course of the survey and, in some instances, why and how the changes came about.

1. Changes of Opinion Towards the United States

Exactly half of the 182 interviewees responded that the U.S. training and living experience resulted in a positive change in their opinion of the United States and Americans. Twenty-nine percent noted the traits of honesty, respectfulness, generosity, or being affectionate as factors that attributed to their positive feeling about Americans. Another 26 percent attributed their positive opinion to "being treated well," "being allowed to get to know North Americans," "being treated as equals," or "being treated in a friendly way". Six respondents said living with American families was the factor that contributed to the development of their positive opinions.

2. Opinion, Attitudinal, and Behavioral Changes for all Participant's Sampled

More than three-fourths (82 percent) of interviewees said that their lives had changed because of the experience they had had in the United States. Positive changes in attitudes and behavior were expressed by almost two-thirds (63 percent) of the participants in terms of "trying to be better in my job," "being more mature," "doing things faster," "desire to succeed," "being more conscientious," "not staying in a rut," "paying more attention to clients," "taking initiative", and "getting ahead in my field." Two changes cited by about half (52 percent) of the participants included paying greater attention to punctuality and/or being more efficient.

Exactly half mentioned being more practical and/or more realistic as a change in their attitudes towards life, and 40 percent said that they were either more ordered, disciplined, and/or more organized in their approach to life. Other important behavioral and attitudinal changes that were often cited included "being more independent," "having more self confidence," "caring less about what others say," "being more optimistic," "looking for the common good," "being more visionary," "being more understanding in thoughts and actions," "growth in academic and/or family life," "having more opinions," and "being more communicative and sociable." A small percent of the population surveyed indicated that they developed a new concept of what democracy is and/or a new conception of the world.

Long-Term Participant Versus Short-Term Participant: A positive change of opinion was reported by more long-term participants (62 percent) than short-term participants (48 percent). Living with families was cited by a

larger proportion of long-term participants (21 percent) as a reason for their changed attitude versus four percent of short-term participants. Twenty-nine percent of the short-term participants cited "being treated well" as a reason for their positive attitude, whereas only seven percent of long-term participants cited this as a reason for their change in attitude. A large majority of both long-term participants (86 percent) and short-term participants (82 percent) said that the experience in the United States had affected their lives in terms of attitudinal or behavioral changes.

Female Versus Male: A larger proportion of women (59 percent) reported a change of opinion than did men (45 percent). However, men and women gave similar reasons for the change in opinion. Similar proportions of women (83 percent) and men (80 percent) said that their experience in the United States had changed their lives.

Place of Residence: There was almost no difference between those from the interior of El Salvador and those from the capital province with regards to a change of opinion. Both groups noted the same reasons for a positive change in their opinion. However, 34 percent of those from the interior attributed their positive opinion change to their feelings that Americans had the personal traits of "honesty," "respectfulness," "generosity," and/or "being affectionate" as contrasted with only 20 percent from San Salvador Province that mentioned these traits. The sense that Americans were just like all other people was mentioned by ten percent of respondents from San Salvador province while only five percent of those from the interior cited this as a reason for a positive opinion change.

A slightly larger proportion of returnees living in the interior said that the experience in the United States had changed their lives--85 percent compared to 77 percent of returnees living in San Salvador Province.

By Socio-Economic Categories: There were differences in the proportions of interviewees in each socio-economic category who reported having experienced a change in their opinion of the United States and of Americans. Participants in the low socio-economic category seemed to experience the greatest change in this opinion as compared to other groups (i.e., 59 percent report positive opinion change compared to 49 percent and 39 percent of these in higher levels). For the most part, the three groups mentioned the same reasons for the changes and in similar proportions. A slightly larger proportion of interviewees in the Low-Medium socio-economic category said that the experience in the U.S. had changed their lives--84 percent compared to 78 percent and 77 percent for the Medium and Low categories, respectively.

Only 29 percent of those in the low socio-economic category who reported change in their behavior or attitude mentioned being more practical, while 63 percent and 53 percent from the medium and low-medium categories, respectively, mentioned this change. Those in the medium category were more likely to cite being more orderly in their work (56 percent) compared to 36 percent and 35 percent for the low-medium and low categories, respectively. Participants in the medium socio-economic category were less likely to cite being more independent (19 percent) compared to 31 percent and 32 percent for the low-medium and low categories, respectively.

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Private Versus Public: Just over half (54 percent) of private sector participants and nearly half (49 percent) of public sector interviewees said they had experienced a change of opinion that was positive concerning how they viewed the United States and Americans. The more notable factors cited for promoting this change in opinion by the two groups included: being treated well, mentioned by 32 percent of private sector and 23 percent of public sector participants; and the traits of honesty, respectfulness, generosity, and/or being affectionate on the part of Americans by 23 percent of private sector and 34 percent of public sector respondents.

The same proportion (82 percent) of both public and private sector interviewees said that the experience in the United States had changed their lives. Public sector respondents were a little more likely to mention willingness to assume responsibility as a change--62 percent versus 55 percent of private sector respondents. Being more orderly was a change that 43 percent in the public sector cited compared to 31 percent of private sector respondents.

Field of Training: A change of opinion was reported by somewhat larger proportions of participants from two programs--Public Administration (65 percent) and Agriculture Business and Management (62 percent) when compared to the other four programs (i.e., 49 percent - Civic Activities; 46 percent - Coaches/PE Teachers; 42 percent - Small Business Management; and 40 percent - Soil/Water Mechanics).

A high proportion (92 percent) of participants in the Coaches/PE Teachers and the Public Administration programs said that the experience in the United States had changed their lives. Slightly smaller proportions of participants in Civic Activities (81 percent) and in Small Business Management (77 percent) responded in the affirmative, and less than two-thirds of participants in Agriculture Business and Management (62 percent) and Soil/Water Mechanics (60 percent) said the experience had changed their lives.

3. Conclusions

- Long-term participant training appears to have greater impact in terms of promoting a positive opinion of the United States and Americans than short-term participant training.
- It is interesting to note that more participants from the low socio-economic group changed their opinions of the United States than in the low-middle and middle socio-economic groups.
- Fifty-nine percent of participants in the low socio-economic category and 49 percent of those in the low-medium socio-economic category experienced changes in their opinion.
- It is significant that 92 percent of the participants from the Coaches, Physical Education, and Public Administration groups said that their lives had been changed as a result of course participation.

4. Recommendations

- If the formulation of positive opinions regarding the United States and Americans on the part of participants continues as a priority objective of CAPS II, increasing the percentage of long-term training participants should be considered as well as increasing the percentage of participants from the low socio-economic level. Selection of low socio-economic participants for long-term training may well increase the need for predeparture remedial classes to avoid the current high drop-out rate of long-term participants.
- USAID/EI Salvador should attempt to determine what factors in the Coaches, Physical Education and Public Administration training programs promoted attitudinal and behavioral changes in the lives of these participants.

B. CHANGES IN OPINIONS, ATTITUDES, AND BEHAVIOR OF FAMILY MEMBERS OF PARTICIPANTS

Other unplanned effects of the program related to the participants families are that nearly two-thirds (63 percent) of the sample participants reported changes for their families that could be attributed to the participant's experience in the United States. The vast majority of the changes cited could be categorized as improved family relations to include "more communication," "more understanding," "incentive for a better future," "greater interest in the family," "emotional strength," "greater respectability," "more positive attitude," "more family harmony," "more family stability," and/or "better parental example." A second type of change could be described as resulting in a more efficient family unit in the following terms: "becoming more organized," "distributing time better," "being more practical," "being more respectful and punctual," and "demonstrating greater responsibility in the home."

C. CONCLUSIONS

- There did not seem to be any notable differences among participants based on place of residence, socio-economic status or employment sector with regard to experiencing family changes.
- Considering responses by type of training, interviewees trained in Public Administration were the most likely to report family change (77 percent) while those in Agriculture Business and Management were the least likely (37 percent).

**VIII. CHARACTERISTICS OF INDIVIDUALS AND GROUPS WHO ACHIEVE CAPS
END-OF-PROJECT STATUS:**

One of the objectives of this study was to provide the Mission with a profile of the individual and the successful training groups who achieve CAPS end-of-project status. The following profiles were developed based on the summary findings from sections 5 and 6 discussed above.

A. PROFILE OF INDIVIDUAL WHO COMPLETES TRAINING:

The typical Salvadoran CAPS respondent who completed training was:

- equally likely to be a male or female;
- more likely to belong to the low-medium socioeconomic category (67 percent);
- from the interior (60 percent); and
- in a short-term training program (99 percent).

B. PROFILE OF INDIVIDUAL WHO IS EMPLOYED UPON RETURN:

The typical Salvadoran CAPS participant who is employed upon return was:

- equally likely to be a male or female;
- from one of the three socioeconomic categories in similar proportions;
- equally likely to be from San Salvador province or the interior;
- more likely to be employed in the public sector (62 percent); and
- in a short-term training program (96 percent).

C. PROFILE OF INDIVIDUAL WHO IS INVOLVED IN "EXPERIENCE AMERICA" ACTIVITIES

The typical Salvadoran CAPS participant who is involved in activities that reflect "Experience America" was:

- equally likely to be a male or female;
- from the interior (85 percent);
- from the low socio-economic category (82 percent);
- more likely to be employed in the public sector (77 percent); and

- in a short-term training program (74 percent).

D. PROFILE OF INDIVIDUAL WHO INFLUENCES COMMUNITY (MULTIPLIER EFFECT)

The typical Salvadoran CAPS participant who influences the community (multiplier effect) through holding a leadership position was:

- more likely to be male than female (52 percent v. 42 percent);
- more likely to be from the interior (69 percent);
- from the low (59 percent) or medium (50 percent) socio-economic category;
- working in the Public sector (53 percent); and
- participated in a short-term training program (53 percent).

E. KINDS OF U.S. EXPERIENCES SHARED WITH SALVADORANS BY INDIVIDUAL PARTICIPANTS

The returnees shared a variety of experiences upon return:

- In similar proportions, women and men reported sharing experiences about American culture (54 percent and 59 percent respectively); organization of work (5 percent each); and academic life (73 percent and 72 percent respectively). Female respondents reported higher percentages than men in sharing information about life in a foreign country (54 percent and 46 percent respectively) and technical advances (56 percent and 46 percent respectively);
- male respondents were more likely to share experiences about the U.S. legal system than females (35 percent and 24 percent respectively);
- long-term returnees reported slightly higher percentages than short-term returnees in sharing experiences about academic life (76 percent and 71 percent respectively); life in a foreign country (52 percent and 48 percent respectively); the U.S. legal system (32 percent and 24 percent); and technical advances (57 percent and 48 percent respectively);
- short-term and long-term respondents were almost equally likely to share experiences about American culture (58 and 52 percent respectively).

F. PROFILE OF INDIVIDUAL IN GROUP TRAINING PROGRAMS WHO ACHIEVED END-OF-PROJECT-STATUS REGARDING EMPLOYMENT

The following is a profile of individuals participating in group training programs who achieved end-of-project status.

- Group participants in Physical Education, Soil/Mechanics and Public Administration Programs gave high ratings to the usefulness and relevancy of this training.
- Group participants in Physical Education, Civics, and Public Administration Programs have been more involved in community activities, and have made more efforts to solve community problems and to put into practice democratic principles than those in other programs. Participants from agriculture business programs also have been quite active in practicing democratic principles.
- Group participants in Physical Education, Civics Activities and Public Administration also demonstrate more community leadership responsibilities than participants in other programs.

G. PROFILE OF INDIVIDUAL IN GROUP TRAINING PROGRAMS WHO PARTICIPATED IN "EXPERIENCE AMERICA" ACTIVITIES

Individuals in group training programs participating in Experience America Activities upon return were those who were trained in the following programs:

Reporting community involvement

- Coaches/P.E. Teachers (96 percent), Civic Activities (87 percent), Public Administration (85 percent) training programs;

Reporting efforts to solve community problems

- Civic Activities (87 percent), Coaches/P.E. Teachers (83 percent) and Public Administration (81 percent) training programs; and

Efforts to put into practice democratic principles learned

- Civic Activities (87 percent), Public Administration (77 percent), Agriculture Business and Management (75 percent), and Coaches/P.E. Teachers (71 percent) programs reporting.

H. PROFILE OF INDIVIDUAL IN GROUP TRAINING PROGRAMS WHO REPORTED MULTIPLIER EFFECTS (BY HOLDING LEADERSHIP POSITIONS)

Individuals in group training programs who influence the community (multiplier effect) by holding leadership positions were:

- from Civic Activities (72 percent), Public Administration (69 percent), and Coaches/P.E. Teachers (54 percent).

