

CLASP
SITE VISIT REPORT
UNIVERSITY OF NEW MEXICO,
ALBUQUERQUE.

Prepared by Aguirre International under the Caribbean and Latin
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SITE VISIT REPORT

Institution: The University of New Mexico (UNM)

Programs: Master's Degree Program in Public Administration in Spanish (MAPAS)
Master's Degree Program in Educational Administration in Spanish (MAEAS)

Contractor: Development Associates

Dates of Visit: July 13-15, 1992

Location: Office of International Technical Cooperation (OITEC), Oñate Hall, The University of New Mexico, Albuquerque

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Nine Ecuadorean Trainees in MAPAS (Individual PIO/Ps)
Nine Bolivian Trainees in MAPAS (PIO/P #00244)
Six Ecuadorean Trainees in MAEAS (Individual PIO/Ps)

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EXECUTIVE SUMMARY

BACKGROUND

Under the Caribbean and Latin American Scholarships Program (CLASP) Monitoring and Evaluation Contract No. LAC-0661-C-00-0046-00, Aguirre International was requested to conduct a Site Visit to two Master's Degree Programs (Public Administration and Educational Administration) for Andean Peace Scholarship Program (APSP) Trainees from Ecuador and Bolivia offered at the University of New Mexico (UNM) in Albuquerque. The purpose of this Site Visit was two-fold:

- to assess the degree to which the Trainees were satisfied with their programs and associated activities, and the extent to which the programs have met Trainee needs and expectations;
- to explore the institutional relationships which exist between the placement contractor, Development Associates, and the Office of International Technical Cooperation (OITEC) which implements the programs.

Between July 13 and 15, 1992, two Aguirre International evaluators interviewed administrative, instructor, and support staff of the University, administered CLASP-II Exit Questionnaires to 24 Trainees scheduled to complete their programs on July 29, 1992, and conducted three focus groups with eight Ecuadorean Public Administrators, six Ecuadorean Educational Administrators, and ten Bolivian Public Administrators. Several individual interviews were conducted at Trainee request.

FINDINGS AND RECOMMENDATIONS

Overall, students in the Spanish-language Master's Programs at the University of New Mexico are satisfied with their U.S. training experience and the quality of instruction they have received. Because of the in-depth nature of this Site Visit, however, there were opportunities through the focus groups and individual interviews to identify and pinpoint some specific areas where the program could be improved. Many of these areas relate to the expectations which the Trainees bring with them; this fact highlights the paramount importance of the in-country orientation and briefings that the Trainees experience before they leave for training.

Orientation

Students in the MAEAS and MAPAS Programs at UNM, in spite of their maturity and education, are very much like all CLASP students in wanting as much information as possible about the program and their training experience before leaving their home country. It is the surprise element and the unanticipated event that causes them the most concern and frustration. Orientation, therefore, both in-country and in-U.S. assumes a tremendous importance. The

extent to which these orientations can address as many situations and questions as possible is likely to produce a more satisfied and better adjusted participant.

The following findings relate to areas that might be addressed in orientations by one or more of the three entities responsible for the program: the **Mission, Development Associates**, and the University's OITEC department.

- Some Trainees report that they did not receive advance knowledge about their selection and program start dates in sufficient time to make personal arrangements and work out agreements with employers.

Recommendation: As part of its recruitment and selection process, the Mission must build into the program sufficient lead time for the Trainees to take care of personal and employer arrangements.

- Some Trainees report that they did not receive adequate information about the content of the training program and the expectations in terms of coursework, field visits, qualifying tests, and theses.

Recommendation: In light of the above finding, the Mission should review its orientation program and explore ways to more effectively communicate information about the program of instruction, course content, and program requirements so that the questions and concerns of all Trainees are addressed. In addition to providing the Trainees with topical materials provided by the institution and the contractor, the Mission is encouraged to more effectively involve returned participants from the Master's programs at the University of New Mexico in the orientation process to talk about the training programs.

- Receiving information about the University, the community, and the State prior to departure from their country assists the Trainee in his or her adjustment. From questionnaire and focus group feedback, it appears that not all Trainees are receiving such information.

Recommendation: If not presently a component of the program, the Mission's predeparture orientation should provide each Trainee with a packet containing information about the OITEC program, the University, Albuquerque, and the State of New Mexico so that the Trainees will have a better understanding of the setting in which they will be living and studying for the next year. Again, involving returned participants in the orientation could more effectively inform Trainees about UNM and New Mexico.

- Not all Trainees have a good understanding of their entitlements under the HAC medical insurance plan.

Recommendation: The predeparture orientation in the Mission should address in greater detail what Trainee entitlements are under the HAC medical insurance plan.

- APSP students in Masters' Programs at UNM are integrated into classes with Spanish-speaking students from other funding sources. The wide disparity between maintenance allowances and benefits provided by the differing funding sources occasionally creates dissatisfaction with the amount of the CLASP stipend among APSP Trainees.

Recommendation: During orientation programs, the Mission, Development Associates, and OITEC should advise the students that they may encounter students from other funding agencies which have different rules and regulations and who receive disparate amounts of support money depending on the donor Agency's policy.

- Trainees are sometimes confused by the various teaching methods that they encounter in the course of their training in U.S. institutions.

Recommendation: If Trainees are provided information and examples of the various teaching styles and methods they might experience in the U.S. and are reassured of the validity of each as part of their orientations by the Mission, Development Associates, and OITEC, they should be more prepared for and accepting of these styles. It appears that some criticism of U.S. instruction and instructors is based on experiences for which the Trainees are unprepared. If they can receive some information about what they might expect, satisfaction levels regarding instruction and instructors should rise.

- All Master's Program instruction is conducted in Spanish. Outside the classroom, however, the students are occasionally frustrated by their inability to communicate in English. English Language Training is offered to students on a regular basis. Since it is not required most students eventually drop it. Some students take ELT in evening courses. Many, however, are frustrated by their lack of English language skills, although increasingly, students are coming to training with improved English language skills. While New Mexico offers many advantages to students from Spanish-speaking countries because of its climate and cultures, the language barriers occasionally cause feelings of isolation.

Recommendation: *It is recommended that during their orientation programs the Mission, Development Associates, and OITEC each reinforce with the students the importance of continuing to take advantage of the opportunities offered to participate in English language classes throughout their U.S. training.*

Advance Information on Participants

- OITEC instructors have little prior knowledge of the student's abilities and backgrounds before they arrive and must structure their courses after they have assessed the abilities, needs, and interests of the students.

Recommendation: *Advance knowledge of the Trainees' background, education, and experience forwarded by Development Associates would enable OITEC to better structure courses for those individuals and be better prepared for them upon arrival at the institution.*

Experiencing U.S. Life

- Several Trainees complained that they felt isolated from University activities.

Recommendation: *While there may be a basis for the student complaints, there are some constraints to providing for full integration into University life: the students are in concentrated Spanish-language Master's Programs which isolate them and demand much of their time; they live off-campus in homes and apartments which physically separate them from the school; and they have limited English skills which, to a degree, further sets them apart from other University students. While the University and the International Students' Organizations sponsor many activities in which the Trainees are encouraged to participate, OITEC is encouraged to study this issue and seek alternative ways to incorporate these students more fully into University life.*

- Homestays with U.S. families are not offered as part of this program. Several Trainees, aware that homestay is a feature sometimes included in CLASP training programs, expressed an interest in being offered the opportunity to live with a U.S. family.

Recommendation: *Homestays are enriching to the U.S. experience. The Mission, through its contractor, should consider offering this option to those Trainees who might be interested.*

Program Fine-Tuning

- A few students have the impression that the Spanish-language Masters' Programs at UNM might not be of as high a quality nor as demanding as the English-language programs.

Recommendation: The OITEC department should reassure students that the Spanish-language Masters' Programs are not just "watered down" down versions of the English-language programs, and that diplomas are not "promised" in advance.

- Trainee opinion is divided with regard to the currency of outside reading lists; slightly more than half of the Trainees feel that the lists are current.

Recommendation: The OITEC administration and staff should be observant of program reading lists and make every effort to maintain them as current as possible.

- OITEC advises Trainees of opportunities for counselling through the open-door policy of its administrative and instructor staff. Biweekly group sessions are scheduled to allow the Trainees to discuss their problems and current status.

Recommendation: Such opportunities for individual and group counselling are encouraged. However, individual counselling periodically scheduled with each student by OITEC staff would allow a more private setting for those students who might not be comfortable with a group setting or who might be too timid to seek advice or counselling on his or her own.

Leadership Seminars

- Several Trainees have expressed interest in participating in mid-winter leadership seminars. According to OITEC staff, this has not been permitted in recent years.

Recommendation: The Mission should consider the idea of sending students to mid-winter leadership seminars or other programs during the holiday season when the University is closed. Students who have the English skills and are interested in participating should be encouraged to attend. OITEC staff report that in the past students who have been permitted to attend had very successful experiences. The students are aware of the program notices posted at the International Students' Center, and several expressed interest in attending.

Mid-Program Orientation

- There appears to be Trainee interest in a mid-program orientation which addresses the final half of their program, to include the emotional and practical issues of returning to their country, how to plan for these concerns, and how to deal with their feelings.

Recommendation: The OITEC department and the contractor, acting with Mission concurrence, is encouraged to conduct such a mid-program orientation which helps to prepare students for the conclusion of their U.S. visit and their re-entry into the home country.

Communication

- There have been instances in the recent past in which communications between the University and the contractor have not been as regular and forthcoming as they are at the present time.

Recommendation: The staff of OITEC, the Missions, and Development Associates should keep open all channels of communication among themselves, sharing student issues and concerns on a regular basis, and working together to solve problems as they arise. The structure to accomplish this is in place, and the commitment of all parties is essential.

CONCLUDING COMMENTS

The OITEC Master's Programs at UNM are, on the whole, providing meaningful educational opportunities for the APSP Trainees. The Missions and Development Associates are implementing the program with a great deal of integrity and commitment. These recommendations, therefore, are offered with the intention of making a good program even better and with facilitating communication among all parties.

SITE VISIT REPORT

INTRODUCTION

In response to a request by LAC/DR/EHR, a Site Visit was conducted to two Master's Degree Programs at the University of New Mexico (UNM) to discuss with Andean Peace Scholarship Program (APSP) Trainees the degree to which they are satisfied with the Office of International Technical Cooperation (OITEC) Masters' Programs and its associated activities, and to explore and assess areas in which the program appears to meet the needs and expectations of the Trainees. A second purpose of the visit was to explore the institutional relationships which exist between the placement contractor, Development Associates, and OITEC.

To address the first goal of the Site Visit, the following activities were conducted:

- CLASP Exit Questionnaires including supplemental questions addressing areas of special concern were administered to the three Trainee Groups in three separate sessions.
- Three focus groups were conducted with the Trainees which probed general issues ranging from program satisfaction to more specific issues such as class size, homogeneity of the group, access to faculty and resources, and Trainee expectations.
- A few open-ended interviews were conducted with Trainees who asked for interviews or who were asked by the evaluator for an interview.

The second goal, addressing the issue of program implementation and communication, was explored through interviews with faculty and staff of the OITEC Program. Similar interviews with Development Associates' APSP Director, Ann Skelton, and Program Manager, Leesa Kaplan, were held in Washington, DC, in the offices of Aguirre International on Tuesday, July 7, 1992.

DESCRIPTION OF THE PROGRAMS

Dr. Jon M. Facey, the Director of OITEC, has been associated with these programs since their inception 13 years ago. OITEC reports to the Office of the University Provost in the academic line, and Dr. Facey is the equivalent of a dean. In addition to administering OITEC, Dr. Facey teaches a MAPAS course on leader behavior and organizational analysis.

Students come to the UNM-OITEC Spanish-speaking Programs from a number of agencies: The Inter-American Foundation, The Organization of American States, the University of Guadalajara in Mexico, and The Inter-American Development Bank, as well as A.I.D.-funded programs. This mingling of students from different sources has both strong and weak points. The exchange and comparison of ideas and cultures is beneficial, but when students begin to compare provisions

of the scholarship, the wide disparity in maintenance allowances and benefits become apparent and often create problems.

General Observations

Stipend and Allowances

Dr. Facey felt that the A.I.D. stipend was appropriate for Albuquerque and that students who shared apartments did quite well financially. Students responding to the Exit Questionnaire item regarding the adequacy of stipend amount seemed satisfied with the stipend amount. Most expressed their appreciation of the timeliness of the stipend payment.

Student Profiles

There are some similarities between students selected for the MAPAS and MAEAS programs. Most tend to be 35-40 years of age, married, highly educated, and experienced professionals who come to the U.S. with almost no English language skills. Many are from lower middle class origins in their countries and are working in the private sector.

Orientation

In addition to an orientation (See Appendix A) and a student handbook (see Appendix B) distributed by Development Associates two to three weeks into the program, the students are given orientations by OITEC. The first is a handout (Manual De Referencias Para Becarios, see Appendix C) given to them on their arrival listing things they will need to know about the University and the community. During the first week of arrival, all participants receive an OITEC orientation (see Appendix D) as well as an orientation by their Academic Department. As part of their Academic Orientation, students are informed about the different approaches to instruction that they might encounter in their U.S. training. The OITEC orientation also includes instructions for the students to alert Ruben Alzate to health problems in order for him to monitor the medical care of the students.

English Language Instruction

A course in English as a Foreign Language is made available to all students in the OITEC Master's Programs. The students are encouraged to take advantage of this opportunity to learn English, in order to facilitate their adjustment to the academic community and give them more access to social and cultural activities, and to stay current in their field through English-language journals. The course is optional, and one undergraduate credit may be earned per semester. While these credits will appear in the transcript upon completion of the program, they cannot be applied to the Master's program. In practice, most Trainees enroll in this optional course and remain, on the average, three months. At that point in time, many either feel comfortable with their English-language skill, decide to devote more time to their field of study, or enroll in evening courses at a local college, the Albuquerque Technical-Vocational Institute (T-VI) at their own expense. The evening courses attract the students because they are inexpensive, offered after regular class hours, and are conveniently located.

One instructor felt that the students who came through the Master's Programs were so dedicated and committed to taking courses in their fields or related to their fields that they often enrolled in courses over and above their program requirements. This, he feels, limits the time that the students devote to learning English and may somewhat impede their getting to know Americans.

Many students in more recent groups often come speaking some English. Most of the Ecuadorean students in Public Administration spoke and understood English very well.

Adjunct Professors

Both programs utilize adjunct professors in addition to regular faculty. Advantages of this arrangement include student exposure to academics who are not just theorizing, but who can provide field site experiences in school systems, and state, county, and local government. One adjunct professor was interviewed along with the administrators who teach in the programs. There was insufficient time during the visit to locate and interview regular staff professors many of whom were on vacation and unavailable, and background correspondence did not indicate that there were any issues regarding these instructors.

Field Trips

Between the Spring and Summer semesters, OITEC organizes a 15-day bus trip to the Grand Canyon, San Diego, Los Angeles, San Francisco, and Las Vegas. The purpose is to conduct site visits to see public administration and educational administration activities in operation and to visit institutions where these courses are taught. It is also an opportunity to Experience America combined with practical training and field observation at the local level. Although the field visits are to Spanish-speaking institutions and programs, chaperons accompany the students buses and assist with any language difficulties. Program-related trips are also taken to Denver, Carlsbad Caverns, and Los Cruces, New Mexico. Trainees considered these trips among the high points of their U.S. experience.

Holidays

During the holidays, especially Thanksgiving, many students are invited to homes of faculty and friends for the traditional celebrations. During the Christmas holidays, when the University is closed, the students have no scheduled activities. Some visit relatives or travel; others visit local friends. Most, however, remain in the area. This would appear to be an opportune time to plan some Experience America activities.

Some students wanted to know about attending the Leadership Center, Inc.'s (LCI) mid-winter seminars during the winter break after learning about it from the International Center on campus. OITEC reports that Development Associates has discouraged this option. The reason, it was suggested, was that because of the Spanish-language nature of the OITEC program the students would not fit into the English-speaking LCI Program. OITEC staff reported that students in the past who attended the LCI seminars have benefitted from them and report them as being high points of their U.S. experience. With many of the Trainees having acquired some measure of language skills, it is felt that they could participate adequately. Some of the students

felt that they were being discriminated against because they were not allowed to participate in the mid-winter socials with Spanish-speaking students from other Agency programs.

Graduation Activities

OITEC arranges special formal ceremonies for its graduates, independent of the regular UNM ceremony, although the students are welcome to attend the larger ceremony. Because they graduate near the end of summer, there is not much other activity on campus. The OITEC office goes to elaborate lengths to make certain the graduates receive their actual diploma on the day of graduation. They receive a description of the courses they have completed and a certification of the courses and grades (an unofficial transcript). These documents are translated, signed, notarized, forwarded to the New Mexico Secretary of State for the New Mexico State Seal, and then sent to the various consulates where, for a fee, they are processed. The consulates authenticate the documents and send them back to the students. It takes about six weeks for the students to receive the official University transcript; by that time they are back in country. The UNM degrees and credits are accepted in most countries.

Advantages of the OITEC Program

This kind of Spanish-language program is good for experienced professionals who leave positions to get a degree in one year. Many of these professionals find it difficult to leave a family behind for more than one year. The UNM setting is a compatible one to their culture; 60 percent of New Mexico citizens are Hispanic, and New Mexico is officially a bilingual state. Students from Latin America appear to feel comfortable in New Mexico and with the Latino community with which they come in contact. In addition, climate and foods are similar. The only disadvantage is that there is some isolation at times due to language barriers; according to the students, this is more likely to be experienced on campus than off-campus.

The Master of Arts in Public Administration in Spanish (MAPAS)

The MAPAS Program is an intensive 12-month program in the Spanish language for the public sector manager or student from the Spanish-speaking world; it prepares employees of the public sector for analysis of policy problems, planning of policy implementation, and management of resources and people in public sector organizations. The program is jointly conducted by the Department of Public Administration and OITEC; the same degree is offered in English at UNM. Because of accreditation requirements, a prescribed course of studies (42 hours of coursework in 14 courses) is followed. A qualifying examination and professional paper are required. The students must master a core curriculum designed to introduce them to the substantive areas of the contemporary study of public administration and management. After this, the student must pass a qualifying examination for advancement to candidacy. Upon successful examination the student embarks on more specialized course work leading to the professional research paper.

Students have an opportunity, not only to study administration, but to observe its role within a democratic context; this is accomplished through a series of field experiences and frequent interaction with public administrators in the U.S. at state and local levels.

Now in its fifth year, the MAPAS program has 48 graduates from nine countries. The current faculty is composed of equal percentages of regular, full-time Spanish-speaking faculty and adjunct instructors from outside the University. Dr. Jose Rivera is the Director of MAPAS, and teaches the Professional Paper Course and an Independent Study Course. Mary B. Miranda is the Program Manager, teaches two MAPAS courses, and performs academic advising and counselling of students from these courses.

