

~~SECRET~~  
PID-ABL-842

901-1

## **An Evaluation Of The Presidential Training Initiative For The Island Caribbean**

February, 1986 - December, 1987

Submitted to:  
Office of Development Resources  
Latin America/Caribbean Bureau  
Agency for International Development

Submitted by:

Aguirre International  
411 Borel Avenue, Suite 402  
San Mateo, CA 94402

and

Checchi & Company Consulting, Inc.  
1730 Rhode Island Avenue, N.W.  
Washington, DC 20036-3193

August, 1988

Under Contract LAC-0001-C-00-6003-0

## TABLE OF CONTENTS

<b>EXECUTIVE SUMMARY</b> .....	i
GENERAL CONCLUSIONS .....	i
THE ASSESSMENT MODEL .....	ii
SELECTION.....	ii
POPULATIONS BEING SERVED .....	ii
SECTORS BEING SERVED .....	iv
SERVICES BEING PROVIDED .....	v
PREDEPARTURE PREPARATION .....	v
TRAINING PROGRAMS .....	v
EXPERIENCE AMERICA .....	vi
PROJECT ADMINISTRATION: PROCEDURES FOR RECRUITMENT, SCREENING AND SELECTION .....	viii
COST .....	viii
TECHNICAL TRAINING PROGRAM COSTS .....	ix
ACADEMIC TRAINING PROGRAM COSTS .....	xi
ADMINISTRATIVE COSTS .....	xi
<b>CHAPTER ONE</b> .....	1-1
GENERAL INTRODUCTION AND BACKGROUND .....	1-1
THE ASSESSMENT MODEL .....	1-3
THE KISSINGER REPORT .....	1-6
THE CLASP PROJECT PAPER .....	1-6
COUNTRY TRAINING PLANS AND CABLE REVIEW .....	1-8
BACKGROUND .....	1-8
CABLE GUIDANCE.....	1-8
COUNTRY TRAINING PLAN SUMMARIES .....	1-11
THE DOMINICAN REPUBLIC .....	1-11
HAITI .....	1-13
JAMAICA .....	1-14
THE RDO/C .....	1-16
SUMMARY .....	1-18
<b>CHAPTER TWO</b> .....	2-1
WHO IS BEING SERVED--WHO BENEFITS? .....	2-1
INTRODUCTION .....	2-1
RESULTS .....	2-1
TRENDS BY MISSION .....	2-3
AWARDS TO WOMEN .....	2-3
AWARDS TO THE ECONOMICALLY DISADVANTAGED .....	2-3
AWARDS BASED ON OTHER SELECTION CRITERIA: YOUTH, LEADERSHIP, AND RURAL .....	2-4
AWARDS BY SECTOR SERVED.....	2-7
AWARDS BY OCCUPATION OF TRAINEE .....	2-9
ISSUES .....	2-12
ECONOMIC MEANS TEST .....	2-12
RECRUITMENT, SCREENING, AND SELECTION .....	2-12
SUMMARY.....	2-13
RECOMMENDATIONS .....	2-13

<b>CHAPTER THREE</b> .....	3-1
WHAT SERVICES ARE BEING PROVIDED--HOW WELL ARE THEY BEING PROVIDED? .....	3-1
INTRODUCTION .....	3-1
RESULTS .....	3-2
TYPES OF AWARDS .....	3-2
LIMITATIONS .....	3-4
PREDEPARTURE PREPARATION .....	3-4
THE TRAINING PROGRAMS .....	3-10
EXPERIENCE AMERICA .....	3-15
SUMMARY .....	3-21
RECOMMENDATIONS .....	3-21
 <b>CHAPTER FOUR</b> .....	 4-1
COST OF PTIIC TRAINING .....	4-1
TECHNICAL TRAINING PROGRAM COSTS .....	4-2
ACADEMIC TRAINING PROGRAM COSTS .....	4-3
ADMINISTRATIVE COSTS .....	4-3
OTHER ISSUES .....	4-3
RECOMMENDATIONS .....	4-4
 <b>APPENDIX A</b> .....	 A-1
SUMMARY OF LAC II DATA .....	A-1
 <b>APPENDIX B</b> .....	 B-1
TECHNICAL TRAINING COSTS .....	B-1

# EXECUTIVE SUMMARY

---

As with other projects created under the Central and Latin American Scholarships Program (CLASP), the PTIIC project has this dual goal:

**to contribute to the formation of more effective manpower resources, thereby ensuring the leadership and technical skills needed for the progressive, balanced and pluralistic development of selected Caribbean Basin and South American countries and to strengthen mutual understanding between the United States and its Latin and Caribbean neighbors.**

This report provides information on PTIIC project performance--progress toward realizing the dual goal--and offers suggestions for improving the future performance for individual Missions.

## GENERAL CONCLUSIONS

Under the PTIIC project, the four Missions of the Caribbean Basin have jointly succeeded in meeting important performance standards set for CLASP projects. However, as these Missions complete the second full year of project implementation, individual Missions need to address specific procedural problems pointed out in this report and take steps to improve performance where indicated. Specific recommendations include:

- LAC/DR/EST should ensure that USAID/Jamaica makes its highest priority completing an acceptable Country Training Plan.
- LAC/DR/EST should require the USAID/Jamaica to specify how it will target a much larger proportion of socially and economically disadvantaged individuals.
- LAC/DR/EST should require of the USAIDs/Haiti and Jamaica that their CLASP Information Systems (CIS) be updated to contain complete information on each Trainee's personal and family financial and educational background along with all other biodata and selection information that the CIS was designed to include. (If application forms do not solicit all required information, the forms should be modified accordingly.)
- LAC/DR/EST should remind all Missions that information entered into the CIS should be verifiable; that is, an applicant's file should contain supporting records. Missions should be requested to cable LAC/DR/EST confirming that systems are in place to verify that supporting documentation is on file.
- USAID/RDO/C should be asked to explain how a member of an Island selection committee was given a scholarship to the U.S. Specifically, the Mission should be asked how this person fit the PTIIC selection criteria, what procedures were used to select this person, and how the appearance of conflict of interest was handled.

- USAID/RDO/C should be asked to provide additional information regarding cost of their first program, PIO/P Number 60227. We have asked the contractor to provide information on this group and have learned that the group consisted of either 50 or 66 individuals who were trained at the University of the Virgin Islands. The cost of the training has been reported as low as \$400,000 and as high as \$800,000.
- All Missions need to provide exact guidance to placement contractors ensuring that Experience America programming involves Trainees with democratic institutions and processes as well as with U.S. social life.
- LAC/DR/EST should enforce its mandate that Missions submit training requests to the contractor 6 months in advance of Trainee departure for Academic Trainees and 3 months for Technical Trainees.
- Missions that serve English-speaking countries should share their insights and experiences regarding PTIIC Trainees and programs to consider the most appropriate ways of adapting the project to suit their populations.

## **THE ASSESSMENT MODEL**

The assessment model adopted for the PTIIC project is the same as that used for other CLASP projects. The Kissinger Report and the CLASP Project Paper are the source documents for general goals and for specific objectives and performance standards. Each Mission's Country Training Plan defines strategies for achieving these goals and objectives.

## **SELECTION**

The Trainees selected for PTIIC awards have ranged from 16 to 71 years of age (average 31 years). Trainees from Missions other than Haiti have had as few as 8 or as many as 25 years of prior schooling (average 14 years). Parents of Trainees from the Dominican Republic and from the eastern Caribbean islands (served by the RDO/C in Barbados) had attended school an average of 9 years. (The computerized CLASP Information Systems of the Missions in Haiti and Jamaica provide incomplete information on years of schooling.) For 74% of Trainees, the PTIIC award was their first opportunity to travel to the United States.

## **POPULATIONS BEING SERVED**

The two populations specifically targeted for CLASP (and therefore PTIIC) awards are being reached in expected proportions. The Caribbean Basin Missions have selected women (53%) and the economically disadvantaged (70%). Other targeted populations are also being reached but in lesser proportions: over one-third (36%) of Trainees have been rural and one-fourth

(25%) have been youth--as defined by Missions. Missions other than the Dominican Republic appear not to be selecting Trainees on the basis of actual or potential leadership qualities although a majority (75%) of the 131 long-term Trainees and at least 27% of the 531 short-term Trainees have received training specifically designed to enhance leadership skills. The percentages are based on counts through December 31, 1987 when a total of 662 PTIIC Trainees had initiated programs in the U.S. Figure 1 shows the proportions selected on the basis of the various criteria. Table 1 summarizes counts and percentages of individual Missions for selected performance factors and provides updated figures through March 31, 1988.

**TABLE 1**  
**PRESIDENTIAL TRAINING INITIATIVE FOR THE ISLAND CARIBBEAN**  
**PARTICIPANTS BY MISSION**

MISSION	NEW STARTS	ECONOMICALLY DISADVANTAGED		FEMALE		LONG-TERM TRAINING	
DOMINICAN REP.							
Thru 12/31/88*	52	36	69%	21	40%	40	77%
2nd QTR FY88	40	36		13		35	
Total	92	72	78%	34	37%	75	82%
HAITI							
Thru 12/31/88*	88	58	66%	34	39%	5	6%
2nd QTR FY88	10	0		1		0	
Total	98	58	59%	35	36%	5	5%
JAMAICA							
Thru 12/31/88*	146	14	10%	97	66%	19	13%
2nd QTR FY88	2	0		1		2	
Total	148	14	9%	98	66%	21	14%
RDO/C							
Thru 12/31/88*	376	356	95%	200	53%	67	18%
2nd QTR FY88	13	1		4		13	
Total	389	357	92%	204	52%	80	21%
PTIIC TOTAL							
Thru 12/31/88*	662	464	70%	352	53%	131	20%
2nd QTR FY88	65	37		19		50	
Grand Total	727	501	69%	371	51%	181	25%

\*These counts and percentages--through December 31, 1987--were used to prepare the report. Totals through March 31, 1988 are presented in this summary only.

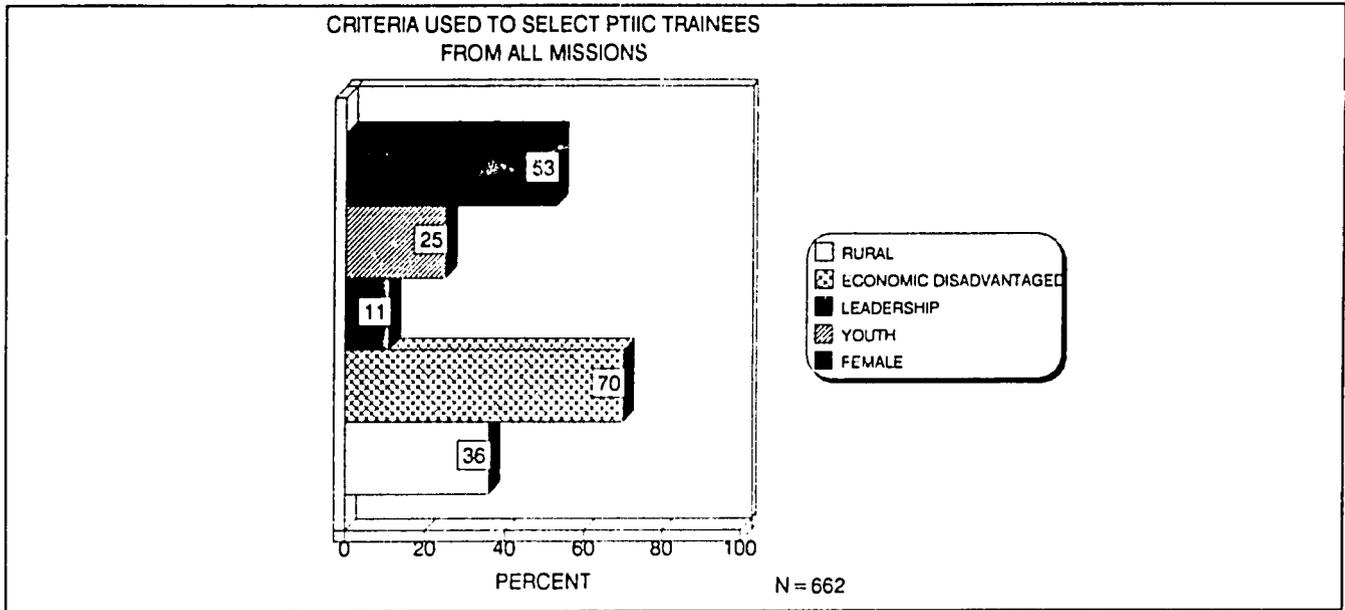


Figure 1

### SECTORS BEING SERVED

The PTIIC project is serving primarily the public sector (74% of 574 awards given by Missions other than Haiti). This percentage reflects the emphasis that two Missions (Jamaica and the RDO/C) have given to education as a priority area and to teachers as a target group. Education was the field of last or current employment for 64% of Trainees. Only 13% of awards have gone to persons employed in the private sector (see Figure 2). (These percentages are based on information from three Missions only. The Mission in Haiti did not include employment information in its computerized CLASP Information System.)

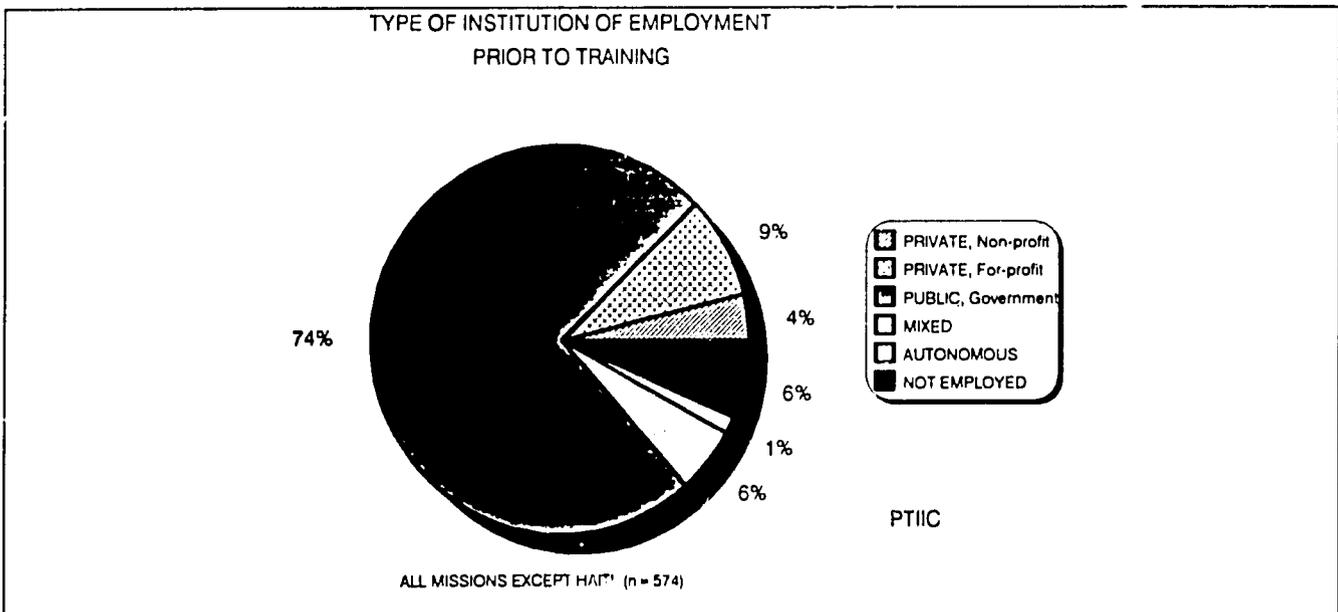


Figure 2

## SERVICES BEING PROVIDED

### PREDEPARTURE PREPARATION

Trainees have received predeparture preparation. The Missions in non-English-speaking countries provide English language training, and all four Missions provide Trainees with an orientation to U.S. culture. Nevertheless, only about one-half (49%) of short-term Trainees surveyed felt *prepared or very prepared* for the training. Haitian Trainees specifically cited lack of program information as a reason for their feeling unprepared. Percentages are shown in Figure 3.

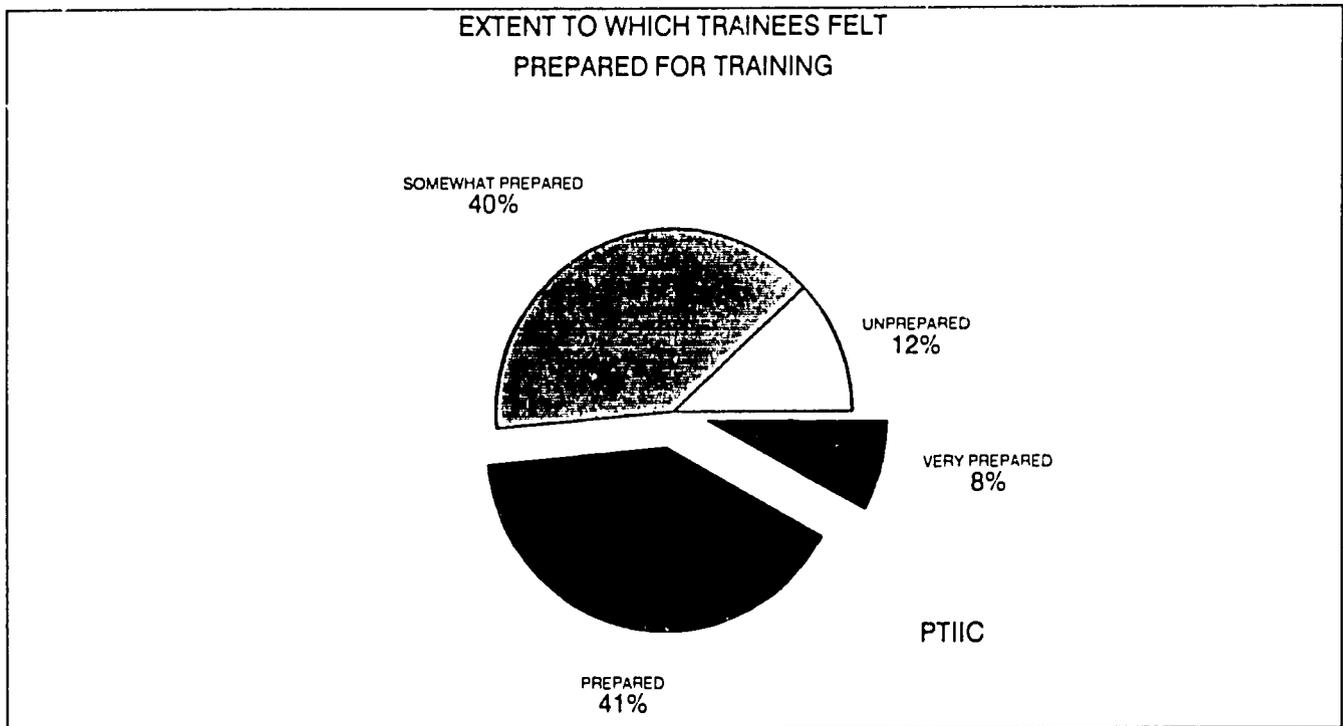


Figure 3

### TRAINING PROGRAMS

PTIIC training programs through December 1987 have been both short-term (80%) and long-term (20%). Short-term programs have averaged one month in duration and have provided training in a variety of fields that include teacher training, journalism, youth leadership training, agriculture, labor relations, administration of justice, small business management and accounting. The fields have varied by Mission in accordance with Mission-designated priority areas. Over one-third (42%) of short-term Trainees surveyed have found the training to be *better than expected*. Only 5% reported it to be below expectations (see Figure 4).