I. KINDS OF U.S. EXPERIENCES SHARED WITH SALVADORANS BY GROUP PARTICIPANTS

- group participants in Labor Statistics programs shared academic, cultural and U.S. experiences (100 percent each);
- Soil/Water Mechanics primarily shared experiences about culture, academic life, technical advances and life in a foreign country (80 percent, 60 percent, and 40 percent respectively);
- Small Business respondents primarily shared experiences about academic life, technical advances, culture, life in a foreign country and U.S. legal system (68 percent, 60 percent, 55 percent, 52 percent, 38 percent respectively);
- respondents from the Public Administration preferred to share experiences about academic life, culture, life in a foreign country, and U.S. legal system (81 percent, 54 percent, 54 percent and 31 percent respectively);
- respondents from the Agriculture Business Management primarily shared experiences about academic life and technical advances (63 percent and 38 percent respectively);
- those in Civic Activities programs spoke about culture, academic life, life in a foreign country, technical advances and U.S. legal system (68 percent, 68 percent, 43 percent, 41 percent and 38 percent respectively); and
- respondents from Coaches/P.E. Teacher training programs most likely would talk about academic life, culture, life in a foreign country and technical advances (75 percent, 58 percent, 54 percent and 38 percent respectively).

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IX. REVIEW OF THE CRITICAL DESIGN COMPONENTS OF THE CAPS PROJECT

A. INTRODUCTION

As requested by the Office of Education and Training, USAID/ El Salvador, the following chronicle of the critical design components to be found in the AID/W guidance and USAID/El Salvador's response to this guidance for the CAPS Project has been prepared to analyze the impact that the planning of CAPS had on the design, implementation, and subsequent achievement of CAPS project objectives in El Salvador.

B. BACKGROUND

Between 1972 and 1982, the number of U.S. Government provided scholarship and training programs in the U.S. for participants from the Latin American and Caribbean region declined significantly. This decline occurred despite the successes of past AID training efforts, a continuing dearth of managerial and technical talent in the region, and a large and region-wide demand for U.S. training that was not being met.

Concurrently with this decline, Soviet and Soviet bloc sponsored training activity, including Cuban, dramatically increased. The Soviet bloc supported approximately 9,100 Latin American and Caribbean region students, representing a 200% increase compared to 2,200 students supported by the U.S. Government for the 1972 to 1982 period. For the period from 1977 to 1982, Central America had a 700% increase in scholarships offered by the Soviet Union and Eastern Bloc Countries compared with a 52% decline in U.S. Government funded scholarships for Central Americans. This increased training effort was seen as a threat not only in economic and social terms but also in political terms.

C. PROJECT COMPONENTS - FINDINGS

1. The Caribbean and Latin American Scholarship Program (CLASP) and the Central American Peace Scholarships (CAPS) Project

It was against this backdrop that the CLASP was developed with a regional component, the CAPS Project, which was initially funded with \$146 million to be used to train approximately 7,000 Central American Peace Scholars for both long and short term U.S. training. The CAPS Project was specifically responsive to the findings of the Report of the National Bipartisan Commission on Central America (January 1984) that recommended the training of 10,000 Central Americans.

The CAPS Project Paper (PP) provided general guidelines for the implementation of the project in the Central American region, and the USAIDs were directed to prepare Country Training Plans in which the specifics were to be detailed. Periodic guidance was provided by the Latin American and Caribbean Bureau (LAC) to the USAIDs to supplement the CAPS PP and Amendments to further clarify the objectives and implementation mode of the CAPS Project.

2. CAPS Project Paper, 1985

a. Target Population: Training financed by the CAPS was to focus on priority economic, social, and political developmental needs in the AID priority areas such as agriculture, health and nutrition, population, education and human resources development, science and technology, energy and environment, institutional building, and private sector development. Specific program areas were to include training for trainers to enhance the multiplier effect, university staff training for priority developmental areas, undergraduate training in the hard sciences and other fields not available in the country. Scholarship opportunities were to be awarded to participants outside of AID project activities and reflect the Congressional concern that it be targeted on the socially and economically disadvantaged.

Selection criteria for participants were to include the following: (1) importance of the training to the development needs, (2) level of training required by the country, (3) financial need of the individual, (4) potential of participant to eventually assume a leadership role in the country, (5) willingness of the sponsor to share the costs of the training, (6) potential impact on the public and private sector, (7) reasonable degree of certainty that the trainee will be employed on returning to the country after the training, and (8) applicant in a socially or economically disadvantaged group including women.

All training programs were to satisfy one or more of the following criteria: (1) training to upgrade skills of public and private sector personnel in specialized areas that relate to critical development priorities, (2) training for university staff in priority development fields, (3) undergraduate training especially in the hard sciences, (4) training in a USAID mission area of special concern such as training for women, youth, or a minority group, (5) training for trainers to provide for possible multiplier effects, (6) post-project training to support the successful continuation of a project, and (7) training for non-project activity to address the development concern. (CAPS PP, p.17)

Comment: The criteria for defining the target population was so encompassing as to be almost meaningless. It would allow for such a variety of training activities that it would be practically impossible to relate outputs to purpose achievement. The training undertaken during the first two years illustrates this point.

b. Goal: As expressed in the original CAPS PP, p. 16, the goal was "to contribute to the formation of more effective manpower resources, thereby ensuring the leadership and technical skills needed for the progressive, balanced, and pluralistic development of selected Caribbean Basin and South American countries."

c. Purpose

Two distinct purposes were stated:

- (1) "To increase the number of U.S. trained public and private sector individuals (Peace Scholars) at the planning, implementation, technical, managerial and administration levels."
- (2) "To increase the number of U.S. trained individuals from the socially and economically disadvantaged class of Latin American and Caribbean countries."

d. Outputs

Long and short term training completed.

e. End of Project Status

The EOPS were stated as "U.S. trained leaders, technicians and administrators employing newly acquired skills in host countries and private sector programs; institutions providing increased development related services; and a system in place which provides more cost effective and meaningful undergraduate training and technical training for the disadvantaged."

Comment: Because the guidance is provided for the Central American region as a whole, it is reasonable that it should have taken on the generic character that it did. However, the extremely broad definition of the target audience and insufficient emphasis placed on the political problem in the goal and purpose statements provided the basis for the generous interpretation of the guidance taken by USAID/El Salvador with regards to select participants for training activities during the initial years of the implementation of CAPS/El Salvador.

3. Central American Peace Scholarship Project Implementation Plan for El Salvador, FY 1985-1989, February 1986 (86 Implementation Plan)

a. Target Population

Priorities for scholarship assistance included a) socially and economically disadvantaged students, b) local leaders, c) small entrepreneurs, workers and farmers, and d) public administration leaders. The rationale as stated in the 86 Implementation Plan was "because of the need to counter Soviet and Bloc influence, but also because of the need to help consolidate broader participation by Salvadorans in the country's political and economic life." (page 8)

Local leaders were identified as a priority target because "broadly based leadership in El Salvador must be strengthened. Early in 1983,

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military and civilian policy makers realized that military efforts alone were not sufficient to win a guerrilla war." (page 10)

b. Goal

As expressed in the 86 Implementation Plan the goal was "to contribute to the formation of more effective manpower resources, thereby ensuring the leadership and technical skills needed for the progressive, balanced, and pluralistic development of Central American countries." This was essentially the same as the goal statement as found in the original CAPS PP.

c. Purpose

The purpose/objectives as stated in the 86 Implementation Plan was: "...to increase the number of U.S. trained public and private sector individuals, emphasizing the disadvantaged, at the planning, implementation, technical, and administrative levels. In addition to the goal and purpose, the CAPS Project for El Salvador will be pursuing two additional objectives which are consistent with the NBCCA recommendations and the USAID's assistance program objectives, as well as responsive to strong U.S. interests and Salvadoran needs: 1) To provide U.S. training opportunities to Salvadoran individuals, emphasizing those with leadership capabilities and those from lower income groups, in order that they fulfill roles that are useful to El Salvador's economic, social and political development; and 2) To provide U.S. training opportunities to Salvadoran individuals from a broad spectrum of Salvadoran society in order that they be favorably disposed to the U.S. and its democratic traditions, at best, and, at minimum, acquire an understanding of them." (page 5)

Comment: The USAID's implementation plan underscored their understanding of the political context of El Salvador's development problems. Yet, there is lack of specific training activities to suggest that the USAID was addressing this problem with sufficient resources from the CAPS Project to indicate that it was the USAID's priority.

4. CAPS Project Amendment, 1987

a. Target Population

The same target population was identified as in the CAPS PP.

b. Goal

The goal was restated as "directly countering the Soviet, Bloc and Cuban activity throughout the region."

c. Purpose

The purpose was described as "to counter the Soviet, Bloc and Cuban training activity by increasing the number of U.S. trained individuals (Peace scholars) from the socially disadvantaged A second purpose of the Program is to increase the number of U.S. trained public and private sector individuals (Peace Scholars) at the planning, implementation, technical, managerial and administrative levels."

d. End of Project Status

The EOPS remained basically the same with the exception of the following language that was added: "Closer business ties between LAC countries and the U.S. because of relationships formed during training, thus countering Soviet influence in the region."

Comment: The amendment resulted in focusing to a greater degree the political and private sector concerns that the training was intended to emphasize.

5. FY-87 Country Training Review Cable from USAID/EI Salvador, March 1987

Targeted for training were 84 three year scholarships for disadvantaged high school students and 150 local leaders including 100 community leaders and 50 physical education instructors.

6. AID/W Policy Guidance CLASP, October 19, 1987 (024648) for Mission Directors from Dwight Ink

The focus of CLASP was to be as follows:

(a) Improve the human resources base of the region and in particular the ability of the countries we are working in to develop, establish, and maintain democratic institutions and processes; and

(b) counter Soviet Bloc training by providing opportunities for the economically and socially disadvantaged who otherwise would not have the opportunity to experience the democratic institutions and processes in the U.S.

7. USAID/EI Salvador's FY 1988 Country Training Plan Update, October 9, 1987

The focus was to be on disadvantaged students and local leaders. To address the CAPS "special concern" of women, youth, and the disadvantaged with leadership potential, 70 women with leadership potential from the economically and socially disadvantaged were to be selected for two months of training that would promote increased leadership roles and more active participation in community activities.

8. AID/W CAPS Cable Guidance, November 16, 1987 (State 354566)

LAC followed with another policy guidance cable repeating the objectives articulated in the INK cable but adding:

"CLASP will also strengthen the ties of friendship established between peace scholars and the peoples of our country. The investment made in leaders and future leaders of the region will be another important product of our program."

9. CAPS Contract for FY1988 and FY1989 Scholarship Program (Contract 519-0337-C-00-8491-00)

The contract for services to implement the FY1988 and FY1989 scholarship program underscored the seriousness with which USAID/EI Salvador was addressing project mandates regarding women, leaders, and participants from the rural sector.

10. FY 1989 Country Training Update for USAID/EI Salvador, March 10, 1989

Medium term training programs lasting three months to a year were to be stressed. Emphasis was to be on practical mid-level technical skills development, in addition to meaningful exposure to traditional American values and democratic principles. The plan stated that "We are focusing the CAPS Program to impact on those areas of El Salvador most buffeted by the civil war.... Training to foster local self-determination is increasingly important, especially in view of the terror and violence the Marxist-Leninist controlled guerrillas perpetrate in the area....Therefore, the FY-89 CAPS Program is focused and targeted towards developing local leaders in the most war buffeted areas of El Salvador." Rural municipal employees, rural female leaders, education leaders, and youth leaders were identified as the target groups.

11. USAID/EI Salvador Project Status Report Oct.1988-Mar.1989

a. Purpose

- (1) "To provide training in the United States to socially and economically disadvantaged Salvadorans, especially leaders or those with leadership potential in order that they may assume roles useful for the economic, social, and political development of El Salvador;" and
- (2) "To widen the perspective of socially and economically disadvantaged Salvadorans by exposing them to U.S. democratic processes, institutions, and traditions in order to provide them an alternative to Marxist-Leninist political ideologies, thereby

facilitating the development of an open, free, and participatory process and society in El Salvador."

Comment: At this juncture USAID/El Salvador is demonstrating its desire to really focus the project and put in place a system to evaluate impact.

D. CONCLUSIONS

- As the guidance evolved, the focus tightened on the political dimension of the problem in Central America with more explicit references to leadership training and the "Experience America" component. However, this did not result in a corresponding tightening of focus of the participant training program USAID actually implemented.
- The guidance provided in the CAPS PP and the CAPS Amendment of 1987 was of such a general nature so as to allow for almost any type of short or long term training to be promoted in the implementation plans and annual country training plans articulated by the USAIDs. The smorgasbord of training undertaken by USAID/El Salvador is testament to the variety of training activities that were actually executed using the rationale provided in the basic documentation. This is not to say that there has not been a lot of purposeful both short and long term training undertaken by USAID/El Salvador.
- The impact of the training has been extremely difficult to measure because the means of measuring was not built into the CAPS I Project.