According to Dr. Rivera and Ms. Miranda, in comparison to previous groups of MAPAS students, the current group appears to be more mature than those in the past. They appear to be better prepared and selected, and all will graduate (to date no APSP students have failed the program).

Adjunct professors are brought in from other UNM academic departments, junior colleges, and government offices. One adjunct professor who teaches Rural Development was an Assistant Cabinet Secretary in the Carter Administration. His contacts enable him to arrange site visits for the students to various programs and activities in the field which serve also to fulfill certain aspects of the Experience America requirement.

The Master of Arts in Educational Administration (MAEAS)

The MAEAS Program has an intensive curriculum which includes both the theoretical and practical foundations of educational administration, Primary through Higher Education. All courses and activities are conducted in Spanish. The program is intensive and can be completed in one full academic year.

The MAEAS Program was initiated in January 1980 as part of the regular curriculum of the Department of Educational Administration and is jointly conducted by the Educational Administration Department and OITEC. The MAEAS Program offers both a structured curriculum as well as flexibility to meet individual needs and those of the home country. The program of studies consists of three required courses and a minimum of nine optional courses for a total of 36 hours of earned credit.

The current director of the MAEAS Program is Dr. Ronald Blood, an interim replacement for Dr. Ernie Stapleton who retired in June 1992. In the course of the Site Visit, Dr. Stapleton was unable to be reached for an interview. Dr. Blood, a former Director of OITEC, has returned after a year's sabbatical and will administer and teach in the MAEAS Program for one year. Dr. Blood views the course of study as one that develops well-prepared generalists who can return to their home countries and apply the theories and techniques they have learned.

Dr. Blood's course in Educational Planning includes preparation for return to the home country, and Trainees develop a workplan for the first six months of their return. In most instances, students come for training with assurance that they will be able to return to the position they left at home. In the case of a few of the Trainees interviewed during this Site Visit, it will be necessary for them to begin a job search upon return because changes in the political situation at the Ministerial levels have resulted in their being replaced or their position abolished. In this context, preparation of the students as generalists is advantageous.

Dr. Blood points out the advantages of using adjunct professors (about 40% of the MAEAS faculty) in the program. These professors not only have theoretical background, but they are implementing and developing programs, have a good working vocabulary, and field experience. They encourage students to look at how the U.S. uses schooling to address social problems, such as providing for pregnant students, teaching delinquent students, offering drug education programs, and conducting preschool through vocational/technical education programs. Visits to private schools are also arranged for students so that they can observe what these institutions have to offer.

Finding committed off-campus adjunct instructors suitable for the program is a real challenge. When he finds a good one, Dr. Blood encourages the individual to remain with the program, not only to provide some continuity, but also because, over time, the individual will develop all of the idioms that are needed for instruction in the specialized field of training. He likes to find a variety of instructors: some who teach in a structured formalistic style to which the students are accustomed, and others who teach in a more student-oriented atmosphere where the student takes responsibility for his learning and there is less lecturing.

Other Areas

Challenges

One of the greatest challenges of the program was cited by Dr. Greg Bowes, an adjunct professor in the MAEAS Program, teaching Survey of Adult Higher Education and Higher Education Administration. As is often the case, the students in a particular class fall into two categories: those who have an education in a particular field but relatively little experience (usually young and not credentialed), and those who have experience in a field but little theoretical or formal training (usually older but with credentials obtained as a result of their experience or time-in-grade). The marriage of these two disparate groups into a teachable unit presents a real challenge.

Usually institutions enrolling CLASP students receive information from the Mission or contractor prior to training on the background and educational levels of the students. When asked what he knows about the students before they come to him, Dr. Bowes states "nothing." Dr. Bowes' first activity, then, is to have the students complete a profile of their educational and professional experience and a written essay about what they want to learn. Next, he proceeds to organize his course to meet the needs of the individuals on hand. As a rule, he noted, Bolivian students come to the program with less formal academic preparation than participants from other Andean countries. This same observation was made by at least two other staff members.

Other Support Personnel

Interviews were held with Mary Gomez, the OITEC Secretary; Margarita Dean, the Secretary to Dr. Facey; Gladis Maresma, Assistant Director of Admissions and Translations; Gilberto Lobo, Director of Budget and Personnel; and his assistant, Ruben Alzate, Assistant Director of Purchasing, Transportation, and Insurance. Many of the observations and statements made above came from these interviews. The support staff appeared to be a very committed group, dedicated to the program, and concerned for the health, welfare, and education of the students

under their care. Most interact with the students on a daily basis. There were opportunities for the evaluators to witness many of these interactions: Mary Gomez helping to measure Ana Cecilia Piedra for her cap and gown; Ruben Alzate driving a student to a doctor's office; Gilberto Lobo arranging for housing and terminating leases, and Gladis Maresma translating course descriptions to send back with the students.

Communications with Students

Students are made aware in the initial orientations that they have access to OITEC administrative and educational staff through open-door policies.

Communications with Graduates

OITEC publishes a bulletin three times a year which is mailed to over 2,000 former participants in the Master's programs as well as short-term programs. They receive letters and responses from participants, and participants often write to tell what they are doing since their return home. OITEC has also sent a few questionnaires to the former participants. OITEC Alumni Associations are forming in several countries.

Communications with the Contractor

OITEC is aware of the need to maintain regular communication with the contractor, Development Associates, especially in regard to *Handbook 10* issues. Dr. Facey assured the evaluators of his intention to communicate health issues, travel issues, and other pertinent information to Development Associates.

EXIT QUESTIONNAIRE RESULTS

The CLASP-II Exit Questionnaire was administered to 24 students in three groups: eight Ecuadorean students in Public Administration; ten Bolivian Students in Public Administration; and six Ecuadorean students in Educational Administration.

It should be noted that CLASP long-term Trainees historically rate the program more critically than short-term participants. True to this tendency, the Trainees in the Masters' Programs at UNM tended to rate programs less than very positive and closer to the mid-point of the scale. In-country interviews with long-term Trainees six months or more after their return to their home countries usually reflect a positive increase in their assessment of the program.

Eight Public Administrators (Ecuador)

All but one of the APSP Trainees in the MAPAS were from the medical profession. The one Trainee was an engineer. He refused to take part in the Exit Questionnaire and focus group, feeling that it was of no benefit to him, that it should have been done months earlier, and that he should have proper advance notice. The administrator of the program noted that this Trainee had been somewhat of an individualist throughout the program, probably had more education than the others, and this was not unusual behavior for him.

Five male and three female Trainees from Ecuador responded to the Exit Questionnaire. All eight participants reported receiving predeparture orientation from the Mission before leaving their home country. In regard to the Mission predeparture orientation, most were satisfied or very satisfied with the orientation to U.S. culture, program objectives, stipends and allowances, and USAID policies and regulations. They were less satisfied with their orientation regarding program content, training organizations, and medical insurance (see Table 1). One was very prepared for the trip and program in the U.S.; four were prepared, and three were somewhat prepared.

	Not Included	Very Dissatisfied	Dissatisfied	Undecided	Satisfied	Very Satisfied
U.S. Culture					6	2
Program Objectives			1	2	3	2
Program Content	1		4		1	2
Training Organizations	1	2	1	1	1	2
Stipends/Allowances		1		3	2	2
Medical Insurance	1		3	1	1	1
USAID Policies/Regulations				2	2	3

Source: Trainees' responses to Exit Questionnaires.

Trainee ratings of support services in the U.S. gave high marks to the training facilities, timeliness of stipend, medical care, and medical insurance. Less high marks were given to housing, local transportation, and amount of stipend (see Table 2).

	Not Applicable	Very Dissatisfied	Dissatisfied	Undecided	Satisfied	Very Satisfied
Training Facilities					3	5
Timeliness of Stipend						8
Amount of Stipend			1	2	3	2
Housing			1	4	2	1
Local Transportation			2	1	3	2
Medical Care			1		4	3
Medical Insurance			1		4	3

Source: Trainees' responses to Exit Questionnaires.

Ratings of the training experience gave high marks to lectures, group discussions, and consultations with instructors. Lower marks were given to English language instruction, training site visits, equipment, tools or instruments (see Table 3). Trainees did not elaborate on reasons for their dissatisfaction with any portion of the program.

	Not Applicable	Very Dissatisfied	Dissatisfied	Undecided	Satisfied	Very Satisfied
Preparedness of the Institution		1	1	1	4	1
Pace of Instruction			2	2	2	2
Group Discussions				2	5	1
Consultations with Instructors			2	2	4	1
Lectures			1		5	2
Equipment, Tools, Instruments		1	2	3	2	
Training Site Visits		1	3		3	1
English Language Instruction		3	1	1	2	1

Source: Trainees' responses to Exit Questionnaires.

All received instruction in Spanish. Communication problems in English outside of the training activities were experienced occasionally by five students, frequently by two students, and very frequently by one student.

Two of the Trainees felt that their training objectives had been fully achieved, while six of the students felt that their training program objectives had been partially achieved. Five felt that the difficulty of training was about right, while three reported that it was too easy. Five felt that the length of their training program was adequate, but three felt that it was too short. When asked to compare the training they received with the training that they expected, two reported it to be better than expected; three found it the same as they expected, and three reported it worse than expected. This gap between expectations and realities may be partially attributed to the in-country orientation which should help the students to develop more realistic expectations.

Exposure to U.S. political and economic systems and enhancement of leadership skills are CLASP program goals. Data collected from the Exit Questionnaire show that during the course of instruction all eight Trainees reported receiving information about the U.S. political system and the economic system of the U.S. Six reported receiving training in leadership skills, and two said that they received no training in leadership.

In regard to Experience America activities, homestays with U.S. families were not built into this program. However, six Trainees visited a U.S. family occasionally, and two visited frequently.

Five occasionally met with local government officials or community leaders, while three never did. Five observed or participated in volunteer organizations occasionally, and one did so frequently. It appears that most of the Trainees' Experience America activities were incorporated into the 15-day trip between the Spring and Summer semesters.

In expressing their overall satisfaction with the U.S. training experience, two Trainees were very satisfied; four were satisfied; one was neutral, and one was dissatisfied. Four Trainees said that they would recommend this program to other people, while four said that they did not know.

Seven Trainees reported that the program included some preparation for applying their training when they returned home. Six had gathered resources to take home; four had maintained contact with an employer, and three each had prepared to go back to school and had prepared presentations for community groups.

In response to specific questions added to the Exit Questionnaires, the Trainees reported the following (see Table 4):

TABLE 4 — Ecuadorean Public Administrators						
Satisfaction with Specific Aspects of the U.S. Training Program (N=8)						
	Not Applicable	Very Dissatisfied	Dissatisfied	Undecided	Satisfied	Very Satisfied
Development Associates' Orientation				1	5	2
OITEC's Orientation			2	1	3	2
Library Orientation			1		4	3
Library Facilities					4	4
Quality of Instructors		1	2		3	2
Instructors' Availability		1	2		3	2
Access to OITEC Support Services			2	1	3	2
Contact with Development Associates		1			4	3
Spanish Capability of Instructors			1		5	2

Source: Trainees' responses to Exit Questionnaires.

- Most were satisfied with the orientation programs of Development Associates and UNM.
- Most were satisfied or very satisfied with the orientation they received to the University library and the ease they had in utilizing the facility. All reported using the library frequently or very frequently.

- Students were divided, five (satisfied) to three (unsatisfied), in their rating of the quality of instruction (a composite of content and teaching methods) they received.
- They were similarly split in regard to the availability of the instructors for consultation, although this availability was later acknowledged in a focus group setting.
- Seven of the eight were satisfied or very satisfied with the Spanish-speaking abilities of their instructors.

On other specific questions on the Exit Questionnaire to which Trainees responded the following information was collected.

- The students were satisfied with the access they had to UNM staff and their contacts with Development Associates.
- Six Trainees felt that the instruction that they received at UNM would be appropriate to the work they will do in their own countries, while two did not feel that way.
- Five of the eight respondents felt that the participants in the program had a common background that would permit them to fully participate in the program.
- Most of the students thought that the UNM program was up-to-date in regard to instructional methods and textbooks.
- The group was evenly divided in respect to the currency of the reading lists.
- Five students thought that the workload of the course was about right; one thought that it was too difficult, and two found it to be too easy.

Ten Public Administrators (Bolivia)

One female and nine male APSP Trainees from Bolivia responded to the Exit Questionnaire. Six of the participants reported receiving orientation before leaving their home country; four reported receiving none. Of those receiving the orientation most were satisfied with the description of program objectives, medical insurance, and USAID policies and regulations. They were less satisfied with the description of the contents of the program, the training organizations, and stipends and allowances (see Table 5, pg. 12). Three were prepared for the trip and program in the U.S.; four were somewhat prepared, and three were unprepared.

Trainee ratings of support services in the U.S. gave high marks to the training facilities, housing, timeliness of the stipend, medical care and medical insurance. Less high marks were given to the availability of local public transportation and to stipend amount (see Table 6, pg. 12).

**TABLE 5 — Bolivian Public Administrators
Satisfaction with Predeparture Orientation (N=10)**

	Not Included	Very Dissatisfied	Dissatisfied	Undecided	Satisfied	Very Satisfied
U.S. Culture	6		1		3	
Program Objectives	5			1	4	
Program Content	6		3		1	
Training Organizations	7		1		2	
Stipends/Allowances	7				3	
Medical Insurance	4				5	1
USAID Policies/Regulations	5			1	4	

Source: Trainees' responses to Exit Questionnaires.

**TABLE 6 — Bolivian Public Administrators
Satisfaction with Support Services In the U.S. (N=10)**

	Not Applicable	Very Dissatisfied	Dissatisfied	Undecided	Satisfied	Very Satisfied
Training Facilities					8	2
Timeliness of Stipend					6	4
Amount of Stipend			3		5	2
Housing			1		9	
Local Transportation	1	2	2		5	
Medical Care				1	5	4
Medical Insurance					7	3

Source: Trainees' responses to Exit Questionnaires.

Ratings of the training experience gave high marks to group discussions, lectures, and the pace of instruction. Lower ratings were given to English language instruction, instructors' competence, presentation of materials, and course content (see Table 7, pg. 13).

All received instruction in Spanish. Communication problems in English outside of the training activities were experienced occasionally by three students, frequently by two students, and very frequently by five students.

All ten of the Trainees felt that their training objectives had been partially achieved by the end of the program. Six felt that the level of difficulty of the training was about right, while four felt that it was too easy. Four felt that the length of their training program was too short; five felt

that it was adequate, and one felt that it was too long. When asked to compare the training that they received with the training that they expected, one student said that it was better than expected; three found it the same as they expected, and six reported it worse than expected. Again, this appears to represent a conflict between mistaken expectations and the realities of the program.

	Not Applicable	Very Dissatisfied	Dissatisfied	Undecided	Satisfied	Very Satisfied
Course Content			2	4	4	
Pace of Instruction	1			2	7	
Group Discussions			1		8	1
Consultations with Instructors		1	2	1	6	
Lectures				1	8	1
Presentation of Materials	1	4	4	2		
Training Site Visits	2	1	1	3	3	
English Language Instruction	1	6	1	2		

Source: Trainees' responses to Exit Questionnaires.

Among the CLASP program goals are the exposure of the Trainees to the U.S. political and economic systems and the enhancement of leadership skills. During the course of instruction, eight Trainees reported receiving information about the U.S. political system; nine reported receiving information about the economic system of the U.S. Six reported receiving training in leadership skills. One felt that his leadership skills were enhanced to a very great extent; two reported enhancement to a great extent; two said somewhat, and two said a little.

In regard to Experience America activities, although homestays with U.S. families were not part of the program, six Trainees visited occasionally with a U.S. family. All reported meeting with local government officials or community leaders occasionally or frequently. Five observed civic activities, and nine attended cultural events. Most of the organized Experience America activities appeared to center around the 15-day trip between the Spring and Summer semesters.

In expressing their overall satisfaction with the U.S. training experience, seven Trainees were satisfied, and three were neutral. Nine Trainees said that they would recommend this program to other people, while one said that he would not.

Six Trainees reported that the program included some preparation for applying their training when they returned home. Six had gathered resources to take home, and six were preparing to go back to school.

In response to specific questions added to the Exit Questionnaires, the Trainees reported the following (see Table 8):

- Most were satisfied with the orientation programs of Development Associates and OITEC.
- Most were satisfied with the orientation they received to the University library and the ease that they had in utilizing the facility. Nine reported using the library facilities frequently or very frequently.
- The students were clustered around the center of a five-point scale in their assessment of the quality of their instructors, their availability for consultation, and their ability to speak Spanish. This was somewhat at variance with the assessment of Ecuadorean Trainees in the same program who rated the language capabilities of the instructors higher.
- Most of the students were satisfied with the access they had to UNM staff and their contacts with Development Associates.

**TABLE 8 — Bolivian Public Administrators
Satisfaction with Specific Aspects of the U.S. Training Program (N=10)**

	Not Applicable	Very Dissatisfied	Dissatisfied	Undecided	Satisfied	Very Satisfied
Development Associates' Orientation				2	7	1
OITEC's Orientation				2	8	
Library Orientation			1	1	6	2
Library Facilities			1		6	3
Quality of Instructors			2	5	3	
Instructors' Availability			1	4	5	
Access to OITEC Support Services			1	1	6	
Contact with Development Associates			1	2	5	2
Spanish Capability of Instructors			2	3	5	

Source: Trainees' responses to Exit Questionnaires.

Trainee responses to other specific items on the Exit Questionnaire resulted in the following data.

- Six Trainees felt that the instruction they received at UNM would be appropriate to the work they will do in their own countries; two said that it would not be appropriate; one said partially, and one did not respond.
- Six of the ten students did not feel that the group had a common background that would enable all to take advantage of the program.
- Most felt that UNM was up-to-date in its methods of instruction, textbooks, and reading lists.
- Six characterized the work load as about right; one said that it was too much work, and three said that it was too little.

Six Educational Administrators (Ecuador)

The six Trainees from Ecuador in the MAEAS Program were part of a larger group of sixteen Trainees from Mexico and six Central and South American countries. The Ecuadorean group was composed of four men and two women.

All had received predeparture orientation in-country. Most were satisfied or very satisfied with all aspects of the predeparture orientation except for discussion about the training organization (university) which received the lowest ratings (see Table 9). One was very prepared for the trip and program in the U.S.; two were prepared, and four were somewhat prepared.

	Not Included	Very Dissatisfied	Dissatisfied	Undecided	Satisfied	Very Satisfied
U.S. Culture					5	1
Program Objectives	1				3	2
Program Content	1				3	2
Training Organizations			1	2	2	1
Stipends/Allowances				1	4	1
Medical Insurance	1				4	1
USAID Policies/Regulations	1			1	3	1

Source: Trainees' responses to Exit Questionnaires.