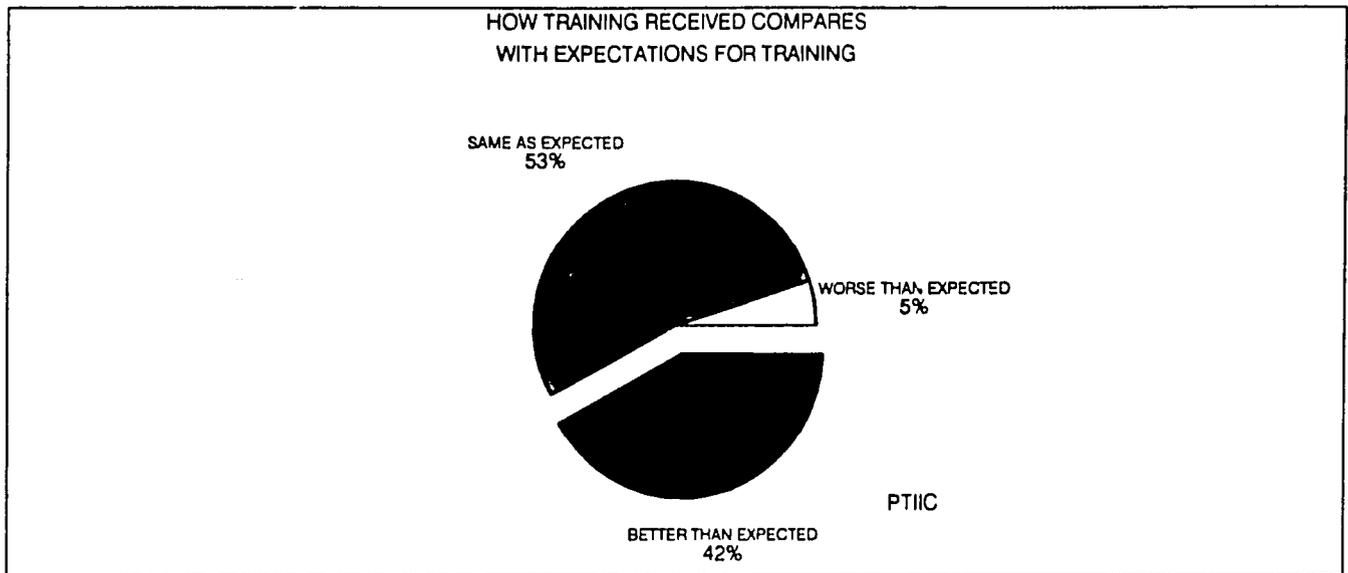


Figure 4

Averaging over the four Missions, the proportion of long-term training programs meets the recommended minimum of 20%. Most (93%) of the academic training has been--as recommended--undergraduate rather than graduate level.

**EXPERIENCE AMERICA**

Short-term Trainees had a variety of experiences outside of their classrooms. More than half (56%) of those surveyed had visited or lived with U.S. families, and over one-third (38%) had attended civic activities (see Figure 5). Some respondents reported a much increased understanding of U.S. families, citizens and life styles; fewer reported that understanding of U.S. politics and government was much increased (see Figure 6).

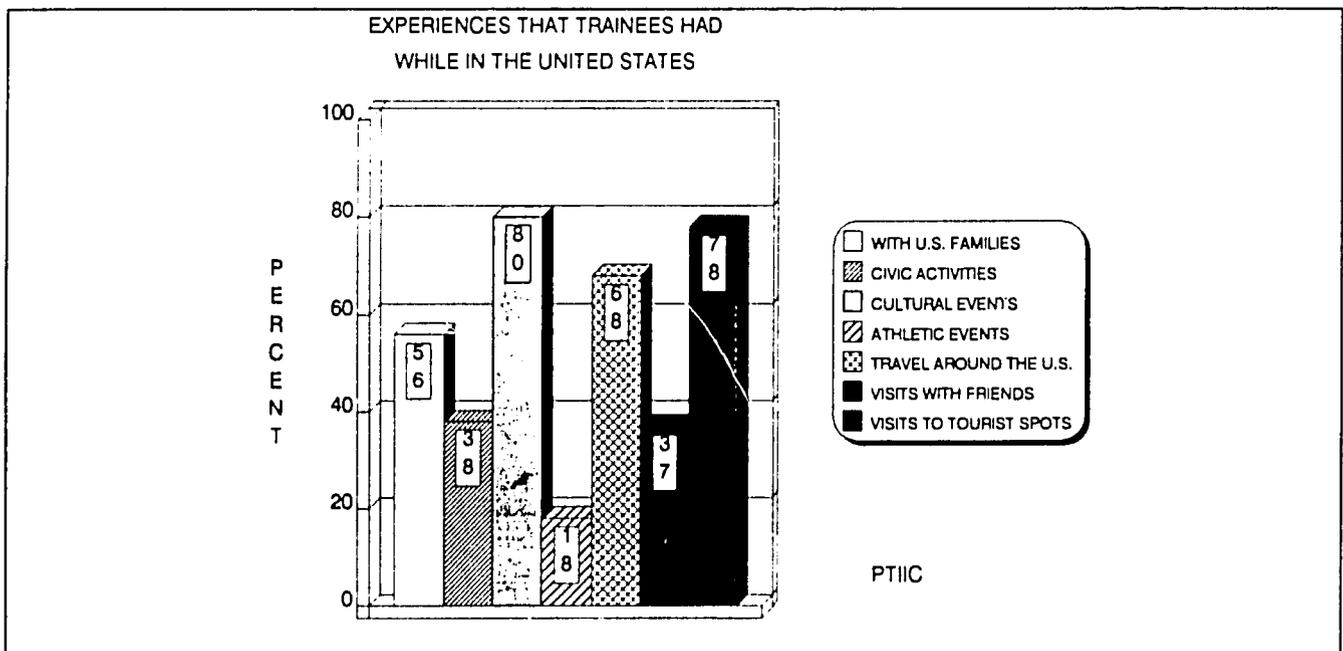


Figure 5

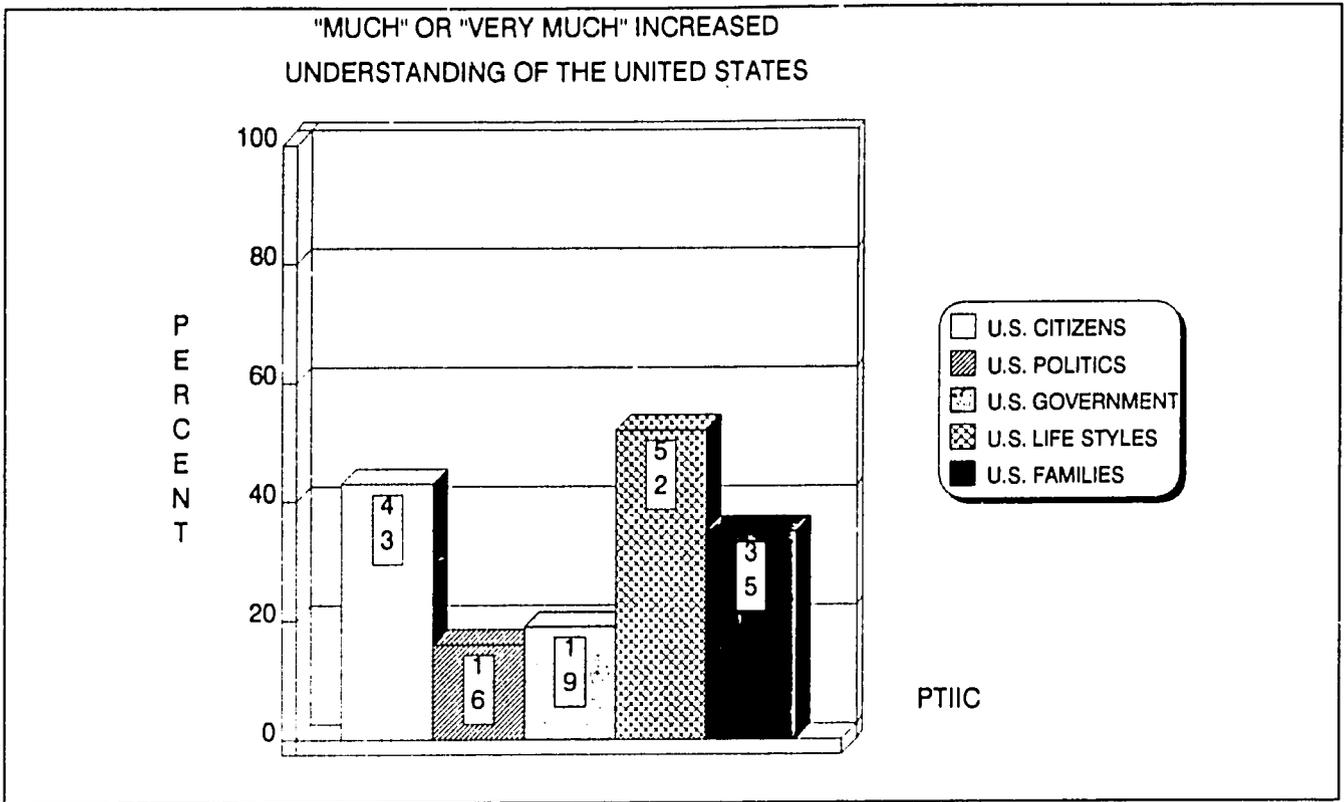


Figure 6

Trainees characterized the United States very positively on several dimensions (see Figure 7).

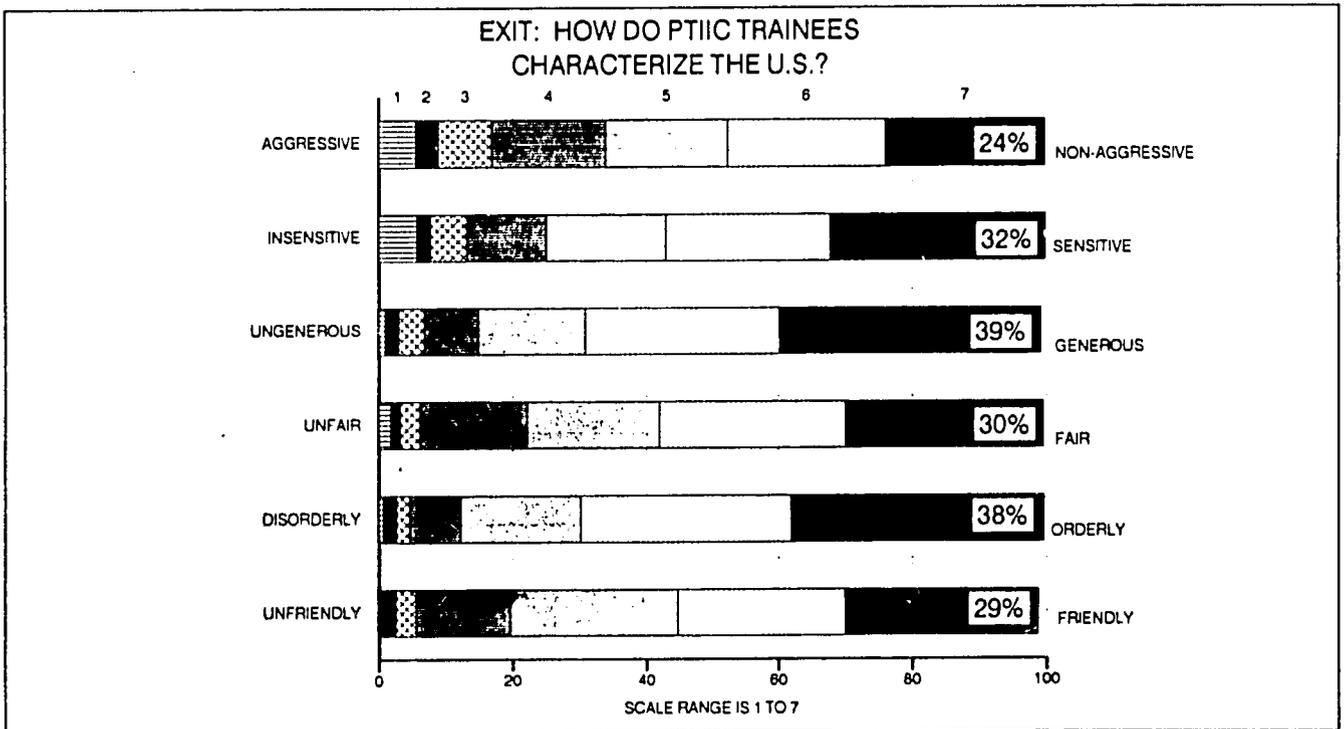


Figure 7

## **PROJECT ADMINISTRATION: PROCEDURES FOR RECRUITMENT, SCREENING AND SELECTION**

An important activity of evaluation is to inform AID of the administrative and management issues that affect project implementation performance. These issues are often discussed informally or observed during the technical implementation field visits. The following paragraph discusses the important issues that have come to light.

The Missions in both the Dominican Republic and Haiti have developed sound procedures. But documentation of the process has been weak in Haiti and in Jamaica. (The two Missions have received recommendations from Aguirre International on ways to improve documentation.) In the RDO/C, the procedures used in the past have left the Mission with too little authority over selection decisions, but new procedures are being attempted. Finally, Missions in both Haiti and Jamaica have failed to include in the CIS information that would help substantiate the appropriateness of selection decisions--for example, income and employment information indicative of Trainee socioeconomic level. (Both are now aware of the need to request this information from applicants, and the Mission in Haiti has even gotten independent verification of information supplied by some of its more recent applicants.)

### **COST**

Assessment of expenditures to date associated with the implementation of the PTIIC project require examination of two distinct cost categories:

1. Contractor administrative costs which include such items as staff salaries, travel, overhead and profit;
2. Program costs which include such items as expenditures for Trainee tuition, maintenance, insurance, Trainee travel, and supplemental activities.

Because training programs fall into two distinct areas (academic and non-academic), evaluation of program cost should be partitioned into two sub-categories: costs associated with academic training and costs associated with non-academic or technical training.

Table 2 displays costs associated with the above categories for PTIIC.

The PTIIC contractor has supplied us with detailed expenditure data in only one of the above categories: expenditures related to technical training program costs. We have not yet received detailed information regarding overall administrative or academic program costs. However we have received reports from the contractor to AID/W which summarize these costs. We will use these figures for administrative and academic program costs.

**TABLE 2**  
**COST CATEGORY COST PER TRAINING-MONTH**

<b>PROGRAM</b>	
Academic	\$1,128
Technical	\$2,655
ADMINISTRATIVE	\$548

### **TECHNICAL TRAINING PROGRAM COSTS**

Expenditure data associated with program costs of technical training are reasonable and in line with CAPS data for similar programs. Table 3 shows costs through March 30, 1988. The mean cost per training-month for technical training is \$2,655. Figure 8 depicts the portion of total expenditures for technical training which the region allocated to the various cost ranges of training. Thirty-four percent of total expenditures for technical training were spent on programs costing about \$1500 per training-month. This is a very low figure and accounts for the overall low technical training program costs. On the other hand, over 7% of all expenditures for technical training cost more than \$6,500 per training-month, a very high figure. Table 3 provides additional detail on technical training costs per PIO/P group.

TABLE 3  
TRAINING COST FOR TECHNICAL PROGRAMS, PTIIC

USAID	PIO/P NO.	PROGRAM ENHANCEMENTS AFFECTING COST	DEPT DATE	RETURN DATE	TOTAL	TOTAL	COST PER TRAINING MONTH
					PROGRAM TRAINING MONTHS	COST LESS AIRFARE	
HAITI	7658151		07-Feb-87	15-Feb-87	1.30	\$200	\$154
JAMAICA	7658152		15-Mar-87	15-Aug-87	5.05	\$2,100	\$416
JAMAICA	7658162		30-May-87	01-Aug-87	94.50	\$107,592	\$1,139
RDO/C	50134		29-Jun-87	18-Sep-87	2.66	\$4,300	\$1,617
RDO/C	7658145		01-Jul-87	31-Aug-87	398.00	\$689,681	\$1,733
DR	70082	SOCIAL/PROFESSIONAL	25-Oct-87	08-Nov-87	1.20	\$2,852	\$2,377
RDO/C	60002		15-Jun-86	01-Sep-86	2.56	\$6,766	\$2,643
JAMAICA	7658210		04-Aug-87	31-Oct-87	8.40	\$23,645	\$2,815
JAMAICA	7658199		09-Nov-87	04-Dec-87	17.80	\$50,808	\$2,854
JAMAICA	7658161	ONE-WEEK WORKSHOP IN	06-Jul-87	09-Aug-87	23.00	\$69,458	\$3,020
JAMAICA	7658198		06-Nov-87	12-Dec-87	18.00	\$57,600	\$3,200
HAITI	7658160	CONSULTANT FEE;	12-Apr-87	27-Apr-87	1.50	\$5,866	\$3,910
RDO/C	7658048		09-Nov-87	18-Dec-87	17.92	\$72,533	\$4,048
JAMAICA	7658196	EXPERIENCE AMERICA	10-Aug-87	04-Sep-87	13.35	\$54,086	\$4,051
JAMAICA	7658159	EXPERIENCE AMERICA: VISIT	04-Mar-87	02-Apr-87	5.00	\$21,219	\$4,244
JAMAICA	7658208		16-Aug-87	02-Oct-87	1.50	\$6,523	\$4,349
DR	7658101		22-Mar-87	26-Mar-87	0.91	\$4,376	\$4,809
RDO/C	60227	NEEDS ASSESSMENT AND	19-Jul-86	01-Sep-86	95.70	\$486,128	\$5,080
DR	7658108	INTERPRETER USED.	15-May-87	27-Jun-87	1.35	\$7,207	\$5,339
HAITI	7658153		01-Mar-87	04-Mar-87	0.20	\$1,113	\$5,565
HAITI	7658191-4	FOUR CHAPERONS.	24-Aug-87	16-Sep-87	21.70	\$126,994	\$5,852
JAMAICA	7658211-12		16-Nov-87	11-Dec-87	1.50	\$9,033	\$6,022
HAITI	7658197	TWO INTERPRETERS;	07-Oct-87	03-Nov-87	9.90	\$60,645	\$6,126
RDO/C	7658080		23-Aug-87	27-Sep-87	9.20	\$65,588	\$7,129
RDO/C	70189		19-Jul-87	01-Aug-87	4.30	\$40,463	\$9,410
RDO/C	70226		30-Sep-87	10-Oct-87	3.30	\$40,463	\$12,262

X

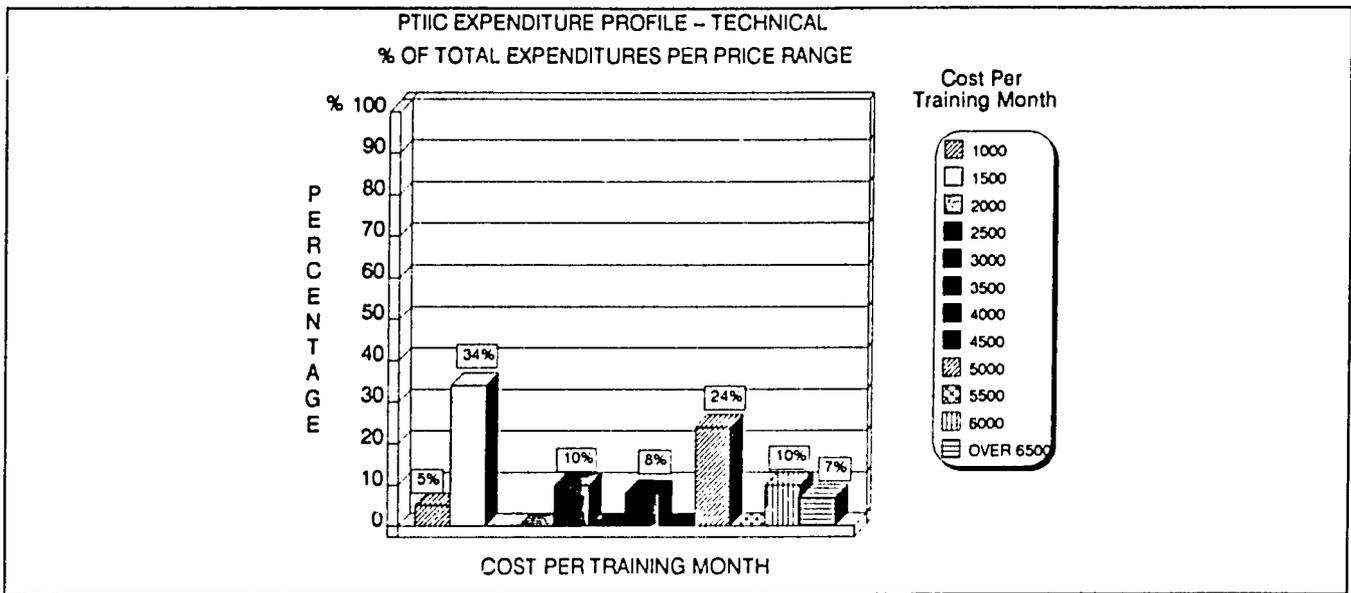


Figure 8

### ACADEMIC TRAINING PROGRAM COSTS

As in the case of Technical Training Program Costs, Academic Costs are low. The mean cost through June 30, 1988 is \$1,128 per training-month. This includes costs for tuition, fees, Trainee maintenance, etc.