E. RECOMMENDATIONS

- At the goal level of CAPS II the focus on the political dimension in El Salvador should be tightened with more explicit references to leadership training and the "Experience America" component.
- USAID should develop indicators to measure the impact of the individual training activities.

X. DESIGN ISSUES: A LOGICAL FRAMEWORK FOR CAPS II/EL SALVADOR

A. RECOMMENDED GUIDELINES FOR THE PREPARATION OF THE LOGICAL FRAMEWORK FOR CAPS II

1. Background

As requested by the Education and Training Office, the following discussion reviews the logical framework of the Model PP with regard to its appropriateness for being the CAPS II/El Salvador logical framework. Additionally, an approach for planning individual and group training is discussed and an illustrative logical framework is presented for a training activity.

2. Introduction

The logical framework that is to be prepared by USAID/El Salvador as a part of the CAPS II/El Salvador PP is not for one training activity, but for a series of training activities that relate to a purpose that is stated in very general terms so as to be able to embrace a wide variety of training activities. Therefore, it should be recognized that this logical framework will not be particularly useful as a planning or evaluation management tool for the particular training activities funded by CAPS II. Its value is to provide USAID/El Salvador with the general context in which a more detailed planning and evaluation process can be pursued.

For planning and evaluation considerations, it is recommended that the USAID/El Salvador managing entity responsible for developing the "Detailed Training Request" (see p.16, CLASP II Model PP) prepare an abbreviated logical framework for each training request. Each log frame will have a specific purpose statement that is derivative of the general program purpose statement in the logical framework for CAPS II.

3. Mission Background and the Rationale Section of the PP

The identification, selection, and training of individuals from municipalities and rural settings that have potential for providing leadership in these settings appears to be USAID/El Salvador's highest priority. The rationale for this priority should be elaborated in the "Mission Background and Rationale" section of the PP.

4. The Program Objective

The Model PP puts more emphasis than CLASP I on the selection and recruitment of leaders and potential leaders to receive CLASP II scholarships. The PP states, "The primary refinement in CLASP program design is that the leadership criterion has been elevated from one of several factors to the primary consideration for participant recruitment and selection."

The quality of the training activities, the "Experience America" component, and follow-up objectives receive more attention in the Model PP than was apparent during the design and implementation of CLASP I. Issues

regarding the number of trainees and training costs, which were driving forces behind the implementation of CLASP I, are addressed in a more balanced fashion in the Model PP. Unfortunately, significant deficiencies in the Model PP are the lack of detail when it comes to describing the type of leadership training to be promoted, what is meant by "Experience America," and what is expected in follow-up programs. Nevertheless, the spirit of the language of the Model PP underscores the message that the project is an intervention that should reach far beyond the objectives of the normal education and training project to one that promotes a design to strike some real development blows in the political arena of El Salvador.

The Program Purpose or Project Purpose in the logical framework of the Model PP is stated as follows: "To equip a broad base of leaders in LAC countries (El Salvador) with specialized skills, training, and academic education and an appreciation and understanding of the workings of democratic processes in a free enterprise economy." (p.42). This says nothing regarding the provision of training in leadership skills. Yet in an earlier statement in the PP it is stated, "The project will provide leaders and potential leaders with training to significantly enhance their technical skills, leadership capabilities, career potential, and appreciation for the value of democratic institutions and free enterprise economies. This change requires a heavy emphasis on particular selection and program quality and relevance rather than on the number of participants."

It is recommended that the first sentence of the statement immediately above with its explicit mention of leadership training would be a stronger purpose statement for USAID/El Salvador's CAPS II PP in contrast to the program purpose statement recommended in the logical framework of the Model PP. Given the political reality of El Salvador, the USG analysis regarding the potential role to be played by local leadership to promote development consistent with democratic and free enterprise values, and the need to tighten up the selection process for both training activities and the participants themselves, the recommended purpose statement cuts closer to the desired objectives of USAID/El Salvador as well as being closer to the spirit of the Kissinger analysis and recommendations.

5. The Logical Framework for USAID/El Salvador's CAPS II PP

Essentially all the components of the logical framework for USAID/El Salvador CAPS II PP are the same as expressed in Annex A, Logical Framework pp. 41-44 of the Model PP with the exception of the Purpose statement.

B. LOGICAL FRAMEWORK FOR THE CAPS II/EL SALVADOR PP

1. Goal Level

a. Program Goal

"To promote broad-based economic and social development in the LAC countries (El Salvador)" is certainly the strategic goal of USAID/El Salvador. It would be appropriate to add "political" development to the program goal given the political objective of the training. All USAID/El Salvador projects should contribute to achieving this strategic goal.

b. Objectively Verifiable Indicators, Means of Verification, and Assumptions

As stated, these components are satisfactory for the generic logical framework for the Program Goal. Indicators should be developed to measure upward social mobility and access to a widening and more democratic political process. Indicators must be sufficiently sensitive to measure if there is increased consumption and income for the lower income groups. The Ministry of Planning has had in place for nearly a decade a project supported by SIECA and ROCAP to gather basic indicator data of this nature.

c. Project Goal

"To encourage and strengthen democratic pluralism and free market economies in LAC countries (El Salvador)." This is also a Strategic Goal of USAID/El Salvador. Perhaps it is labeled as the Project Goal only because of the relative specificity of the language compared with the language used in the Program Goal statement. All USAID/El Salvador projects should contribute to achieving this Project Goal. If the Program Goal is rewritten as suggested, there is no real difference between the Program and Project Goal.

d. Objectively Verifiable Indicators, Means of Verification, and Assumptions

As stated, these components are satisfactory for the generic logical framework for the Project Goal. Both sets of assumptions identified for the Program and Project Goals and listed immediately below could be combined to be appropriate for both the Program and Project Goal.

- Functioning democracies and free market economies will result in long term stability and economic growth.
- Other national and international economic assistance programs continue at present levels.
- Disruptive outside forces do not intensify destabilizing efforts.
- Leadership and skills training for middle and lower socio-economic classes will strengthen participation of these groups in economic and political progress.
- Active economic and political participation by targeted groups will strengthen social commitment to pluralism and free enterprise.
- Participation procedures successfully identify current and potential leaders.
- The scholarship program advances the careers and influence of the participants.

2. Program Purpose Level

a. Program Purpose

As discussed and recommended previously, the following language is recommended, "The project will provide leaders and potential leaders with training to significantly enhance their technical skills, leadership capabilities, career potential, and appreciation for the value of democratic institutions and free enterprise economies."

The specific training activity should have a Purpose and Objectively Verifiable Indicators that must be drawn with much greater precision so that they are specific to El Salvador, measurable, and reflect the particular training of the participant.

b. Objectively Verifiable Indicators, Means of Verification, and Assumptions

As stated, these components are satisfactory for the generic logical framework for the Program Purpose level.

3. Mission Project Outputs

Comment: As Stated in the Model PP logical framework, these outputs do not relate to the Program Purpose. They are basic inputs provided by USAID/ El Salvador to get the training effort underway.

4. Project Outputs

Comment: These outputs are satisfactory for indicating that the participant has completed the training process.

C. RECOMMENDED GUIDELINES FOR THE PLANNING OF INDIVIDUAL AND GROUP TRAINING ACTIVITIES

1. Background

The Latin American and Caribbean Bureau (LAC) has provided maximum flexibility to the field to identify and design training activities that are responsive to the political, social, and economic problems of El Salvador within a conceptual framework that is shared by the USAIDs in the Latin American and Caribbean region.

2. Problem Identification

Limited participation by the poor majority in the economic and political growth of the region coupled with a shortage of leaders that appreciate the relationship between a pluralistic society, free enterprise, opportunities for all citizens, and economic development are two of the more obvious features of the problem that prevail throughout the region. As a result of this general situation, the conclusion reached in the Model PP "was that the human resource base must be strengthened to provide an adequate foundation

for viable democratic societies and social and economic development." (P.4, Model PP)

In terms of El Salvador, though the same general conclusion can be reached, it is critical that the problem areas be more sharply defined so as to increase the probability that the training undertaken will relate specifically to the particular problem of El Salvador. Identification of the problem in El Salvador and relating it to the resources available in the CAPS II Project should be an on-going, sustained process that is part of validating every new training activity proposed by the USAID/El Salvador's management entity for the CAPS II Project.

In terms of doing participant target analysis and in turn the institutional analysis as a critical step in identifying candidates for CAPS I/El Salvador, it is crucial to tie the specific problems to be addressed to the institutional analysis. This should also be seen as a continual process that must be sustained. The Social Institutional Framework (SIF) is only a beginning and should provide the guidelines for the on-going process to be executed by USAID/El Salvador's participant selection mechanism. As the nature of the problem is modified, targeting on different institutions and consequently different leaders may be appropriate.

3. Activity Purpose, Objectively Verifiable Indicators and Outputs

For each separate training activity (long or short term; individual or group) an Activity Purpose should be defined that is specific to the type of training and the desired impact of the training with the participant's return to his or her community in El Salvador. This specific Purpose statement should be articulated in the context of the Program Purpose statement in the logical framework of USAID/El Salvador's CAPS II PP.

Objectively Verifiable Indicators must relate to the specific Activity Purpose in terms of describing the type and degree of impact that is anticipated on the part of the returned participants so as to be able to realistically measure the impact of participants upon their return to El Salvador.

The guidance in the Model PP clearly indicates that one objective of the training must be the enhancement of "leadership and professional and technical skills". This is the case for both long and short term training. The method of measuring the impact of skills training, professional training, and even leadership training will vary significantly depending on the skills to be developed, the specific professional sector, and the type of leaders being trained. Therefore, it is critical to have different output indicators for each type of training if impact of the specific training is to be realistically measured.

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**D. ILLUSTRATIVE LOGICAL FRAMEWORK FOR THE CAPS II/EL SALVADOR PP
FOR A PARTICULAR TRAINING ACTIVITY**

1. Goal Level

a. Goal

"To encourage and strengthen democratic pluralism and free market economies in LAC countries (El Salvador)". This is certainly the strategic objective of program of USAID/El Salvador, and all USAID/El Salvador projects should contribute to achieving this goal.

b. Objectively Verifiable Indicators and Means of Verification

As stated in the logical framework of the Model PP, these two components are satisfactory for the logical framework for a particular training activity. Indicators should be developed to measure upward social mobility and access to a widening and more democratic political process. Indicators must be sufficiently sensitive to measure if there is increased consumption and income for the lower income groups. The Ministry of Planning has had in place for nearly a decade a project supported by SIECA and ROCAP to gather basic indicator data of this nature.

c. Assumptions

Both sets of assumptions identified for the Program and Project Goals of the Model PP and listed immediately below are appropriate for the Assumptions for the Goal.

- Functioning democracies and free market economies will result in long term stability and economic growth.
- Other national and international economic assistance programs continue at present levels.
- Disruptive outside forces do not intensify destabilizing efforts. (Particularly relevant for El Salvador)
- Leadership and skills training for middle and lower socio-economic classes will strengthen participation of these groups in economic and political progress.
- Active economic and political participation by targeted groups will strengthen social commitment to pluralism and free enterprise.
- Participation procedures successfully identify current and potential leaders.
- The scholarship program advances the careers and influence of the participants.

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2. Training Activity Purpose Level

a. Purpose

The accomplishment of an individual training activity purpose should be measured with indicators that are particular to the type and length of training to be undertaken. Although the Program Purpose in the Model PP logical framework as stated as USAID/El Salvador's Project Purpose¹ could be used as a starting point, an Activity Purpose should be articulated that reflects the specific type of training to be undertaken and the specific type of impact on El Salvador that can be anticipated.

For example, for short term training of cooperative leaders an activity purpose could be stated as follows "To equip cooperative leaders in business management skills and techniques and to promote democratic participation in community development so as to increase the efficiency of the cooperative movement in El Salvador and promote wider participation of Salvadorans in the development process."