Trainee ratings of support services in the U.S. gave high marks to the training facilities, housing, timeliness of stipend, medical care, and medical insurance. Six Trainees were satisfied with the local transportation, while two were not satisfied. The amount of stipend received the lowest ratings (see Table 10).

TABLE 10 — Ecuadorean Educational Administrators Satisfaction with Support Services in the U.S. (N=6)						
	Not Applicable	Very Dissatisfied	Dissatisfied	Undecided	Satisfied	Very Satisfied
Training Facilities					3	3
Timeliness of Stipend					3	3
Amount of Stipend			2	2	2	
Housing				1	4	1
Local Transportation		1	1		4	
Medical Care					5	1
Medical Insurance					4	2

Source: Trainees' responses to Exit Questionnaires.

Ratings of the training experience gave high marks to the preparedness of the institution, instructor competence, course content, and work site training. Among the lower ratings were English language instruction, lectures, and presentation of materials (see Table 11).

TABLE 11 — Ecuadorean Educational Administrators Satisfaction with Aspects of the U.S. Training Program (N=6)						
	Not Applicable	Very Dissatisfied	Dissatisfied	Undecided	Satisfied	Very Satisfied
Preparedness of the Institution					6	
Instructors' Competence					5	1
Course Content				1	5	
Work-Site Training				2	4	
Presentation of Materials			4	1		1
Lectures			3	1	1	1
English Language Instruction		3	1		1	1

Source: Trainees' responses to Exit Questionnaires.

All training was conducted in Spanish. Communication problems in English outside of the training activities were experienced very frequently by three participants, and frequently by three others.

Four of the Trainees felt that their training objectives had been fully achieved, while two felt that their program objectives had been partially achieved. Five felt that the course was about the right level of difficulty, while one thought that it was too difficult. All six Trainees felt that the length of the course was too short. When asked to compare the training that they received with the training that they expected, one reported it to be better than expected; three found it the same as expected, and one reported that it was worse than expected.

During the course of training, four Trainees reported receiving information about the U.S. political system, and three reported receiving information about the economic system of the U.S. All reported receiving training in leadership skills. As a result of the leadership training, two participants found the training enhanced their skills to a very great extent, three to a great extent, and one only somewhat.

In regard to Experience America activities, one Trainee had a homestay with a U.S. family, which she arranged for herself. All had visited occasionally with a U.S. family, and all had met occasionally with local government officials and community leaders. Four had interacted with the private business sector. All had occasionally or frequently observed or participated in volunteer organizations, observed civic activities, attended cultural events, attended religious services, participated in recreational activities, or traveled within the U.S.

In expressing their overall satisfaction with the U.S. training experience, two Trainees were very satisfied, and four were satisfied. All six Trainees said that they would recommend this program to other people.

Five of the Trainees reported that the program included some preparation for applying their training when they returned home. Five had gathered resources to take back; five were preparing to go back to school, and four were preparing presentations for community groups or future Trainees.

In response to specific questions added to the Exit Questionnaire, the Trainees reported the following (see Table 12, pg. 18):

- All were either satisfied or very satisfied with the orientations provided by Development Associates and the UNM.
 - Five of the six were satisfied or very satisfied with the orientation to the services of the library, and all six expressed their satisfaction with the ease they had in utilizing its facilities and had used the library frequently or very frequently.
 - Five of the six students were satisfied or very satisfied with the quality of the instruction they received.
-

- All six Trainees were satisfied or very satisfied with the availability of their instructors for consultation.
- Two students were very satisfied with the Spanish-speaking abilities of their instructors; two were satisfied, and two were undecided.

**TABLE 12 — Ecuadorean Educational Administrators
Satisfaction with Specific Aspects of the U.S. Training Program (N=6)**

	Not Applicable	Very Dissatisfied	Dissatisfied	Undecided	Satisfied	Very Satisfied
Development Associates' Orientation					5	1
OITEC's Orientation					5	1
Library Orientation			1		3	2
Library Facilities					4	2
Quality of Instructors				1	4	1
Instructors' Availability					4	2
Access to OITEC Support Services				1	4	1
Contact with Development Associates			1		3	2
Spanish Capability of Instructors				2	2	2

Source: Trainees' responses to Exit Questionnaires.

Trainee responses to other specific items on the Exit Questionnaire resulted in the following information.

- Five of the six Trainees were pleased with the access they had to UNM staff and their contacts with Development Associates.
- All six Trainees felt that the instruction that they received at UNM would be appropriate to the work that they will do in their own countries.
- Five of the six Trainees felt that the group of students in their program had a common background that would enable all to take advantage of the program.
- Most of the students felt that UNM was up-to-date in its methods of instruction, textbooks, and reading lists.
- Four characterized the work load as about right; one said that it was too much work, and one did not respond.

SUMMARY OF FOCUS GROUPS

Three focus groups were conducted as part of the Site Visit. On Monday afternoon, July 13, 1992, in the OITEC Conference Room, following the administration of the Exit Questionnaire, eight Ecuadorean Public Administrators met with the evaluators; one Trainee refused to participate. The participating students wished to continue the dialogue beyond the scheduled time. The evaluators met them after their next class and continued the discussion in a classroom. When that classroom was needed for the next class, the group adjourned to a nearby restaurant where the discussion continued.

On Tuesday, July 14, 1992, the Exit Questionnaires were administered to nine Bolivian Public Administrators in the OITEC Conference Room. The tenth Trainee in the group did not appear and was later located and completed the questionnaire. The focus group with the Bolivians followed the questionnaire completion and involved nine of the ten participants.

The six Ecuadorean Educational Administrators completed their questionnaires at various times throughout the two days and gathered on the afternoon of July 14, 1992, for the focus group experience. There were a few interviews with individuals scheduled around the focus groups times.

It should be noted that the focus groups were conducted in one to two hour sessions with participants and were audiotaped. Typically, focus group reporting is not tabulated; individual and group opinions are reported by the moderator.

Program Orientation and Support Services

In-Country Orientation

Both groups from Ecuador were satisfied with their predeparture orientation. The Trainees reported that they spent about seven weeks in Quito preparing for their trip to the U.S., six and one-half weeks in English language training and approximately two days in program orientation. Trainees characterized the orientation as adequate in terms of duration. Trainees described the content of the orientation as useful, with one exception, which one Trainee explained as “perhaps its major . . . and only fault: the fact that they received very little and late information about the Master’s program.” Other Trainees were drawn immediately to this issue and complained that only during the last day of their in-country orientation were they informed about the curriculum and content of the courses. Trainees added that if this type of information had been given to them earlier in the orientation, they could have reviewed or brought with them some books and other documents that could have prepared them better for their classes in the U.S.

Trainees from Bolivia did not consider their predeparture orientation useful. Some Trainees complained that they were notified about their selection to participate in the program about one week before their departure. As a result, they reported having had only three days of predeparture orientation (one day of English and two days of program orientation), which, as one student characterized it, “looking back, they (trainers in Bolivia) made it worse because they tried to give us too much in too little time.” In spite of this serious inconvenience, Trainees are

grateful for their participation in the program. They are much more concerned and anxious about the unfinished businesses they left in Bolivia due to their sudden departure. These concerns include uncertainty about both the status of their employment and the ability to recover wage compensations. In spite of these concerns, Trainees also expressed some stoicism in the statement that after all “this experience could be a once in a lifetime.”

Orientation in the U.S.

All groups received orientations by Development Associates (two days, see Appendix A) and OITEC (10 days, see Appendix D). Trainees described these orientations as adequate and useful. They are also provided handbooks by Development Associates and UNM containing information they will need. The Trainees were very appreciative of this early support given to them by the staff of Development Associates and OITEC.

Academic Issues

There was a wide range of opinions by all Trainees about this component of their experience in the U.S. For the most part, they were very positive. The few cases of negative criticisms about this component came from Trainees from Ecuador (both groups), usually regarding what they perceived as the “teaching down” attitude of some instructors; however, in some instances, these same Trainees appeared to contradict their own statements.

- “Some instructors underestimate our ability.”
 - “I have looked at the curriculum of the Master’s program in English, and I believe that we are given a simplified version . . . I think we should have the same curriculum. I wonder if we are given an easier curriculum because they think we cannot handle it.”
 - “Some of the classes are much too easy for us . . . we have already covered some of these courses and more in our country” (on the Exit Questionnaire, however, 15 of the 24 students felt that the level of difficulty of the class was about right; five thought it too easy, and three found it too hard).
 - “The motivation . . . the competitive spirit of the classroom is negated by the fact that some instructors tell students that nobody will fail. If everyone is going to get a diploma, then you can see that some students do not apply themselves in class . . . this reduces the quality and merit of obtaining a diploma here in the U.S.”
 - “Why do we have to cover so much in such a short time . . . we cannot give the same type of attention to all of our courses . . . there is simply not enough time.”
 - “Instead of having so many classes, why don’t they offer us a more in-depth program with fewer courses.”
-

- “I audited some classes in English because I felt that they were superior to the ones given in Spanish for the same Master’s Degree.”

Another criticism made by a few Trainees had to do with outdated reading materials. Trainees complaining about this issue said that they had already covered some of the readings assigned in New Mexico when they were students in their respective countries. It must be added that some of these negative criticism were expressed during individual conversations (not in the group setting). On the Exit Questionnaire responses, for example, 16 of the 24 participants felt that the lists were up-to-date.

As far as the language skills of the instructors, most Trainees said that there were at least two instructors who should not have taught in the program because they lacked sufficient knowledge of the Spanish language. It should be noted that one Trainee from the Public Administration course noted that the professor with the weakest language skills was probably their best instructor because of his other skills and experiences. A few Trainees (a minority, but the most able) complained in the focus group that some instructors were not prepared, were late to provide them with syllabi, and improvised their reading materials, which in some cases were incomplete and late. Responding to similar items on the Exit Questionnaire, the majority of Trainees were satisfied with the preparation of the instructors and currency of materials.

Length of Training, Language, and Experience America

In spite of the nostalgia the students felt for their families and countries, most agreed that there was not enough time; “the program was too short.” Most felt that another six months would have been ideal. They all expressed that their inability to speak the language prevented them from enjoying their experience in the U.S. better. The inability to speak the language generated a wide range of comments associated with different components of the program:

- “If I had known English, I would have taken my classes in English for the same Master’s program.”
 - “Not knowing English prevented us from integrating with the rest of the University.”
 - “The program should include a six-month training in English here in the U.S. . . . in addition to the academic program.”
 - “We took one English language course here at the University, but that was not enough.”
 - “Although some of us took additional English courses at the local community college, our course load prevented us from learning as much as we would have liked.”
 - “There were many opportunities where we could have developed better relationships with the local people, but that is too difficult to accomplish without the language.”
-

- “The most frustrating thing about my experience here is that back in my country I would have to reconcile myself with the fact that I did not learn English even though I spent a year in this country.”

Homestays with U.S. families were not a feature of this program. The few Trainees who experienced them did so on their own initiative. Trainees felt that, although they were satisfied with their current living arrangements (i.e., independent), the option of living with American families should have been provided them. This missing experience, they felt prevented them from claiming to have had the full experience of the U.S. Those who spent some time with American families, mainly during Christmas and Thanksgiving, appreciated very much their experience with American families.

In regard to the Experience America component of the program, OITEC limited its structured involvement by integrating into the program trips to several cities in different states (Colorado, Arizona, and California). Any other experience was left to the initiative of the Trainees who, as indicated above, felt that more could have been accomplished if they could have been able to integrate themselves with the rest of the University and community. As one student said, “As with infants, OITEC did a great job of teaching us how to walk . . . but, I wished they could have also continued their child-rearing practices with us by sometimes telling us where to walk and taking us for some walks.”

Best and Worst Experiences

Most Trainees were impressed with the facilities provided by the University. Specifically, they were impressed with the library and the access to computers. While impressed with the facilities, they were also frustrated by the lack of knowledge of the English language which, in their view, thwarted their ability to utilize them better.

The worst of the Trainees’ experiences ranged from having to witness homelessness and drug addiction around the campus to learning of the “disintegration” of the nuclear family when children in the U.S. finish high school.

FINDINGS AND RECOMMENDATIONS

Overall, students in the Spanish-language Master’s Programs at the University of New Mexico are satisfied with their U.S. training experience and the quality of instruction they have received. Because of the in-depth nature of this Site Visit, however, there were opportunities through the focus groups and individual interviews to identify and pinpoint some specific areas where the program could be improved. Most of these areas relate to the expectations which the Trainees bring with them; this fact highlights the paramount importance of the in-country orientation and briefings that the Trainees experience before they leave for training.

Orientation

Students in the MAEAS and MAPAS Programs at UNM, in spite of their maturity and education, are very much like all CLASP students in wanting as much information as possible about the program and their training experience before leaving their home country. It is the

surprise element and the unanticipated event that causes them the most concern and frustration. Even if they are told that there may be negative or unpleasant aspects to the program they can better deal with them if they have been alerted to the possibility or potential. Orientation, therefore, both in-country and in-U.S. assumes a tremendous importance. The extent to which these orientations can address as many situations and questions as possible is likely to produce a more satisfied and better adjusted participant.

The following findings relate to areas that might be addressed in orientations by one or more of the three entities responsible for the program: the **Mission, Development Associates**, and the University's **OITEC** department.

- Some Trainees report that they did not receive advance knowledge about their selection and program start dates in sufficient time to make personal arrangements and work out agreements with employers.

***Recommendation:** As part of its recruitment and selection process, the Mission must build into the program sufficient lead time for the Trainees to take care of personal and employer arrangements.*

- Some Trainees report that they did not receive adequate information about the content of the training program and the expectations in terms of coursework, field visits, qualifying tests, and theses.

***Recommendation:** In light of the above finding, the Mission should review its orientation program and explore ways to more effectively communicate information about the program of instruction, course content, and program requirements so that the questions and concerns of all Trainees are addressed. In addition to providing the Trainees with topical materials provided by the institution and the contractor, the Mission is encouraged to more effectively involve returned participants from the Master's programs at the University of New Mexico in the orientation process to talk about the training programs.*

- Receiving information about the University, the community, and the State prior to departure from their country assists the Trainee in his or her adjustment. From questionnaire and focus group feedback, it appears that not all Trainees are receiving such information.

***Recommendation:** If not presently a component of the program, the Mission's predeparture orientation should provide each Trainee with a packet containing information about the OITEC program, the University, Albuquerque, and the State of New Mexico so that the Trainees will have a better understanding of the setting in which they will be living and studying for the next year. Again, involving returned participants in the orientation could more effectively inform Trainees about UNM and New Mexico.*

- Not all Trainees have a good understanding of their entitlements under the HAC medical insurance plan.

Recommendation: The predeparture orientation in the Mission should address in greater detail what Trainee entitlements are under the HAC medical insurance plan.

- APSP students in Masters' Programs at UNM are integrated into classes with Spanish-speaking students from other funding sources. The wide disparity between maintenance allowances and benefits provided by the differing funding sources occasionally creates dissatisfaction with the amount of the CLASP stipend among APSP Trainees.

Recommendation: During orientation programs, the Mission, Development Associates, and OITEC should advise the students that they may encounter students from other funding agencies which have different rules and regulations and who receive disparate amounts of support money depending on the donor Agency's policy.

- Trainees are sometimes confused by the various teaching methods that they encounter in the course of their training in U.S. institutions.

Recommendation: If Trainees are provided information and examples of the various teaching styles and methods they might experience in the U.S. and are reassured of the validity of each as part of their orientations by the Mission, Development Associates, and OITEC, they should be more prepared for and accepting of these styles. It appears that some criticism of U.S. instruction and instructors is based on experiences for which the Trainees are unprepared. If they can receive some information about what they might expect, satisfaction levels regarding instruction and instructors should rise.

- All Master's Program instruction is conducted in Spanish. Outside the classroom, however, the students are occasionally frustrated by their inability to communicate in English. English Language Training is offered to students on a regular basis. Since it is not required most students eventually drop it. Some students take ELT in evening courses. Many, however, are frustrated by their lack of English language skills, although increasingly, students are coming to training with improved English language skills. While New Mexico offers many advantages to students from Spanish-speaking countries because of its climate and cultures, the language barriers occasionally cause feelings of isolation.

Recommendation: *It is recommended that during their orientation programs the Mission, Development Associates, and OITEC each reinforce with the students the importance of continuing to take advantage of the opportunities offered to participate in English language classes throughout their U.S. training.*

Advance Information on Participants

- OITEC instructors have little prior knowledge of the student's abilities and backgrounds before they arrive and must structure their courses after they have assessed the abilities, needs, and interests of the students.

Recommendation: *Advance knowledge of the Trainees' background, education, and experience forwarded by Development Associates would enable OITEC to better structure courses for those individuals and be better prepared for them upon arrival at the institution.*

Experiencing U.S. Life

- Several Trainees complained that they felt isolated from University activities.

Recommendation: *While there may be a basis for the student complaints, there are some constraints to providing for full integration into University life: the students are in concentrated Spanish-language Master's Programs which isolate them and demand much of their time; they live off-campus in homes and apartments which physically separate them from the school; and they have limited English skills which, to a degree, further sets them apart from other University students. While the University and the International Students' Organizations sponsor many activities in which the Trainees are encouraged to participate, OITEC is encouraged to study this issue and seek alternative ways to incorporate these students more fully into University life.*

- Homestays with U.S. families are not offered as part of this program. Several Trainees, aware that this is a feature sometimes included in CLASP training programs, expressed an interest in being offered the opportunity to live with a U.S. family.

Recommendation: *Homestays are enriching to the U.S. experience. The Mission, through its contractor, should consider offering this option to those Trainees who might be interested.*

Program Fine-Tuning

- A few students have the impression that the Spanish-language Masters' Programs at UNM might not be of as high a quality nor as demanding as the English-language programs.

Recommendation: The OITEC department should reassure students that the Spanish-language Masters' Programs are not just "watered down" down versions of the English-language programs, and that diplomas are not "promised" in advance.

- Trainee opinion is divided with regard to the currency of outside reading lists; slightly more than half of the Trainees feel that the lists are current.

Recommendation: The OITEC administration and staff should be observant of program reading lists and make every effort to maintain them as current as possible.

- OITEC advises Trainees of opportunities for counselling through the open-door policy of its administrative and instructor staff. Biweekly group sessions are scheduled to allow the Trainees to discuss their problems and current status.

Recommendation: Such opportunities for individual and group counselling are encouraged. However, individual counselling periodically scheduled with each student by OITEC staff would allow a more private setting for those students who might not be comfortable with a group setting or who might be too timid to seek advice or counselling on his or her own.