### ADMINISTRATIVE COSTS

Administrative Costs are somewhat high, but not unreasonably so. The contractor reports having programmed 2,717 training-months through June 30, 1988 at a total administrative cost of \$1,487,856. This yields a per training-month cost of \$548. This is high; however it should be remembered that all contractors have very high administrative costs during the first years of a project. The *natural* and expected high costs associated with project start-up when such expenditures as office rentals, installation of communications, and staffing have not been amortized over the life of the contract. In addition, most technical training groups are programmed during the initial two or three years of contract operation. This programming requires significant expenditure of contractor labor and results in high costs. We expect that costs per training-month will drop substantially as the program reaches the stage where the contractors receive no additional technical training groups from Missions. At this stage the contractors will only monitor academic trainees, and activity which requires low expenditure of resources. Even expenditures associated with Experience America may decline as Trainees must dedicate more time to studies and when they have successfully integrated into local society. USA has not yet reached this *maintenance* stage.

Thus we can expect that, given careful management, the overall administrative cost of the PTIIC contractor will approximate the \$200 per training-month expected of all contractors.

The remainder of this report provides additional detail on the implementation of the PTIIC to date.

# CHAPTER ONE

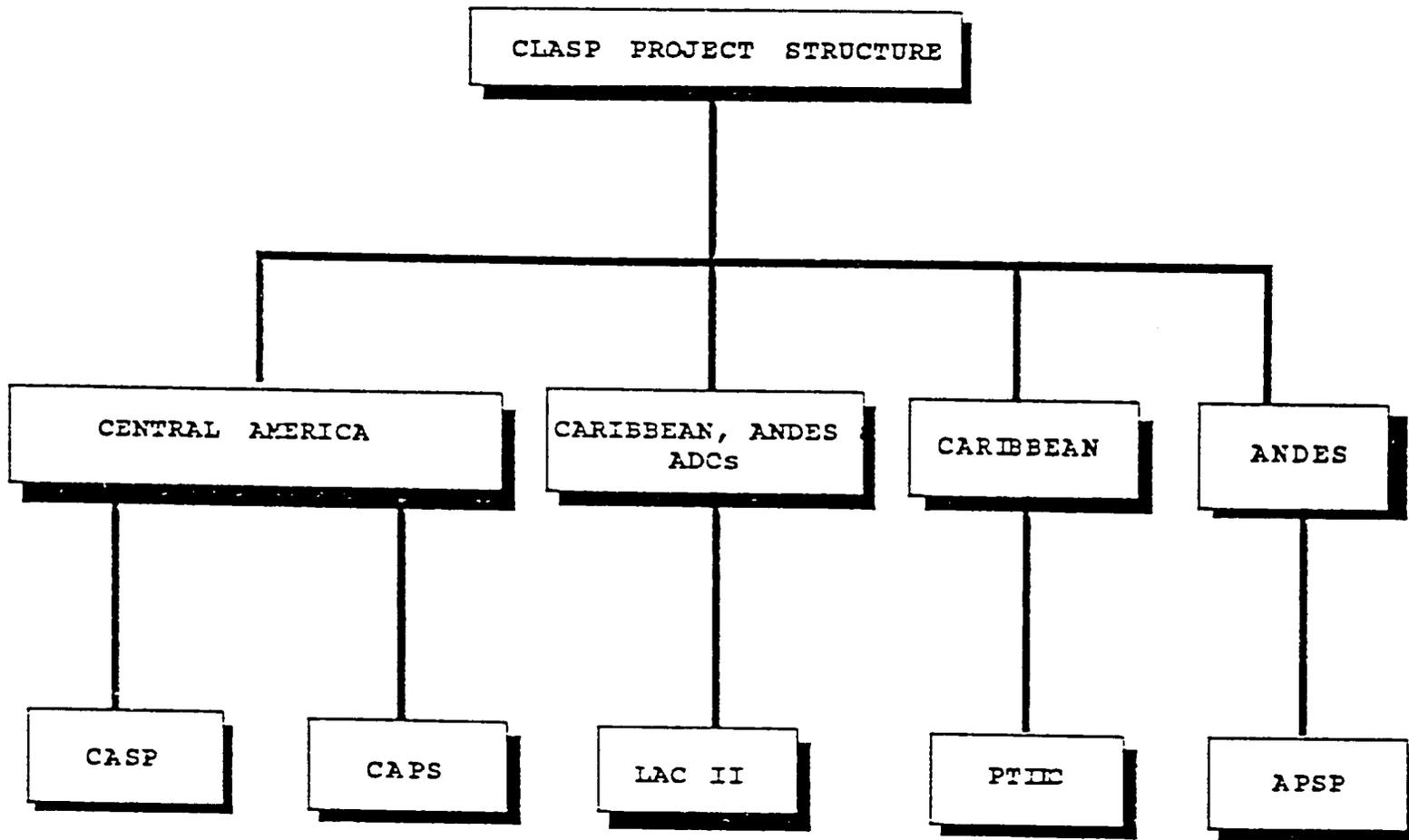
---

## GENERAL INTRODUCTION AND BACKGROUND

This report provides a first assessment of the implementation status of two Agency for International Development (AID) projects in the Caribbean Basin: (1) the Latin American and Caribbean Regional Training Initiatives II (LAC II) and (2) the Presidential Training Initiatives for the Island Caribbean (PTIIC). The report focuses on the PTIIC project. Coverage of LAC II is limited to Missions of the Caribbean Basin and to performance indicators for which information is available. LAC II results are presented in Appendix A.

One of several projects created under the Caribbean and Latin American Scholarships Program (CLASP), the PTIIC project was the result of a Presidential announcement made in Grenada in February 1986. While LAC II had provided funding for Latin American countries as well as for the Caribbean, PTIIC was limited to four AID Missions in the Caribbean: The Dominican Republic, Haiti, Jamaica, and the Regional Development Office for the Caribbean (RDO/C), which is located in Barbados and serves eight other island nations. In addition to \$5,100,000 (for fiscal years 85, 86, and 87) from LAC II, these Missions were to receive \$20,000,000 (for fiscal years 86 through 89) under PTIIC. The newer project was first described in the amended CLASP Project Paper of October 1986. The various projects created under CLASP are shown in Figure 1.1.

CLASP PROJECT STRUCTURE



1-2

FIGURE 1.1

CLASP projects share this dual goal:

**to contribute to the formation of more effective manpower resources, thereby ensuring the leadership and technical skills needed for the progressive, balanced and pluralistic development of selected Caribbean Basin and South American countries and to strengthen mutual understanding between the United States and its Latin and Caribbean neighbors.**

Several documents provide the basis for implementation of CLASP projects. Two of these, the Kissinger Report and the CLASP Project Paper, set forth general objectives and guidelines applicable to all CLASP projects and in all countries where CLASP exists. The other documents, Country Training Plans (CTPs), offer country- or context-specific interpretations of the general CLASP objectives and guidelines. An assessment of PTIIC project performance must take all these documents into account as each contains information critical to the design and implementation of the project and contributes to the framework against which it is to be evaluated.

The focus of Chapter One of this report is on the key documents that have guided PTIIC implementation. Chapter Two takes up the question of who has benefited from PTIIC, and Chapter Three reports on the services provided and how well these have benefited PTIIC Trainees. Chapter Four centers on a discussion of training program costs and administrative issues. Summary data for the LAC II project in the Caribbean are included in Appendix A.

## THE ASSESSMENT MODEL

The purpose of this process evaluation is to assess the extent to which the goals for PTIIC have been met. Figure 1.2 represents the assessment model used in this evaluation. The model shows the relationships among major elements in the design and implementation of PTIIC.

At the broad policy level, the Kissinger Report specifies two major goals whose interdependence has led to their being viewed as a *dual* goal with (1) a diplomacy aspect and (2) a training aspect.

At the level of project design, the CLASP Project Paper sets out further requirements for addressing the dual goal.

At the implementation level, the Country Training Plans for each country provide details of each USAID Mission's plan to carry out the project within the unique context of a given country.

The Missions have several basic tasks to perform in order to meet the CLASP dual goal:

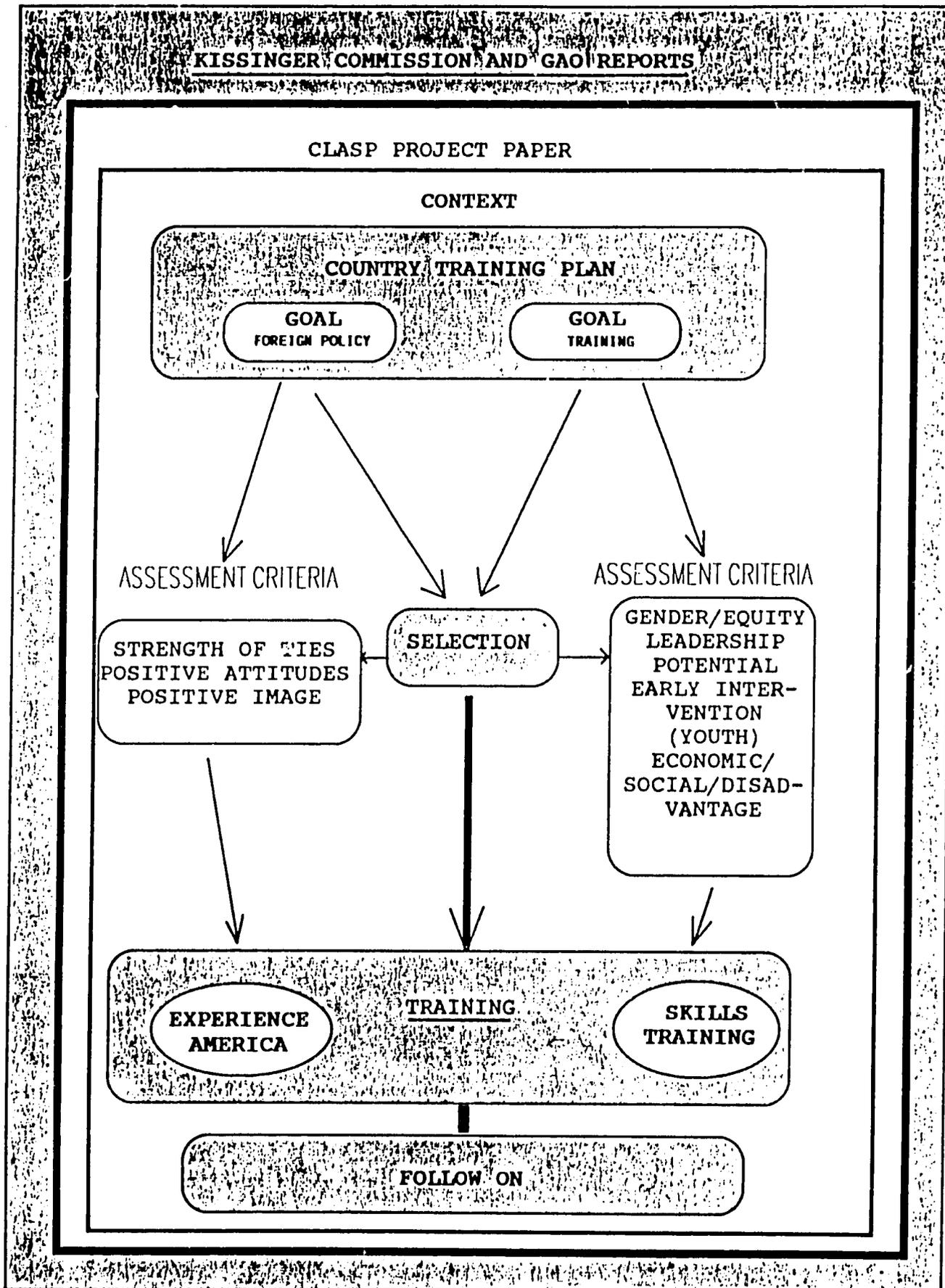
- (1) Select project participants. Target groups include women, the economically and socially disadvantaged, youth, potential leaders, and those from rural areas.
- (2) Design the training program. Each program must incorporate both *Training* and an *Experience America* component.
- (3) Monitor program development. The Mission receives regular reports from its contractors.
- (4) Design a follow-on program. The follow-on program must provide for additional training and help to establish or maintain linkages with the United States.

The training component includes academic and technical programs that enhance or develop Trainee competencies and, therefore, *contribute to the formation of more effective manpower*. The Experience America (EA) component, usually accomplished outside the classroom but in conjunction with academic or technical training, provides opportunities for *strengthening mutual understanding between the United States and its Latin and Caribbean neighbors*. The follow-on program also contributes to this latter objective.

Each Mission, in its Country Training Plan, describes how the various tasks are to be accomplished. The assessment model used for this report shows the kinds of assessment criteria that were used in the evaluation and how these relate to both the dual program goal and the Mission tasks. We analyze data from different sources to assess the performance of the PTIC project.

The focus of this chapter, however, is on the documents themselves. Here we examine the requirements of the Kissinger Report and the CLASP Project Paper in order to analyze how well the various Country Training Plans address these requirements.

FIGURE 1.2  
ASSESSMENT MODEL



## **THE KISSINGER REPORT**

The Caribbean and Latin American Scholarships Program (CLASP) results in part from a January 1984 report prepared by the National Bipartisan Commission on Central America. Some recommendations of the report influenced the creation of CLASP. The report recommended:

The establishment of a program of 10,000 government-sponsored scholarships to bring Central American students to the United States;

Careful targeting to ensure participation of young people from all social and economic classes; and

Adequate preparation, such as English-language training or necessary remedial academic work, in order to satisfy admission requirements for programs in the United States.

AID created the Caribbean and Latin American Scholarships Program, which is described in the CLASP Project Paper. The original version is dated February 1985 and an amended version is dated October 1986. It was with the amended version that the PTIIC project came into being.

## **THE CLASP PROJECT PAPER**

With the creation of CLASP in 1985 AID established a regional fund of \$225 million in grant assistance for the period 1984-1993 to provide training programs in the United States for selected individuals from the Caribbean and from Central and South America. CLASP is divided into two separate regional projects: (1) the Central American Peace Scholarships project (CAPS #597-0001), and (2) the Latin American and Caribbean Regional Training Initiatives II project (LAC II #598-0640). At least 10,000 Peace Scholars would be trained. The Central American Peace Scholarships (CAPS) would train 7,063 (later revised to 8,500) and 3,000 would be funded through the United States Information Agency (USIA). Originally, LAC II was to train 770 individuals. Ultimately, U.S. scholarship opportunities were to be provided for some 4,000 more Peace Scholars through two additional projects, the Presidential Training Initiative for the Island Caribbean (PTIIC) and the Andean Peace Scholarships Project (APSP).

The CLASP Project Paper offers specificity regarding two groups targeted for the program--70% socially or economically disadvantaged and 40% women. Other target groups--actual and potential leaders, rural and urban youth, and ethnic minorities--have no percentages designated. Thus, the final decisions are left to implementors at Missions. They have to decide what percentages to assign to targeted subgroups in accordance with demographic, social, and political conditions existing in a given country.

CLASP is intended to incorporate four programmatic elements now known as the diplomacy objectives:

CLASP candidates are to be selected on the basis of membership in leadership groups that are of special local concern.

CLASP Peace Scholars are to have an opportunity to experience America, that is, to participate in activities that expose them to a broad cross-section of Americans and to learn about and participate in a variety of events and activities at family, local, state, and national levels.

CLASP Peace Scholars are to have an opportunity to share their culture and values with North Americans.

CLASP Peace Scholars are to receive training that is seen as preliminary to the most important objectives of the program: the application of training upon return home and provision for continued contact leading to the development of strong friendship ties over time between individual Latin Americans and North Americans.

In view of these guidelines, each USAID Mission is to develop selection criteria that takes into account the financial need of the individual; academic performance and leadership potential; membership in a USAID Mission-defined special concern group, such as women, rural and urban youth, indigenous populations, Blacks, or other minority group (as relevant); the importance of the training to the development needs of the country; and the appropriateness of the training level to the requirements of the country.

CLASP Project Paper stipulations concerning prescreening and selection procedures include the following:

Missions should, where possible, ensure that scholarships are awarded to individuals judged to have the potential to assume leadership roles and/or significantly contribute to their country's social, economic, and political development.

Each Mission is to develop an Economic Needs Test.

Trainees are to be selected on the basis of an economic needs test and not on the basis of development objectives.

The screening process is to be fully described in the CTP.

In general, screening is to be separated from selection, be conducted by broad-based committees with strong non-governmental representation, and not be placed in the hands of any one individual.

Final selection authority is to reside with the Mission.

The Kissinger Report and the CLASP Project Paper set forth policy and guidelines that are to be reflected in each Mission's implementation, documents, and Country Training Plan. The CTPs for the four Caribbean Missions are described in the next section.

## **COUNTRY TRAINING PLANS AND CABLE REVIEW**

A Country Training Plan (CTP) guides the implementation of PTIIC in a given country. CTPs offer a level of concreteness and specificity much greater than that of policy documents such as the Kissinger Report and the CLASP Project Paper. CTPs develop clear cut objectives and strategies that define Mission training programs to suit the needs of the host country. CTPs provide for flexibility in the implementation of CLASP projects.

### **BACKGROUND**

At the time the PTIIC project was first implemented (1986), the Caribbean Missions did not have fully developed and approved Country Training Plans; cables from Missions to Washington were used to outline the PTIIC project. Later, Missions prepared full-fledged documents, or core plans. These were reviewed by AID/Washington who offered guidelines for strengthening the documents. The original project paper did not delineate Experience America in any detail although it incorporated the concept of enrichment. Since the inception of CLASP, AID/Washington has given additional emphasis to cost containment, follow-on, and Experience America. These elements began to appear in the Missions' FY 1987 CTP updates. For the most part, core CTPs need not be rewritten for the duration of the project, although yearly updates are required. The FY 1987 and FY 1988 output targets (i.e., number of Trainees to be trained) have been updated for all Missions by means of CTP tables. The FY 1987 update was particularly important as each Mission was encouraged to update the text of the document, as well as tables, so as to include its own agenda in light of experience gained during the initial period of implementation.

Apart from their value for AID/Washington, documents such as CTPs play an important role in process evaluation. On the one hand, they provide specificity in the articulation of objectives, which facilitates comparison between anticipated and actual outcomes. On the other hand, the CTPs themselves can be studied with regard to clarity in articulating the policy goals issued from Congress and AID. The general, and sometimes vague, policy statements have to be made concrete if they are to facilitate Mission-level decision making. Communications from AID/Washington, CTP review cables and guidance cables, represent additional documents that are to be considered during project evaluation since they show the direction of policy change as it occurs.

### **CABLE GUIDANCE**

CTP review cables from AID/Washington offer comments concerning a Mission's draft CTP and CTP updates and provide guidance for modifying the draft documents. Other more general guidance cables clarify policy and issues to be dealt with in preparing the CTP drafts and updates. The guidance cables are directed to all CLASP Missions.