All the Activity Purposes should contribute to achieving the Program/Project Purpose. The logical framework for a specific Training Activity should specify purpose related EOPS as well as Activity Outputs and related OVIs.

b. Objectively Verifiable Indicators

The Indicators identified in the Logical Framework of the Model PP should be reworked to specify the type of returned participant it is reasonable to expect. For example:

- Returned cooperative manager employed in the cooperative movement using business management skills and successfully introducing techniques that rationalize the business operation of the cooperative.
- Cooperative manager active and influential in the community beyond cooperative related activities.
- Participant is maintaining both professional and personal contacts in the U.S.

c. Means of Verification

Baseline data on individual participants must be collected prior to the departure of the participant. Impact studies must also be done on the individual participants in the community of the participant if his or her impact is to be measured. The contractor responsible for pre-departure

¹ "To equip a broad base of leaders in LAC countries with specialized skills, training, and academic education and an appreciation and understanding of the workings of democratic processes in a free enterprise economy."

orientation, and the contractor implementing follow-up activities on the return of the participant could be charged with undertaking these data collection activities. (Note: This approach is absolutely critical if USAID/El Salvador hopes to use past training activities as a means for shaping future training activities.)

d. Assumptions

Remain the same as in the Model PP.

3. Training Activity Outputs Level

a. Outputs

- Cooperative manager acquired business management skills.
- Cooperative manager developed leadership skills designed to promote community development and community participation.

b. Objectively Verifiable Indicators

The Indicators identified in the Logical Framework of the Model PP should be seen as guidelines that should be reworked to specify the type and degree of training that is anticipated.

c. Means of Verification

Project records. However, a system should be designed to periodically evaluate the actual training effort, particularly the components concerned with leadership training and "Experience America."

4. Training Activity Inputs Level

a. Inputs

Scholarship to study cooperative management and community development.

XI. MONITORING AND EVALUATION OF THE CAPS PROJECT
BY AGUIRRE AND RECOMMENDATIONS/GUIDELINES
FOR MONITORING AND EVALUATION PLAN FOR CAPS II

A. MONITORING AND EVALUATION OF THE CAPS PROJECT BY AGUIRRE
INTERNATIONAL (Aguirre)

1. Background

The MSI Evaluation Team was asked to review the four Aguirre Reports: (1) "First Annual Report: Central American Peace Scholarship Program", (March 31, 1987); (2) "Second Annual Report: An Evaluation of the Central American Peace Scholarship Program, FY October 1, 1986 - September 30, 1987", (February, 1988); and (3) "An Evaluation of the Central American Peace Scholarships Program in El Salvador", (July 12, 1988); and (4) "Third Annual Report of the Caribbean and Latin American Scholarship Program", (April 1989).

These reports were prepared by Aguirre as a part of their contract responsibility to provide program management and implementation assistance to CAPS project managers by providing monitoring and evaluation reports. Each of these reports uses data generated by the computerized management information system that Aguirre developed and maintains. This system is called the CLASP Information System (CIS). The CIS contains biographical data on the El Salvador scholarship recipients that is drawn from trainee application forms and various AID management, evaluation, budgeting, and reporting documents.

2. "First Annual Report: Central American Peace Scholarship Program",
(March 31, 1987)

The report is based on data gathered for 3,669 CAPS participants trained by November 1986 from Belize, Costa Rica, Guatemala, Honduras, Panama, ROCAP, and El Salvador. The report describes the participants, how the program was being implemented, the degree to which the objectives were being realized, and the costs of training. The essence of this first Aguirre Report is that "despite tremendous constraints placed on managers at the outset of the CAPS program, several substantial accomplishments were realized." (p.5)

Other major findings included:

- Participants had developed strong positive attitudes towards the U.S. However, few participants had established on-going relations with U.S. citizens.
- The population targeted by the CAPS program under-represented women, youth, and economically disadvantaged populations.
- Both short and long term training were found to be effective.

- The emphasis on technical training was appropriate.

Exit questionnaires were completed by 236 participants (47% from El Salvador) at the end of their training and assessed by Aguirre. It was generally concluded:

- Training programs were meeting CAPS objectives.
- Participants felt that their training was appropriate and as good or better than that offered by other countries.
- Contractors were meeting their obligations to the participants.

3. "Second Annual Report: An Evaluation of the Central American Peace Scholarship Program, FY October 1, 1986 - September 30, 1987". (February, 1988)

As of September, 1987, 5,981 Central Americans (742 from El Salvador) had received CAPS scholarships. The general conclusion reached in the report was "...the CAPS program in the six Missions and the Regional Office of Central America and Panama (ROCAP) can be considered a success, both by the objective standards defined for the program and by the personal reactions of the Trainees. Though there are some deficiencies in some areas, particularly in fostering ongoing ties between Trainees and the U.S, the program is clearly promoting its primary goals of creating a positive image of the U.S. for trainees and of helping them reach their own and their countries' objectives." (p.1)

Main points emphasized in the second annual report were:

- Country Training Plans provide clear cut objectives and strategies.
- The population being targeted for the CAPS program is being reached. A high proportion of participants were selected on the criteria of leadership and economic disadvantage. USAID/El Salvador granted only a small proportion (13%) of awards to rural candidates in FY1985. The proportion jumped to 70% in FY1986 and to 74% in FY1987.
- USAID/El Salvador has not achieved the target established for women participants.
- Training is comprised of two essential parts, "Experience America" and skills training.
- Training costs for this program have been low and have dropped since the beginning of the program.

Exit questionnaires completed by 419 CAPS participants (150 from El Salvador) and analyzed by Aguirre revealed the following:

- Participants were generally satisfied with their training, and the social interaction with Americans was one of the most satisfying aspects of their American experience.
- Participants think well of the U.S. and the training contributed to this positive feeling.
- Training improved their work performance.

4. "An Evaluation of the Central American Peace Scholarships Program in El Salvador," (July 12, 1988)

The objective of this evaluation was to report to CAPS project management in El Salvador information that would assist them in implementing CAPS El Salvador. As of January 1986 a total of 735 Salvadorans had been trained and returned home. Of these, 229, or roughly one-third were interviewed in-country. The major findings included:

- The selection committee selected participants according to required criteria which were leadership or leadership potential, social or economic disadvantage, residency in rural areas, and/or employment in the private sector.
- The USAID Country Training Plan is specifically focussed to the needs of El Salvador. It was been successfully implemented in terms of the private sector targets, but falls short of its objectives when it comes to women, youth, and the socially disadvantaged.
- Salvadoran CAPS participants reported favorable attitudes toward the U.S. and said that the training contributed to these favorable attitudes. The participants also indicated that the training was as good as, or better than scholarship programs offered by other countries.
- Almost all of the participants were employed and indicated that their job conditions and careers had improved as a consequence of the training.
- The overwhelming majority of the returned participants had attended short term, technical training. The CAPS training appears successful in terms of helping the development of the country.

5. "Third Annual Report of the Caribbean and Latin American Scholarship Program", (April 1989)

This report is based on data gathered on 9,652 CLASP scholars that have initiated training in the United States. Of the total, 3,931 (41 percent) CLASP trainees have been females, and 7,903 (82 percent) have been socially and economically disadvantaged. Seventy-four percent of all participants reported that they increased their understanding of the U.S. "much" or "very

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much"; 94 percent rated their programs as good or excellent; and 77 percent of the participants felt their objectives were realized "to a great extent" or "a very great extent."

Findings that relate to El Salvador CAPS program include:

- Through September 30, 1988, 942 participants had come to the U.S. Of these, 309 were women, 528 were economically disadvantaged, 255 were long term.
- All of the long term participants came from rural areas, and 75 percent of short term participants came from rural areas.

6. Conclusions

- The four Aguirre reports are excellent management tools to be exploited by USAID/El Salvador.
- The CIS data base provides USAID/El Salvador with a good tool for monitoring and evaluating CAPS/El Salvador.

B. RECOMMENDATIONS/GUIDELINES FOR A MONITORING AND EVALUATION PLAN FOR CAPS II

- The contract entities performing the pre-departure/orientation participant training activities and the follow-up activities for returned participants should be charged with the responsibility of developing baseline data for participants prior to their departure and measuring impact of the training on the participants when they have returned to their home setting. Compared with having Aguirre or yet another contractor undertake these activities, this would be a less expensive option.
- The impact assessments of returned participants coupled with periodic evaluations of the training activities should be used to design new training activities. The development of the Annual Training Plan should reflect these ongoing mini-evaluation efforts of specific training activities and the impact assessments.
- Contractor performance should still be the domain of Aguirre particularly with regards to evaluating performance of the logistics, care, feeding, etc. of the participant. Here it is reasonable to rely heavily on participant impressions that Aguirre can gather and analyze. Also it is an excellent idea to have a mechanism that is monitoring the entire CLASP program. Because of the magnitude of the undertaking, the project can afford the expense of the Aguirre evaluation effort since Aguirre is performing well. The Aguirre reports should be used to greater advantage by USAID/El Salvador.
- The monitoring and evaluation mandate of Aguirre and that of the USAID must be carefully coordinated. The USAIDs need to play a larger role in defining Aguirre's mandate. Aguirre should be

making a much greater effort in evaluating the training efforts in the United States in a systematic way, particularly the "Experience America" components.

- In terms of doing target analysis, developing the Social and Institutional Profile (SIP) is a critical step in identifying candidates for CAPS II. The SIP is only a beginning and should provide the guidelines for the on-going process to be executed by the participant selection mechanism. As the nature of the problem is modified, targeting on different institutions and, consequently, on different leaders will be appropriate.
- For each discreet training activity, the Purpose, individual and group, including the Objectively Verifiable Indicators, and the Outputs, including the Objectively Verifiable Indicators, should be carefully detailed. This should be a mission-wide effort led jointly by the Mission Evaluation Officer and the Office of Education and Training.
- The guidance in the Model PP clearly indicates that one objective of the training must be the enhancement of "leadership and professional and technical skills". This is the case for both long and short term training. The method for measuring the impact of skills training, professional training, and leadership training will vary significantly depending on the skills to be developed, the specific professional sector, and the type of leaders being trained. Therefore, it is critical to have different objectively verifiable indicators for each type of training if impact of the specific training is to be realistically measured.
- Long term training will consist of relatively sophisticated skills training and university training. It will be impossible to measure long-term training impact in the immediate future and difficult to see how this training can realistically address the problem in rural El Salvador in the short run. It is more urgent to measure the impact of short term training of leaders.

ANNEX 1

LIST OF RECOMMENDATIONS

RECOMMENDATIONS

Chapter III

- The Mission should intensify efforts to target, recruit and select women and especially women leaders in order to meet CLASP policy mandates.

Chapter IV

Planning and Selection

- USAID/EI Salvador should consider requiring U.S. training contractors to plan and design the training programs with the Mission and participants to ensure that training programs are relevant to the participant's work and the development needs of the country.
- USAID/EI Salvador should standardize the selection criteria for group training programs so that participants share similar qualifications in terms of language skills and expertise.
- Better screening should be put into place to avoid participants who are about to retire.

English Language Training

- USAID/EI Salvador should provide some English language training in-country for long-term participants before they depart for academic course work in the United States.
- USAID/EI Salvador should screen potential academic participants for language learning aptitude where ELT is required. Participants in ELT programs should be clearly monitored to ensure adequate progress.

U.S. Training

- USAID/EI Salvador should make the length of selected short-term programs consistent with the technical objectives.

Experience America Activities

- USAID/EI Salvador should request the U.S. contractor to include the participant in planning the Experience America component.
- USAID/EI Salvador should ensure that the U.S. training contractors provide each participant with visits and/or homestays with U.S. families.

Post Training Follow-up

- Follow-up activities conducted through NAPA should be reviewed and monitored to ensure that participants are encouraged to maintain contact with the United States.

Chapter V

- Academic candidates should be screened for language learning potential and monitored closely to forestall program terminations due to language problems.
- Remedial training should be provided for academic candidates whenever necessary.
- The re-entry process for long-term participants should be monitored closely to ensure participant reintegration into training-related jobs.
- Since long-term participants have more contact with the United States, but short-term participants are more involved in community activities, selected follow-up activities should be organized which would encourage long-term returned participants to become more involved in sharing their training and U.S. experience with others in the community.
- Other follow-up activities should be organized to encourage monitoring and/or increasing different types of contact with the United States.
- USAID/E! Salvador should provide the training contractor with sufficient background information about participants and their training needs.
- The Mission should provide the U.S. training contractor with sufficient background information about participants and their training needs.

Chapter VI

- The Mission should ensure that women leaders are targeted, recruited and selected.

Chapter VII

- If the formulation of positive opinions regarding the United States and Americans on the part of participants continues as a priority objective of CAPS II, increasing the percentage of long-term training participants should be considered as well as increasing the percentage of participants from the low socio-economic level.

Selection of low socio-economic participants for long-term training may well increase the need for predeparture remedial classes to avoid the high drop-out rate of long-term participants.

- USAID/EI Salvador should attempt to determine what factors in the Coaches, Physical Education and Public Administration training programs promoted attitudinal and behavioral changes in the lives of these participants.

Chapter IX

- At the goal level of CAPS II the focus on the political dimension in El Salvador should be tightened with more explicit references to leadership training and the "Experience America" component.
- USAID should develop indicators to measure the impact of the individual training activities.