Leadership Seminars

- Several Trainees have expressed interest in participating in mid-winter leadership seminars. According to OITEC staff, this has not been permitted in recent years.

Recommendation: The Mission should consider the idea of sending students to mid-winter leadership seminars or other programs during the holiday season when the University is closed. Students who have the English skills and are interested in participating should be encouraged to attend. OITEC staff report that in the past students who have been permitted to attend had very successful experiences. The students are aware of the program notices posted at the International Students' Center, and several expressed interest in attending.

Mid-Program Orientation

- There appears to be Trainee interest in a mid-program orientation which addresses the final half of their program, to include the emotional and practical issues of returning to their country, how to plan for these concerns, and how to deal with their feelings.

Recommendation: The OITEC department and the contractor, acting with Mission concurrence, is encouraged to conduct such a mid-program orientation which helps to prepare students for the conclusion of their U.S. visit and their re-entry into the home country.

Communication

- There have been instances in the recent past in which communications between the University and the contractor have not been as regular and forthcoming as they are at the present time.

Recommendation: The staff of OITEC, the Missions, and Development Associates should keep open all channels of communication among themselves, sharing student issues and concerns on a regular basis, and working together to solve problems as they arise. The structure to accomplish this is in place, and the commitment of all parties is essential.

OTHER OBSERVATIONS

During the course of the Site Visit, interviews with staff and participants, focus group discussions, and Exit Questionnaire data provided the following insights.

- The majority of the Trainees are satisfied with the access they have to UNM staff and Development Associates representatives.
- Adjunct professors are utilized in the Masters' Programs: 40 percent in the MAEAS Program and 50 percent in the MAPAS Program.
- Most of the students report satisfaction with the Spanish-speaking abilities of their instructors.
- OITEC provides many opportunities for student consultation with administrative and instructor staff.

- Most of the Trainees:
 - feel that their program objectives are being met and that the level of difficulty of the training is appropriate.
 - are satisfied with the quality of instruction they have received.
 - are satisfied with their U.S. training experience and would recommend the program to other people.
 - feel that the workload of the courses is about right; but a slight majority feel that the length of the program is too short.
 - feel that the UNM program is up-to-date in regard to instructional methods and textbooks.
 - receive an orientation to and make use of the University library facilities.
 - are impressed with the University facilities, and most are satisfied with their housing.
 - are receiving information about the political and economic systems of the U.S. and are receiving leadership training.
 - Nearly all of the Trainees report preparations for applying their training upon their return home.
 - OITEC makes special efforts to recognize the graduates of its program by special ceremonies and other considerations.
 - OITEC maintains contact with graduates of the program through bulletins issued three times a year.
 - Among the positive impressions of the U.S. reported by the Trainees are: the friendliness and honesty of the American people, admiration for the respect shown to women by men, the decentralization of power in the U.S. to the local level, the democratic process of elections, and U.S. order and organization.
 - Among the negative impressions of the U.S. reported by the Trainees are: the observation of homelessness, drug addiction, and the disintegration of the U.S. family.
-

OTHER RECOMMENDATIONS

While not tied to any specific findings, the following recommendations, many of which address already on-going features of the program, are noted as important to the continued success of the program.

- To the extent that it is possible to assemble them, homogenous groupings of Trainees provide better opportunities for meeting the needs of the individuals, and the formation of such groupings by the **Mission** are encouraged.
- **OITEC** should continue its policy of monitoring health issues regarding the Trainees and encouraging them to report these through Ruben Alzate who, in turn, will forward the information to Development Associates.
- The **OITEC** administration is encouraged to frequently monitor lectures, textbooks, and assigned reading materials to ensure their quality and the highest standards for its program.
- **OITEC** should continue its system of biweekly meetings with students and consider from time to time focusing on group-determined issues assisted by an expert in group dynamics or a clinical psychologist.

CONCLUDING COMMENTS

The OITEC Master's Programs at UNM are, on the whole, providing meaningful educational opportunities for the APSP Trainees. The Missions and Development Associates are implementing the program with a great deal of integrity and commitment. These recommendations, therefore, are offered with the intention of making a good program even better and with facilitating communication among all parties.

APPENDIX A

DEVELOPMENT ASSOCIATES'

UNIVERSITY OF NEW MEXICO

ORIENTATION AGENDA

DEVELOPMENT ASSOCIATES

UNM Orientation Agenda

Saturday, August 17, 1991 9:00 AM - 12:00 noon

Amfac Hotel, Gerard Street, Albuquerque, NM

- 1) Distribute welcome letters and settling-in checks.
\$1800
- 2) Distribute and review terms of agreement and manuals.
- 3) Maintenance \$878 each month, "return to student life"
- 4) Experience America
-It is possible w/o English, large Spanish-speaking community.
-Take initiative.
- 5) Should have brought materials from home country as suggested by Gladis Maresma:
 - a) Manual de Funciones de la institución donde trabajan.
 - b) Presupuestos de la institución donde trabajan, y datos estadísticos.
 - c) Planes, programas y estadísticas del sector público, y del sector educativo (para los de la Maestría en Administración Educativa).
- 6) Little flexibility in curriculum, electives unlikely
- 7) No Driving at all (own, rent, friend's car)
- 8) No dependents w/o mission and DA approval
- 9) No additional special courses
- 10) No extensions
- 11) Remind them that all program, universities and missions are different. Different regulations. Meet individual needs.
- 12) Special requests - must be done in writing, at least 6 weeks in advance, no exceptions
- 13) Liaison?
- 14) Safety - Personal, Home, Money, Signing agreements
- 15) Change in terms \$150 book shipment
- 16) Trips - schedule still incomplete - we will pay transportation, room, board, 40% reduction of maintenance for days of travel.
- 17) BOB's visit 8/21
- 18) AS's visit 9/5 to be scheduled

Schedule and points to remember

Thursday, 8/15

1) Upon arrival in Miami, contact customs floor supervisor for permission to enter customs area to assist arrival of 7 Bolivians. (meet Gustavo at Int'l arrivals, lower floor, directly below Mia hotel 12:10 (or an hour later - they'll be in customs)

2) Meet group, collect luggage and check into Hotel Mia. Confirmation numbers attached.

DA will pay for room and tax. Participants must pay for food, phone calls, etc.

Teresa Sandi will stay at Hotel Mia 8/15 and 8/16.

Friday, 8/16

3) Check out of Hotel Mia 6:30 AM

4) Check in American desk

5) UNM will meet and assist at Albuquerque airport

6) Check into Amfac Hotel, rooms have been assigned by UNM; participants will have to pay cash.

7) Return to airport 5:55 PM to meet Oscar Montaña and assist to hotel.

Saturday, 8/17

8) Breakfast on own.

9) Orientation at Amfac Hotel meeting room 9:00 AM - 12:00 noon.

10) UNM will assist participants with apartment search and settling-in.

APPENDIX B

MANUAL PARA BECARIOS

DE LARGO PLAZO



MANUAL PARA BECARIOS DE LARGO PLAZO



*** * PROYECTO ANDINO DE BECAS * ***

PATROCINADO POR
LA AGENCIA PARA EL DESARROLLO INTERNACIONAL
DE LOS ESTADOS UNIDOS (USAID)

Administrado por Development Associates, Inc.,
y su Subcontratista el Instituto de Educación Internacional




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AGENCY FOR INTERNATIONAL DEVELOPMENT

WASHINGTON, D.C. 20523

Becario

Development Associates, Inc.
2924 Columbia Pike
Arlington, VA 22204-4399

Estimado Becario:

Es un gran placer darle la bienvenida a los Estados Unidos de parte de la Agencia para el Desarrollo Internacional. Esta organización, mejor conocida como AID o USAID, realiza una amplia variedad de tareas, entre las cuales una de las mas importantes es fortalecer los lazos entre los Estados Unidos y sus vecinos Latinoamericanos. Su presencia en los Estados Unidos contribuirá directamente al logro de esta meta aumentando el alto nivel de entendimiento y respeto que ya existe entre nuestros dos países.

El Proyecto Andino de Becas para la Paz, del cual su beca forma parte, cuenta con dos metas principales: (1) proporcionar la oportunidad para que cada participante pueda desarrollar destrezas personales y profesionales que contribuirán en mayor grado al desarrollo de su país; y (2) fomentar lazos mas fuertes entre el país de cada uno de los participantes y los Estados Unidos.

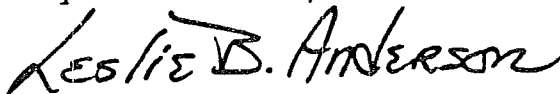
Como consecuencia del énfasis del programa en mejorar las relaciones interpersonales e interculturales, su programa de capacitación incluirá actividades personales cuidadosamente planeadas, que le proporcionarán un conocimiento interno de la vida diaria en los Estados Unidos. Estas actividades (visitas hogareñas con ciudadanos de los Estados Unidos, etc.) tendrán lugar conjuntamente con los elementos de adiestramiento que siempre forman parte de los programas de capacitación de los participantes.

AID, a través de la Misión en su país y de la División para Latinoamérica y el Caribe en Washington, D.C., ha contratado a dos firmas consultoras de mucha experiencia, Development Associates, Inc. y el Instituto para Educación Internacional, (DA/IIE), para la administración del Proyecto. DA/IIE identificarán y planificarán los programas de capacitación para mas de 1, 700 participantes. El personal asignado al proyecto tiene la responsabilidad de coordinar las actividades de cada beca de modo que, en lo posible, respondan a las necesidades individuales de cada becario, en este caso, usted!

Sinceramente esperamos que su capacitación le resulte tanto estimulante como valiosa, y que usted pueda iniciar amistades que perduren mas allá de su estadía en los Estados Unidos. Si considera que yo puedo ayudarle de alguna manera, por favor comuníquese conmigo.

De usted queda,

Muy Sinceramente,



Leslie Anderson
Jefe del Proyecto
Proyecto Andino de Becas Para la Paz
Agencia para el Desarrollo Internacional

BECARIOS DE LARGO PLAZO

PERSONAL DEL PROYECTO ANDINO **EN LOS ESTADOS UNIDOS**

LA AGENCIA PARA EL DESARROLLO INTERNACIONAL DE LOS ESTADOS UNIDOS (USAID)

Departamento de Estado
22nd & C Sts., N.W.
Washington, D.C. 20523

Dr. Joseph Carney
Jefe de Educación, y Recursos Humanos

Ms. Leslie Anderson
Jefe del Proyecto

DEVELOPMENT ASSOCIATES, INC.

1730 N. Lynn St.
Arlington, VA 22209-2023
Teléfono: 1-703-276-0677
Teléfono (sin costo alguno): 1-800-348-7323
FAX: 1-703-276-0432

Ms. Ann Skelton
Directora

Ms. Leesa Kaplan
Especialista Académica

**The Andean Peace Scholarship Project
of the
United States Agency for International Development**



Becario
c/o Gladis Maresma
LAPE/OITEC
Oñate Hall, Rm. 126
University of New Mexico
Albuquerque, NM 17131

Estimado Becario:

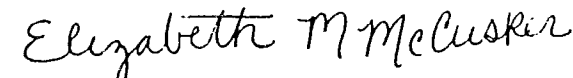
Felicitaciones por haber sido seleccionado como participante en el Programa Andino de Becas para la Paz. En reconocimiento a sus habilidades y capacidad de liderazgo, usted y muchos otros becarios, tanto hombres como mujeres, pertenecen a un distinguido grupo de ciudadanos de la Región Andina procedentes de los países de Bolivia, Colombia, Ecuador y Perú.

Su participación en este programa refleja la convicción de que los individuos pueden fomentar la creación de vínculos permanentes entre los ciudadanos estadounidenses y los ciudadanos de las Naciones Andinas, que usted representa. Estamos seguros de que esta oportunidad le brindará una experiencia educativa muy valiosa y fortalecerá los lazos mutuos de amistad.

El personal del Programa Andino espera que disfrute de su participación en las distintas actividades cívicas y comunitarias que también forman parte de su programa. De regreso a su país usted tendrá la oportunidad de compartir las diversas experiencias culturales y educacionales acumuladas.

Sinceramente,


Leesa Kaplan
Especialista Académica


Elizabeth McCusker
Asistente Administrativa

ANTECEDENTES DEL PROGRAMA ANDINO DE BECAS PARA LA PAZ

La Comisión Nacional Bipartita para América Central, llamada también la Comisión Kissinger, reconoció que el Gobierno de los Estados Unidos podría prestar ayuda efectiva a las necesidades económicas a largo plazo de la región por medio de asistencia educativa en forma de becas.

En 1984, un grupo de hombres eruditos, jefes políticos y representantes de empresas comerciales que formaron parte de la Comisión Nacional Bipartita recomendaron el establecimiento de un programa de becas que facilitaría el viaje de un grupo selecto de participantes a los Estados Unidos para recibir adiestramiento académico o técnico como asimismo brindaría la oportunidad a dichos participantes de familiarizarse con la vida cotidiana en los Estados Unidos. Este programa que se llevó a cabo en América Central desde 1985 bajo el patrocinio de la Agencia para el Desarrollo Internacional de los Estados Unidos constituye la base del Programa Andino de Becas para la Paz.

PROGRAMA ANDINO DE BECAS PARA LA PAZ - OBJETIVO

El objetivo del Programa Andino de Becas para la Paz es proporcionar adiestramiento técnico o académico a hombres y mujeres a fin de capacitarlos para que contribuyan con eficacia al desarrollo de sus países. Otro objetivo es reforzar el lazo de entendimiento y amistad entre los Estados Unidos y los pueblos de la Región Andina. Con esta meta en mente el programa de adiestramiento incluye un componente llamado "Compartiendo la Vida Estadounidense", que consiste en una serie de actividades destinadas a fomentar una sólida amistad recíproca entre individuos y la comunidad estadounidense o grupos profesionales.

Compartiendo la Vida Estadounidense

Los Estados Unidos es un país de mucha diversidad, tanto étnica como geográfica. El clima, las fuentes de ingreso y el carácter y herencia de la población varía de una región del país a otra.

El componente del programa denominado "Compartiendo la Vida Estadounidense" es un esfuerzo que busca proporcionar al participante andino un ejemplo de una parte de la diversidad de la vida norteamericana y permitirle llegar a conocer a los norteamericanos sobre una base personal. Para asegurar el contacto personal con los estadounidenses, el programa de capacitación hará énfasis en las relaciones de persona-a-persona, por medio de estadías hogareñas durante los fines de semana, paseos y comidas junto con amigos estadounidenses y, cuando esto sea apropiado, internados individualizados. El participante conocerá y visitará a individuos, familias y cuando sea posible, colegas profesionales. De este modo, el participante estará en condiciones de intercambiar opiniones personales y experiencias cotidianas y forjar amistades que de otra forma sería imposible lograr. Las situaciones de "Compartiendo la Vida Estadounidense", podrán incluir actividades que van de los deportes y recreación hasta el compartir los días feriados y los paseos familiares.

Como becario usted obtendrá distintas experiencias e impresiones según la época del año, el área de ubicación del centro de capacitación y el enfoque particular del programa de adiestramiento.

The Andean Peace Scholarship Project
of the
United States Agency for International Development



Estimado becario,

Un componente importante de la capacitación para los becarios del proyecto Andino es un área llamada "Experience America." El propósito es proveer al becario con oportunidades para conocer, evaluar, estudiar y/o participar en instituciones, cultura, tradiciones y vida diaria norteamericana. Es nuestro deseo que estas experiencias le den un entendimiento más profundo de los Estados Unidos y de cómo el país funciona. Ojalá y también pueda usted desarrollar amistades y lazos perdurables con personas e instituciones estadounidenses.

Para poder medir el impacto de estas experiencias y sus sentimientos sobre ellas DA necesita que usted tome una posición activa en el proceso de evaluación. Nos gustaría que usted organice y prepare un informe escrito con sus comentarios y opiniones sobre estudios o experiencias individuales que ha tenido mientras ha permanecido en los Estados Unidos. Necesitará presentar a DA estos informes cada seis meses durante su estancia en los Estados Unidos. La idea no es darles un requerimiento más sino usar dicho informe como un vehículo por el cual sus percepciones se puedan compartir para ayudarnos a planear actividades futuras para los becarios.

Hay un sin número de tópicos que considerar. En la página adjunta hemos incluido varios para su consideración. Usted tiene la libertad de escoger uno de estos tópicos o cualquier otro que le interese. En algunos casos, podremos asistirle con dinero para su investigación.

Apreciamos su cooperación y esperamos recibir los informes de sus experiencias. Si tiene algunas preguntas por favor háganos las saber.

Sinceramente,

A handwritten signature in cursive script, which appears to read "Leesa Kaplan".

Leesa Kaplan
Especialista Académica

TOPICOS PARA CONSIDERAR EN
"EXPERIENCE AMERICA"

1. Programa de investigación universitaria, en comunidades cercanas
2. Bibliotecas locales y como las usan los miembros de la comunidad
3. Perfiles de los socios de organizaciones cívicas locales
4. Normas de movilidad social entre familias en comunidades cercanas
5. Problemas del gobierno local y como se resuelven
6. Temas ambientales y grupos comunitarios
7. Historia y costumbres locales
8. Organizaciones para adolescentes y su desarrollo
9. Niveles económicos en las áreas y su impacto en la comunidad
10. Participación en la política a varios niveles
11. Leyendas y mitos locales.
12. Características de la cocina regional o de la comunidad
13. Figuras históricas importantes y su impacto en la historia de la región

ADMINISTRACION DEL PROGRAMA

DEVELOPMENT ASSOCIATES Y SU SUBCONTRATISTA EL INSTITUTO DE EDUCACION INTERNACIONAL

Para poner en marcha este programa, la Agencia para el Desarrollo Internacional ha otorgado un contrato a la compañía Development Associates, Inc. Esta se ha unido con el Instituto de Educación Internacional para diseñar, poner en práctica y administrar la parte del programa que se realizará en los Estados Unidos.

Fundada en 1969, DEVELOPMENT ASSOCIATES, INC., (DA) es una empresa consultora privada que se ha dedicado al campo administrativo y gubernamental, especializándose en proyector de desarrollo económico y social tanto en los Estados Unidos como en otros países del mundo. La firma es reconocida nacional mente por su trabajo en desarrollo de programas administrativos, investigación de encuestas y entrenamiento.

En los últimos años, el INSTITUTO DE EDUCACION INTERNACIONAL (IIE) ha desempeñado la función de líder en el diseño y administración de programas de intercambio educativo internacional. IIE es una organización sin fines de lucro, apolítica, con sede en la ciudad de Nueva York: tiene cinco oficinas regionales en los Estados Unidos y diez oficinas en el extranjero.

La habilidad profesional de ambas organizaciones fortalece su capacidad para administrar programas de entrenamiento internacional y nacional en gran escala. Ha reunido personal a tiempo completo en la oficina central de Development Associates en Arlington, Virginia.