Of the four Caribbean Missions designated to receive PTIIC funds, two (Jamaica and the Dominican Republic) already had core CTPs completed and approved before the initiation of PTIIC in FY 1986. In June 1987, a guidance cable from AID/Washington advised Missions to examine their CTPs to determine whether or not they were sufficiently current. It was suggested that this could be done by an addendum or inserts of paragraphs into the original document. However, it was thought that in order to create a CTP that would reflect PTIIC purposes and procedures, major adaptations would be needed. (Those Caribbean Missions' CTPs developed prior to the inception of PTIIC tended not to reflect CLASP requirements.)

A more recent policy guidance cable, dated October 1987, restated the objectives of CLASP and emphasized the following: (1) the selection process is important to meeting CLASP goals; (2) 70% of Trainees are to be socially and/or economically disadvantaged; (3) the mix of short-term and long-term Trainees, ideally, should be 30% long-term, and no Mission should have less than 20% long-term Trainees; (4) cost containment continues to be a concern; and (5) the essence of CLASP requires that all Peace Scholars see and experience democratic life and processes of the United States. Finally, the cable indicated that the FY 1988 CTP update marks a transition because subsequent CTPs would be coordinated and integrated with Mission Action Plans.

The next part of this chapter summarizes the Country Training Plans according to (where applicable) general goals, specific objectives, target groups, recruitment, selection, economic means test, training programs, output targets, innovative planning, remedial preparation, English language training (ELT), predeparture preparation, and follow-up. Also summarized are CTP review cables from AID/Washington to individual Missions offering suggestions for strengthening original documents and updates. The major points addressed in the cables are listed following each CTP summary under the heading *Cable Guidance*.

The Country Training Plan Matrix shown in Figure 1.3 provides a synopsis of the CTP summaries that follow. (Please note that not all categories listed along the vertical axis of the matrix are applicable to all countries.) Since updates, as well as original CTPs, were studied in creating the matrix, the current (FY 1988) level of clarity is being reported. Some Missions have since modified--or are in the process of modifying--procedures but have not yet documented changes in cables to AID/Washington. Such changes are not reflected in the matrix but (if known to the evaluator) are noted throughout the report.

FIGURE 1.3  
COUNTRY TRAINING PLAN MATRIX

CTP CONTENTS	DOM. REP.	HAITI	JAMAICA	RDO/C
GENERAL GOALS Experience America Skills Training Other	 O O	  O	  O	  X
SPECIFIC GOALS Experience America Skills Training	 X X	 O *	  O	 * X
TARGET GROUPS Women Disadvantaged Rural Youth Indigenous	 X X O *  	 X X  *  	 * O  *  	 X X    
RECRUITMENT Procedures Local Intermed. Orgs. Peace Corps Varies with target pop.	 X X  X	  O   	  O * *  	  X X   
SELECTION Procedures Women Disadvantaged Leadership Predeparture outselection Indigenous Academic GPA Differential means test	 *  O O   O	  O * O  O  	  O O O    	 *  * O   O
TRAINING PROGRAMS Experience America Short-term Long-term Priority areas Innovative planning - Experience America - Skills training Remedial preparation English Language Training Spanish Training Predeparture, homestays, etc.	 O X X X  O O *   	 * X X X  O O O   	  X X X  O  O   	 O X X X  O  *   
FOLLOW-UP Exit orientation Newsletter, etc. Alumni Groups Follow-up training Other	   O *  	   O *  	   O O O  	    O  
<p>O = Little detail                      * = Some detail                      X = Great detail</p>				

## COUNTRY TRAINING PLAN SUMMARIES

### THE DOMINICAN REPUBLIC

*GENERAL GOALS:* The long-term goal in the human resources sector is to support the broader Mission objectives: (1) a more efficient and productive export-oriented private sector that provides a rapidly increasing number of jobs; and (2) a more diversified agricultural sector with future growth potential.

*SPECIFIC OBJECTIVES:* The purpose of the LAC II project is to increase the number of U.S.-trained public- and private-sector employees at the planning, implementation, technical, managerial and administrative levels to support the priority development needs of the Dominican Republic. The purpose of the PTIIC project is to respond to the increasing Soviet and Cuban influence in the Dominican Republic (in part) through increased scholarship opportunities for disadvantaged youth with proven leadership qualities.

*TARGET GROUPS:* Emphasis on leadership potential; women; and on economically and socially disadvantaged youth, especially from rural areas. At least 70% of PTIIC Trainees will be socially and/or economically disadvantaged, and at least 40% of PTIIC Trainees will be women.

*RECRUITMENT:* Opportunities for long-term training for youth have been advertised in local newspapers. Candidates for long-term graduate-level training come from the national autonomous university (UASD). For short-term training, an intermediary organization (FUNDAPEC) and USAID make recommendations.

*SELECTION:* Two types of screening committee are used: (1) A broad-based committee for the undergraduate and private sector training components and (2) a specialized committee for identifying and selecting university faculty and key government officials. Final selection resides with a committee comprised of representatives from USAID, USIS, and the US Embassy.

*ECONOMIC MEANS TEST:* Consideration is given to the following: individual earnings; family income; place of residence; history of financial need; and (in the case of long-term applicants) academic excellence and interview responses.

*TRAINING PROGRAM:* Key aspects of the training program are as follows:

- LAC II training provided Master's degrees, short courses, seminars, and visits in the U.S. for key decision-makers in private and public sectors and for university faculty.
- PTIIC programs include two-year graduate-level studies for professors from the public university; two-year undergraduate/technical-level training for recent high school graduates; short-term training for public sector management and control officials and for owners, managers, and technical personnel of small businesses and industries.

- As an enrichment (Experience America) component during long-term training, PTIIC Trainees participate in short observation trips, conferences, seminars, and interactions to learn about the American way of life.

*OUTPUT TARGETS:* The projected PTIIC targets for FY 1987 were 35 for academic training and 30 for short-term training. Targets for FY 1988 are 38 long-term and 35 short-term.

*REMEDIAL PREPARATION:* Not described.

*ELT:* The Mission has contracted an in-country institute to provide English language training. The program prepares AID Trainees, in-country, in the basic English skills to a level of proficiency equivalent to a score of 475 on the Test of English as a Foreign Language (TOEFL). Upon demonstrating this proficiency, Trainees proceed to the U.S. for an additional 10-12 week ELT program.

*PREDEPARTURE PREPARATION:* Predeparture orientation consists of a personal interview with Training Office staff followed by a 20- minute video-tape cassette on predeparture procedures. Various orientation-type activities form part of the English language training.

*INNOVATIVE PROGRAMMING:* The following programs are considered innovative: (1) the ELT; (2) an educational counseling program through the *Instituto Cultural Dominico-Americano* (ICDA); and (3) coordination of PTIIC youth activities during in-country ELT.

*FOLLOW-UP:* The Mission plans extensive debriefing and follow-up of returned Trainees. An exit interview will be conducted with long-term Trainees. In addition, follow-up plans and activities will be organized through programs which will increase Trainees communication with U.S. universities, sponsoring institutions, professors, etc; memberships in professional organizations; conferences and evenings for participants; and a former-participants organization.

*CABLE GUIDANCE:*

(1) In April 1986, the Mission in Santo Domingo was advised to use the new PTIIC project to reach the economically disadvantaged and the youth so as to compensate for the developmental emphasis given to LAC II.

(2) In a January 1987 review cable there was continued concern about use of LAC II funds for development-oriented graduate training, but acknowledgement was given for the Mission's adherence to guidelines for PTIIC. The Mission was reminded that with end of LAC II funding, future planning would require adherence to PTIIC goals.

(3) In October 1987, the Santo Domingo Mission was commended for the amount of long-term training projected (for FY 1988), for the proportion of female participants, and numbers of Historically Black Colleges and Universities (HBCU) placements. The Mission was asked to restate criteria currently in use for selecting PTIIC Trainees and their fields. The Mission was discouraged from offering training shorter than 30 days.

## **HAITI**

*GENERAL GOAL:* To promote immediate stabilization and growth of the economy while also addressing long-term development problems of the country.

*SPECIFIC OBJECTIVES:* LAC II project activities centered on expanding the fields of training and increasing the number of long-term Trainees. PTIIC has pursued the goal of reaching the economically and socially disadvantaged and increasing female participation.

*TARGET GROUPS:* The economically and socially disadvantaged (70%) and leadership groups (mass media specialists, politicians, legislators, judicial personnel, and labor union officials); women (at least 35%).

*RECRUITMENT:* For LAC II, requests for training came from government institutions, regional development agencies, the private sector, and Mission technical divisions. For PTIIC, the Mission anticipated public announcements for training opportunities; women were especially encouraged to submit applications. PTIIC is targeted on those groups who are playing a major role in assisting the transition of democracy in Haiti.

*SELECTION:* After being nominated by an appropriate agency or Mission sector office, a candidate submits a curriculum vitae and biographical information. The candidate is interviewed and a preliminary decision is made about eligibility (based on selection criteria, previous training, language ability, and available training). For candidates surviving the first cut, documents are obtained and sent to the USAID group responsible for selection.

*ECONOMIC MEANS TEST:* The tentative basic definition of disadvantaged for participation in PTIIC is *a per family member income of \$4,000 or less and a net worth of less than \$35,000.* Also considered in defining disadvantaged are the following: where children are educated; ownership of vehicles; and access to quality health care.

*TRAINING PROGRAM:* LAC II funds were used for third-country technical training and (after FY 1986) for long-term training. PTIIC funds are allocated mainly to short-term programs in the U.S. PTIIC training includes: (1) short-term youth leadership programs with Experience America opportunities (i.e., with host American families and counterpart organizations such as Scouts and Rotary Clubs); (2) other short-term programs for judiciary personnel, communication specialists, political party officials, legislators, and labor groups; and (3) long-term (two-year) undergraduate training. The Mission planned to limit support to two years for long-term training (including ELT) in programs leading either to the AA/AS degree or (for those already having completed a significant share of their university education in Haiti) to the BA/BS.

**OUTPUT TARGETS:** The projected PTIIC and LAC II (combined) targets for FY 1987 were 19 academic awards and 125 technical awards. PTIIC targets for FY 1988 are 39 long-term and 121 short-term.

**REMEDIAL PREPARATION:** Remedial courses are deemed necessary to compensate for the differences in degree requirements in Haiti and the U.S.

**ELT:** Some ELT can be done in Haiti, but provision is needed for two to four months of ELT in the U.S.

**PREDEPARTURE PREPARATION:** Proposed to use returned Trainees in orientation.

**INNOVATIVE PROGRAMMING:** The Mission explored the possibility of sending Haitians to Hampshire College in New Hampshire, which offers a one-year undergraduate degree to professionals who have worked in development for many years but have never had the opportunity to pursue a degree in higher education.

**FOLLOW UP:** The Training Office works with the United States Information Agency (USIA) to insure that adequate publicity is given to accomplishments of returned Trainees. Other actual and proposed follow-up includes the following: Trainee questionnaire file; ceremony with USAID or the Embassy; direct USAID contact with returnees; an alumni association (proposed); and use of returned Trainees in orientation (proposed).

#### **CABLE GUIDANCE:**

(1) In March of 1986 the Mission in Port-au-Prince was advised to revise the CTP following the 1986 CLASP conference and to include discussion of the new PTIIC project.

(2) In March 1987, the Mission was commended for covering (in its revised CTP) all training, including LAC II and PTIIC. However, the review committee noted the lack of specific training objectives in the CTP.

(3) In November 1987, it was noted that more than one-third of the Haiti Mission's FY 1988 projected PTIIC scholars fell into the youth category (an important CLASP target group). However, the Mission was asked to revise its short-term training projections to avoid training of one month or less. The Mission was also asked to report on proposed follow-on programs.

#### **JAMAICA**

**GENERAL GOAL:** The Mission's goal for training in Jamaica is to assist the Government of Jamaica in achieving long-term economic growth and stability.

**SPECIFIC OBJECTIVE:** The specific purpose is to address pressing human resource development needs through academic and technical scholarship opportunities in both short-and long-term training programs.

**TARGET GROUP:** Emphasis on leadership potential, women, and the economically and socially disadvantaged who fall outside the traditional purview of AID projects. For PTIIC, special emphasis on youth. (In FY 1988, the focus shifted away from youth and to middle income groups *already influencing to some extent the decision-making process.*)

**RECRUITMENT:** For LAC II, a committee comprised of representatives from the private sector, the public sector, and technical divisions of USAID submitted recommendations to the Mission Director for approval. The Mission also advertised scholarship opportunities in the leading daily newspapers. For PTIIC, recruitment of community and youth leaders has been handled primarily through 4-H clubs and the Jaycees movement in Jamaica while recruitment of teachers and educators is handled through a teacher training institution College of Arts Science and Technology (CAST).

**SELECTION:** Selection procedures and the Selection Committee established for the LAC I project were continued for LAC II. Pre-selection was carried out by a *mini-selection committee*. Subsequently, there was a review by project officers according to field of training. The full Selection Committee received comments and recommendations of project officers. The preselected candidates were interviewed by the full Selection Committee. The selection process thus consisted of two levels of review, and the final decision rested with the Mission's Selection Committee. (Selection procedures for PTIIC are undergoing revision.)

**ECONOMIC MEANS TEST:** In defining *economically disadvantaged*, the Mission established two different requirements based on the applicant's age: if 21 or over, the *Test* requires information on work experience, present salary, savings, real estate owned, and monthly mortgage payment; if under 21, the *Test* requires similar information but for the applicant's parents.

**TRAINING PROGRAM:** LAC II training was geared to the private sector. Short-term training emphasized on-the-job or hands-on training for business people and training of key persons in statutory institutions. LAC II funds were also used for long-term, graduate-level training of middle managers. PTIIC training targets teachers and educators for long-term training. For short-term training, PTIIC focuses on community and youth leaders, labor and media personnel, and workers in small companies. (For FY 1988, the focus of PTIIC training was shifted to long-term graduate and undergraduate training for managers from both private and public sectors.)

**OUTPUT TARGETS:** The projected PTIIC and LAC II (combined) targets for FY 1987 were 57 for long-term training and 124 for short-term training. PTIIC targets for FY 1988 are 25 long-term and 145 long-term.

**REMEDIAL PREPARATION:** This type of training is not necessary for Jamaican Trainees.

**ELT:** This type of training is not necessary for Jamaican Trainees.

**PREDEPARTURE PREPARATION:** An administrative briefing is provided by the Mission.

**INNOVATIVE PROGRAMMING:** Proposals to facilitate training for the private sector using U.S. firms willing to cooperate in providing short-term programs.

**FOLLOW-UP:** Several activities have been identified: an annual ceremony for returnees; periodic evaluation questionnaires; alumni groups; regular informal contact between the Training Office and returnees; and workshops, seminars, and other group activities aimed at uniting returnees as professionals.

**CABLE GUIDANCE:**

(1) In January 1986 the Mission in Kingston was asked to more adequately describe training objectives instead of training categories, and to clarify how training plans relate to non-project-related aspects of sector needs assessments.

(2) In January 1987, it was noted that the Mission had responded to issues raised in the previous CTP review. The Mission was reminded that while some graduate training was permitted under LAC II and PTIIC, these projects were geared to opening opportunities to the disadvantaged and therefore emphasis should be on technical training and on undergraduate training. The Mission was asked to develop a more specific Economic Means Test for each separate target group, as part of the selection criteria. It was reiterated that the target for socially and economically disadvantaged should be no less than 70%.

(3) In December 1987, it was noted that the overall training policy focused on training managers, technocrats, technicians, and academicians. The CTP review committee took issue with the (FY 1988) shift from targeting economically disadvantaged to targeting middle-income groups, as defined by the Jamaican social and economic context. The Mission was asked to clarify its selection criteria and to include an Economic Means Test in the 1989 CTP update. The review cable offered assurance that *selecting the disadvantaged and training them in development priority skills is possible.*

**RDO/C**

Several countries form part of the Regional Development Organization for the Island Caribbean (RDO/C): Antigua, Barbados, the British Virgin Islands, Dominica, Grenada, Montserrat, St. Kitts/Nevis, St. Lucia and St. Vincent. The following account will review the RDO/C CTP, which embraces all the countries, and will note country-specific elements where these are relevant.

**GENERAL GOAL:** The goal of PTIIC is to contribute to the formation of more effective manpower resources, thereby ensuring the leadership and technical skills needed for the progressive, balanced, and pluralistic development of selected countries.

**SPECIFIC OBJECTIVES:** The purposes of PTIIC are to (1) increase the number of U.S.-trained public- and private-sector representatives at the planning, implementation, technical, managerial, and administrative levels in designated priority areas; and (2) increase the number of U.S.-trained individuals from the socially and economically disadvantaged class.

**TARGET GROUPS:** Persons with leadership potential; 70% socially or economically disadvantaged; and a minimum of 40% women.

**RECRUITMENT:** An intermediary organization, the Organization of Eastern Caribbean States (OECS), has assisted in the local design, coordination and implementation of PTIIC. Scholarship opportunities are widely advertised through promotional activities, such as pamphlets, brochures, radio, television, informational bulletins, and newspaper announcements.

**SELECTION:** For academic and short-term technical training, the selection process consists of two levels of review, and the final decision rests with the Mission's Selection Committee. For the first cut, each island's National Screening Committee preselects and forwards to the OECS a pool of applicants from which the Mission Selection Committee then makes final choices. (This procedure is under revision.)

**ECONOMIC MEANS TEST:** Financial need is defined as the inability to afford training in the U.S. using individual or family funding. Median income estimates and a suggested income cutoff point were developed for each country. All data were converted to 1986 prices. The median values by country are as follows: Antigua, between EC\$8,000 and EC\$10,000; Barbados, between BD\$8,500 and BD\$9,500; British Virgin Islands, a rule of thumb cutoff is \$4,000; Dominica, between EC\$4,000 and EC\$5,000; Grenada, the household median income is on the order of EC\$4,500 and using EC\$1,750 as the household figure would assure selecting *disadvantaged*; Montserrat, EC\$7,000; for St. Kitts and St. Lucia a rule-of-thumb cutoff of EC\$5,000 would capture the *disadvantaged*; and a cutoff for St. Vincent would be EC\$3,000.

**TRAINING PROGRAMS:** Two important elements of both long-term and short-term training are (1) leadership development and (2) private enterprise development and human resource development. Both short- and long-term training programs are offered for primary and secondary teachers, labor leaders, and private sector employees. Short-term training programs are offered for journalists, youth leaders, and returned Trainees from the Soviet Bloc. The Experience America component is described as living-learning community experiences in which active participation throughout is the key.

**OUTPUT TARGETS:** The projected PTIIC targets for FY 1987 were 58 for long-term training and 216 for short-term training. Targets for FY 1988 are 14 long-term and 642 short-term.

**REMEDIAL PREPARATION:** Not usually needed but should be built into the program, if required.

**ELT:** Not usually needed because English is native language of Trainees.

**PREDEPARTURE PREPARATION:** Arranged by Training Officers in the various countries. (Airfare costs preclude having Trainees brought to the Mission in Barbados.) Consists mainly of putting Trainees in contact with others who have been to the U.S.

**INNOVATIVE PROGRAMMING:** In-country training and regional scholarships (e.g., academic training at the University of the West Indies).

**FOLLOW-UP:** RDO/C monitors participants on an ad hoc basis as needed using data available from the Training Office.

**CABLE GUIDANCE:**

(1) In a May 1987 cable reviewing the completed CTP that was submitted in February 1987 it was noted that the Mission in Barbados 1) had offered a detailed countering strategy; 2) had offered economic means criteria that provided a *best possible* criteria analysis of social and economic needs for nine island nations; and 3) had provided clear guidance to selection committees concerning mandates for selection of the economically disadvantaged and women.

However, concern was raised that CLASP objectives might not be met without there being a USAID direct-hire or FSN representative on the several Peace Scholar review committees. It was recommended that the Mission add FSN staff to manage/monitor the PTIIC.