Chapter X

GUIDELINES FOR THE PLANNING OF INDIVIDUAL AND GROUP TRAINING ACTIVITIES

- In the Model PP, the conclusion reached "was that the human resource base must be strengthened to provide an adequate foundation for viable democratic societies and social and economic development." (P.4, Model PP)
- It is critical that the problem areas be more sharply defined so as to increase the probability that the training undertaken will relate specifically to the particular problem of El Salvador. Identification of the problem in El Salvador and relating it to the resources available in the CAPS II Project should be an on-going, sustained process that is part of validating every new training activity proposed by the USAID/EI Salvador's management entity for the CAPS II Project.
- When identifying candidates for CAPS II, it is crucial to tie the specific problems to be addressed to the institutional analysis. This should also be seen as a continual process that must be sustained. The Social Institutional Framework (SIF) is only a beginning and should provide the guidelines for the on-going process to be executed by USAID/EI Salvador's participant selection mechanism. As the nature of the problem is modified, targeting on different institutions and consequently different leaders may be appropriate.

- For each separate training activity (long or short term; individual or group) an Activity Purpose should be defined that is specific to the type of training and the desired impact of the training with the participant's return to his or her community in El Salvador. This specific Purpose statement should be articulated in the context of the Program Purpose statement in the logical framework of USAID/El Salvador's CAPS II PP.
- Objectively Verifiable Indicators must relate to the specific Activity Purpose in terms of describing the type and degree of impact that is anticipated on the part of the returned participants so as to be able to realistically measure the impact of participants upon their return to El Salvador.
- The guidance in the Model PP clearly indicates that one objective of the training must be the enhancement of "leadership and professional and technical skills". This is the case for both long and short term training. The method of measuring the impact of skills training, professional training, and even leadership training will vary significantly depending on the skills to be developed, the specific professional sector, and the type of leaders being trained. Therefore, it is critical to have different output indicators for each type of training if impact of the specific training is to be realistically measured.
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Chapter XI

GUIDELINES FOR A MONITORING AND EVALUATION PLAN FOR CAPS II

- The contract entities performing the pre-departure/orientation participant training activities and the follow-up activities for participants who have returned to El Salvador should be charged with the responsibility of developing baseline data for participants prior to their departure and measuring impact of the training on the participants when they have returned to their home setting. Compared with having Aguirre or yet another contractor undertake these activities, this would be a less expensive option.
- The impact assessments of returned participants coupled with periodic evaluations of the training activities should be used to design new training activities. The development of the Annual Training Plan should reflect these on going mini-evaluation efforts of specific training activities and the impact assessments.
- Contractor performance should still be the domain of Aguirre particularly with regards to evaluating performance of the logistics, care, feeding, etc. of the participant. Here it is reasonable to rely heavily on participant impressions that Aguirre can gather and analyze. Also it is an excellent idea to have a mechanism that is monitoring the entire CLASP program. Because of the magnitude of the undertaking, the project can afford the expense of the Aguirre evaluation effort since Aguirre is performing well. The Aguirre reports should be used to greater advantage by USAID/El Salvador.
- The monitoring and evaluation mandate of Aguirre and that of the USAID must be carefully coordinated. The USAIDs need to play a larger role in defining Aguirre's mandate. Aguirre should be making a much greater effort in evaluating the training efforts in the United States in a systematic way, particularly the "Experience America" components.
- In terms of doing target analysis, developing the Social and Institutional Profile (SIP) is a critical step in identifying candidates for CAPS II. The SIP is only a beginning and should provide the guidelines for the on-going process to be executed by the participant selection mechanism. As the nature of the problem is modified, targeting on different institutions and consequently different leaders will be appropriate.
- For each group or individual training activity, the Purpose, including the Objectively Verifiable Indicators, and the Outputs, including the Objectively Verifiable Indicators, should be carefully detailed. This should be a mission wide effort led jointly by the Mission Evaluation Officer and the Office of Education and Training.

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- Long-term training is going to be relatively sophisticated skills training and university training. It will be impossible to measure its impact in the immediate future and difficult to see how the training can realistically address the problem in rural El Salvador in the short run. Therefore, it is not as urgent to measure its impact as it is to measure short term training of leaders for example.

ANNEX 2

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ANNEX 3

PERSONS CONTACTED

LIST OF PERSONS CONTACTED

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Diez de Medina, Hector
Esquivel, José Rolando
Hawk, Thomas
Heard, John
Kaschak, William
Weber, Clemence

NAPA

Segura, Maria Antoneta
Valley, Gary

AGUIRRE INTERNATIONAL

Adams, Rebecca
Rogers, Ronald P.

CONSULTANTS

Hanson, David
Giovani, Ray San

ANNEX 4

**METHODOLOGY AND
INTERVIEWING PROCEDURES**

**METHODOLOGY:
SAMPLE SELECTION AND INTERVIEW TECHNIQUES**

As mentioned in Chapter II, of the sample of 230 participants to be interviewed, 182 actually were selected from a group of 641 that had returned to El Salvador no later than September 30, 1988. The sample was selected by stratified sampling based on sex and length of training.

A copy of the Clasp Information System (CIS) database for El Salvador was obtained in Washington, D.C. through the help of LAC/DR/EST. Applying DBASE to this system, it was determined that 754 participants had returned to El Salvador prior to September 30, 1988. The distribution was as follows:

	Males	Females	Totals
Long-term	45 (6%)	22 (3%)	67 (9%)
Short-term	475 (63%)	212 (28%)	687 (91%)
Totals	520 (69%)	234 (31%)	754 (100%)

There were 359 cases (roughly 48%) whose training lasted between 26 and 28 days. There were 113 (about 15%) with shorter training--ranging from 4-19 days.¹ The remaining cases were clearly over 28 days. The sample includes only those in programs of 26 days or longer (641). The breakdown by sex and length of training in this sample is as follows:

	Males	Females	Totals
Long-term	45 (7%)	22 (3%)	67 (11%)
Short-term	418 (65%)	156 (24%)	574 (89%)
Totals	463 (72%)	178 (28%)	641 (100%)

The cell percentages in the first table were used to determine the number of cases to be sampled from each of the four subgroups. These are the resulting cell sizes.

¹ As the minimum CAPS program is four weeks now, participants who had between 4-19 days of training were excluded from this impact evaluation

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	Males	Females	Totals
Long-term	14	7	21 (9%)
Short-term	145	64	209 (91%)
Totals	159 (69%)	71 (31%)	230 (100%)

The scope of work called for a sample of 180 participants. In order to reach that number, a sample of 230 was selected. To select the sample, the data base of 754 was divided into four parts based on sex and length of training. The order of records was not changed by any sorting procedures. The program for selecting the sample cases consisted of the following SPSS/PC commands:

```
translate from='male-1t.dbf'.
sample 49 from 211.
translate to='a:male-1t.db3'.
sample 21 from 88.
translate to='a:fem-1t.db3'.
translate from='male-st.dbf'.
sample 111 from 418.
translate to='a:male-st.db3'.
translate from='fem-st.dbf'.
sample 50 from 156.
translate to='a:fem-st.db3'.
```

The four databases were then added to create a final sample data file consisting of 230 records. The addresses for participants in the sample selected in Washington, D.C. were updated from the address list of the National Association of Partners of the Americas' (NAPA) office in San Salvador. Questionnaires were developed for participants, their employers, contractors and U.S. contacts. The participant and employer questionnaires were pre-tested and revised twice. The others were revised based on discussions with USAID/EI Salvador staff.

Thirty respondents of the host families or other U.S. contacts were selected randomly from the list provided by USAID/EI Salvador. The sample was drawn from three lists of contacts submitted to MSI from the University of New Mexico in Albuquerque (including training programs in vocational technology and coaches/PE teachers), the Consortium for Service to Latin America, and Partners for International Education and Training. The plan to match host contacts with selected participants had to be modified as the list of U.S. contacts was mostly recent participants, the majority of whom had not yet returned to El Salvador. Therefore, only one matching U.S. contact was found in a review of 128 CAPS participants. This lack of correlation was due to the fact that the list of CAPS participants was for the years 1985-1988, but the list of U.S. contacts was for the years 1988-1989. In order to save

time, ten names were randomly selected from each of the three lists making a total sample size of thirty.

Questionnaires were mailed out to the following contractors: The University of New Mexico, The Consortium for Service to Latin America, Partners for International Education and Training, and United Schools of Americas. However, United Schools of America did not respond and did not return numerous telephone calls.

Participant and employer questions were developed and reviewed. Two pretests were held for the participant questionnaires and one pretest for the employer question using participants not in the sample. Interviewers were trained by MSI in San Salvador to administer the participant and the participant's employer questionnaires. Interviewers traveled during the first weekend to interview participants in their homes in the provinces of San Salvador, Sonsonate, and Santa Ana. Interviewing continued the next week with both participants and employers in the above-named provinces as well as Cuscatlan. Telegrams were sent out asking the participants who we had not been able to contact to travel to be interviewed either in San Salvador or San Miguel at scheduled times during the next weekend. At that time, it was apparent that additional names would be needed to complete the sample. Another 60 names were also selected in the same proportion as the original sample. Telegrams were sent out to the new list as well as those who did not appear on the weekend requesting them to come for interviews during the week. A fourth group of telegrams was sent requesting those who had not yet responded to come to be interviewed in San Salvador the last weekend. By the end of the third week of interviewing, 189 participants and 33 employers were interviewed. Of these participants, seven were not in the sample and had to be excluded along with one employer. That left 182 participants and 32 employers.

Coders were trained the first weekend that interviewing began. As the questionnaires were completed, codes for the open-ended questions were developed. The data entry could not be completed in El Salvador due to lack of electricity and personnel. Data entry was completed in Washington, D.C. where it was also processed and analyzed.

ANNEX 5

SCOPE OF WORK

SCOPE OF WORK

ARTICLE I - TITLE

Central American Peace Scholarship Project (CAPS) - 519-0337

ARTICLE II - OBJECTIVE

The objective of this Delivery Order is to provide USAID/El Salvador with an impact evaluation of mission's CAPS program as carried out between fiscal years 1985-1989. (This covers CAPS FY 85-88 programs). The evaluation results will be used to analyze the effectiveness of the initial CAPS program and to improve the CAPS II program scheduled to begin in FY 1990.

Working under the guidance of the Director of the USAID Office of Education and Training (OET), or her designee the contractor will undertake the activities described below and prepare a final evaluation report which assesses project impact to date, and recommend courses of action for inclusion in the CAPS II project. The final evaluation report will be in the A.I.D. Project Evaluation Summary Format.

A. Specific Tasks:

1. Analyze and assess the level of success of CAPS project implementation during FY 1985-1989 (1,092 CAPS Scholars - 307 long-term and 785 short-term) in relation to:
 - a. recruitment, selection process;
 - b. in-country English language training and pre-departure orientation;
 - c. U.S. training and monitoring by various contractors (Partners for International Education and Training (PIET), United Schools of America, Inc. (USA, Inc.), The University of New Mexico (UNM), Consortium for Service to Latin America (CSLA), and National Association of Partners of the Americas (NAPA);
 - d. "Experience America" component of U.S. training;
 - e. follow-on program upon return; This formal follow-on program initiated in FY 1989 through Partners of the Americas for all CAPS Scholar returnees. Currently, there are approximately 900 CAPS Scholars who have returned to El Salvador.
2. Determine the level of success in achieving the following end-of-project status:
 - a. all scholars successfully complete training;

- b. all scholars employed in areas for which they received training;
- c. 75% of CAPS Scholar returnees involved in ongoing development activities which support and develop democratic processes and share "Experience America" learnings with other Salvadorans;
- d. 50% of CAPS long-term scholar returnees and 25% of short-term scholar returnees have established long-term friendships and links with U.S. individuals;
- e. 75% of U.S. citizens who had contact with CAPS scholars have increased understanding of El Salvador. This includes American roommates and/or host families with whom scholars established contact;
- f. 50% of CAPS scholar returnees making efforts to further their knowledge and exposure to U.S. culture;
- g. 80% of returned CAPS long-term scholars carrying out productive roles in El Salvador.

The consultant should determine what were the factors and/or characteristics that contributed to the successful results under item No. 2 above.

3. Determine unplanned effects on CAPS beneficiaries, their families and community on any and all changes that can be linked to the project. The assessment should report on the dimension and effectiveness of multiplier spread effect of the Central America Peace Scholarship program during 5 years of its implementation.

The consultant should also determine what characteristics of these scholars "caused" them to have these unplanned effects.