DEVELOPMENT ASSOCIATES
PERSONAL -- PROYECTO ANDINO

o **La Directora del Proyecto - Ann Skelton**

cuya responsabilidad es dirigir y supervisar el proyecto.

o **Una Especialista Académica - Leesa Kaplan**

encargadas de todo lo relacionado con becarios de largo plazo y programas académicos.

o **Tres Coordinadores de programas de corto plazo**

encargados de todo lo relacionado con becarios de corto plazo y programas técnicos.

Neil McConnell - Ecuador
Loraine Wood - Bolivia
Karen Gladbach - Peru

o **Un Contador - Gustavo Guerrero**

cuya responsabilidad es preparar informes financieros.

o **Dos Asistentes Administrativas**

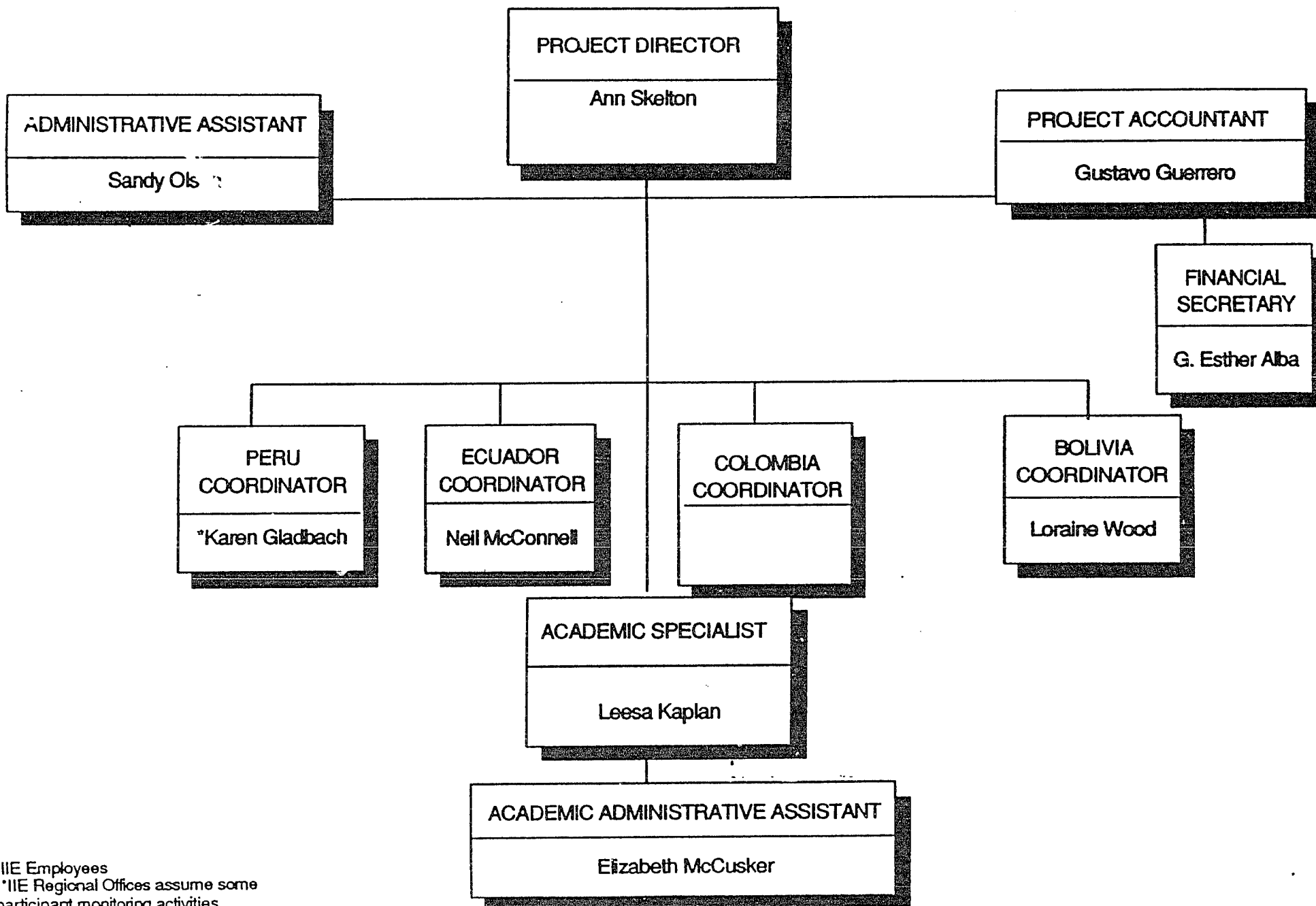
Elizabeth McCusker - responsable del seguro médico y recepción de becarios de largo plazo.

Sandy Olsen - asistir becarios de corto plazo en asuntos administrativos.

o **Una Secretaria Financiera - G. Esther Alba**

responsable de preparar todos los cheques relacionados con el proyecto y mantener un registro general de las finanzas.

THE ANDEAN PEACE SCHOLARSHIP PROGRAM ORGANIZATION CHART



*IIE Employees
**IIE Regional Offices assume some participant monitoring activities

COMUNICACION TELEFONICA

Por si acaso . . .

Mientras esté en los Estados Unidos, habrán muchas personas involucradas con su programa que estarán interesadas en su bienestar. Los contactos principales detallados a continuación estarán dispuestos a ayudarle en caso de emergencia u otros problemas que pudieren surgir. Sin embargo, mientras esté en su lugar de estudio, su contacto inmediato serán los consejeros de esa institución.

Al llamar a alguien fuera del área donde usted se encuentra (larga distancia) debe marcar el '1' antes del código de área (escrito entre paréntesis). Todas las llamadas de larga distancia tienen un costo adicional con excepción de las que empiezen con 1-(800).

En el Programa Andino, tenemos un número para su contacto con el personal de Development Associates. Este número es 1-(800) 348-7323. Las llamadas a este número serán 'libres de cargo' para usted y serán cargadas automáticamente a la cuenta de Development Associates. Si llama después de las 5:30 de la tarde, hay un maquina grabadora donde puede dejar un mensaje. Al siguiente día nos pondremos en contacto con usted.

En caso de emergencia puede llamar a cualquiera de las siguientes personas:

Ann Skelton Directora del Proyecto	1-(301) 983-9413
Leesa Kaplan Especialista Académica	1-(703) 527-9242
Neil McConnell Coordinador del Ecuador	1-(703) 931-8223
Lorraine Wood Coordinadora de Bolivia	1-(703) 524-3583

1-800-348-7323

PROGRAMA DE ESTUDIOS

Usted será matriculado en una universidad (que en los EE. UU. son conocidas como University ó College) la cual fue seleccionada por ser apropiada para sus estudios. Factores que fueron útiles para dicha selección incluyeron: el tipo de programación para becarios de América Latina, la calidad de la enseñanza en su materia, y la reputación de la entidad en cuanto a las carreras y estudios indicados. Esperamos que, durante su estadía en su universidad, usted tendrá la oportunidad de seguir estudios y actividades que tengan el potencial de contribuir a llenar las necesidades del desarrollo nacional de su país y estimular su perfeccionamiento personal y profesional. Además, esperamos que se dé alta prioridad a las actividades de capacitación que ofrezcan al participante el máximo contacto con individuos estadounidenses, incluyendo también a profesionales de su misma especialidad. Según el caso, habrá un período de orientación en la universidad, el cual enfocará temas específicos de la cultura norteamericana y del programa de adiestramiento relacionado con sus intereses.

**The Andean Peace Scholarship Project
of the
United States Agency for International Development**



TERMINOS DEL CONTRATO

EL PROYECTO ANDINO DE BECAS

NOMBRE: Oscar Saul Montaña V.

FECHA: 26 de julio de 1991

APSP NUMERO DE IDENTIFICACION: BM 159

PAIS: Bolivia

CONTACTOS EN LOS ESTADOS UNIDOS:

Ann Skelton, Directora del Proyecto
Leesa Kaplan, Especialista Académica

AUTORIZACIÓN:

Esta carta otorga lo siguiente con respecto a su beca en los Estados Unidos.

FECHA DE INICIACION: 25 de junio de 1991

FECHA DE TERMINACION: 25 de agosto de 1992

INSTITUCION DE CAPACITACION EN INGLES:

Intensive English Institute
Lewis Clark State College
Lewiston, ID 83501 - 2698

SU CONTACTO ES: Sharon Taylor, Ph.D.
Directora Académica
(208) 799-2321

INSTITUCION ACADEMICA: University of New Mexico
OITEC/LAPE
Graduate Programs
Albuquerque, NM 87131

SU CONTACTO ACADEMICO ES: Gladys Fois de Maresna, Oficial de Admición
(505) 277-5917

*El Proyecto Andino de Becas no permite estudios a nivel doctoral.

AREA DE ESTUDIO ACADEMICO: Administración Pública

TITULO: Maestría

Managed in U.S. by: Development Associates, Inc.
Subcontractor: Institute for International Education
2924 Columbia Pike, Arlington, VA 22204 (703) 979-0100
Telex 197921 DAWASH - FAX No. (703) 892-9748

PROVISIONES:

La beca de USAID ofrece lo siguiente:

1. Mantenimiento:

A la llegada Uds. recibirán cheques para cubrir los gastos de instalación durante los primeros 30 días. Esa cantidad constituye un pago único para fines de la instalación.

Cada mes recibirán mantenimiento para pagar los gastos de alojamiento, alimentación, y otros gastos personales. Si durante el mes Uds. reciben viáticos por cuenta de viaje su mantención mensual será reducida de acuerdo al número de días por los cuales Uds. recibieron viáticos.

2. Gastos Académicos:

Development Associates pagara los gastos de colegiatura y otros derechos directamente a su institución.

Durante el programa de Inglés, reembolsaremos los costos de los libros necesarios a la presentación de facturas correspondientes.

Al principio de cada semestre recibirá \$65 por mes para compra de libros requeridos por los cursos.

3. Seguro de Salud:

Los becarios estarán cubiertos por un seguro médico por todo el tiempo que permanezcan en los Estados Unidos.

4. Visa:

Su visa es de clase J-1 para Visitantes de Intercambio.

5. Viajes Durante el Programa:

Development Associates pagará los gastos de transporte y viáticos relacionados con los viajes aprobados por Development Associates.

6. Envío de Materiales:

Su beca pagará \$120 para el envío de sus libros y otros materiales impresos a su país. Al aproximarse el final del programa, deben enviar una carta solicitando esta suma.

7. Subsidio para Gastos de Tesis:

Podrán recibir la cantidad de \$400 para gastos de preparación de una tesis. Al solicitar este subsidio, deberán acompañar la solicitud con una carta de su consejero académico en la cual certifique que el trabajo del curso ha sido cumplido y que su tesis está en preparación.

8. Máquina de Escribir:

Por carta podrán solicitar \$200 para la compra de una maquina de escribir.

9. Inscripción en una Asociación Profesional:

La cantidad de \$75 está reservada para pagar la cuota de inscripción en una asociación profesional.

INFORMES REQUERIDOS:

1. Después de seis meses un informe sobre sus actividades de "Experience America."
2. Cada semestre deben enviar sus notas de cursos del mes anterior.
3. Un informe final que consiste en tres partes:
 - a. Evaluación narrativa sobre el programa académico.
 - b. Evaluación de las actividades de "Experience America."
 - c. Sugerencias para el mejoramiento del programa.
4. Una copia oficial de notas a la terminación de su programa.

OTRAS CONDICIONES:

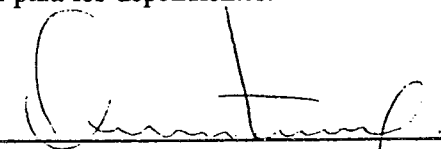
USAID y Development Associates se reservan el derecho de revisar, revocar o ajustar los términos de la beca si las condiciones lo requieren. Las razones para la acción incluyen pero no están limitadas a:

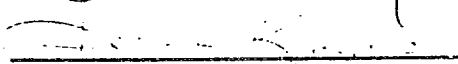
- cambios mayores en el programa de estudio sin aprobación de DA;
- no mantener un nivel académico satisfactorio;
- cambiar su institución asignada sin aprobación de DA;
- trabajar o participar en investigaciones sin el acuerdo de DA;
- conducta considerada prejudicial al programa; o
- cualquier violación de leyes de los Estados Unidos.

Como condición de la beca se espera que regrese a su país al cumplir su período de estudio.

DEPENDIENTES:

Esta beca no hace ninguna provisión para los dependientes.

FIRMA DEL PARTICIPANTE: 

REPRESENTANTE DE APSP: 

FECHA: July 29 1991

NORMAS DEL PROGRAMA

Con su participación, el becario del programa se compromete a cumplir con los principios y regulaciones del Programa Andino de Becas para la Paz. El participante debe tener presente que la beca puede ser suspendida en cualquier momento si se violan las normas del programa.

En calidad de participante usted deberá estar dispuesto a:

- Asistir a todos los cursos, seminarios, excursiones, y actividades del adiestramiento que se hayan programado.
- Completar todas las tareas asignadas de acuerdo con las normas de las instituciones.
- Participar en las actividades de la familia que los hospeda.
- Rechazar empleo o remuneración por servicios prestados durante el período del programa.

El programa prohíbe que los esposos o dependientes del becario viajen simultáneamente a los Estados Unidos durante el adiestramiento.

INFORMACION SOBRE SERVICIOS

ASIGNACION DE VIATICOS

El participante Andino recibirá una pequeña asignación adelantada de dinero antes de partir para los Estados Unidos. Este dinero está destinado a cubrir gastos imprevistos que pudieran presentarse durante el viaje. A su llegada al primer lugar de destino en los Estados Unidos, cada participante recibirá dinero para costear los gastos durante las primeras semanas del programa de adiestramiento o estudio.

Durante el viaje, los cheques de viajeros y las cajas de seguridad que están disponibles en los hoteles le proporcionarán máxima seguridad para sus artículos de valor. A los participantes en programas de largo plazo se les aconseja que abran una cuenta corriente en un banco en los Estados Unidos que esté cerca del lugar donde residan.

VESTIMENTA

El clima y las estaciones varían de una región a otra en los Estados Unidos. El participante cuyo adiestramiento trascurra en los meses de invierno (mediados de octubre hasta marzo) o en los estados del norte del país, necesitará ropa de abrigo apropiada para ese clima. En general el estilo de vestimenta en las universidades de los Estados Unidos tiende a ser sencillo; en tanto que en las grandes ciudades deberá usarse ropa más formal.

SEGURO DE SALUD

USAID provee seguro médico al participante becado por la duración del período de adiestramiento. USAID no cubre gastos médicos de enfermedades crónicas (condiciones que existieron antes que el participante llegara a los Estados Unidos). Los beneficios y compensaciones del programa de salud están explicados en el manual titulado Participants Health and Accident Coverage (HAC).

SEGURO DE SALUD

El programa de Seguro de Salud y Accidentes de AID (AID Health and Accident Coverage Program/HAC) provee los siguientes beneficios:

1. Gastos de Hospital: costos de un cuarto semiprivado y comidas (a menos que se requiera cuarto privado por orden médica); costos de los servicios requeridos (pruebas de laboratorio, rayos-x, sala de operaciones y medicamentos).
2. Gastos Quirúrgicos: costo de consulta médica (costos comunes y razonables) para intervenciones quirúrgicas de emergencia; en caso de necesitar una operación quirúrgica, los gastos de obtener una segunda opinión obligatoria antes de la intervención quirúrgica opcional o en una situación no urgente. Si el costo de la operación excediera de 5,000 dólares, es necesario obtener una aprobación por escrito antes de la intervención quirúrgica.
3. Consultas al Doctor: costos de tratamiento por consultas ambulatorias o en hospitales (costos comunes y razonables).
4. Tratamientos de Emergencia: gastos misceláneos por tratamientos provistos dentro de un período de 24 horas de haberse lastimado o accidentado; el pago será determinado según los servicios requeridos.
5. Gastos de Odontología: cubiertos sólo en casos para aliviar dolores excesivos (con límite de 150 dólares por cada incidente; máximo anual de 500 dólares o 250 dólares si el programa es de menos de seis meses de duración) o para proveer o reparar dientes postizos debido a lastimaduras o accidentes. Tratamiento para enfermedades periodontales (encías) solamente si es aprobado previamente. Las consultas al dentista de tipo preventivo se limitan a una vez al año después de haberse completado un año en el programa, por un máximo de 50 dólares.
6. No está cubierta la cirugía electiva por el paciente (que no es de emergencia). La cirugía electiva incluye cirugía cosmética, a menos que sea para corregir una condición cubierta por el programa de seguro médico; y cirugía para corregir una condición pre-existente antes de que el participante empezara el programa de capacitación, a menos de que se deteriore la condición hasta el punto de impedir que el paciente continúe con su programa.

7. El programa de seguro de salud y accidente HAC cubrirá reclamos medicos incurridos como resultado de la operacion de un vehiculo motorizado sea o nó tal vehiculo propiedad del participante.
8. Las consultas a los oftalmólogos u optometristas certificados están cubiertas hasta \$60 (costos comunes y razonables). Si son recetados por dichos especialistas, los costos de anteojos están cubiertos hasta 100 dólares una vez al año. UNICAMENTE PARA LOS PARTICIPANTES CUYOS PROGRAMAS SON DE MAS DE SEIS MESES DE DURACION.
9. La psicoterapia está cubierta, con un máximo de 1,000 dólares por año de capacitación.
10. Gastos de embarazo están cubiertos si no es una condición pre-existente.
11. Miscelánea: anestesia, radioterapia, pruebas diagnósticas, terapia física, servicio de ambulancia, materiales médicos, y medicamentos requeridos bajo receta están cubiertos (siempre y cuando sean estos gastos comunes y razonables).

Por lo regular, los beneficios del seguro de salud cubren emergencias y los tratamientos requeridos. En algunos casos, cubren también algunas consultas de tipo no urgente siempre y cuando se consiga previamente una APROBACION POR ESCRITO.

Esta información tiene el propósito de proveerle un bosquejo simple de lo que cubre el seguro de salud provisto através de la AID. Usted tiene (o recibirá) un folleto más detallado conjuntamente con su tarjeta de seguro HAC. Favor de escribir a National Capital Administrative Services, Inc., AID/HAC Program, Box 1207, Fairfax, VA. 22030 o llamar al 1-(800) 333-6227 si desea más información.

El personal del Proyecto Andino está a su disposición para cualquier asunto relacionado con el programa y el bienestar de los participantes. En caso de necesidad, no dude en llamar a nuestro teléfono, con número gratis: (1-800-426-2403).