(2) In October 1987 the RDO/C's FY 1988 CTP update was reviewed. The major concern of the review committee was the need to increase the amount of long-term training (which had fallen considerably since FY 1986). The Mission was asked to revise projections for short-term training, keeping training of 30 days or less to an absolute minimum.

## SUMMARY

Selected content areas of the four Missions' CTPs and update cables were reviewed for this report and evaluated with regard to level of detail. The results summarized in Figure 1.3, the Country Training Plan Matrix, indicate that both the Dominican Republic and the RDO/C have described many key aspects of the PTIIC project in considerable detail, but the overall level of detail provided for Haiti and Jamaica is far less. Two areas for which these two Missions need to provide more detail are (1) the statement of objectives for the PTIIC project and (2) the description of recruitment and selection processes.

Since descriptions that appear in documents and cables may not be reflected in practice, the matrix should not be seen as an evaluation of the actual procedures that Missions are employing. Site visits and interviews are the basis for this report's recommendations regarding procedures and program management.

## CHAPTER TWO

---

### WHO IS BEING SERVED--WHO BENEFITS?

#### INTRODUCTION

This section considers the question: To what extent is the PTIIC project reaching its intended target populations? The computerized CLASP Information System (CIS) used by the Missions provides the data. (The CIS is a dBASE file that each Mission maintains. Selected information from Trainee files is entered on a regular basis. Each Mission periodically provides AID/Washington with a diskette copy of its updated CIS file.) The discussion that follows describes how awards were distributed to women, to the economically disadvantaged, to youth and persons influencing youth, to actual and potential leaders, and to rural candidates.

Between February 1986 and December 1987 the PTIIC project served 662 individuals from the Caribbean Basin. The recruitment and selection of Trainees was managed by four Missions: the Dominican Republic, Haiti, Jamaica, and the RDO/C. Trainees for the RDO/C represented nine eastern Caribbean island nations. Table 2.1 shows the number of Trainees by Mission and, in the case of the RDO/C, by island. The table also summarizes background information for PTIIC Trainees. (Haiti's CIS contains *very little* background information for that Mission's Trainees.)

#### RESULTS

Women and the economically disadvantaged have been primary beneficiaries of PTIIC awards. Other selection criteria (youth, leadership, and rural) have been applied by some Missions. Percentages shown in Figure 2.1 represent averages across all four Missions. The selection criterion most often applied was economic disadvantage (464 Trainees); gender (female) was applied in 345 cases; rural was a criterion for 239 awards; youth as a selection criterion was applied in 166 cases; and leadership was the criterion least often applied (71 cases). (As Trainees may be classified under more than one category, to avoid double counting, the totals for each category should not be added. For example, a woman who is economically disadvantaged could have been selected on the basis of both gender and economic disadvantage.)

TABLE 2.1

## PTIIC TRAINEES BY MISSION / COUNTRY (THROUGH DECEMBER 31, 1987)

MISSION/COUNTRY	NO. OF TRAINEES	AGE		YEARS OF SCHOOLING				% WOMEN	% LONG TERM	% FIRST TRIP TO U.S.
		MEAN	RANGE	TRAINEE MEAN	RANGE	MOTHER MEAN	FATHER MEAN			
The Dominican Republic	52	28	18-69	14	10-25	6	6	40	77	73
Haiti	88	24	16-55	*	*	*	*	39	6	91
Jamaica	146	34	19-71	14	11-18	*	*	66	10	45
The RDO/C:										
Antigua	37	32	21-51	14	10-17	9	9	68	24	57
Barbados	5	34	26-48	15	12-17	12	15	20	20	0
Br. Virgin Is.	17	31	16-45	14	12-18	9	9	71	24	59
Dominica	38	30	20-60	14	10-17	10	10	53	26	84
Grenada	139	29	19-50	*	*	9	10	53	5	94
Montserrat	21	27	20-35	13	12-15	10	10	33	19	81
St. Kitts/Nevis	32	32	20-49	14	12-17	9	9	75	31	75
St. Lucia	45	34	19-59	14	12-17	9	9	53	22	76
St. Vincent	40	29	19-45	14	12-18	9	10	28	27	85
Other	2									
Total RDO/C:	376	30	16-30	14**	8-18	9**	10**	53	18	81

\*Insufficient information in the CIS.

\*\*The average years of schooling for RDO/C Trainees is based on 312 cases.

Mothers' education for RDO/C Trainees is based on 242 cases.

Fathers' education for RDO/C Trainees is based on 226 cases.

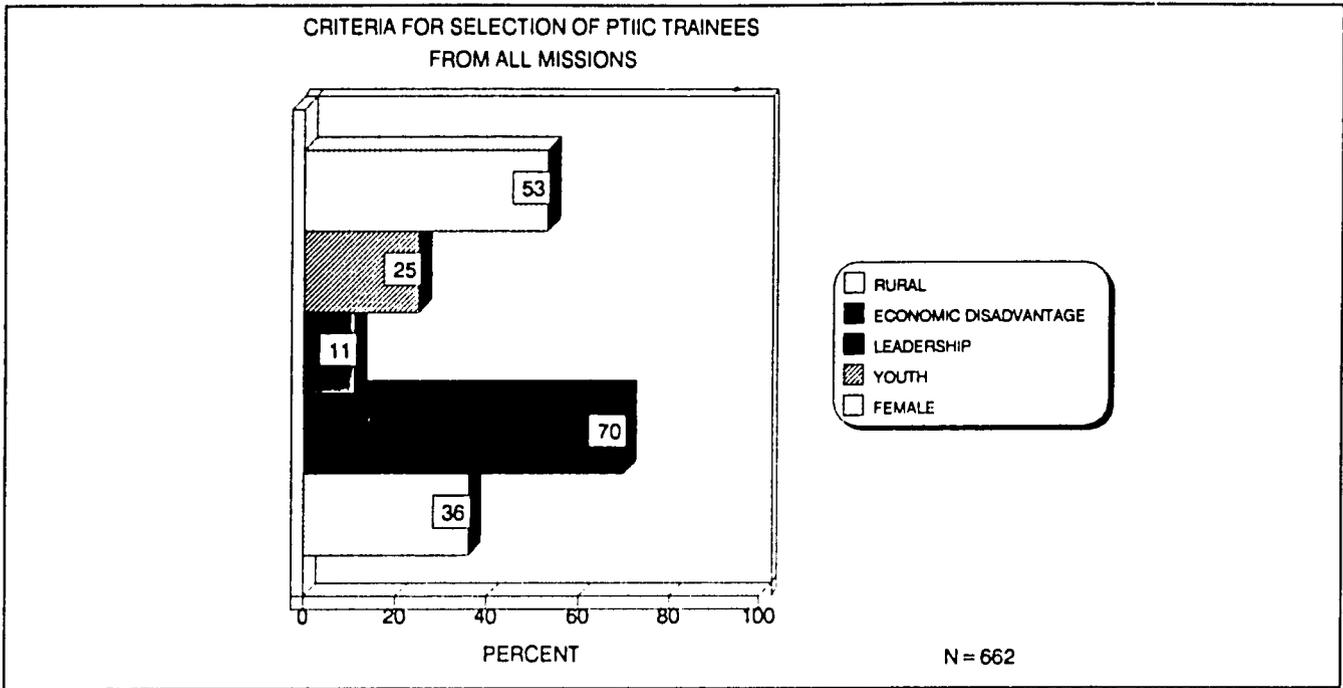


Figure 2.1

Awards to women represent 53% and have surpassed the target. Since few Trainees were funded under PTIIC in FY 1986 (40 women of 72 Trainees), the proportions shown in Figure 2.2 primarily represent FY 1987 when 280 out of 526 awards went to women. The first quarter of FY 1988, 32 out of 64 awards went to women. PTIIC has served women as a target group well beyond expectations. The proportion of academic awards granted to women (37%) also is close to expectations. The proportions across Missions ranged from 35% to 47%.

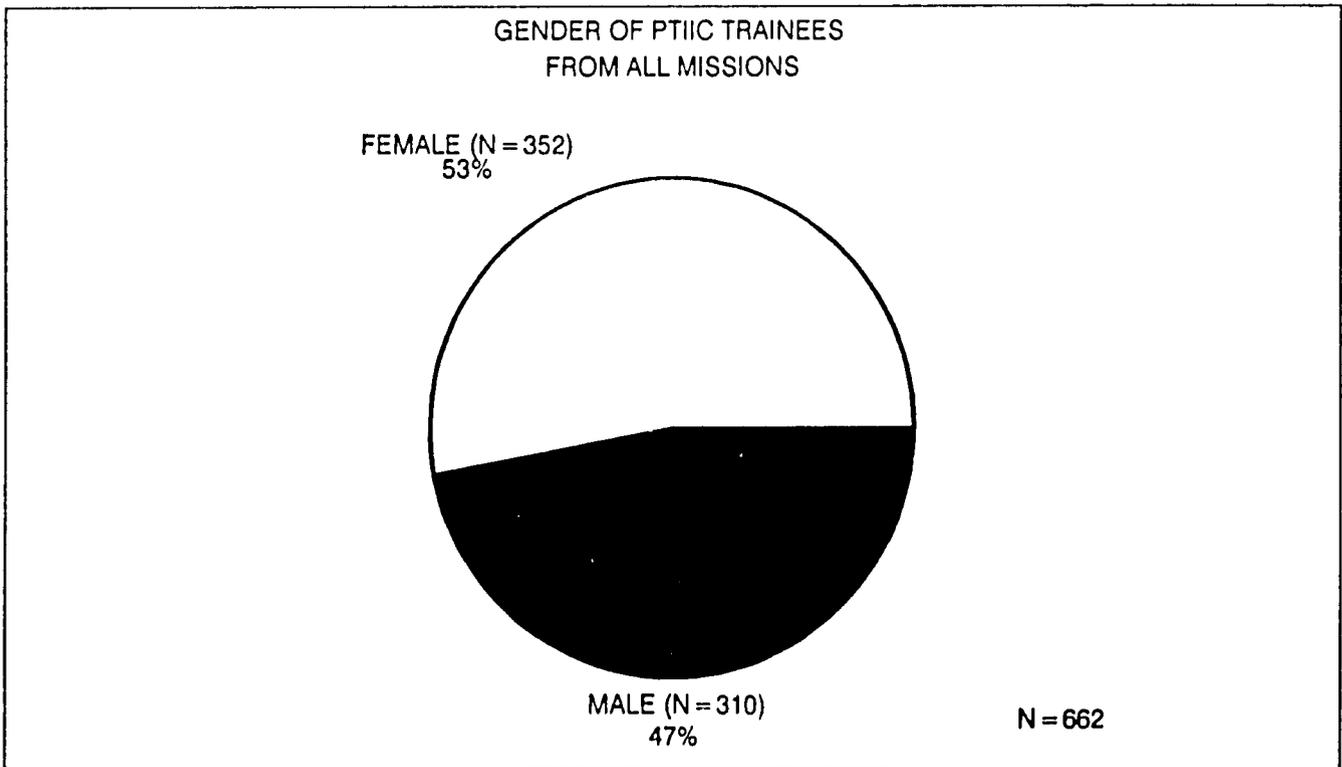


Figure 2.2

## TRENDS BY MISSION

### AWARDS TO WOMEN

Figure 2.3 shows the proportion of awards (academic and technical combined) that each Mission granted to women. The four Missions have met (or nearly met) the 40% target; Jamaica and the RDO/C have exceeded it by granting 66% and 53%, respectively, to women.

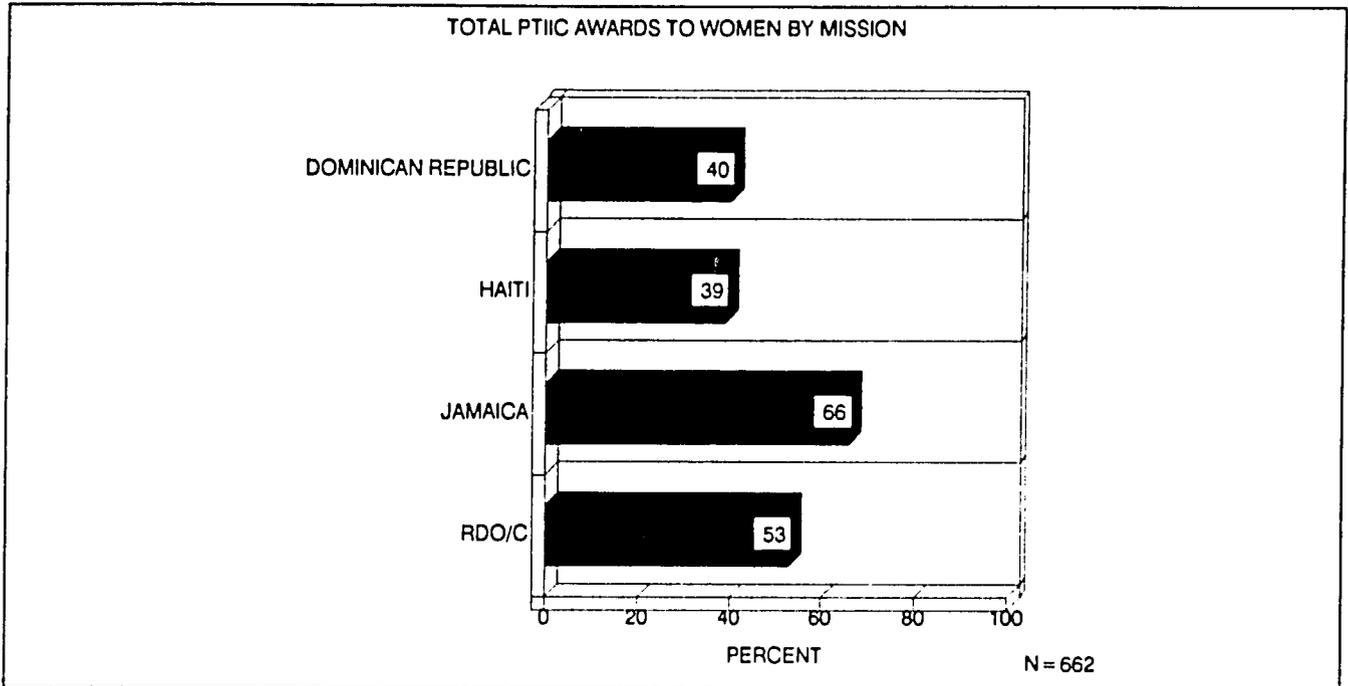


Figure 2.3

### AWARDS TO THE ECONOMICALLY DISADVANTAGED

Most Missions have met (or approached) the 70% target for awards to the economically disadvantaged. Figure 2.4 illustrates the variation across Missions in the proportion of awards to the economically disadvantaged, as defined by Missions and entered into the computerized CLASP Information System.

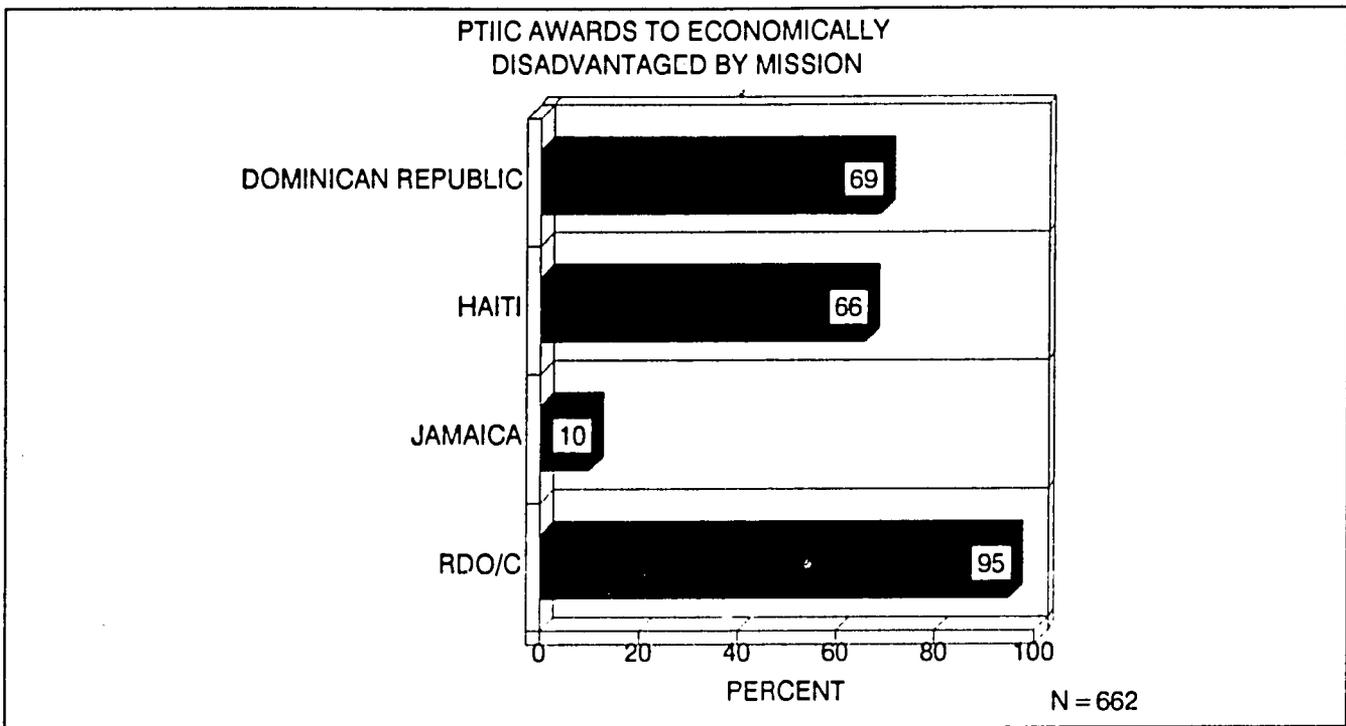


Figure 2.4

*DOMINICAN REPUBLIC:* PTIIC awards to the economically disadvantaged have represented 69%.

*HAITI:* PTIIC awards to the economically disadvantaged have represented 66%.

*JAMAICA:* PTIIC awards to the economically disadvantaged have represented 10%.

*RDO/C:* PTIIC awards to the economically disadvantaged have represented 95%.

**AWARDS BASED ON OTHER SELECTION CRITERIA: YOUTH, LEADERSHIP, AND RURAL**

There have been no mandated percentages for selecting youth and persons influencing youth, actual and potential leaders, or individuals from rural areas. While all are intended target groups under CLASP, Missions have varied in the use and definition of these selection criteria.

Figures 2.5 through 2.8 summarize for individual Missions all selection criteria as entered into the CIS.