4. Determine the value of the following factors in terms of their contribution to fulfillment of the CAPS program objectives:
 - a. short-term training versus long-term training; minimum duration of training required to respond to CAPS objective;
 - b. male versus female scholars;
 - c. place of residency (San Salvador metropolitan area or from the interior of the country);
 - d. socio-economic status (low, low/medium and medium);
 - e. public versus private sector scholars;

- f. type of leadership qualities, impact and multiplier effect;
 - g. area and level of study for long-term scholars (certificate program, A.A.S. degree graduate level, etc.).
5. Develop a profile of characteristics of the type of person who most successfully meets the CAPS objectives.
 6. Develop a profile of groups of people who most successfully meet the CAPS objectives.

ANNEX 6

SCHEDULE/IMPLEMENTATION PLAN

IMPLEMENTATION PLAN

WEEK I & II AUGUST 1-11, 1989

AUGUST 1, 1989: EFFECTIVE DATE OF CONTRACT. TEAM PLANNING MEETINGS. VISIT AGUIRRE INTERNATIONAL. BEGIN ON WORK FOUR DATA COLLECTION INSTRUMENTS: 1. PARTICIPANTS, 2. U.S. CONTACTS, 3. EMPLOYERS, AND 4. CONTRACTORS. BEGIN SAMPLE SELECTION PROCESS FOR SELECTION OF PARTICIPANTS TO BE INTERVIEWED FROM THE CIS (CLASP INFORMATION SYSTEM).

WEEK III AUGUST 13-19

ETA EL SALVADOR WARREN AND HEILMAN. TALK WITH AID PERSONNEL. FINALIZE AND DELIVER DRAFT OUTLINE OF FINAL REPORT AND DRAFT IMPLEMENTATION SCHEDULE. FINALIZE SAMPLE SELECTION. FINALIZE DATA COLLECTION INSTRUMENTS. MEET WITH PARTNERS (NAPA) TO OBTAIN UP-DATED ADDRESSES OF SELECTED PARTICIPANTS. WORK ON LOG FRAME. BRIEF MISSION AND ETD HEILMAN.

WEEK IV AUGUST 21-26

ETA HEILMAN DC. MASON TO BEGIN CONTACTING CONTRACTORS AND U.S. CONTACTS. EL SALVADOR: TRAIN INTERVIEWERS FOR PRETEST. PRETEST DATA COLLECTION INSTRUMENTS AND PRETEST AGAIN. REVISE INSTRUMENTS. TRAIN REMAINING INTERVIEWERS. BEGIN DATA COLLECTION.

WEEK V AUGUST 28-SEPT 2

EL SALVADOR: CONTINUE INTERVIEWING. TRAIN CODERS AND EDITORS. BEGIN CODING AND EDITING. DC: MASON READS REPORTS AND OBTAINS INFORMATION FROM HOME-STAY AND OTHER US CONTACTS.

WEEK VI SEPT 4-9

EL SALVADOR: CONTINUE INTERVIEWING. CONTINUE CODING AND EDITING. BEGIN COMPUTER DATA ENTRY. DC CONTINUE CONTACTING CONTRACTORS AND US CONTACTS--HOME-STAY FAMILIES ETC.

WEEK VII SEPT 11-15

EL SALVADOR: FINISH INTERVIEWING FINISH EDITING AND CODING. CONTINUE DATA ENTRY. BRIEF MISSION SEPT 13 AND ETD WARREN SEPT 14.

WEEK VIII SEPT 18-22

DC: FINISH DATA ENTRY. DATA CLEANING. BEGIN DESIGNING CROSS TABS, TABLES.

WEEK IX SEPT 25-29

DATA CLEANING, DATA PREPARATION, DATA ANALYSIS
FINISH AND FAX SOME CHAPTERS OF REPORT SEPT 28.

WEEK X OCT 2-6

CONTINUE WRITING AND ANALYZING. FAX BALANCE OF REPORT.

FINAL REPORT DELIVERED TWO WEEKS FOLLOWING RECEIPT OF WRITTEN
COMMENTS ON DRAFT REPORT FROM MISSION.

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ANNEX 7

QUESTIONNAIRES

08/22/89 - CAPS2AES

FINAL

EVALUACION DE CAPS EN EL SALVADOR

1450.001

NO. PIOP: _____

Codigo # _____

HOJA DE REGISTRO PARA LLAMADA DEL BECARIO

NOMBRE: _____
(1er Apellido) (2o. Apellido) (Nombre)

EDAD: _____

DIRECCION ACTUAL: (Incluir ciudad o pueblo y departamento)

TELEFONO _____

Residencia:

Nivel del solicitante:

(1) Urbano (San Salv)

(1) Académico, largo plazo (programa para título)

(2) Del interior

(2) Técnico, largo plazo (sin título)

(3) Técnico, corto plazo (sin título) (8 meses o menos)

Puesto Actual/Título: _____

Nombre del Jefe en el Trabajo _____

Dirección del Trabajo: _____

Teléfono: _____

Management Systems International ha sido seleccionada por AID/El Salvador, para llevar a cabo una evaluación del impacto del programa CAPS de la Misión durante los Años Fiscales 1985-1988. La evaluación será utilizada para analizar la efectividad del programa inicial de CAPS y para mejorar el programa CAPS II. Una parte de esta evaluación incluye el examen del desempeño de la Misión, de sus contratistas en los Estados Unidos. Otra fase de la evaluación incluye el examen de los efectos de la capacitación y otras experiencias de los participantes en los Estados Unidos sobre sus carreras, en sus comunidades y en sus familias. Para ésto, se ha preparado un cuestionario que le permita a usted informarnos sobre su experiencia al ser seleccionado y preparado para la capacitación, durante la capacitación, y cómo ha utilizado dichas experiencias y conocimientos adquiridos desde su regreso a El Salvador. Su asistencia para esta evaluación nos permitirá mejorar el programa CAPS II.

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FECHA	HORA DE INICIO	RESULTADO*	LUGAR DE ENCUESTA	ENTREVISTADOR

* En RESULTADO escriba una X si la encuesta se realizó, escriba una C si le dieron una cita para después

EVALUACION DE CAPS EN EL SALVADOR

SEXO (OBSERVACION)

Código #: _____

- (1) Masculino
- (2) Femenino

ANTECEDENTES

1. ¿En donde tuvo lugar su capacitación en los Estados Unidos?
(Liste todos los lugares si hay más de uno)

(Escuela/Instituto) (Ciudad/Pueblo) (Estado)

(Escuela/Instituto) (Ciudad/Pueblo) (Estado)

2. ¿En qué materia recibió capacitación? _____

3. ¿Cuándo se fue becado con el programa, por cuánto tiempo estuvo en los Estados Unidos?

_____ Total de meses

_____ Fecha de inicio del Programa

_____ Fecha de finalización del Programa

4. ¿Recibió usted un certificado, diploma, carta o título por su capacitación CAPS?

(1) Si

(2) No (PASE AL NUMERAL *9)

(1) Certificado o diploma

(2) Carta

(3) Título

(1) AA/AS (Programa de 2 años Universitarios y uno de Inglés)

(2) BA/BS (Programa de cuatro años Universitarios)

(3) MA/MS (Maestría)

(8) Otro ESPECIFIQUE _____

(*9) ¿Por qué no? _____

5. ¿Cómo se enteró usted de esta oportunidad de capacitación?

(1) Por afiliación a una organización debido a trabajo, estudio u otra participación

(2) Circular de AID

(3) Otro ESPECIFIQUE _____

6. Cuando usted salió de El Salvador hacia los Estados Unidos, ¿podría usted decir que estaba muy bien preparado, adecuadamente preparado, algo preparado o no estaba preparado para su viaje y el programa de capacitación? (ENCIERRE EN UN CIRCULO)

(4) Muy bien preparado

(3) Adecuadamente preparado

(2) Algo preparado

(1) No estaba preparado

} (PASE A LA PREGUNTA 6B)

} (VAYA A LA PREGUNTA 6A)

1/1
1/6

6A. ¿(Si estaba Algo preparado o No estaba preparado) ¿Por qué se sintió así?

(1) No tenía suficiente información sobre el curso)

6B. ¿Cuánto tiempo antes que se iniciara la capacitación fue usted informado que su solicitud había sido aprobada?

_____ días

6C. ¿Cuánto tiempo antes que se iniciara la capacitación le fue dada la fecha de viaje?

_____ días

6D. ¿Fue este número de días adecuado para que usted hiciera todo lo que necesitaba hacer antes de su viaje?

(1) Sí (PASE A LA PREGUNTA 6F)

(2) No (VAYA A LA PREGUNTA 6E)

(Si no lo fue) ¿Por qué?

6E. ¿Cuántos días cree usted que debió tener para prepararse antes de irse becado a los Estados Unidos?

6F. ¿Antes de salir de El Salvador hacia los Estados Unidos, se le dió la información sobre el tipo de clima que había en el lugar en donde estudiaría?

1) Si

2) No

6G. Antes de irse becado a los Estados Unidos, ¿recibió buena, regular o insuficiente información acerca de la escuela o institución en donde recibiría usted capacitación?

- 1) Buena información
- 2) Regular información
- 3) Insuficiente información

7. ¿Hubo atraso en el proceso de solicitud de la capacitación o en el del viaje suyo a los Estados Unidos?

- (1) Sí (PASE A LA PREGUNTA 7A)
- (2) No (PASE A LA PREGUNTA 8)

7A. (Si es sí) ¿Cuáles fueron los atrasos que encontró?

8. ¿En su opinión, cómo podría mejorarse el proceso de selección o envío de los becarios del programa CAPS a los Estados Unidos?

- (1) Selección de un campo que pertenece a su trabajo
 - (2) Selección áreas que el país necesita
 - (3) Más información
-
-

CAPACITACION EN EL IDIOMA INGLES

9. ¿Qué idioma fue usado para el programa de capacitación en los Estados Unidos?

- (1) Inglés (PASE A LA PREGUNTA 9A)
- (2) Español (VAYA A LA PREGUNTA 15)

9A. ¿Se le impartió el idioma Inglés como parte del programa de capacitación?

(1) Si (PASE A LA 9B)

(2) No (VAYA A LA PREGUNTA 10)

9B. ¿Antes de entrar al programa de capacitación su Inglés era?

(1) Excelente

(2) Regular

(3) Deficiente

(4) Nulo

10. Si fuera posible, ¿cómo podría mejorarse el proceso de capacitación en el inglés?

(1) Debe tener varios meses de estudio antes de salir

11. ¿Cuándo llegó usted a los Estados Unidos, sintió que su habilidad para hablar el idioma inglés era

(1) Excelente

(2) Regular

(3) Deficiente

(4) Nula

12. ¿Cuándo llegó usted a los Estados Unidos, sintió que su habilidad para leer el idioma inglés era

(1) Excelente

(2) Regular

(3) Deficiente

(4) Nula

13. ¿Cuándo llegó usted a los Estados Unidos, sintió que su habilidad para escribir el idioma inglés era
- (1) Excelente
 - (2) Regular
 - (3) Deficiente
 - (4) Nula
14. ¿Cuándo llegó usted a los Estados Unidos, sintió que su habilidad para comprender el idioma inglés era
- (1) Excelente
 - (2) Regular
 - (3) Deficiente
 - (4) Nula

CAMPOS DE CAPACITACION DE CAPS

15. ¿Cómo se escogió su campo de estudios en capacitación CAPS?
- (1) Yo lo seleccioné
 - (2) Lo seleccioné en colaboración con mi supervisor de trabajo.
 - (3) Mi jefe lo seleccionó solo.
 - (4) Lo seleccionó alguien en la Misión AID.
 - (5) La escuela de aquí
 - (6) Otros ESPECIFIQUE _____

16. ¿Hubiera usted preferido otro campo distinto del que estudió?
- (1) Si (PASE A LA PREGUNTA 16A)
 - (2) No (VAYA A LA PREGUNTA 17)

16A. (Si es sí) ¿Qué campo hubiese usted preferido?

16B. ¿Por qué? _____

17. ¿Estaba usted empleado, trabajando por su propia cuenta o estaba sin trabajo cuando recibió la beca CAPS?

(1) Empleado

(2) Trabajando por su propia
cuenta

} - (VAYA A LA PREGUNTA 18)

(3) Sin trabajo

(PASE A LA PREGUNTA 20)

(4) Otra ESPECIFIQUE: (Vaya a la pregunta 18) _____

18. ¿Es su trabajo o puesto el mismo que antes de su capacitación de CAPS?

(1) Si

(2) No

19. ¿Diría usted que su programa general de capacitación estaba muy relacionado con el trabajo que usted tenía antes de la capacitación, que estaba algo relacionado con el trabajo previo a la capacitación, o que no tuvo relación con su trabajo previo a la capacitación?