INSTRUCCIONES PARA EL USO DEL SEGURO MEDICO

A todos los participantes del programa AID:

En caso de consultar al médico o de ir al hospital para tratamiento médico, se les ruega seguir las instrucciones a continuación para poder beneficiarse de su seguro médico en una forma apropiada.

1. Nótese que hay dos tipos de formularios, uno para visitas médicas y otro para visitas al dentista.
2. Si tiene recetas por medicamentos por menos de 20 dolares, reúne varias facturas y preséntelas todas en un solo reclamo.
3. Antes de presentar el formulario al médico o al hospital usted debe llenar la parte que pide su nombre, fecha de nacimiento, número de póliza de seguro (tomado de su tarjeta de identidad), dirección y firmar tanto en la parte superior como inferior del formulario.
4. Solicite a su médico o al hospital que completen el resto del formulario, incluyendo: (a) tipo de enfermedad y cuando ocurrió, (b) fecha de la atención médica recibida, (c) lista detallada de gastos incurridos y costo, (d) QUIEN PAGO, (e) saldo, si queda alguno, (f) nombre del médico o del hospital, (g) número de identificación y firma del doctor que lo atendió.
5. ES IMPORTANTE NOTAR QUE HAY DOS METODOS DE PAGO DE LOS GASTOS MEDICOS:
 - a. Si el hospital o el médico requiere que usted mismo pague por el tratamiento recibido, esto debe anotarse en el formulario. La compañía de seguro le reembolsará directamente a usted por estos gastos después que usted envíe el formulario.
 - b. La otra posibilidad es que el doctor o el hospital cobre directamente a la compañía de seguros, mandando directamente el formulario.

FAVOR DE ASEGURAR QUE TODOS LOS ESPACIOS DEL FORMULARIO ESTEN LLENOS CON LA INFORMACION NECESARIA Y ENVIELO A LA SIGUIENTE DIRECCION:

National Capital Administrative Services, Inc.
AID/HAC Program
Box 1207
Fairfax, Virginia 22030

6. Nótese que las farmacias no envían cuentas a la compañía de seguro por medicinas dispensadas. Usted debe pagar a la farmacia e INCLUIR LOS COMPROBANTES DE PAGO CON EL FORMULARIO que usted y el doctor completaron y enviar ambos a la dirección de HAC. Es aconsejable hacer copias de todos sus comprobantes y del formulario para su propio control.

7. Si ocurriera algún problema al usar su seguro médico (por ejemplo, si el médico o el hospital no lo aceptaran) póngase en contacto inmediatamente con su consejero en Development Associates, y el hará lo posible para ayudarlo. Recuerde sin embargo, que Development Associates no hace pagos por gastos médicos. Las facturas por servicios médicos deben ser enviados solamente a la compañía de seguros HAC conjuntamente con el formulario antes mencionado.

8. Si usted o su médico tiene alguna pregunta sobre su plan de seguro médico, los beneficios que provee, etc, llame a la compañía HAC por su línea gratis 1 (800) 333-6227.

VISITANDO LOS ESTADOS UNIDOS

Costumbres, Actividades y Entretenimiento de los 1990s

Como visitantes a los Estados Unidos puede que, al principio, ustedes se sientan abrumados simplemente por el gran número de experiencias nuevas. Muchas costumbres, maneras y el panorama que los rodea pueden ser muy diferentes de las que ustedes están acostumbrados en su propio país y puede que ésto les cause algunas frustraciones y malestar.

Esta sección, dedicada a información cultural, no pretende contestar todas sus preguntas acerca de las costumbres norteamericanas y el estilo de vida en este país. Sí intenta ayudarles a entender algunos aspectos de nuestra cultura y contestar algunas de las preguntas que surgen más frecuentemente.

La Gente

A los Estados Unidos se le ha llamado tanto el crisol (amalgama de gente) como la ensaladera. No importa cual de las interpretaciones uno acepte, el gran número de grupos étnicos que forman la sociedad norteamericana y la diversidad de los antepasados afectan las actitudes y las costumbres de nuestra vida cotidiana. La geografía también desempeña un papel importante en formar nuestro carácter nacional. Los visitantes que viajan por los Estados Unidos notarán diferencias en acento, vestido y maneras de actuar de región a región.

Las personas del sur y las del oeste, por ejemplo, frecuentemente son consideradas como más amigables y hospitalarias que las personas del este. Las primeras aparentan estar menos apuradas y hasta su manera de hablar es más lenta. En cambio, las personas del este de los Estados Unidos hablan más rápidamente y pueden parecer bruscos aún cuando no intentan ser descorteses.

Características Comunes

A pesar del número de diferencias regionales y étnicas en su comportamiento y actitudes, la mayor parte de los norteamericanos comparten algunas características. Al hablar con norteamericanos ustedes notarán que ellos fijan la mirada directamente a los ojos de la persona con quien hablan. El mantener contacto ocular al igual que dar la mano fuertemente se consideran muestras de sinceridad.

Sin embargo, la mayor parte de los norteamericanos usan muy poco contacto físico cuando hablan - aún con amigos íntimos. Durante conversaciones usualmente se mantienen como a dos pies del interlocutor, raramente se tocan, y casi nunca se cogen de la mano.

Como los norteamericanos son francos, ellos esperan que otros lo sean también. En sus negocios ellos van al grano con sólo el mínimo de charla preliminar y chistes o bromas. Los invitados en los hogares norteamericanos pueden rehusar bebidas o una segunda porción sin causar ofensa alguna.

Muchos tópicos de conversación que pueden considerarse como sensitivos en otras culturas son perfectamente aceptables para los norteamericanos. La gente está dispuesta a discutir sobre política nacional e internacional; comparten sus puntos de vista acerca de religión y contestan preguntas acerca de las costumbres norteamericanas, sus hábitos y creencias.

Aunque los norteamericanos pueden discutir abiertamente la mayor parte de las costumbres, algunos tópicos de conversación pueden causar alguna molestia. Preguntas muy personales acerca de salarios, el precio de las casas u otras posesiones, preguntas acerca de la edad o de un previo matrimonio será mejor evitarlas a menos que su anfitrión norteamericano introduzca el tópico.

Generalmente, los norteamericanos dan gran valor a la puntualidad. Los profesionales y personas de negocios esperan que se llegue a tiempo a las citas. Aunque muchos son corteses cuando los visitantes llegan tarde, es posible que las citas se acorten o sean más aceleradas de lo que hubieran sido si se hubiera llegado a tiempo.

Vestimenta

El estilo de vestir a través de los Estados Unidos, y en la mayor parte de las instituciones de adiestramiento, es informal. En general, mientras más se va hacia el oeste, más informal es el estilo. El vestido en los recintos universitarios puede consistir en "jeans" (pantalones vaqueros), camisas, polos y pantalones cortos durante el verano. Muchos profesores también adoptan un estilo informal.

El vestido más formal (saco y corbata para los hombres y vestido para las mujeres) será apropiado para los días de fiesta y ocasiones ceremoniales y para ir a algunos restaurantes. Si no están seguros de la forma de vestirse para alguna ocasión, simplemente pregunte a su anfitrión o anfitriona si la ocasión es "informal o elegante".

Para viajar, se recomienda ropa cómoda, suelta y zapatos de taco bajo para caminar. Es recomendable llevar algo para abrigarse para ir a comer fuera ya que muchos restaurantes tienen aire acondicionado.

Compras

Ya sea que el lugar de adiestramiento se encuentre en una ciudad grande o en un pueblo pequeño, ustedes encontrarán centros comerciales, tiendas por departamentos o tiendas especializadas donde pueden comprar ropa, artículos de primera necesidad, o recuerdos. En algunas ciudades los centros comerciales (malls) y los mercados se han convertido ellos mismos en atracciones. Recuerden que cada estado tiene un impuesto diferente calculado sobre la base del precio de compra y son cobrados al momento del pago.

Centros Comerciales

Muchas ciudades grandes y sus áreas suburbanas tienen grandes centros comerciales bajo techo donde muchas tiendas por departamentos y tiendas de especialidades están localizadas bajo un mismo techo. Dentro de un centro así, se pueden encontrar sucursales de tiendas como Bloomingdale's, tiendas de discos, de tarjetas, zapaterías y hasta restaurantes. Muchas tiendas por departamentos se destacan por su mercancía de alta calidad, pero también por sus altos precios; a otras se les reconoce por sus precios moderados o razonables. Como cada región y ciudad de los Estados Unidos variará, ustedes deberán asesorarse con el ayudante del programa con respecto a dónde deben ir de compras.

Distribuidores - Fabricantes

Muchas cadenas de establecimientos grandes mantienen almacenes donde se vende la mercancía de pedidos cancelados o la mercancía del año anterior a precios muy reducidos. Estos establecimientos venden generalmente mercancía de primera calidad pero también incluyen artículos llamados "irregulares" o "de segunda".

Estos almacenes generalmente están ubicados a las afueras de las zonas urbanas. Durante los fines de semana son muy concurridos; y generalmente hay menos empleados que en las tiendas por departamentos.

Comiendo Afuera

Categorías de Restaurantes

Podemos clasificar los restaurantes en tres categorías: comida rápida, restaurantes moderados o de "estilo familiar", y restaurantes de lujo.

Comida Rápida

Los restaurantes de comida rápida son muy populares en los Estados Unidos. Las personas que trabajan y tienen poco tiempo para almorzar, así como familias de vacaciones que quieren salir a comer con sus hijos, consideran estos restaurantes como una manera económica y rápida de comer afuera. Restaurantes como McDonalds, Wendys, Roy Rogers y otros sirven comidas a precios bajos en pocos minutos. El cliente se acerca al mostrador, ordena la comida, la paga e inmediatamente la lleva a una mesa. Después de comer, uno mismo lleva los desperdicios a la basura y la bandeja a su sitio.

La variedad en el menú en restaurantes de comida rápida es limitada. Usualmente el menú consiste en hamburguesas preparadas en una variedad de estilos, carne de res, pollo, y una diversidad de ensaladas. En la mayor parte de estos sitios se puede adquirir una hamburguesa, papas fritas y una Coca Cola por algunos 4 o 5 dólares. De vez en cuando algunos de estos restaurantes ofrecen alguna especialidad como tacos o pizza.

Cafetería

Las cafeterías de las universidades pueden ofrecer una selección de sandwiches, ensaladas o comidas completas. El menú puede cambiar a diario pero el servicio es similar al de los restaurantes de comida rápida. Esto es, el cliente toma la bandeja, camina delante del mostrador para seleccionar su comida, paga en la caja y entonces busca donde ubicarse. La hora de almuerzo (de 12 a 1) es muy concurrida tanto en las cafeterías universitarias como en los restaurantes en las zonas urbanas.

Si el sistema de ordenar le parece confuso, sugerimos observar cómo lo hacen otras personas antes de ponerse en fila.

Restaurantes de Precios Moderados o de "Estilo Familiar"

La mayor parte de las ciudades grandes cuentan con muchos restaurantes de "estilo familiar" a precios moderados. Estos restaurantes tienen por lo general a una anfitriona que le llevará hasta su mesa y allí le servirá una camarera. En estos restaurantes de precios moderados podrán encontrar casi cualquier tipo de comida étnica (china, italiana y mejicana) al igual que norteamericana - como hamburguesas. Sin contar las bebidas alcohólicas se puede adquirir una comida que incluya sopa y plato principal por 6 a 8 dólares a la hora de almuerzo y por 10 a 12 dólares a la hora de la cena. Generalmente, el postre, el café y las bebidas son adicionales.

Primera Clase

Los restaurantes de lujo varían tanto en su ambiente y decoración como en su costo. Algunos pueden aparentar ser informales pero pueden tener una gran reputación de preparar comidas exquisitas. Otros pueden tener una apariencia muy formal con manteles de hilo o mozos de etiqueta.

De vez en cuando se puede encontrar un menú dentro de una vitrina fuera del restaurante y ahí se pueden ver los precios y la variedad de platos y bebidas ofrecidas.

Algunos de los restaurantes más exclusivos requieren saco y corbata para los hombres, y por lo general es necesario hacer reservaciones con anticipación.

Propinas

Las propinas no están incluidas en las facturas emitidas por los restaurantes en los Estados Unidos; sin embargo, la propina forma una parte importante del salario del personal del restaurante. En la mayor parte de los restaurantes se acostumbra dar una propina equivalente al 15 por ciento del costo de la comida. Su factura incluirá el impuesto respectivo. Los camareros en restaurantes de primera clase esperan propinas de hasta el 20 por ciento.

En las cafeterías y en restaurantes de comida rápida donde uno mismo se atiende no se deja propina.

Aunque la propina por servicios personales la determina la persona que recibe el servicio, las siguientes pautas pueden ayudarle: La propina mínima por servicios personales es 0.50 centavos de dolar; se le debe dar un dolar por persona al botones que le lleve su equipaje y al portero que le baja su equipaje del automovil.

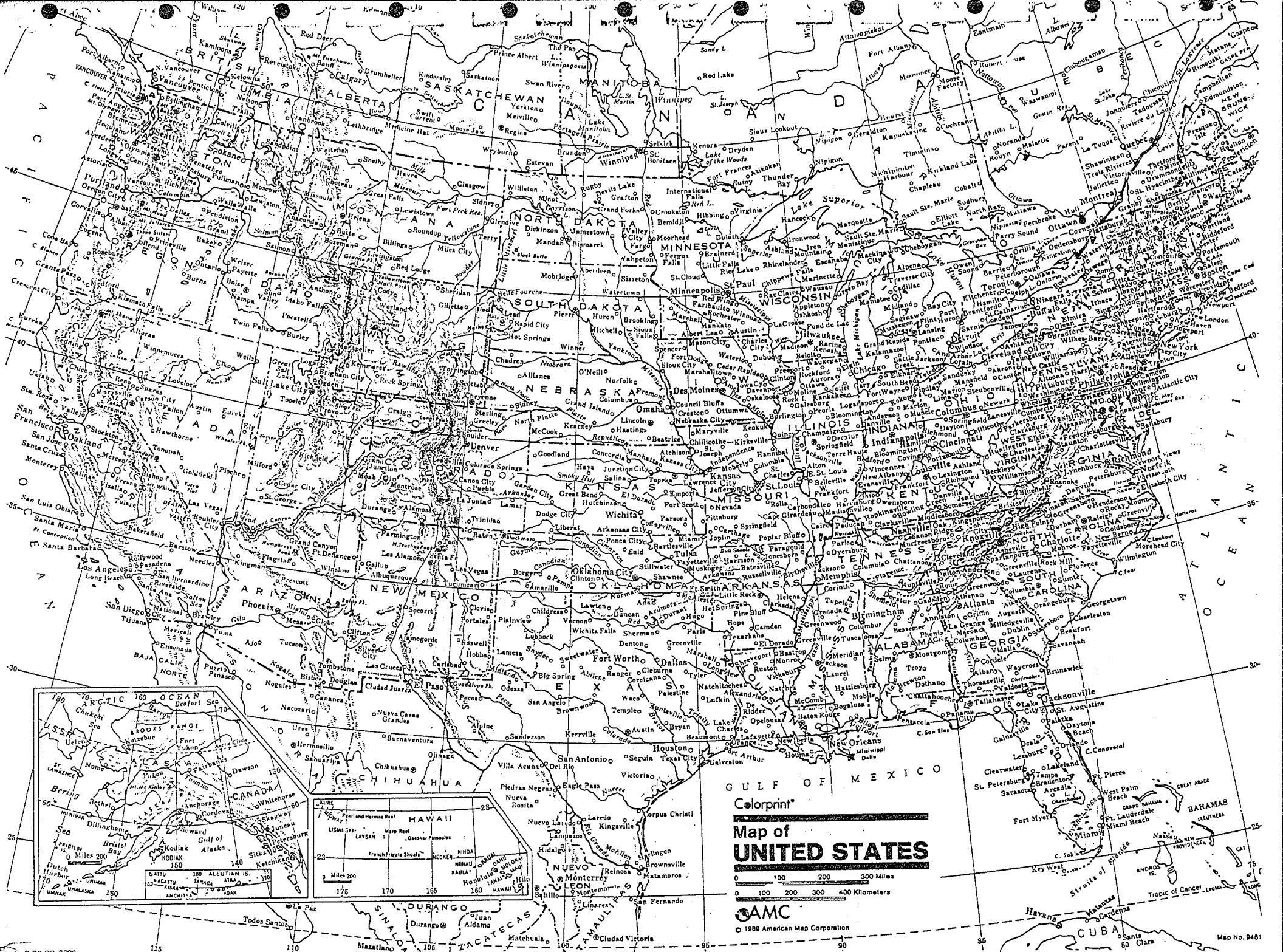
Cuando usted viaje como parte del grupo de becarios de este proyecto, el coordinador de su programa se encargará de dar las propinas por los servicios recibidos con relación a equipaje, etc.

Artes y Entretenimiento

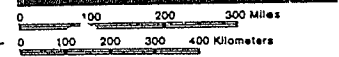
A los norteamericanos les gusta un gran número de actividades al aire libre incluyendo las excursiones, los paseos en botes, el esquí, el trote corto, la natación y el ciclismo, para mencionar algunas. Durante los meses calurosos podrán gozar de los teatros locales, festivales de música, eventos deportivos y de las playas.

Los periódicos locales anuncian los festivales de música, los eventos deportivos y otros entretenimientos y evalúan la calidad de los mismos.

La temporada para el teatro, el ballet, la ópera y las orquestas sinfónicas es de finales de septiembre a finales de mayo. Por supuesto, cualquier época es buena para el teatro y los museos permanecen abiertos todo el año.



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**Map of
UNITED STATES**



AMC
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APPENDIX C

MANUAL DE REFERENCIAS

PARA BECARIOS

**MANUAL DE REFERENCIAS
PARA BECARIOS**

**Oficina de Cooperación Técnica Internacional/
Programas Latinoamericanos de Educación**

**Universidad de New Mexico
Albuquerque, New Mexico, EEUU**

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Estimados estudiantes:

Bienvenidos a los Estados Unidos de Norteamérica y a la Universidad de New Mexico.

Su presencia en esta casa de estudios reafirma una vez más los lazos de amistad y cooperación existentes entre sus países y la Universidad de New Mexico. Es nuestro deseo que los conocimientos y experiencias que adquieran aquí logren estrechar aún más estos vínculos.

El presente Manual les proporcionará informaciones que esperamos los ayuden a orientarse con mayor facilidad a la vida en este país.

Los miembros del personal docente y administrativo que desempeñan funciones en estos programas especiales se unen a mí para desearles una estancia placentera y la feliz consecución de todas sus metas y objetivos.

De nuevo, bienvenidos y éxito en el programa que acaban de iniciar.