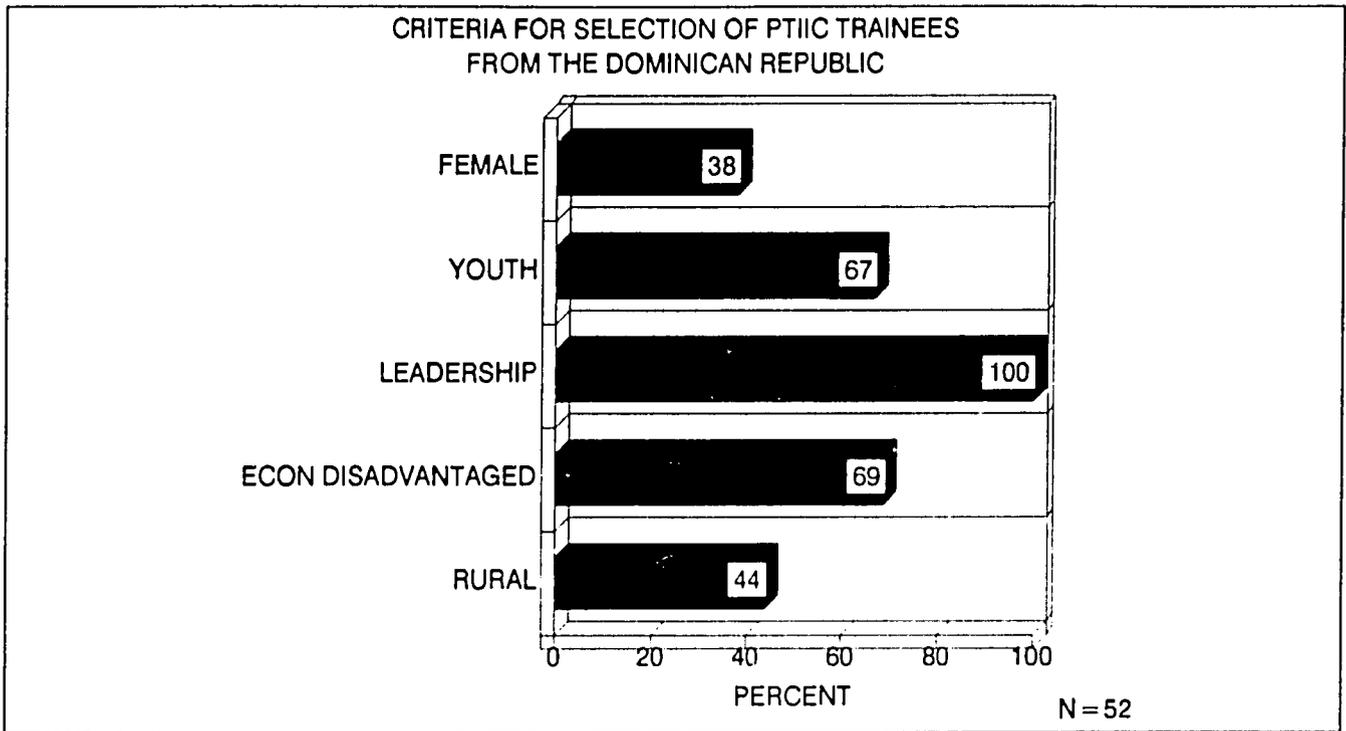


Figure 2.5

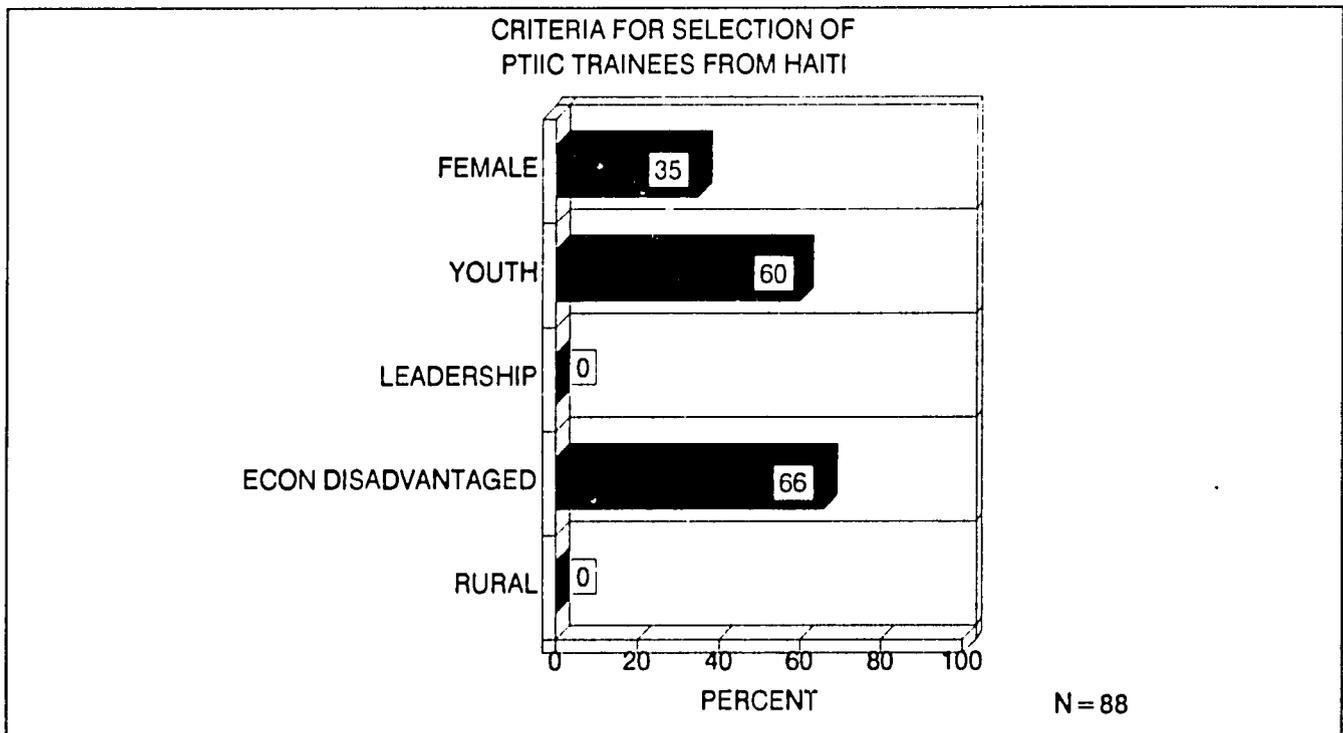


Figure 2.6

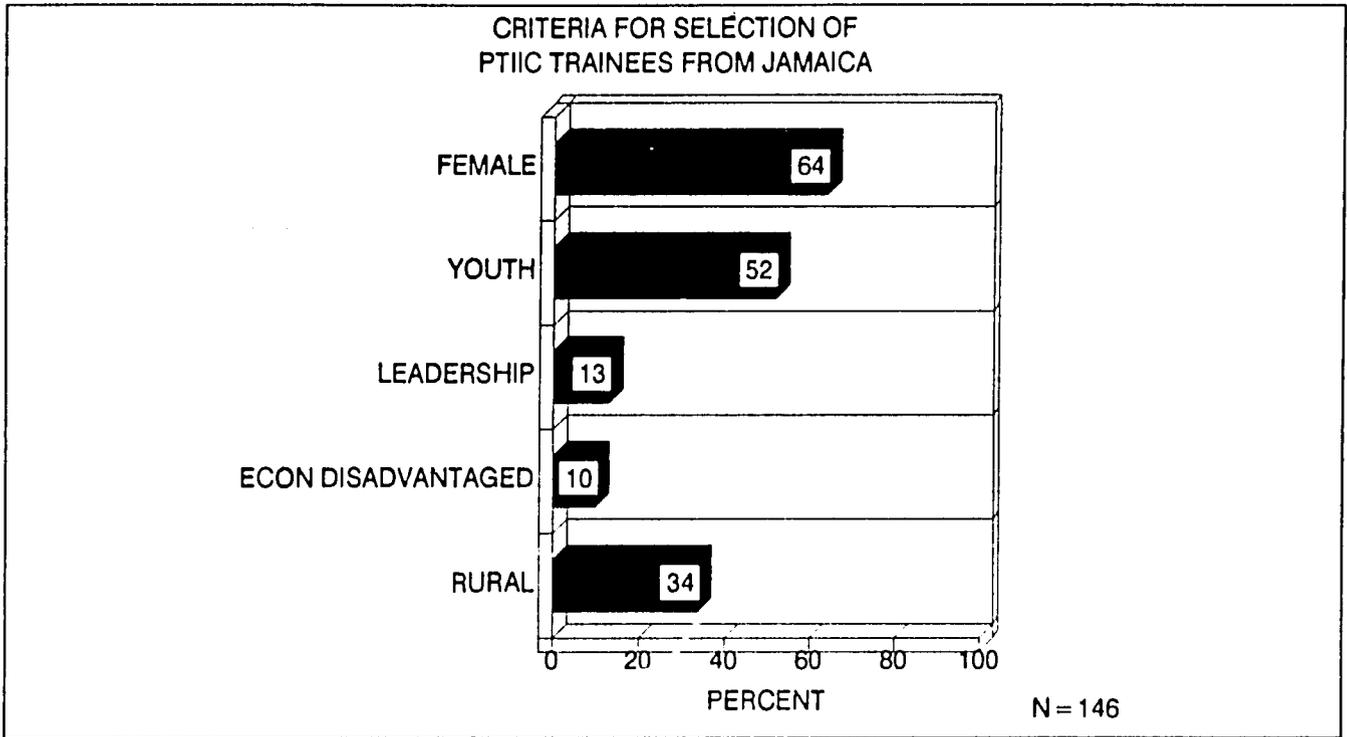


Figure 2.7

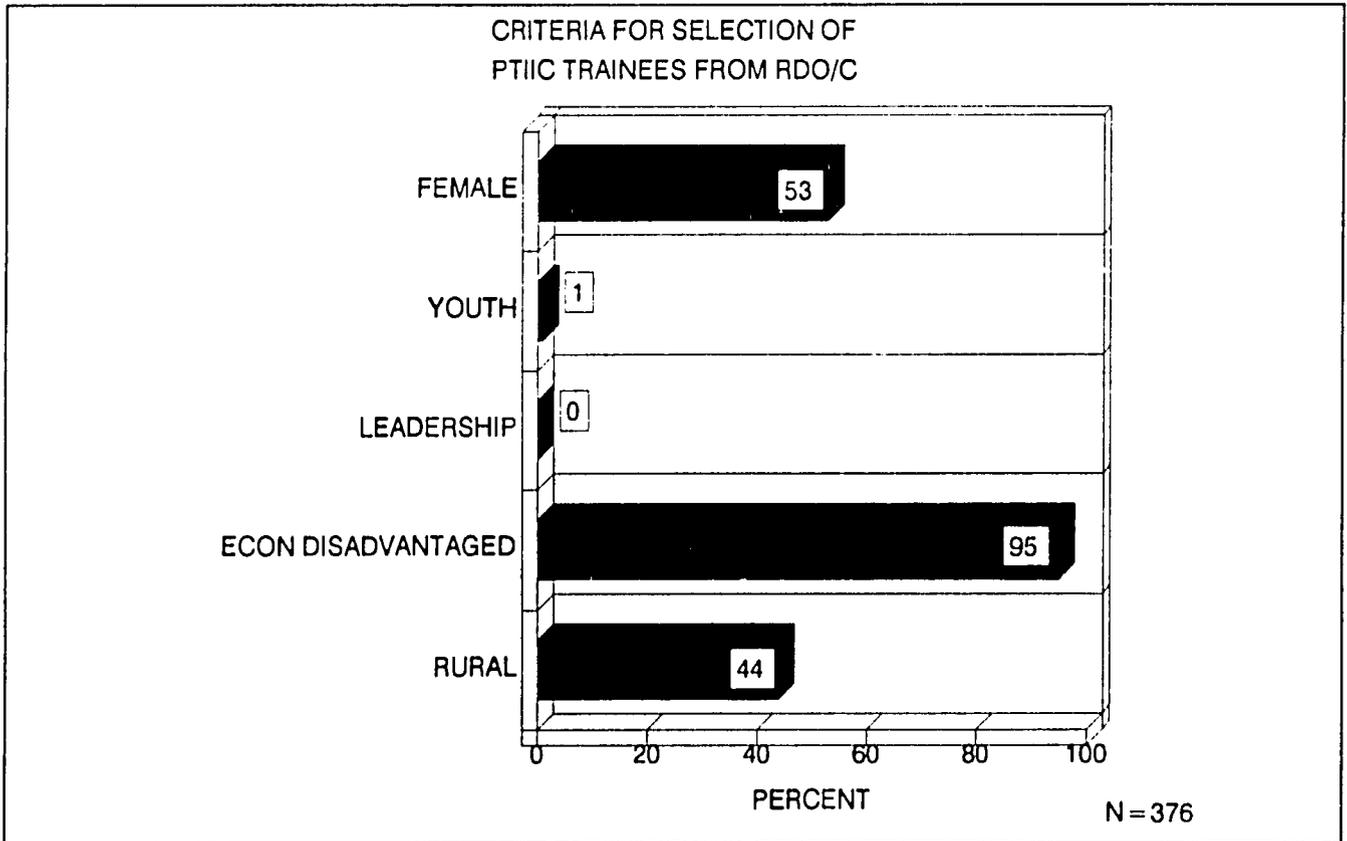


Figure 2.8

25

*DOMINICAN REPUBLIC:* PTIIC awards have involved the leadership criterion in 100% of cases, the youth criterion in 67% of cases, and the rural criterion in 44% of cases.

*HAITI:* PTIIC awards have involved the youth criterion in 60% of cases, but the leadership and rural criteria have not been indicated for any Trainees.

*JAMAICA:* PTIIC awards have involved the youth criterion in 52% of cases, the rural criterion in 34% of cases, and the leadership criterion in 13% of cases.

*RDO/C:* The rural criterion has been involved in 44% of PTIIC awards. The youth and leadership criteria have been employed in fewer than 1% of awards.

While Missions other than the Dominican Republic have not selected Trainees on the basis of leadership qualities, many short- and long-term Trainees have received leadership training in the U.S.

#### **AWARDS BY SECTOR SERVED**

The CLASP Project Paper indicated that Trainees should be selected from the private sector as well as from the public sector. Overall, proportionately fewer awards have gone to persons employed in the private sector.

In the Dominican Republic the public and private sectors have been served in about equal proportions--21 and 20 percent, respectively. However, more than half (52%) were not identified with any sector because they were youth without significant work experience. These youth are identified as students in figures that present occupational information.

In Jamaica 71% of awards have gone to persons employed in the public sector. Consistent with Jamaica's CTP, which targeted teachers and labor and media personnel, actual short-term training programs have benefitted primarily these groups. (Education was the last or current field of employment for 52% of Trainees from Jamaica.)

Short-term training awards given by the RDO/C have gone largely to teachers, which explains the 83% attributed to the public sector in Figure 2.11.

Figures 2.9 through 2.11 show for the Dominican Republic, Jamaica, and the RDO/C, respectively, the proportion of Trainees from the various sectors--private, public, mixed, and autonomous. (The autonomous sector includes public institutions that are not federally funded.) Employment sector information for Haiti was not available because the Mission did not report it in the CIS.

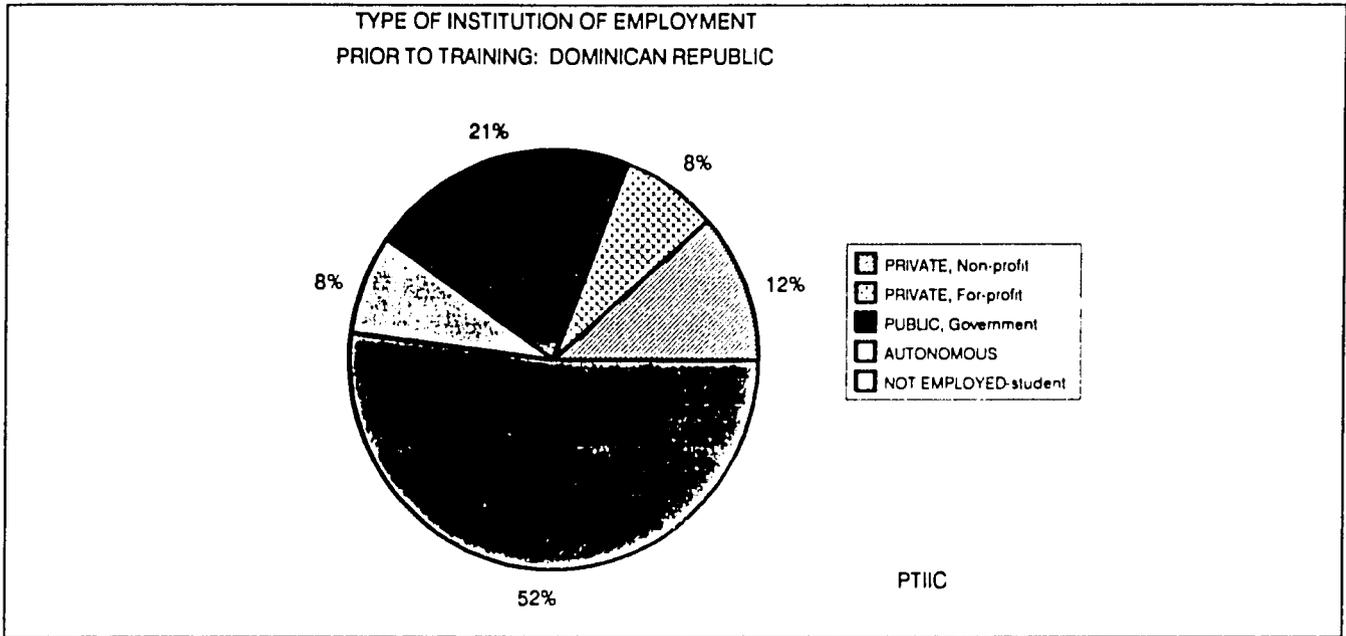


Figure 2.9

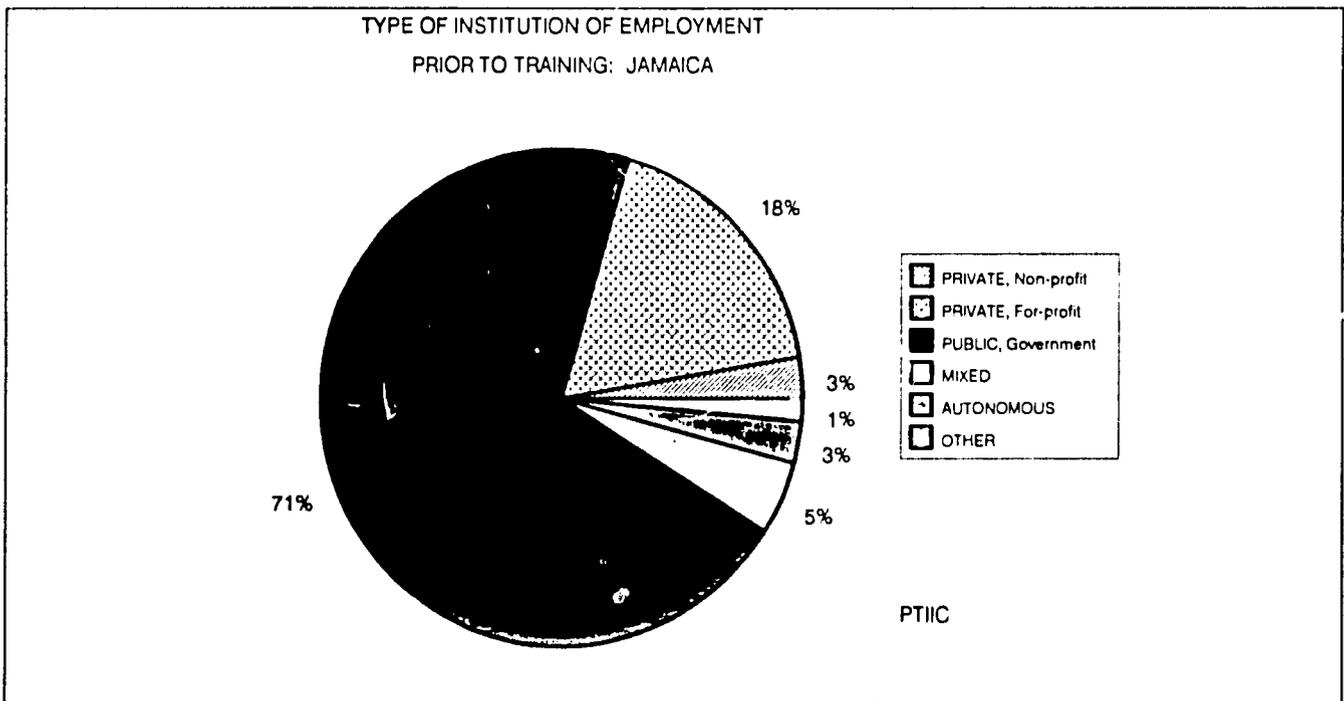


Figure 2.10

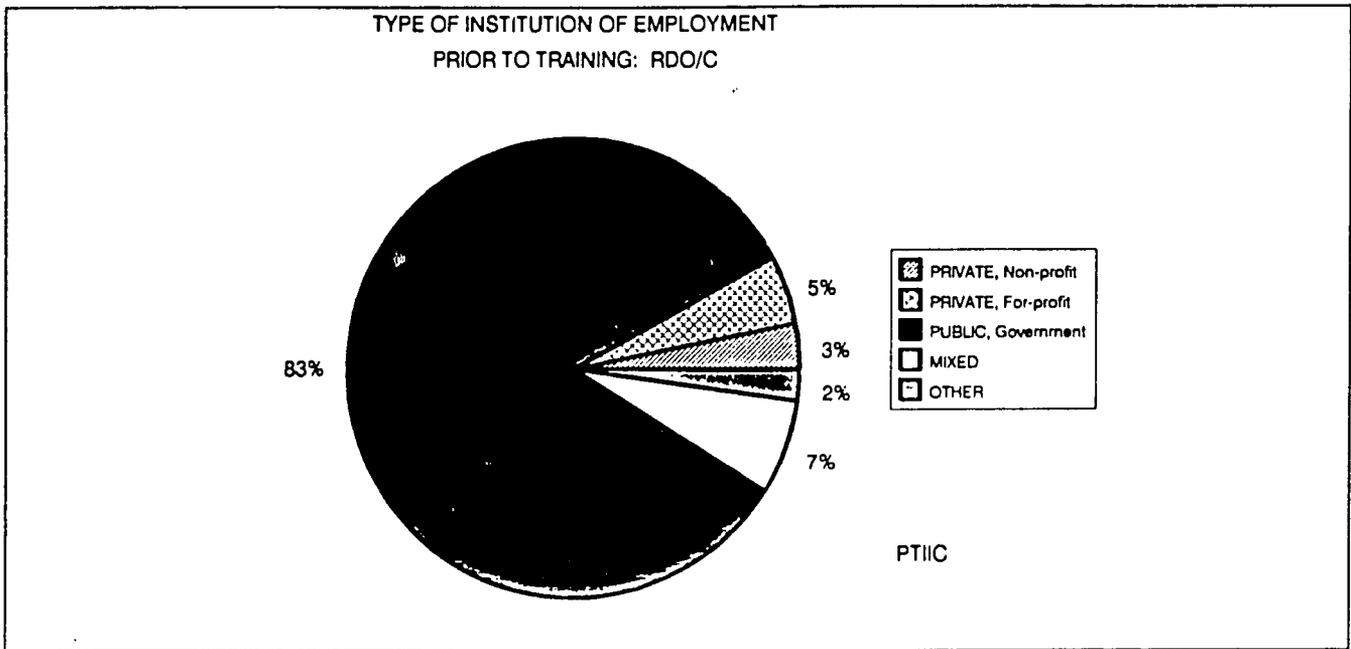


Figure 2.11

### AWARDS BY OCCUPATION OF TRAINEE

The majority (52%) of Trainees from the Dominican Republic have not had significant work experience. (The Mission has emphasized the recruitment of youth.) The largest occupational group receiving awards is professionals (see Figure 2.12); this group includes university faculty and ministry personnel--two of the Mission's target groups.