(1) Muy relacionado

(2) Algo relacionado

(3) No tuvo ninguna relación

(4) No tenía empleo

EMPLEO ACTUAL

20. ¿Está usted empleado, trabajando por su propia cuenta, o está sin trabajo ahora?

(1) Empleado

(2) Trabajando por cuenta propia } (VAYA A LA PREGUNTA 21)

(3) Sin trabajo (PASE A LA PREGUNTA 27)

(4) Otro ESPECIFIQUE (Vaya a la pregunta 21) _____

21. ¿Diría usted que su programa general de capacitación estaba muy relacionado con el trabajo que ahora desempeña, que estaba algo relacionado con su trabajo actual, que no tenía relación alguna con su actual trabajo?

(1) Muy relacionado

(2) Algo relacionado

(3) Ninguna relación

(8) No tiene empleo

22. ¿Diría usted que ha utilizado su capacitación en su actual trabajo mucho, bastante, poco o que no la ha utilizado?

(4) Mucho

(3) Bastante

(2) Poco

(1) No la ha utilizado

(8) No tenía trabajo

} PASE A LA PREGUNTA 23)

} VAYA A LA PREGUNTA 22A)

22A. (Si es poco o nada) ¿Porqué no ha utilizado su capacitación (más) en su actual trabajo? NO LEA LAS CATEGORIAS CODIFICADAS. ENCIERRE EN UN CIRCULO LA CATEGORIA ADECUADA Y DETALLE SU RESPUESTA ABAJO.

- (1) Por falta de autorización del jefe
- (2) Las políticas y los reglamentos no me lo permiten
- (3) No tengo ni los implementos, ni el equipo necesarios u otros recursos
- (4) Mi trabajo actual no requiere de las técnicas que adquirí durante la capacitación
- (5) Otros ESPECIFIQUE _____

- (8) No tiene empleo

RESPUESTA DETALLADA: _____

23. ¿Diría usted que la capacitación recibida ha hecho progresar su carrera mucho, bastante, poco o nada?

- (4) Mucho
 - (3) Bastante
 - (2) Poco
 - (1) Nada
 - (8) No aplica
- } (PASE A LA PREGUNTA 23A)
- } (PASE A LA PREGUNTA 24)

23A. (Si mucho, bastante, o poco, ¿de que manera la capacitación ha hecho progresar su carrera?

- (1) He sido ascendido, tengo un mejor empleo
- (2) Tengo mayores responsabilidades en mi antiguo puesto
- (3) Recibió una oferta de un trabajo mejor
- (4) Otros ESPECIFIQUE _____

24. ¿Diría usted que la capacitación le ha ayudado mucho, ha sido de alguna ayuda, o no le ha ayudado nada en el desempeño de sus actuales responsabilidades técnicas?

- (5) De mucha ayuda --
- (3) De alguna ayuda -- (PASE A LA PREGUNTA 24A)
- (1) De ninguna ayuda *vaya a la pregunta 25*

24A. ¿De que manera es que le ha ayudado en el trabajo?
Ejemplos concretos.

- (1) Tomar decisiones
 - (2) Inglés
 - (3) A solucionar problemas
- _____

25. ¿Ha recibido un aumento de salario desde su regreso?

- (1) Si (PASE A LA PREGUNTA 25A)
- (2) No (VAYA A LA PREGUNTA 26)

25A. ¿Diría usted que su salario ha aumentado mucho, bastante o poco?

- (4) Mucho
- (3) Bastante
- (2) Poco
- (8) No aplica

25B. ¿Diría usted que ha recibido este aumento sin tener nada que ver con su capacitación en los Estados Unidos?

- (1) Si
- (2) No

26. ¿Cómo clasifica usted la organización para la cual trabaja?

- (1) Sector privado (Comercio, industria, etc.)
- (2) Sector público
- (3) Agencia humanitaria
- (4) Otros ESPECIFIQUE _____

EXPERIENCIAS EN LOS ESTADOS UNIDOS

27. Durante su permanencia en Estados Unidos, ¿cuáles de las siguientes experiencias tuvo que le ayudaron a comprender la forma de vida en los Estados Unidos mucho, bastante, poco o nada.

- | | | | | | |
|----|------------------------------------|-----------------|-------------|-------------|----------------------------|
| a) | Estadía en hogares | | | | |
| | Mucho
(4) | Bastante
(3) | Poco
(2) | Nada
(1) | No tuvo Experiencia
(8) |
| b) | Visitas a familias norteamericanas | | | | |
| | Mucho
(4) | Bastante
(3) | Poco
(2) | Nada
(1) | No tuvo Experiencia
(8) |
| c) | Otras reuniones sociales | | | | |
| | Mucho
(4) | Bastante
(3) | Poco
(2) | Nada
(1) | No tuvo Experiencia
(8) |
| d) | Asistencia a eventos deportivos | | | | |
| | Mucho
(4) | Bastante
(3) | Poco
(2) | Nada
(1) | No tuvo Experiencia
(8) |
| e) | Asistencia a eventos culturales | | | | |
| | Mucho
(4) | Bastante
(3) | Poco
(2) | Nada
(1) | No tuvo Experiencia
(8) |
| f) | Visitas a lugares turísticos | | | | |
| | Mucho
(4) | Bastante
(3) | Poco
(2) | Nada
(1) | No tuvo Experiencia
(8) |
| g) | Las clases | | | | |
| | Mucho
(4) | Bastante
(3) | Poco
(2) | Nada
(1) | No tuvo Experiencia
(8) |
| h) | Otros | | | | |
| | Mucho
(4) | Bastante
(3) | Poco
(2) | Nada
(1) | No tuvo Experiencia
(8) |

28. ¿Antes de su viaje a los Estados Unidos para recibir entrenamiento, qué opinión tenía usted de los Estados Unidos y de los norteamericanos?

29. ¿Ha cambiado su opinión, como resultado de su experiencia en ese lugar?

(1) Si (PASE A LA PREGUNTA 29A)

(2) No (VAYA A LA PREGUNTA 30)

29A. ¿Por qué y cómo ha cambiado de opinión?

30. Durante su permanencia en los Estados Unidos, ¿cuáles de las siguientes experiencias tuvo y cómo le ayudaron a comprender el sistema norteamericano de gobierno: mucho, bastante, poco o nada?

MAYOR COMPRESION DEL SISTEMA NORTEAMERICANO DE GOBIERNO

a) Visitas a oficinas gubernamentales

Mucho	Bastante	Poco	Nada	No tuvo Experiencia
(4)	(3)	(2)	(1)	(8)

b) Contactos con funcionarios gubernamentales

Mucho	Bastante	Poco	Nada	No tuvo Experiencia
(4)	(3)	(2)	(1)	(8)

c) Asistencia a reuniones en las que ciudadanos de USA discutieron diferentes temas

Mucho	Bastante	Poco	Nada	No tuvo Experiencia
(4)	(3)	(2)	(1)	(8)

d) Asistencia a conferencias sobre el sistema norteamericano de gobierno

Mucho	Bastante	Poco	Nada	No tuvo Experiencia
(4)	(3)	(2)	(1)	(8)

e) Otros _____

Mucho	Bastante	Poco	Nada	No tuvo Experiencia
(4)	(3)	(2)	(1)	(8)

31. ¿Quién organizó la mayor parte estas visitas? (Marque solamente una respuesta)

(1) Contratista del Programa

(2) Escuela Académica

(3) Participante

(4) Otros ESPECIFIQUE _____

32. Voy a leerle una lista de declaraciones. Por favor, dígame SI, para cada una, si está muy, bastante, poco o no está de acuerdo.

a) No es responsabilidad de la gente el participar en su gobierno.

Muy	Bastante	Poco	Nada
(4)	(3)	(2)	(1)

b) La mejor forma de gobierno es la basada en el principio democrático sobre la decisión de la mayoría.

Muy	Bastante	Poco	Nada
(4)	(3)	(2)	(1)

c) Los ciudadanos deberán respetar las leyes de su país.

Muy	Bastante	Poco	Nada
(4)	(3)	(2)	(1)

d) El sector privado (~~los~~ ^{no} negocios manejados por el gobierno) es muy importante para el desarrollo de un país

Muy	Bastante	Poco	Nada
(4)	(3)	(2)	(1)
(3)	(1)	(8)	(5)

e) No todos los ciudadanos de un país deberán ser igualmente tratados por la ley, sin distinción de raza, religión o sexo

Muy	Bastante	Poco	Nada
(4)	(3)	(2)	(1)

f) Todos los ciudadanos de un país tienen derecho a ser juzgados bajo la ley junta y equitativamente

Muy	Bastante	Poco	Nada
(4)	(3)	(2)	(1)

33. ¿Cree usted que los ciudadanos norteamericanos que conoció en EEUU comprenden a El Salvador mucho, bastante, poco o nada?

(4) Mucho

(3) Bastante

(2) Poco

(1) Nada

33A. ¿Por qué lo cree? _____

34. ¿Cree que los ciudadanos que conoció en los Estados Unidos, estaban muy, bastante, poco o no se interesaron respecto a su país?

(4) Muy interesados

(3) Bastante interesados

(2) Poco interesados

(1) No se interesaron

35. ¿Piensa usted que su contacto con ciudadanos de los Estados Unidos aumentó la comprensión de ellos sobre El Salvador: mucho, bastante, poco o nada?

(4) Mucho

(3) Bastante

(2) Poco

(1) Nada

35A. ¿Por qué lo piensa? _____

35B. ¿Qué hizo usted para tratar de aumentar el interés de esas personas?

(1) Explicó la realidad

36. Desde su regreso, ¿ha conversado usted con otros salvadoreños sobre sus experiencias en los Estados Unidos?

(1) Si (PASE A LA PREGUNTA 36A)

(2) No (VAYA A LA PREGUNTA 37)

36A. ¿Qué experiencias ha compartido? (No lea las respuestas)

(1) Culturales

(2) Experiencia académica

(3) Experiencia de convivir en un país extranjero

(4) Sistema de leyes

(5) Costumbres

36B. ¿Con quién las ha compartido?

(1) Compañeros de trabajo

(2) Parientes

(3) Miembros de la comunidad

(4) Organizaciones humanitarias

36C. ¿Con cuántas personas? _____

37. Desde su regreso, ¿ha tenido usted un puesto líder en alguna comunidad, iglesia u organización de servicios?

(1) Si (PASE A LA PREGUNTA 37A)

(2) No (VAYA A LA PREGUNTA 38)

37A. (Si su respuesta es Si) ¿En cuáles? _____

37B. ¿Cuántas personas están involucradas en todos los grupo?

38. Desde su regreso, ¿ha participado usted como voluntario en alguna comunidad, iglesia o grupo de servicios?

(1) Si

(2) No

39. Desde su regreso, ha tratado usted de comunicarse con personas que tienen autoridad para lograr acción en problemas comunitarios?

(1) Si

Explique como: _____

(2) No

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40. Desde su regreso, ¿se encuentra participando en más, en igual o en menos organizaciones y actividades?

- (1) Más
- (2) Igual
- (3) Menos

41. Ha hecho algo desde su regreso como resultado de lo que aprendió sobre cómo se practica la democracia en EEUU?

- (1) Si (PASE A LA PREGUNTA 41A)
- (2) No (VAYA A LA PREGUNTA 42)

41A. (Si es Si) Qué es lo que ha hecho? _____

42. ¿Han habido cambios en su vida que usted atribuye a su experiencia en los Estados Unidos?

- (1) Si (PASE A LA PREGUNTA 42A)
- (2) No (VAYA A LA PREGUNTA 43)

42A. (Si es Si) ¿Cuáles han sido los cambios

- (1) Puntualidad
- (2) Responsabilidad
- (3) Orden
- (4) Independiente
- (5) Ser más práctico

43. ¿Han habido algunos cambios para su familia que usted atribuye a su experiencia en los Estados Unidos?

(1) Si (PASE A LA PREGUNTA 43A)

(2) No (VAYA A LA PREGUNTA 44)

43A. (Si es Sí) ¿Cuáles han sido los cambios _____

(1) Más comunicación, más comprensión

(2) Mejoramiento económico

44. Desde su regreso, ¿ha usted practicado alguno de los puntos abajo listados: a menudo, a veces, o nunca?

a) ¿Ha iniciado contacto con ciudadanos de EEUU que residen en El Salvador?

A menudo (5)	A veces (3)	Nunca (1)
-----------------	----------------	--------------

b) ¿Lee los periódicos publicados en los Estados Unidos?

A menudo (5)	A veces (3)	Nunca (1)
-----------------	----------------	--------------

c) ¿Ha iniciado contacto con ciudadanos de EEUU que conoció en los Estados Unidos?