Jon M. Facey
Director

I. LA UNIVERSIDAD DE NEW MEXICO

La Universidad de New Mexico es la más importante de las instituciones de educación superior del Estado de New Mexico. Está ubicada en la ciudad de Albuquerque, que cuenta con casi medio millón de habitantes, y fue fundada por conquistadores españoles en el año 1706. La Universidad de New Mexico cuenta con más de 24,000 estudiantes, de los cuales un ochenta por ciento reside en el estado y el resto proviene de otras partes del país y de 91 naciones extranjeras. La Universidad, fundada en el año 1889, está organizada en facultades y éstas en departamentos académicos que ofrecen más de 4,000 cursos.

El Estado de New Mexico posee ciertas características que atraen el interés de los países latinoamericanos. Su rica herencia cultural en la cual están amalgamadas tres culturas diferentes, la indígena, la española y la anglosajona, hacen de esta región un sitio sumamente interesante y agradable de conocer.

Programas Latinoamericanos de Educación (LAPE)

L.A.P.E. (Latin American Programs in Education) es un departamento de la Facultad de Educación, encargado de organizar, coordinar y supervisar programas académicos y de asistencia técnica en el área de educación para países de América Latina. LAPE colabora con la oficina de Cooperación Técnica Internacional (OITEC) y con distintos departamentos de la Facultad de Educación para llevar a cabo sus distintos programas.

Oficina de Cooperación Técnica Internacional (OITEC)

O.I.T.E.C fue creada en 1985 con el propósito de incrementar y ampliar las actividades que venía desempeñando desde 1965 la Oficina de LAPE.

Uno de los principales objetivos de OITEC es el de facilitar las gestiones que realizan las distintas facultades y escuelas profesionales de la Universidad para diseñar programas académicos y de capacitación y asesoría técnica.

OITEC, conjuntamente con los departamentos académicos, se encarga de organizar, implementar y dar apoyo a las actividades relacionadas con los programas de cooperación y asistencia técnica internacional que realiza la Universidad de New Mexico.

Información y números de urgencia

En caso de una situación de urgencia, comuníquese de inmediato con las oficinas de OITEC, llamando a uno de los siguientes teléfonos: (505) 277-2202 ó 277-2203. Si la llamada es de larga distancia marque primero el código de área (505). Si llama desde

dentro de la Universidad, marque sólo 7-2202 ó 7-2203. Las oficinas de OITEC están abiertas de lunes a viernes de 8 a 12 y de 13 a 17 horas.

Otros teléfonos de urgencia:

Policía de la Universidad	277-2241 *
Centro de Salud Estudiantil	277-3136 *
Ambulancia	911 **
Bomberos	911 **
Servicios de taxi	
1. Duke City Cab Company	883-4888
2. Yellow Cab	247-8888

* Si se llama dentro de la Universidad, marcar sólo 7 y los cuatro últimos dígitos.

** Si se llama desde la Universidad para afuera, marcar primero el 9 y luego el número completo.

II. ARREGLOS DE VIAJE

A su llegada a Albuquerque, el becario participante es recibido por un funcionario de OITEC. Al término de su programa de estudios se le proporcionará igualmente servicio de transporte hasta el aeropuerto. Las reservaciones de pasajes se hacen en las Oficinas de OITEC ó en las de LAPE. Los arreglos de viajes oficialmente organizados están a cargo de la Oficina de OITEC. Para cualquier pregunta ó información relacionada con este aspecto de su programa, el participante debe comunicarse con el/la Coordinador/ra de su programa.

III. DEPENDENCIAS DE INTERES ESPECIAL PARA EL PARTICIPANTE DE OITEC/LAPE

Oficinas administrativas centrales

Las oficinas de la administración central de la universidad están ubicadas en el edificio llamado "Scholes Hall". En este edificio se encuentra la oficina del Rector, de los Více-Rectores, y los órganos fiscales y de contraloría de la institución.

Oficina de Programas y Servicios Internacionales (International Programs and Services)

Esta oficina está ubicada dentro de la ciudad universitaria, en el 2o piso del Edificio "Mesa Vista". El Director es el Dr. Gerald Slavin. En la oficina hay personas que hablan español. El número de teléfono es 277-4032.

Oficina de Admisión de Estudiantes Extranjeros
(Foreign Admissions)

Esta oficina es la encargada de la admisión de estudiantes extranjeros a la Universidad de New Mexico. Está ubicada en la habitación No. 144 del "Student Services Center", edificio en el cual funcionan todos los departamentos relacionados con servicios estudiantiles. El participante de OITEC/LAPE no tiene necesidad de dirigirse personalmente a esta oficina ya que OITEC/LAPE se encarga de su admisión a la Universidad.

Centro Internacional
(International Center)

Este centro, ubicado en el 1er Piso del Edificio "Mesa Vista", al este del "Student Union Building" (SUB), está abierto todos los días hábiles de 9 a 17 horas. Teléfono 277-2946. el Centro cuenta con salones para reuniones y áreas de recreación. Su propósito es promover la educación internacional y estimular las relaciones estudiantiles mediante eventos sociales y culturales. El Centro constituye un lugar ideal de reunión para estudiantes extranjeros y norteamericanos. El participante de OITEC/LAPE puede utilizar el Centro para llevar a cabo reuniones, llamando con anticipación al teléfono antes indicado.

IV. ALOJAMIENTO

Dormitorios universitarios
(Residence Halls)

La Universidad cuenta con varios dormitorios para aquellos estudiantes que deseen alojarse dentro de la ciudad universitaria. Para el estudiante latinoamericano esta elección puede representar varias ventajas: vivir cerca del edificio donde va a recibir sus clases, y cerca de las bibliotecas principales; podrá asimismo asistir sin dificultad a eventos sociales, culturales y deportivos sin necesidad de utilizar un medio de transporte. Los dormitorios cuentan, además, con servicio de comedores que están abiertos los siete días de la semana. Otra ventaja es poder conocer a estudiantes norteamericanos y tener la oportunidad de aprender inglés. En la mayoría de los casos, se asignan a dos personas por cada cuarto y no todas las veces se puede asegurar que el compañero/a de cuarto será del grupo al que el participante pertenece.

Nota: Para los participantes que se alojen en los dormitorios universitarios: cada vez que reciban cualquier información en inglés, consulten de inmediato con su Coordinador/a para saber de qué se trata. Muchas veces son informaciones importantes relacionadas con su contrato de alojamiento, pagos, etc.

Espacio para almacenaje: Los estudiantes que residen en los dormitorios de la Universidad pueden dejar sus pertenencias almacenadas en espacios disponibles en los dormitorios durante los períodos de vacaciones.

Invitados: Los estudiantes alojados en los dormitorios universitarios pueden traer invitados del mismo sexo, los cuales pueden quedarse en los dormitorios por dos o tres días completos (una persona por vez). El invitado/a debe registrar su nombre en la oficina de entrada de la residencia universitaria.

No se permiten en los dormitorios utensilios para cocinar, calentadores o refrigeradores sin aprobación previa.

Viviendas para estudiantes con familia (Student Family Housing)

La Universidad cuenta con 200 apartamentos ubicados a cinco cuadras al sur de la ciudad universitaria para estudiantes con familia. Una vez que el postulante es admitido a uno de los programas de postgrado de OITEC/LAPE, debe solicitar vivienda de inmediato si se propone venir acompañado de su familia.

Permiso de estacionamiento de vehículos

Los estudiantes de la Universidad pueden obtener permiso para estacionar su vehículo de la Oficina de Policía y Tránsito de la Universidad (Police and Parking Services) pagando una cuota anual.

V. AUDITORIOS Y SALAS DE TEATRO

La Universidad de New Mexico cuenta con varias salas de concierto y auditorios al servicio de la comunidad universitaria y de la ciudad de Albuquerque. El "Popejoy Hall" está ubicado en el edificio de Bellas Artes, tiene 2,094 asientos y un escenario en el que actúan con regularidad orquestas sinfónicas, nacionales y extranjeras, compañías de ballet y grupos artísticos sobresalientes. El teatro "Rodey", está ubicado también en el edificio de Bellas Artes; allí se presentan anualmente obras de teatro y obras clásicas de la cinematografía. En el "Keller Hall" se presentan conciertos y recitales tanto de alumnos y profesores de la Universidad como de artistas especialmente invitados.

El edificio de la Unión estudiantil (New Mexico Student Union) cuenta con una sala de teatro donde se exhiben películas durante todo el año académico.

VI. BIBLIOTECAS

La Biblioteca General está formada por cuatro bibliotecas: La Zimmerman, la de Bellas Artes, la Tireman, y la Parish Memorial Library, con un total de más de un millón de ejemplares. Además de estas cuatro bibliotecas, la Universidad cuenta con una biblioteca en la Facultad de Medicina y otra en la Facultad de Derecho. La Biblioteca Zimmerman y la Tireman contienen 170,000 volúmenes relacionados con América Latina, en idioma español. Se reciben, además, más de 700 revistas y periódicos en español.

En el edificio Oñate se encuentra una pequeña biblioteca que cuenta con unos 2,000 volúmenes en español sobre educación, salud, administración pública y otras áreas relacionadas con América Latina. Esta biblioteca está ubicada en las oficinas de OITEC.

VII. COMEDORES

La Universidad de New Mexico cuenta con varios comedores en los cuales se sirven comidas a precios razonables. La Posada es el comedor ubicado en el edificio del mismo nombre. La mayoría de los estudiantes alojados en los dormitorios comen en este comedor, el cual está abierto siete días a la semana. Los estudiantes que residen fuera de la universidad también pueden tomar sus comidas en La Posada.

La UNION (New Mexico Student Union) - ubicada al sur de la Facultad de Educación cuenta con varios comedores y pequeñas cafeterías. La Cafetería Principal (Main Cafetería) ubicada en el primer piso, está abierta de 6:30 a 14:30 horas. El "Deli", ubicado dentro de la Cafetería principal, sirve ensaladas y platos más formales. El "Food Bazaar" está abierto de lunes a sábado durante horas del día y de la noche. Allí se pueden comprar comidas ligeras y refrescos; la "Casa del Sol", ubicada en el sótano, sirve comida mexicana, y está abierta de 10:30 a 14:00 horas de lunes a viernes. El "Garden Court Restaurant" está ubicado en el segundo piso de la Unión, lugar donde se puede almorzar en una atmósfera más tranquila y acogedora. Está abierto de 11:30 a 13:15 horas, de lunes a viernes. Durante el verano y períodos de vacaciones se habilita un horario especial en La Unión.

VIII. DIRECCION POSTAL

Se aconseja al participante que utilice la dirección postal de OITEC para la correspondencia que reciba durante su permanencia en la Universidad de New Mexico. La dirección es como sigue:

Nombre del participante
OITEC, Oñate Hall 116
University of New Mexico
Albuquerque, New Mexico 87131-4036, U.S.A.

IX. DOCUMENTOS DE IDENTIFICACION IMPORTANTES

Pasaporte

Es el documento más importante que el participante debe traer al ingresar y al salir de los Estados Unidos. Debe tener una vigencia mínima de un año, con su correspondiente visa de entrada a los Estados Unidos.

Tarjeta de identidad estudiantil (ID)

Documento igualmente importante durante todo el tiempo que el participante permanezca en la Universidad de New Mexico. Le servirá no sólo para sacar en préstamo libros y otros materiales de cualquiera de las bibliotecas de la Universidad, sino también para hacer transacciones bancarias, hacer pagos con cheques y para asistir a todo tipo de actividades deportivas y culturales. Con el carnet universitario el participante podrá asistir gratis a la mayoría de los eventos deportivos y podrá, asimismo, obtener descuentos especiales para funciones sociales y culturales.

X. ESCUELAS

Los participantes que vienen acompañados por miembros de su familia deben informarse inmediatamente sobre los trámites que deben hacer para colocar a sus hijos en las escuelas públicas de Albuquerque. Se recomienda que los niños en edad escolar traigan sus certificados de estudios para que las autoridades escolares de Albuquerque tengan una mejor idea de su nivel escolar. Su consejero académico les podrá orientar debidamente sobre este punto. Albuquerque cuenta con varias escuelas primarias que tienen programas bilingües (español-inglés). En varias de las escuelas secundarias ofrecen cursos de inglés

como segunda lengua. Las escuelas públicas son gratuitas, incluyendo los libros de texto. Albuquerque cuenta asimismo con escuelas y colegios privados.

XI. FACILIDADES DEPORTIVAS

La Universidad de New Mexico brinda al estudiante una gran variedad de actividades y facilidades deportivas. Como estudiante de la UNM, el participante tiene derecho a préstamo o alquiler (a precios módicos) de un gran número de equipos para actividades deportivas. Con su carnet universitario, el estudiante puede alquilar tiendas de campaña, equipos de pesca, de esquiar, bicicletas, patines, etc. Puede asimismo obtener en préstamo equipos para jugar volleyball, racquetball, basketball, etc., y hacer uso de las canchas de tenis, de las dos piscinas (una de ellas es olímpica y la otra terapéutica para niños). Para obtener mayor información llamar al teléfono 277- 5151, (Johnson Gym).

La Universidad cuenta con varios gimnasios. Dos de ellos, el "Johnson Gym" y el "Carlisle Gym" son los principales, y están abiertos todos los días, con excepción de los períodos de vacaciones, durante los cuales se habilita un horario especial.

Los familiares del estudiante (esposa e hijos) pueden hacer uso de todas estas facilidades con la compra de una tarjeta especial ("Priviledge Pass") por \$1.00 cada semestre de la Oficina de "Leisure Services", ubicada en el "Johnson Gym". Pueden también llevar un invitado, pagando cinco dólares por día.

XII. LABORATORIO DE LENGUAS

El Laboratorio de Lenguas (Language Learning Center), ubicado en la planta baja del "Ortega Hall", cuenta con los equipos necesarios para que el estudiante pueda practicar el idioma que esté estudiando, por medio de ejercicios para cada nivel que están grabados en cintas. El Laboratorio tiene el siguiente horario:

Lunes a Viernes:	8:30 a 16:00 horas
Domingos a Jueves:	19:00 a 21:00 horas
Sábados:	9:30 a 12:00 horas

Los participantes de OITEC/LAPE pueden hacer uso de este laboratorio en las horas antes mencionadas. Para mayor información llamar al teléfono 277-7368.

XIII. LIBRERIAS

Dentro de la ciudad universitaria funcionan una librería (UNM Bookstore), y una cooperativa de libros (Book Co-op). La primera cuenta con un excelente repertorio de libros así como artículos para regalos, tarjetas, ropa deportiva, discos, diccionarios, afiches, etc. Esta librería está abierta los lunes, jueves y viernes de 8:00 a 17:00 horas, los martes y miércoles de 8:00 a 18:00 horas, y los sábados de 10:00 a 14:00 horas. Durante períodos de vacaciones se habilita un horario especial. La Cooperativa de Libros, en el sótano de la Unión Estudiantil, fundada por la Asociación de Estudiantes de la UNM, es una organización no lucrativa establecida con el único propósito de ayudar a los estudiantes. En la Cooperativa el estudiante puede comprar o vender libros de texto usados. Está abierta durante el año académico, de las 10:00 a las 17:00 horas.

XIV. CLIMA

El clima de Albuquerque es típico de regiones desérticas elevadas. La ciudad está situada a 1,500 metros de altura sobre el nivel del mar. Los días son por lo general templados y las noches frescas. Durante el verano, la temperatura máxima llega a 34 C. La temperatura de invierno puede llegar hasta 4 ó 5 grados centígrados bajo cero. En comparación con otras regiones del país, el clima de Albuquerque es benigno y muy seco, lo cual permite que sus habitantes gocen de días claros y soleados durante gran parte del año. Las lluvias son escasas. Albuquerque recibe unas nueve pulgadas de lluvia al año. Se recomienda al participante latinoamericano que traiga ropa de invierno (chaquetas y abrigos de lana, guantes y gorros) para los meses más fríos, (diciembre- enero-febrero y ropa bien liviana para los meses de verano (junio, julio, agosto).

A continuación se da el promedio de temperaturas máximas y mínimas para cada mes del año en la ciudad de Albuquerque:

<u>Mes</u>	<u>Temp. Máxima</u>		<u>Temp. Mínima</u>	
	F	C	F	C
Enero	46.9	8.03	23.5	-4.7
Febrero	55.6	13.1	27.4	-2.5
Marzo	59.2	15.1	32.3	0.1
Abril	70.4	21.5	41.4	5.2
Mayo	79.9	26.6	50.7	10.4
Junio	89.5	31.9	59.7	15.4
Julio	92.2	33.4	65.2	18.5
Agosto	89.7	32.0	63.4	17.7
Septiembre	83.4	30.7	56.7	14.4
Octubre	71.7	22.0	42.7	5.9
Noviembre	57.1	13.9	31.8	1.1
Diciembre	47.5	8.6	24.9	-5.0

XV. IMPUESTOS SOBRE LAS VENTAS

En la mayor parte de los Estados Unidos existe un impuesto que se aplica a las ventas, fenómeno poco común en América Latina. Por esta razón se advierte al participante que cuando haga cualquier compra (en tiendas, supermercados, etc.) no se sorprenda cuando al precio del artículo que esté comprando le agreguen un porcentaje que corresponde al impuesto mencionado. En el Estado de New Mexico este impuesto es del 5.5%.

XVI. ORGANIZACIONES RELIGIOSAS

Varias organizaciones religiosas funcionan dentro de la ciudad universitaria y están al servicio exclusivo de estudiantes y empleados de la universidad. Algunas de ellas son:

- + **Aquinas Newman Center**
(Centro Universitario Católico)
1815 Las Lomas N.E., Teléfono: 247-1094
Hay sacerdotes que hablan español
Misas: lunes a viernes - 17:00 horas; sábados - 16:30 horas; domingos - 8:00, 9:00, 10:30 y 12:00 horas.
La misa de las 17:15 horas es especial para estudiantes.
Después de esta misa se sirve por lo general cena a los estudiantes
- + **Centro Bautista**
(Baptist Student Union)
401 University N.E.
Teléfono: 243-5401
- + **Centro Episcopal**
425 University N.E.
Teléfono: 247-2515
- + **Centro Estudiantil Cristiano (Iglesia de Cristo)**
130 Girard N.E.
Teléfono 265-4312
Se sirven comidas comunitarias los lunes a las 12:00 horas
- + **Centro Comunitario Judío**
12800 Lomas N.E.
Teléfono 292-1061

- + **Iglesia Mormona**
1601 Grand N.E.
Teléfono: 243-3637
- + **Centro Luterano**
1805 Las Lomas N.E.
Teléfono 242-0607
- + **Centro Metodista**
1801 Las Lomas N.E.
Teléfono 247-0497

+ *Se dan clases de religión*

XVII. SEGUROS DE SALUD

El seguro médico es obligatorio para todos los estudiantes extranjeros que ingresan a la Universidad de New Mexico. Los participantes de OITEC/LAPE, por lo general cuentan con seguro médico del organismo que les ha otorgado su beca. En los casos en que los participantes vengan por sus propios medios o con becas de sus gobiernos, tienen la oportunidad de adquirir el seguro médico que ofrece la Universidad. Para todo lo relacionado con seguros médicos el participante debe recurrir a la oficina No. 115 de Oñate Hall, o llamar al teléfono No. 277-0286.