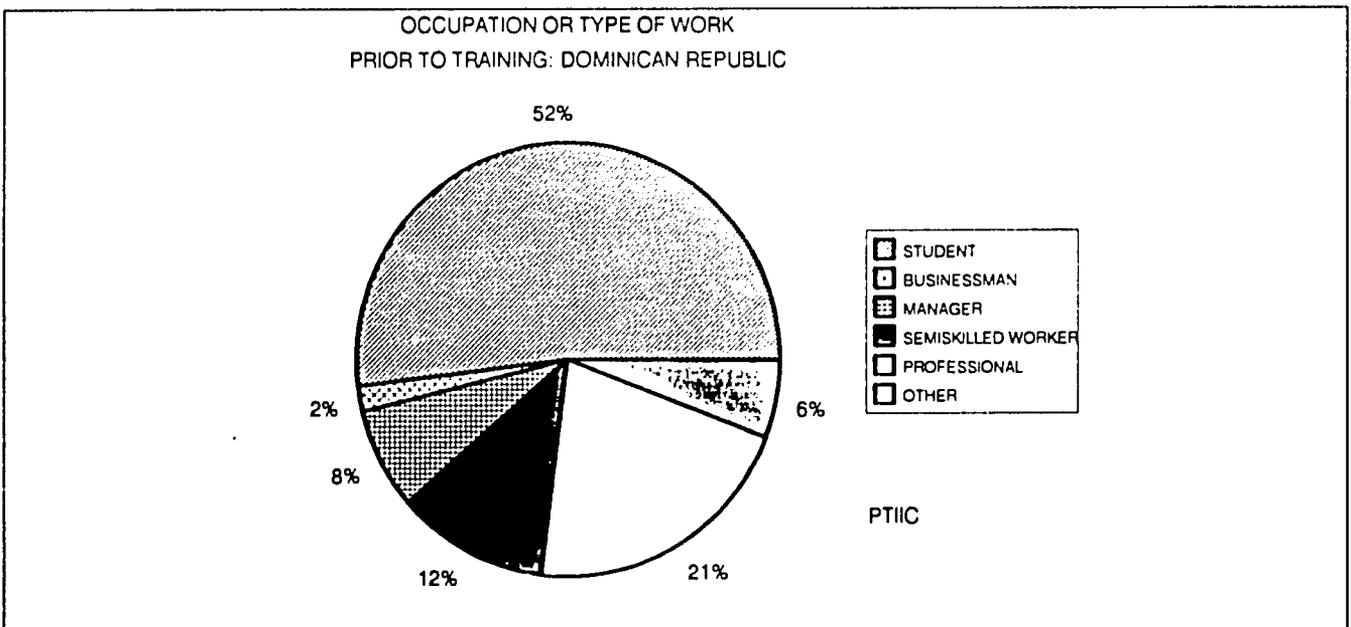


Figure 2.12

The majority of Trainees from Jamaica (71%) and from the RDO/C (65%) have been classified as professionals. In both cases educators have been the primary beneficiaries of PTIIC

28

scholarships for short-term training. Percentages for the two Missions are shown in Figures 2.13 and 2.14, respectively. The Mission in Haiti failed to report in the CIS occupational information on its Trainees. The last or current *field* of employment for Trainees from Missions other than Haiti is shown in Figures 2.15 through 2.17.

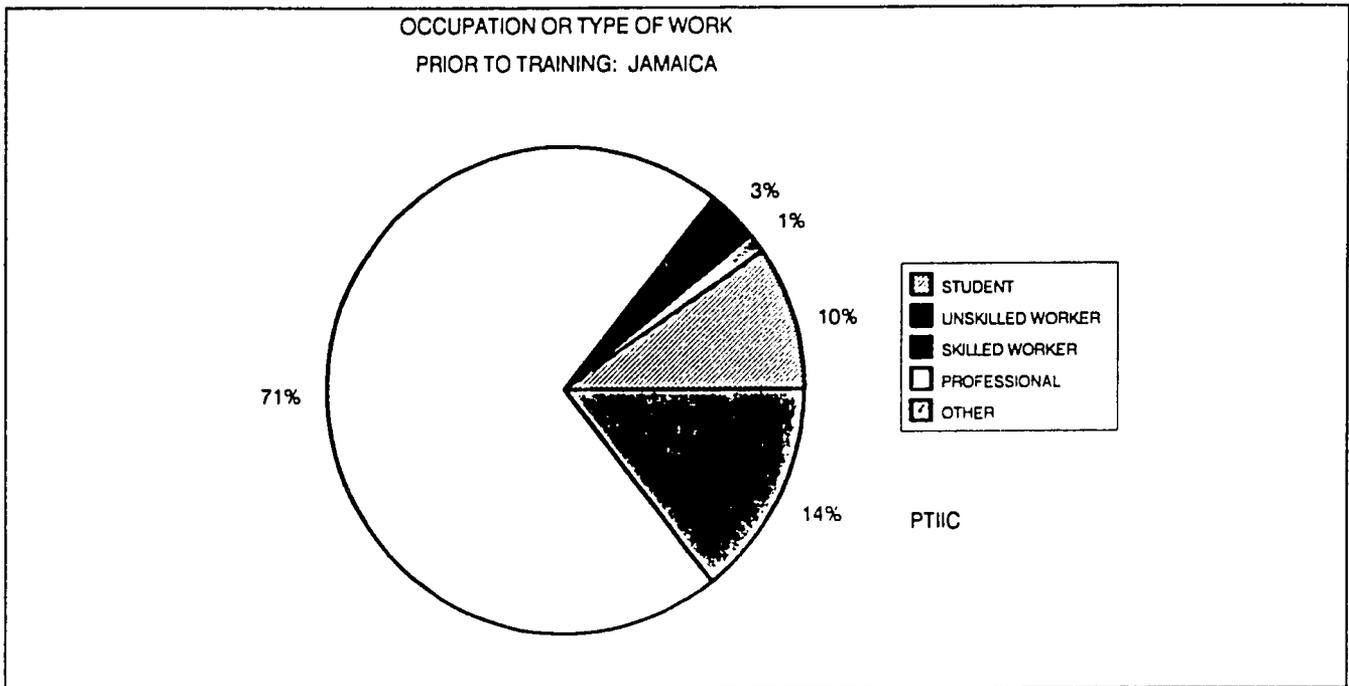


Figure 2.13

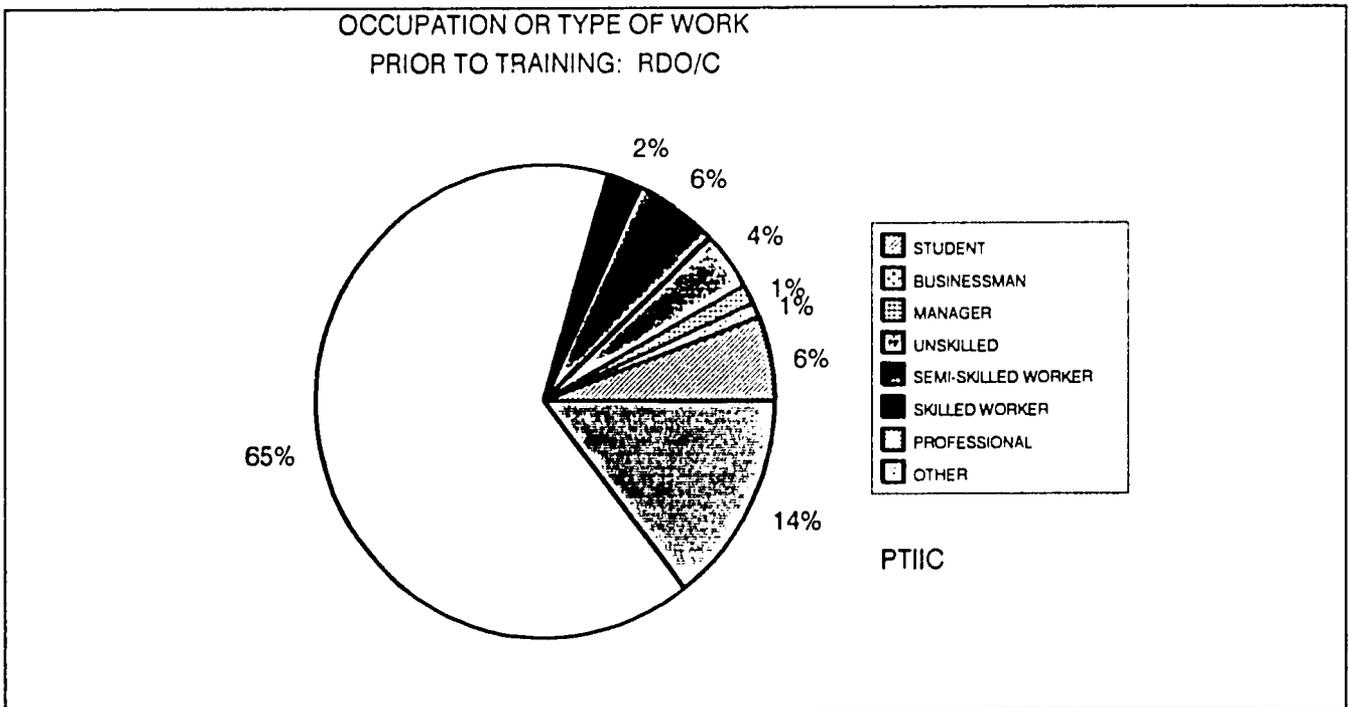


Figure 2.14

29

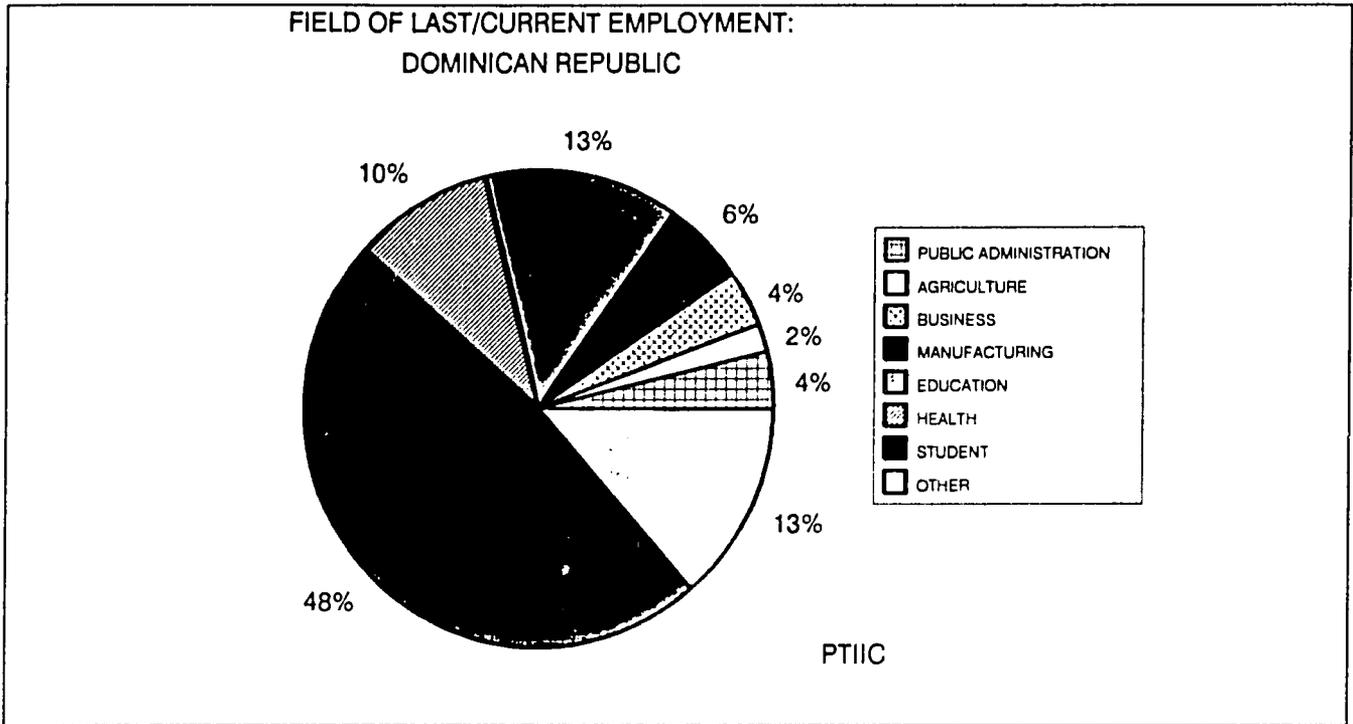


Figure 2.15

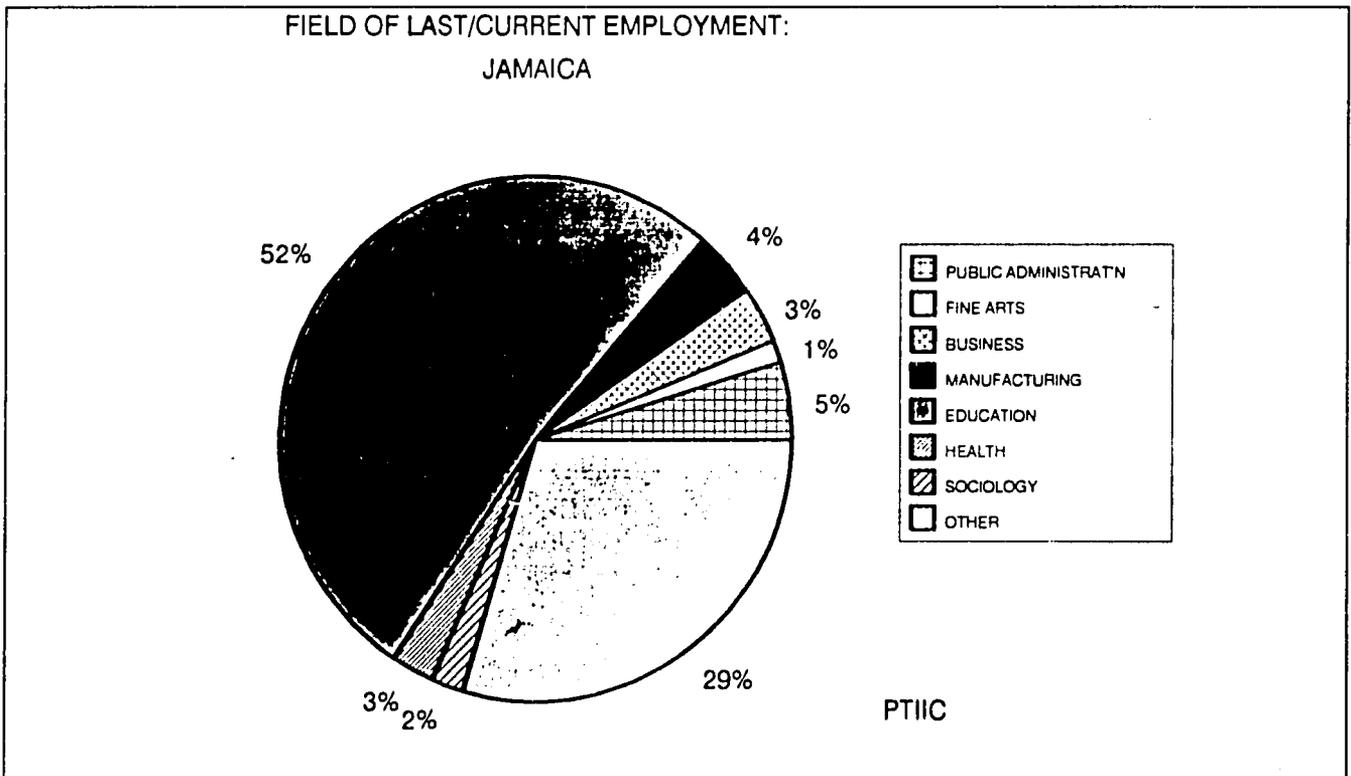


Figure 2.16

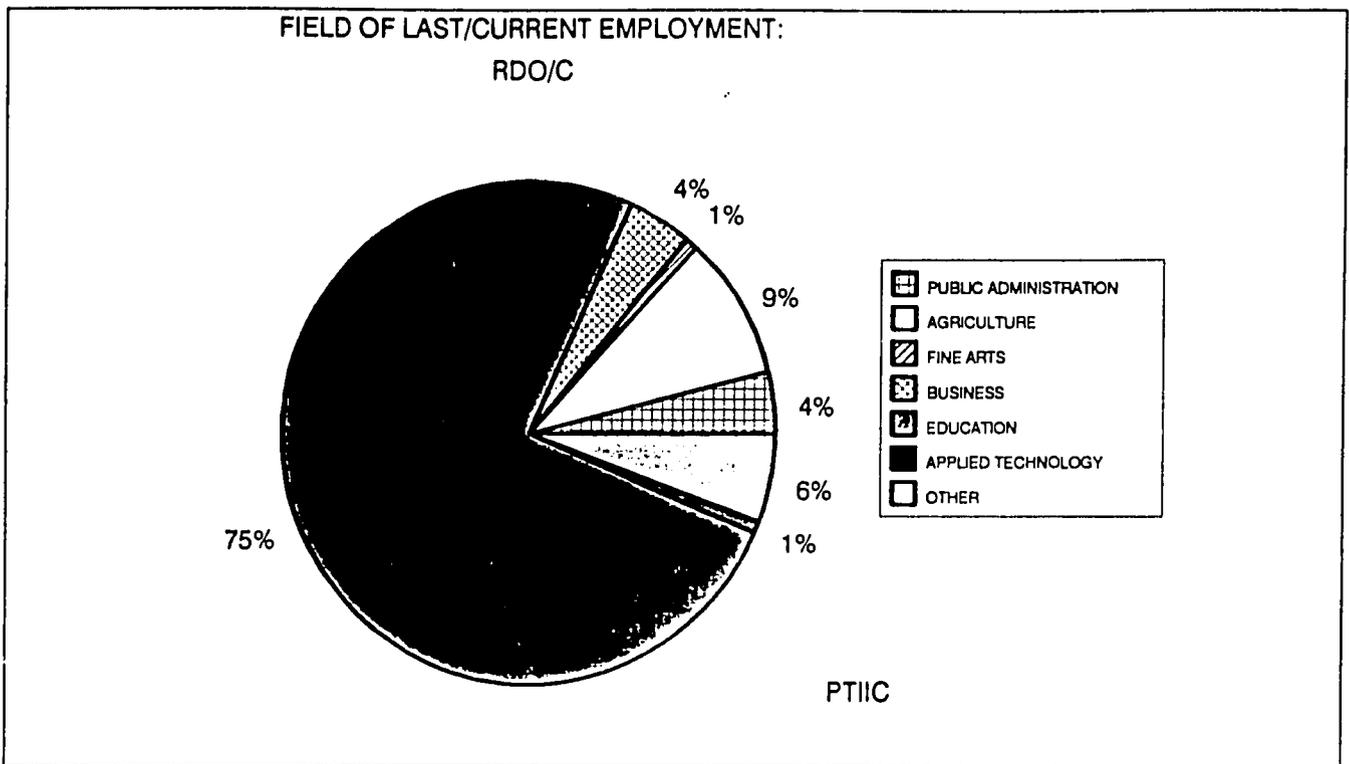


Figure 2.17

## ISSUES

### ECONOMIC MEANS TEST

In Chapter One of this report each Mission's CTP was summarized with regard to several areas of content. Included among these was the Economic Means Test--the method and criteria a Mission adopts to identify economic disadvantage. All four Missions have established minimum income levels which enter into (in some cases, constitute) the classification of Trainees as *economically disadvantaged*. However, it is not clear that PTIIC Missions other than the Dominican Republic actually employ an economic means test *early* in the screening/selection process.