A menudo (5)	A veces (3)	Nunca (1)
-----------------	----------------	--------------

d) Inició contactos comerciales con los Estados Unidos

A menudo (5)	A veces (3)	Nunca (1)
-----------------	----------------	--------------

45. Desde su regreso, ¿ha recibido usted información, ha conversado con alguien o mantiene correspondencia con cualquiera de los abajo listados: a menudo, a veces, o nunca?

a) La organización en EEUU que suministró la capacitación (por ejemplo: PIET, UNM, CSLA, USAINC)

A menudo (5)	A veces (3)	Nunca (1)
-----------------	----------------	--------------

b) Con los ex-becarios de CAPS/El Salvador

A menudo (5)	A veces (3)	Nunca (1)
-----------------	----------------	--------------

c) La Misión de AID en El Salvador

A menudo (5)	A veces (3)	Nunca (1)
-----------------	----------------	--------------

d) Instructores, asesores u otros profesionales que estuvieron directamente involucrados en la capacitación

A menudo (5)	A veces (3)	Nunca (1)
-----------------	----------------	--------------

e) Otros ciudadanos norteamericanos que trabajan en el mismo campo que usted

A menudo (5)	A veces (3)	Nunca (1)
-----------------	----------------	--------------

f) Otros ciudadanos norteamericanos que usted ha conocido socialmente o en sus casas

A menudo (5)	A veces (3)	Nunca (1)
-----------------	----------------	--------------

g) Compañeros de las Américas (NAPA)

A menudo (5)	A veces (3)	Nunca (1)
-----------------	----------------	--------------

45A. (Si A menudo o a veces) ¿Fue esta información o correspondencia útil para usted?

- a) La organización en EEUU que suministró la capacitación (Ejemplo: PIET, UNM, CSLA, USAINC)
(1) Si (2) No (8) (No recibió)
- b) Con los ex-becarios de CAPS/El Salvador
(1) Si (2) No (8) (No recibió)
- c) La Misión de AID en El Salvador
(1) Si (2) No (8) (No recibió)
- d) Instructores, asesores u otros profesionales que estuvieron directamente involucrados en la capacitación
(1) Si (2) No (8) (No recibió)
- đ) Otros ciudadanos norteamericanos que trabajan en el mismo campo que usted
(1) Si (2) No (8) (No recibió)
- e) Otros ciudadanos norteamericanos que usted ha conocido socialmente o en sus casas
(1) Si (2) No (8) (No recibió)
- f) Compañeros de las Américas (NAPA)
(1) Si (2) No (8) (No recibió)

45B. ¿Hace cuánto tiempo fue la última vez que usted se comunicó con alguno de los grupos antes mencionados?

SATISFACCION GENERAL CON LA EXPERIENCIA EN USA

46. En general, ¿cómo se siente usted: muy satisfecho, satisfecho, ni satisfecho ni disgustado, disgustado, o muy disgustado con el entrenamiento y experiencias que tuvo en los Estados Unidos?

- (5) Muy satisfecho
- (4) Satisfecho
- (3) Ni satisfecho ni disgustado
- (2) Disgustado
- (1) Muy disgustado

47. ¿Qué fue lo que más le gustó de su experiencia en EEUU?

- (1) Entrenamiento
 - (2) Tecnología de EEUU
 - (3) Eficiencia y actividad de trabajo
-
-

48. ¿Qué fue lo que menos le gustó de sus experiencias en EEUU?

- (1) Alimentación
 - (2) Demasiado corto el tiempo
-
-
-
-

49. ¿Tiene algunas otras recomendaciones que podrían mejorar el programa y sobre las cuales no hemos platicado?

(1) Orientación de la cultura de los EEUU

(2) Más tiempo

(3) Alimentación

50. Nos agradecería conversar con su jefe donde usted trabaja-- para saber la opinión que tiene sobre el programa de entrenamiento que recibió usted en los Estados Unidos, podemos hacerlo?

(1) Si

(2) No

(Si su respuesta es Si) ¿Quién es su jefe y en donde podemos localizarlo)

Teléfono _____

(Si su respuesta es No), ¿Por qué no? _____

51. ¿Cuál era el nivel de estudios más alto que había terminado antes de efectuar su viaje a los Estados Unidos y cuál es el nivel ahora? Anotar respuestas verbales.

Antes _____ Después _____

Antes Después

- | | | | |
|-------|-------|------|----------------------------|
| _____ | _____ | (1) | Ninguno |
| _____ | _____ | (2) | Algunos de primaria |
| _____ | _____ | (3) | Terminé primaria |
| _____ | _____ | (4) | Algunos de secundaria |
| _____ | _____ | (5) | Terminé secundaria |
| _____ | _____ | (6) | Algunos de bachillerato |
| _____ | _____ | (7) | Terminé bachillerato |
| _____ | _____ | (8) | Algunos Técnico Vocacional |
| _____ | _____ | (9) | Terminé Técnico Vocacional |
| _____ | _____ | (10) | Algunos Universitarios |
| _____ | _____ | (11) | Terminé Universitarios |
| _____ | _____ | (12) | Algunos de Maestría |
| _____ | _____ | (13) | Terminé la Maestría |
| _____ | _____ | (14) | Algunos de Doctorado |
| _____ | _____ | (15) | Terminé Doctorado |

Hora de finalización de la entrevista _____

ENTREVISTA EN CASA

52. ¿Cómo ha influido el entrenamiento en los Estados Unidos en su estilo de vida diaria, en su casa y comunidad?

Favor describa:

(1) Independiente

(2) Tomar decisiones

53. Como resultado de su experiencia en los Estados Unidos y después de haber regresado a El Salvador, ¿encontró necesario utilizar algunos electrodomésticos en su casa, tales como televisión, betamax, computador, lavadora, licuadora, etc., que usted no utilizaba antes?

54. Después de haber regresado de su entrenamiento en los Estados Unidos, ¿qué nuevos hábitos pensó que eran necesarios para aplicar en su casa, comunidad o en su trabajo?

Favor describa

(1) Ordenado

(2) Tomar decisiones

(3) Mejor comprensión a las personas

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57. El entrevistador podrá también documentar:

- Tipo de construcción (barro, ladrillo, etc.);
- Ubicación de la casa dentro de la ciudad (barrio, colonia, etc.);
- Electrodomésticos y equipo electrónico utilizado por la familia; y
- Aspecto general de la vivienda (humilde, media-baja, media, media-alta).

Hora de finalización de la entrevista: _____

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NO. FIOP: _____

Codigo # _____

HOJA DE REGISTRO PARA LLAMADA DEL JEFE

NOMBRE DEL BECARIO: _____
(1er Apellido) (2o. Apellido) (Nombre)

Nombre del Jefe: _____

Puesto Actual/Titulo: _____

Nombre de la Institución: _____

Dirección: _____

Teléfono: _____

Management Systems International ha sido seleccionada por AID/El Salvador, para llevar a cabo una evaluación del impacto del programa CAPS de la Misión durante los Años Fiscales 1985-1988.

Deseamos su cooperación para medir el impacto de la capacitación en el becario y que usted nos proporcione sugerencias para mejorar el programa de capacitación CAPS.

FECHA	HORA DE INICIO	RESULTADO*	LUGAR DE ENCUESTA	ENTREVISTADOR

* En RESULTADO escriba una X si la encuesta se realizó, escriba una L si le dieron una cita para despues.

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1450.003

Respuesta # _____

Nº. PIUP: _____

EVALUACION DE LAPS EN EL SALVADOR

ENCUESTA DE PATRONOS

(Nota: El número corresponde con el ítem en la encuesta de becarios)

21. ¿Diría usted que el programa general de capacitación de _____ estuvo muy relacionado con el trabajo que él/ella desempeña AHORA, que estuvo algo relacionado o que no estuvo nada relacionado con su actual trabajo?

- (1) Muy relacionado
- (2) Algo relacionado
- (3) No tuvo ninguna relación

18. ¿Son las obligaciones en el trabajo del becario(a) las mismas que antes de la capacitación en LAPS?

- (1) Si
- (2) No (FASE A LA PREGUNTA 18A)
- (3) El becario no trabajaba aquí antes
- (4) No se
- (8) El becario(a) no tenía empleo antes de la capacitación

18A. (Si su respuesta es No) ¿Cómo han cambiado sus obligaciones en su trabajo?

22. ¿Diría usted que el becario/a utiliza la capacitación recibida mucho, bastante, poco, o nada en su empleo?

- (4) Mucho
 - (3) Bastante
 - (2) Poco
 - (1) Nada
- } (VAYA A LA PREGUNTA 23)
- } (PASE A LA PREGUNTA 22A)

22A. (Si es Poco o Nada) ¿Por que él/ella no utiliza más su capacitación en su actual empleo? NO LEA LAS CATEGORIAS CUFICADAS. ENCIERRE EN UN CIRCULO LA CATEGORIA ADECUADA Y DETALLE SU RESPUESTA ABAJO.

- (1) Falta de autorización del jefe
- (2) Las políticas y reclamentos no se lo permiten
- (3) No dispone de los implementos ni equipo necesarios
- (4) Su puesto actual no requiere las técnicas aprendidas durante la capacitación
- (5) Otros ESPECIFIQUE _____

RESPUESTA DETALLADA: _____

23. ¿Considera usted que la capacitación que recibió X ha tenido como resultado el progreso en su carrera: mucho, bastante, poco o nada?

- (4) Mucho
 - (3) Bastante
 - (2) ~~Mucho~~ Poco
 - (1) Nada
- } (PASE A LA PREGUNTA 23A)
- } (VAYA A LA PREGUNTA 24)

23A. (Si es mucho, bastante o poco) ¿Cómo ha hecho la capacitación progresar la carrera de X?

- (1) Ha sido ascendido(a), tiene mejor empleo
 - (2) Sus responsabilidades en el antiguo trabajo han aumentado
 - (4) Otros ESPECIFIQUE _____
-

24. ¿Considera usted que la capacitación recibida por X ha sido de mucha ayuda, de alguna ayuda o de ninguna ayuda en el desempeño de las actuales responsabilidades de XX?

- (5) De mucha ayuda
- (3) De alguna ayuda
- (1) De ninguna ayuda

24A. ¿Por qué lo considera así?

25A. Considera usted que el salario de X ha aumentado bastante, algo, o nada como consecuencia de la capacitación?

- (4) Mucho
 - (3) Bastante
 - (2) Poco
 - (1) Nada
- } (VAYA A LA PREGUNTA 26)
- } (PASE A LA PREGUNTA 25B)

25B. (Si Poco o Nada) ¿Cuál considera usted que es la razón para ello?

26. ¿Cómo clasifica usted la organización para la cual trabaja
X_?

(1) Sector privado (comercio)

(2) Sector público

(3) Agencia u organización de voluntarios

(4) Otros ESPECIFIQUE _____

49. Qué sugerencias tiene usted para mejorar el Programa de
becas de Capacitación en los EEUU:

Hora de finalización de la entrevista: _____

Respondent #: _____

EL SALVADOR CAPS EVALUATION

U.S. CONTACTS AND HOST FAMILIES SURVEY

1. How did you meet _____ X _____?

2. Which of the following best characterizes your contact with ___X___?

- (1) Personal
- (2) Social
- (3) Professional

3. How frequently did you see the participants?

- (1) Participant lived with family for ___ days
- (2) Once a week for ___ weeks
- (3) Less than once a week but more than once a month
- (4) More than once a semester but less than once a month
- (5) One time only
- (6) Other... SPECIFY _____

4. Before you met ___X___, would you say that you knew a great deal, quite a bit, only a little, or nothing at all about El Salvador?

- (4) A great deal
- (3) Quite a bit
- (2) Only a little
- (1) Nothing at all

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5. What were you most surprised to learn about El Salvador?

6. What kind of contact have you had with _____ since his/her return to El Salvador?

How many times?

(1) Corresponded by mail _____

(2) Phone calls _____

(3) Personal visit _____

(4) Other... SPECIFY _____

7. Do you think your involvement with X increased your understanding of El Salvador very much, somewhat, or not at all?

(5) Very much

(3) Somewhat

(1) Not at all

8. Do you think your involvement with _____ increased his/her understanding of the U.S. very much somewhat, or not at all?

(5) Very much)

(3) Somewhat)

(ASK Q. 7A)

(1) Not at all

(TERMINATE INTERVIEW)

(71)

8A. (IF VERY MUCH OF SOMEWHAT) How, do you feel your contact with _____ helped him/her better understand the American way of life?

9. What suggestions would you have so that future visitors can better understand the American way of life?

EL SALVADOR CAPS EVALUATION

CONTRACTOR SURVEY

1. What is the objection of the "Experience America" part of CAPS training programs?

2. Please describe each component of your "Experience America" activities for El Salvador CAPS participants.

3. Which components worked the best and why?

4. Which component was the least successful and why?