XIII. SERVICIOS DE SALUD

Centro Médico Estudiantil (Student Health Center)

La Universidad de New Mexico cuenta con un Centro Médico destinado a prestar servicios médicos a sus estudiantes. Las visitas a dicho Centro son gratuitas, pero el estudiante debe comprar los medicamentos recetados por los médicos del centro y pagar por radiografías, análisis clínicos e inmunizaciones. El Centro está ubicado al este de la Unión Estudiantil y está abierto de lunes a viernes de 8 a 16 horas. Para casos de urgencia, el Centro queda abierto 24 horas al día, siete días a la semana. Después de las 16 horas, de lunes a viernes, y todos los fines de semana, el estudiante puede entrar al edificio por una puerta que da al este, frente al gimnasio y la piscina. El Centro cuenta con médicos y varios miembros del personal administrativo que hablan español. Cuenta también con una farmacia ubicada en el segundo piso donde el estudiante puede comprar todas sus medicinas y artículos de tocador sin recargo de impuestos. Teléfono: 277-3136.

Servicio de higiene dental
(Dental Hygiene Services)

Los estudiantes y sus familiares pueden acudir a la Clínica Dental de la Universidad para limpieza de los dientes, y radiografías. Los precios son módicos y se debe llamar con anticipación para concertar una cita. Teléfono: 277-4106.

Programa dental de la comunidad
(Community Dental Services Program)

Este programa brinda servicios odontológicos a aquellos miembros de la comunidad cuyos ingresos son bajos. Los estudiantes de la UNM pueden hacer uso de estos servicios presentando prueba de sus ingresos (becas, préstamos, etc.). Una de las clínicas está ubicada en la calle Hinkle 2116 S.E., teléfono: 765-5683 (abierta lunes, martes, jueves y viernes) y la otra en la calle Candelaria 1812 N.W., teléfono 345-8309 (abierta de lunes a viernes). En estas clínicas se habla español.

XIX. OTROS SERVICIOS

Máquinas fotocopadoras

La Biblioteca Zimmerman y el edificio de la Unión Estudiantil mantienen servicios de duplicación de materiales. El estudiante puede utilizar una de las máquinas ubicadas en la Biblioteca Zimmerman (5 centavos por copia) y hacer sus propias copias, o bien puede recurrir al Centro de Duplicación (Copy Center) ubicado en el sótano del mismo edificio y solicitar que le saquen las copias que necesite, por el mismo costo. En el sótano de la Unión Estudiantil (donde están las máquinas de escribir) también hay un servicio de duplicación dirigido por estudiantes (5 centavos por copia). Este lugar está abierto de lunes a jueves de 3 a 18 horas, los viernes de 8 a 17 horas, y los sábados de 11 a 15 horas.

Máquinas de escribir

El edificio de la Unión Estudiantil (NM Student Union) cuenta con un servicio de máquinas de escribir. Los estudiantes las pueden alquilar pagando \$0.75 por hora.

Computadoras

Hay varios lugares dentro del campus universitario en donde el estudiante puede usar computadoras. Entre éstos están los siguientes:

- **Centro de Cómputo (CIRT)**
Teléfono 277-8143
Horas: 24 horas al día

- **Johnson Computer Pod**
Primer Piso de Johnson Center
Teléfono 277-2004
Horas: 8:00 a 21:30 horas (lunes y viernes)
8:00 a 14:30 y 17:00 a 21:30 horas (martes)
10:00 a 21:30 horas (miércoles y jueves)

Para reservar una computadora (de la marca MacIntoshj solamente), se debe llamar con dos horas de anticipación. Cada estudiante puede usar la máquina por dos horas al día enseñando 2 carnets de indentificación. Allí se ofrecen varias clases sobre el uso de la computadora MacIntosh. Para mayor información sobre estas clases, por favor llame al 277-8140.

- **Facultad de Ingeniería**
Teléfono 277-3914
Horas: 8:00 - 24:00 (de lunes a domingo)

- **Lobo Lab**
En el sótano de la Unión Estudiantil
Teléfono 277-8813
Horas: 8:00 a 21:00 horas (de lunes a viernes)
8:00 a 18:00 horas (viernes)
12:00 a 18:00 horas (sábado)

Se debe llamar con anticipación para reservar una computadora. Hay de las marcas MacIntosh, IBM y Zenith. Para poder entrar a este laboratorio el estudiante debe enseñar su carnet de identificación de la UNM.

- **Facultad de Administración de Empresas "Anderson"**
Teléfono 277-8116
Horas: Llamar para esta información

- **Facultad de Arquitectura**
Teléfono 277-3228
Horas: Llamar para esta información

Extravío de artículos personales

Si usted pierde o encuentra algo dentro de la ciudad universitaria, puede dirigirse de inmediato a la Policía Universitaria (teléfono 277-2241) e informar lo acontecido. Hay personas que hablan español en esta dependencia.

Servicio de escolta

Si usted necesita ir a la biblioteca u otras dependencias de la universidad en horas de la noche, puede solicitar que alguien le acompañe llamando al teléfono 277-2241.

Servicios Telefónicos

Los participantes que se alojen en los dormitorios de la Universidad pueden solicitar un número telefónico especial para hacer sus llamadas de larga distancia. Para ello deben llenar una solicitud. Si el solicitante es estudiante extranjero debe, en la mayoría de los casos, hacer un depósito de \$100 dólares, el cual le servirá de garantía. Este depósito ganará interés mientras el estudiante haga uso del número telefónico especial, al término del cual se le reembolsará la cantidad depositada inicialmente, más los intereses devengados. Para obtener una solicitud o para mayor información, se puede llamar a cualquiera de las siguientes compañías y pedir por una persona que hable español:

Sprint	1-800-877-4646
MCI	1-800-444-3333
AT&T	1-800-222-0300

Los participantes que se alojen fuera de la ciudad universitaria tienen que gestionar directamente con la compañía telefónica ("US West") la habilitación de la línea telefónica, por lo cual pagará un depósito que oscila entre \$65 y \$80 dólares, además de los gastos de instalación que no son reembolsables.

El interesado, debe comprar su propio aparato telefónico, que por lo general no exceden de \$20. Cuando pidan la habilitación de la línea, deben indicar si harán llamadas de larga distancia y el nombre de la compañía que utilizarán para estos servicios (Sprint, MCI, ó AT&T). Para la habilitación de una línea telefónica llamar al teléfono 245-6800 y pedir una operadora que hable español.

(manor91)

APPENDIX D

PROGRAMA DE ORIENTACION

Universidad de New Mexico (UNM)
Oficina de Cooperación Técnica Internacional (OITEC)

PROGRAMA DE ORIENTACION
PARA NUEVOS ESTUDIANTES DE LOS
PROGRAMAS DE MAESTRIA EN ADMINISTRACION EDUCATIVA
Y PUBLICA

Otoño de 1991

Miércoles, 14 de agosto

7:14 PM Llegada del grupo ecuatoriano (15 participantes;
ver lista adjunta). Vuelo No. 163 de American
Airlines (de Dallas); a las 7:14 PM.
Recibimiento y traslado al Hotel AMFAC
(Gilberto Lobo, Rubén Alzate)

Jueves, 15 de agosto

9:00 AM Salida del Hotel (Rubén Alzate) - desayunar antes
de salir, por cuenta propia

9:30 - 10:30 Orientación Bancaria (Rubén Alzate) - Sala de
Conferencias, Oñate Hall

10:30 - 12:00 Trámite Bancario (Rubén Alzate)

12:00 Almuerzo (por cuenta propia)

1:30 - 2:00 Orientación sobre viviendas (Israel Perdomo) Oñate Hall

2:00 Búsqueda de viviendas (Israel Perdomo)

PM (?) Llegada de Jorge Charri Rodríguez (ICA) y familia
por vía terrestre

Viernes, 16 de agosto

A partir de las 9:00 AM - Continúa búsqueda e instalación en
viviendas permanentes para el grupo ecuatoriano (Israel Perdomo)

1:54 PM Llegada del grupo boliviano (9 participantes)
acompañado por Leesa Kaplan, Especialista Académica
de "Development Associates". Vuelo No. 297 (de
Chicago) de American Airlines.
Recibimiento y traslado al Hotel AMFAC
(Gillian Long-Estala, Rubén Alzate)

5:55 PM Llegada de Oscar Montaña (Bolivia); Vuelo No. 1414
(de Salt Lake City), de Delta Airlines.
Recibimiento y traslado al Hotel AMFAC
(Rubén Alzate)

Sábado, 17 de agosto

7:30 - 8:30 Desayuno (por cuenta propia)

9:00 - 12:00 Orientación del grupo ecuatoriano y boliviano por
parte de la Srta. Leesa Kaplan - Salón "Brazos",
2do. piso), Hotel AMFAC

12:00 - 1:30 Almuerzo

2:00 - 2:30 Orientación acerca de las viviendas (Israel Perdomo)
- Hotel AMFAC (reunirse en el vestíbulo)

2:30 Búsqueda de viviendas (Rubén Alzate, Israel
Perdomo)

3:08 PM Llegada de Ligia Arguedas (Costa Rica); Vuelo 329
(de Dallas), de American Airlines.
Recibimiento y traslado al Hotel AMFAC (Rubén
Alzate)

Domingo, 18 de agosto

DIA LIBRE

4:10 PM Llegada del grupo de Costa Rica (4 participantes;
ver lista adjunta), Continental Airlines Vuelo 111.
Recibimiento y traslado al Hotel AMFAC (Rubén
Alzate)

7:15 PM Llegada de Rafael Basora (República Dominicana);
Vuelo 163 de American Airlines.
Recibimiento y traslado al Hotel DeAnza (Rubén
Alzate)

Lunes, 19 de agosto

8:00 AM Salida del Hotel (Rubén Alzate) - desayunar antes
de salir, por cuenta propia

8:30 - 9:00 Orientación sobre trámite bancario - excepto grupo
ecuatoriano (Rubén Alzate) - Oñate Hall

9:00 - 10:00 Trámite bancario (Rubén Alzate, Gilberto Lobo)

10:00 en Búsqueda de viviendas (Rubén Alzate e Israel
adelante Perdomo)

Martes, 20 de agosto

- 8:30 Reunión en Oñate Hall para llevar los estudiantes de Administración Educativa a la orientación académica
- 9:00 - 12:00 Grupo de Administración Educativa
en la Facultad de Educación, Salón 124
Dr. Ernest Stapleton, Lic. Vilma Méndez
- 12:00 - 1:30 Almuerzo (por cuenta propia)
- 2:00 - 4:00 Orientación sobre Centro de Salud Estudiantil de la UNM (Sra. Terry Padilla, Sr. Sigifredo Sáenz) - Facultad de Educación, Salón 124. Orientación sobre Seguro Médico (Rubén Alzate)
- 7:15 PM Llegada de Harry Pozas (Chile). Vuelo No. 163 de American Airlines.
Recibimiento y traslado al Hotel De Anza (Rubén Alzate)

Miércoles, 21 de agosto

- 8:00 Recoger a Harry Pozas del Hotel (Rubén Alzate)
- 8:30 - 11:00 Trámite para sacar seguro social - traer pasaporte, Visa, tarjeta de entrada - I-94 y IAP66 (Rubén Alzate y María Eugenia Sifuentes), Punto de reunión: Oñate Hall
- 12:00 - 1:30 Almuerzo (por cuenta propia)
- 2:00 - 4:30 Trámite de matrícula para los estudiantes de Administración Educativa - Facultad de Educación Salón 124 (Vilma Méndez e Israel Perdomo)

Jueves, 22 de agosto

- 9:00 - 10:30 Bienvenida oficial - Simpson Hall
- Dr. Jon Facey, Director de OITEC
Dr. José Rivera, Director Académico, MAPAS
Prof. E. Stapleton, Director Académico,
Maestría en Administración Educativa
Dres. G. Engelbrecht y Gary Anderson,
Co-directores - Programas Latino-americanos de Educación (LAPE)
- 10:30 - 12:00 Orientación - seguro médico, viajes, becas e impuestos - Oñate Hall B-11 (Gilberto Lobo y Rubén Alzate)

1:00 - 4:00 Orientación académica para los estudiantes de MAPAS

Grupo de Administración Pública (MAPAS)

Edificio de Administración Pública

Dr. José Rivera

Lic. Mary B. Tórréz

6:30 PM Reunión de becarios de Development Associates con la Sra. Beatriz O'Brien - Oñate B-11

Viernes, 23 de agosto

8:45 Cita en Oñate Hall
Visita a varias dependencias de la Universidad

9:00 - 10:00 OITEC - todos los participantes (Rubén Alzate y Gilberto Lobo)

10:00 - 12:00 Estudiantes de Admin. Ed.: Facultad de Educación
- Area administrativa
- Decanos
- Depto. de Administración Educativa
- Biblioteca
(Vilma Méndez e Israel Perdomo)

10:00 - 12:00 Estudiantes de MAPAS: Administración Pública
- Area administrativa
- Biblioteca Parrish
(Mary Torrez y Linda Rios)

12:00 - 1:30 Almuerzo (La Posada, por cuenta propia)

2:00 - 4:00 Visita a otras dependencias de la Universidad (Centro de Salud; Johnson Gym; "Student Union Building"; Teatros y Salas de Conciertos: Popejoy, Keller, y Rodey (Rubén Alzate, Israel Perdomo, María Eugenia Sifuentes, Linda Rios)

Sábado, 23 de agosto

9:00 - 12:00 Paseo por la ciudad - punto de reunión: Oñate Hall (Rubén Alzate, María Eugenia Sifuentes, Linda Rios)

Domingo, 24 de agosto

DIA LIBRE

Lunes, 26 de agosto

Iniciación de clases

- 9:00 - 11:45 Grupo MAPAS: Clase de Administración Pública Contemporánea
- " " Grupo de Administración Educativa: Clase de Administración de la Educación Superior
- 5:00 - 7:00 Grupo de Administración Educativa: Clase de "Solución de Problemas en Organizaciones Educativas" Facultad de Educación, Salón 124

- Las visitas a la Biblioteca Zimmerman se llevarán a cabo en la 2a. y 3a. semanas de clases. Los participantes se dividirán en 3 grupos. Se les avisará con anticipación la fecha y hora para estas visitas.
- Se les dará también con previo aviso, una orientación sobre la Oficina de Programas Internacionales de la UNM.
- Para cualquier ayuda, el número telefónico de la Oficina Central de OITEC es el 277-2202.

M.A. IN EDUCATIONAL ADMINISTRATION
Fall 1991

* NEW STUDENTS *

Name	SS No.	Country	Funding Source
1. Arguedas, Ligia	NA	Costa Rica	AID/PIET
2. Basora, Rafael	"	Dom. Rep.	"
3. Carrillo, Rosa Hilda	"	Ecuador	USAID/Andean (Dev.Assoc.)
4. Charri Rodríguez, Jorge	"	Colombia	ICA/ICETEX
5. Chen, Evelyn	"	Costa Rica	AID/PIET
6. Montenegro, Mario	"	Ecuador	USAID/Andean (Dev.Assoc.)
7. Orbea-Rubio, Edgar	"	"	"
8. Pozas, Harry	"	Chile	OAS
9. Ramos-Olmedo, Holger	"	Ecuador	USAID/Andean (Dev.Assoc.)
10. Rojas, Luis	"	"	"
11. Santos, Carmen	"	Venezuela	OAS
12. Solis, Otilia	"	Costa Rica	AID/PIET
13. Tapia-Paredes, Nancy	"	Ecuador	USAID/Andean (Dev.Assoc.)
14. Vargas, Ileana	"	Costa Rica	AID/PIET

TOTAL New Students = 14

* RETURNING STUDENTS *

Name	SS No.	Country	Funding Source
1. Cornejo, Marco		Ecuador	AID/Andean (Dev.Assoc.)
2. Cotacachi, Mercedes		"	"
3. Guerra, Susana		"	Fulbright
4. Hidalgo-Villatoro, Felipe		Guatemala	USAID/Guat.
5. Luna, Ana Ninnette		El Salvador	OAS
6. Moreno, Pablo		Venezuela	Univ.Nac.de Los Andes
7. Poma, Angel		Ecuador	AID/Andean ,(Dev.Assoc.)
8. Reyes, Luis		Chile	OAS
9. Rojas-Romero, Raúl		Colombia	OAS
10. Solano-Ugalde, Wilbert		Costa Rica	AID/PIET

TOTAL Returning Students = 10

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TOTAL NUMBER OF STUDENTS (ED.AD.), FALL 1991 = 24

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MAPAS
Fall 1991

* NEW STUDENTS *

Name	SS No.	Country	Funding Source
1. Aponte, René Roberto	NA	Bolivia	USAID/Andean (Dev.Assoc.)
2. Chiliquinga, Washington (Health)	"	Ecuador	"
3. Durán, Angel Santiago	"	Bolivia	"
4. Fernández, Miguel Angel (Health)	"	"	"
5. Flores, Eddy Armando	"	"	"
6. Gil, Osvaldo	"	"	"
7. Giles, Gustavo (Health)	"	Ecuador	"
8. Guerra, Oswaldo	"	"	"
9. Ibarra, Angel Eduardo (H)	"	"	"
10. Montaña, Oscar	"	Bolivia	"
11. Mora, Elizabeth	"	Costa Rica	AID/PIET
12. Palacios, Iván (H)	"	Ecuador	USAID/Andean (Dev.Assoc.)
13. Palenque, Gabriel (H)	"	Bolivia	"
14. Pasten, Wilfredo (Health)	"	"	"
15. Piedra, Ana Cecilia (H)	"	Ecuador	"
16. Rojas, María Elena (H)	"	"	"
17. Rojas, Víctor Hugo (H)	"	"	"
18. Saucedo, Haidee C.	"	Bolivia	"
20. Zabala, Diana (Health)	"	Ecuador	"
20. Zamora, Germán Rodrigo	"	Bolivia	"

TOTAL New Students (MAPAS) = 20

* RETURNING STUDENTS *

Name	SS No.	Country	Funding Source
1. Acevedo, Emilia		Colombia	USAID/Andean (Dev.Assoc.)
2. Andrade, Jaime		Ecuador	"
3. Dávalos, Edgar		"	"
4. Lobato, Patricio		"	"
5. Márquez, Raúl		"	"
6. Rincón, Luis Eduardo		"	"

TOTAL Returning Students = 6

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TOTAL NUMBER OF STUDENTS (MAPAS), FALL 1991 = 26
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