### RECRUITMENT, SCREENING, AND SELECTION

Reviews of applicant files and interviews with Mission personnel and, where applicable, with representatives of cooperating organizations involved in recruitment and selection, have brought to light problems in the recruitment-screening-selection process. The more salient problems include:

- (1) In the case of Jamaica, insufficient documentation of the recruitment process (for example, how applications were distributed and to whom).

(2) In the case of both Jamaica and the RDO/C, insufficient preparation of screening/selection committee members for their role. (Some do not understand the unique goals of PTIIC and do not agree on what the selection criteria are or how to apply them.)

(3) In the case of both Haiti and Jamaica, insufficient documentation of the screening/selection procedures employed case by case. (Missions should keep *complete* records on every applicant to clearly indicate the basis for acceptance or rejection.)

## SUMMARY

Missions have made women the beneficiaries of at least 40% of PTIIC awards and, with the exception of Jamaica, have given an acceptable proportion of scholarships to the economically disadvantaged (as defined by Missions and entered into the CIS).

Based on CIS information, the four Missions have differed in their use of other selection criteria (youth, leadership, rural). The cause of this variation across Missions is not clear. For example, variation on the leadership criterion may be due to differing emphases on leadership as a criterion or to differing amounts of information available regarding a Trainee's leadership qualities. The validity of CIS information is uncertain and cannot be properly verified if applicant files are wanting.

## RECOMMENDATIONS

AID/Washington should require the Mission in Jamaica to target a much larger proportion of socially and economically disadvantaged individuals.

AID/Washington should require of the Missions in Haiti and Jamaica that their CLASP Information Systems (CIS) be updated to contain complete information on each Trainee's personal and family financial and educational background along with all other biodata and selection information that the CIS was designed to include. (If application forms do not solicit all required information, the forms should be modified accordingly.)

AID/Washington should remind all Missions that information entered into the CIS should be verifiable; that is, an applicant's file should contain supporting records.

At the very least, every file should indicate which selection criteria were applied to that case, how the applicant fared, and who participated in the decision. It is also desirable that the file indicate (1) who entered the candidate's information into the CIS and on what date and (2) how--by telephone, letter, list to referral agency--when, and by whom the candidate was notified of selection/rejection decision.

# CHAPTER THREE

---

## WHAT SERVICES ARE BEING PROVIDED-- HOW WELL ARE THEY BEING PROVIDED?

### INTRODUCTION

PTIIC awards can be either long term (lasting at least nine months) or short term (lasting fewer than nine months). Policy guidance from Washington has provided Missions with a target (minimum percentage) for long-term awards. As of FY 1989 the figure is 30% but, previously, 20% was considered acceptable. Policy guidance also has established that short-term technical programs should be a minimum of one month's duration. Missions that have funded shorter programs have been advised not to continue doing so.

Under CLASP, Associate and Bachelor's Degree programs have been encouraged over Master's programs--consistent with the CLASP's emphasis on youth as a target group. However *LAC II countries* (which include Missions receiving PTIIC funds) have more flexibility regarding the number of graduate scholarships.

Trainees are to receive in-country preparation prior to training in the U.S. This would consist of an orientation program to *acquaint students with American culture, institutions and values, introduce them to the academic routine and provide remedial programs (English, computer literacy, library skills, etc.) as required.* For short-term Trainees this predeparture preparation would be less extensive than that required for long-term. Missions in countries where English is the native language see little or no need for most predeparture preparation--orientation, remedial academic work, or English language training (ELT)--as indicated in their CTPs. (Trainees who benefit from the British educational system in these countries are well prepared for entering U.S. institutions of higher education. Concerning orientation to U.S. culture, it is argued that U.S. television broadcasts to the Caribbean via satellite familiarize English-speaking islanders with U.S. culture and values.)

The areas or fields of training established by each Mission reflect an attempt to balance host-country development concerns and manpower needs with the foreign policy aspect of CLASP's dual goal. That is, the initial screening of applicants should be done in light of prescribed selection criteria (economic and social disadvantage, etc.), and the permissible fields of training should reflect the foreign policy goal *along with* development concerns. Since priority areas vary from country to country, a Mission's approved CTP is the only yardstick against which to compare certain aspects of training programs funded under PTIIC.

The aspect of training that focuses directly upon the diplomacy goal is the Experience America component. This aspect of training has been evolving, and a fully articulated definition appeared only recently. A guidance cable dated February 1988 defined Experience America as *an experiential and participatory, not observational, approach to observing the United States. It is the vehicle through which Peace Scholars actually live and experience democratic*

*institutions and processes.* The cable listed key values identified as the basis for designing appropriate experiences in the U.S. and offered detailed information concerning the implementation of Experience America as an integral part of all CLASP training programs. Placement contractors have been charged with reporting to Missions concerning the Experience America component of training programs.

This chapter (1) sets forth available data--taken from each Mission's CIS, from interviews with Mission staff, and, primarily, from Trainee *Exit Questionnaires* filled out at the end of short-term training programs but prior to a Trainee's returning home and (2) discusses implications of the data for project implementation.

## RESULTS

### TYPES OF AWARDS

The overall mix of long-term and short-term awards is adequate. The average for all four Missions is 20% long-term awards; however, only the Dominican Republic with 77% actually reached the mark for the period from March 1986 through December 1987. The RDO/C has granted 18% of its awards for long-term programs. (Missions have addressed this issue by updating projections for FY 1988 and FY 1989.)

For Jamaica, academic awards (as defined by the Mission and entered into the CIS) have numbered 60 out of 146. However, this count includes 45 Trainees who spent only two months on a campus in the U.S. to fulfill residence requirements for an outreach program. Excluding these cases, academic awards have gone to 10% of Jamaican Trainees. When four additional (nondegree) programs are considered, the Mission's long-term awards represent 13% of the total.

To date, only five Trainees from Haiti have actually begun long-term training programs in the U.S. These were enrolled in English language programs until recently but are now pursuing studies in their fields. (Another 40 individuals have been receiving ELT in Haiti.) Figure 3.1 shows the proportions of short- and long-term awards by Mission.

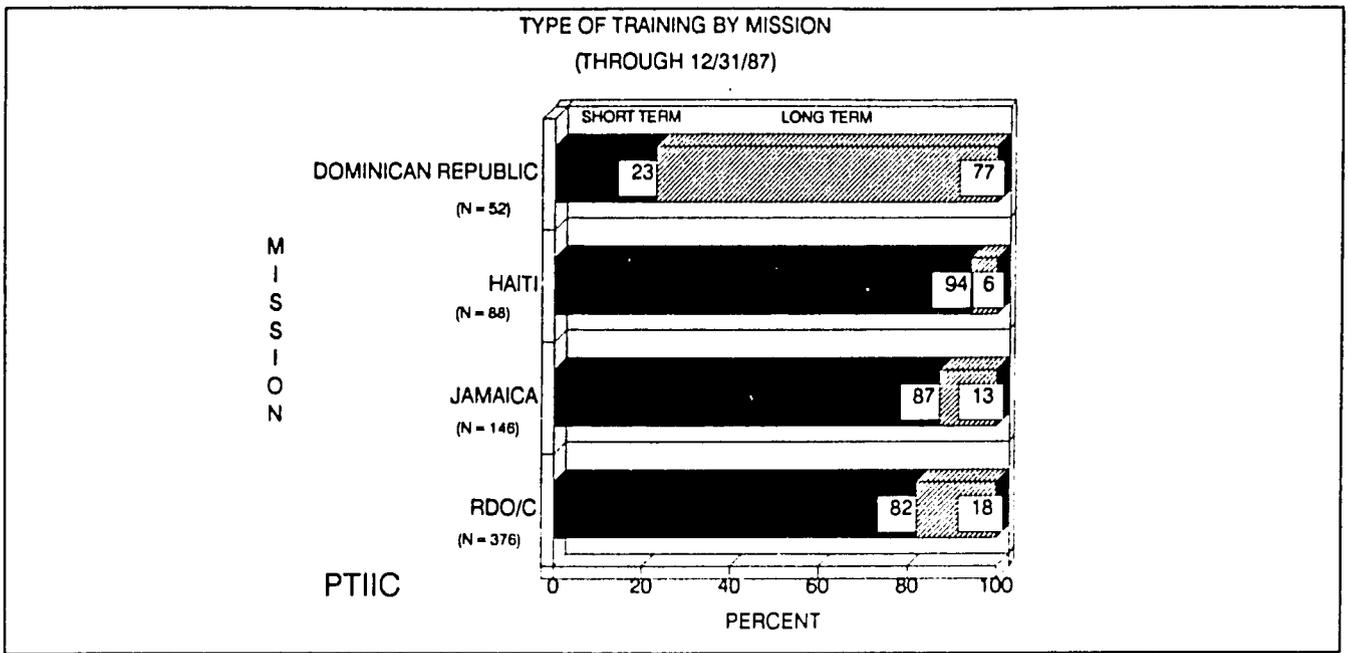


Figure 3.1

The majority of long-term awards have been for undergraduate-level training. For the period under consideration (through December 1987) only 9 graduate-level awards were given, compared to 118 undergraduate-level (Associate/Bachelor's) awards. Five out of the nine graduates were from the Dominican Republic. The Trainees are university professors in the social sciences--a special target group for that Mission. Haiti and the RDO/C gave 1 and 3 graduate-level awards, respectively; and Jamaica, none. Figure 3.2 shows the proportion of awards, by Mission, in each academic category--Associate/Bachelor's or Master's--and the proportion of technical or nonacademic awards.

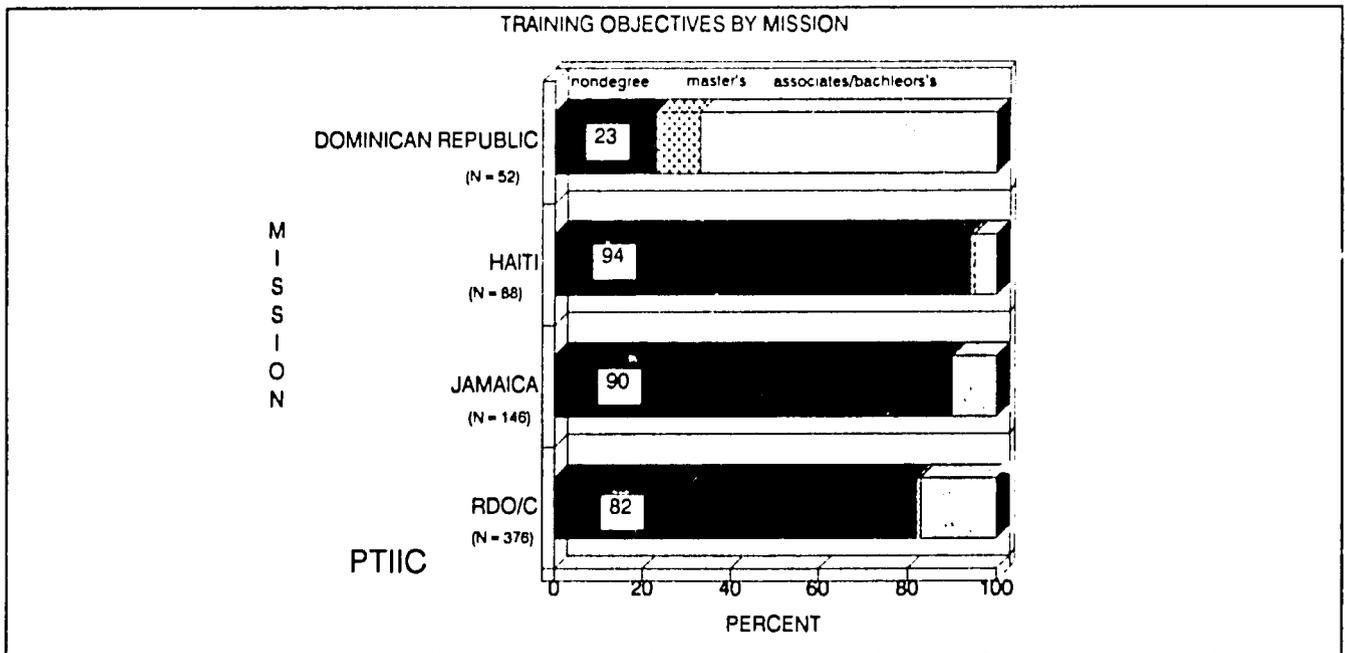


Figure 3.2

35

## LIMITATIONS

Since nearly all long-term academic Trainees are still in training (most in early stages), it is not possible to provide answers to questions concerning predeparture preparation or training experiences for all PTIIC Trainees to date. However, a number of short-term technical training programs have been completed, and many of the Trainees responded to an *Exit Questionnaire* that elicited evaluations of their training. This chapter summarizes the responses to selected items from that instrument.

The reader is cautioned regarding limitations on the generalizability of responses. Only short-term, group training programs were evaluated. Respondents from the RDO/C represent 63% of that Mission's 309 short-term Trainees and two out of five group training programs. Respondents from Haiti represent 88% of that Mission's 83 short-term Trainees and three out of six group training programs. Trainees from Jamaica who were actually surveyed represent 47% of 127 short-term Trainees and five of Jamaica's group training programs. However, some items included here were asked of only 20 Trainees from three of the five Jamaican groups. (Two versions of the *Exit Questionnaire* were used; one version did not contain all of the items reported here.) Trainees from the Dominican Republic are not represented. That Mission had funded only 12 short-term Trainees--two training groups--through December 1987, and program evaluation data are not available.

For a description of the short-term training programs funded under PTIIC, see Appendix B of this report. For an extended analysis, by program, of Trainee responses to the *Exit Questionnaire*, see the Aguirre International *First Quarterly Report--FY 1988*.

## PREDEPARTURE PREPARATION

Short-term Trainees from each of the Missions for which program evaluation data were available received in-country preparation. Figure 3.3 shows by Mission the percentages of Trainees who reported receiving the predeparture preparation, and Figure 3.4 shows the proportion who received the preparation in their own countries rather than in a third country. (Some Trainees from the various eastern Caribbean islands receive orientation in Barbados.)

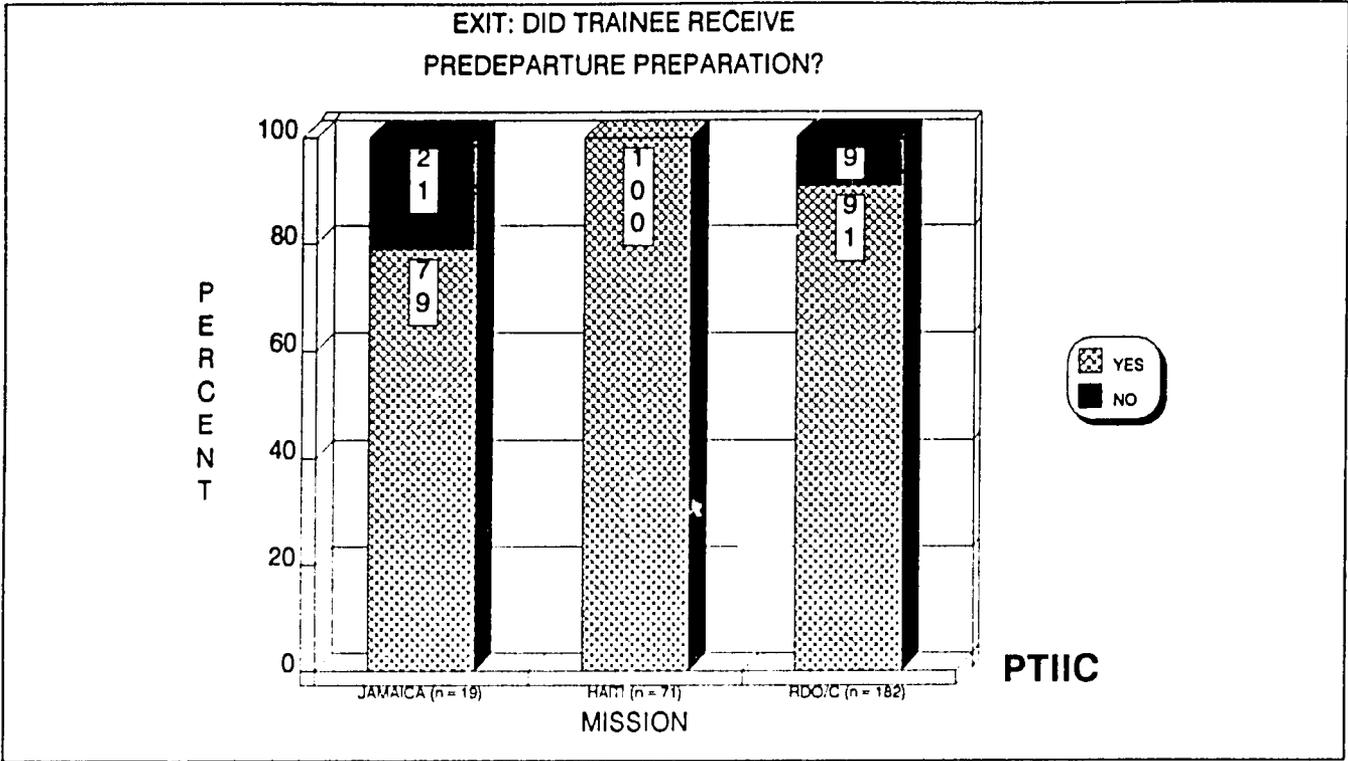


Figure 3.3

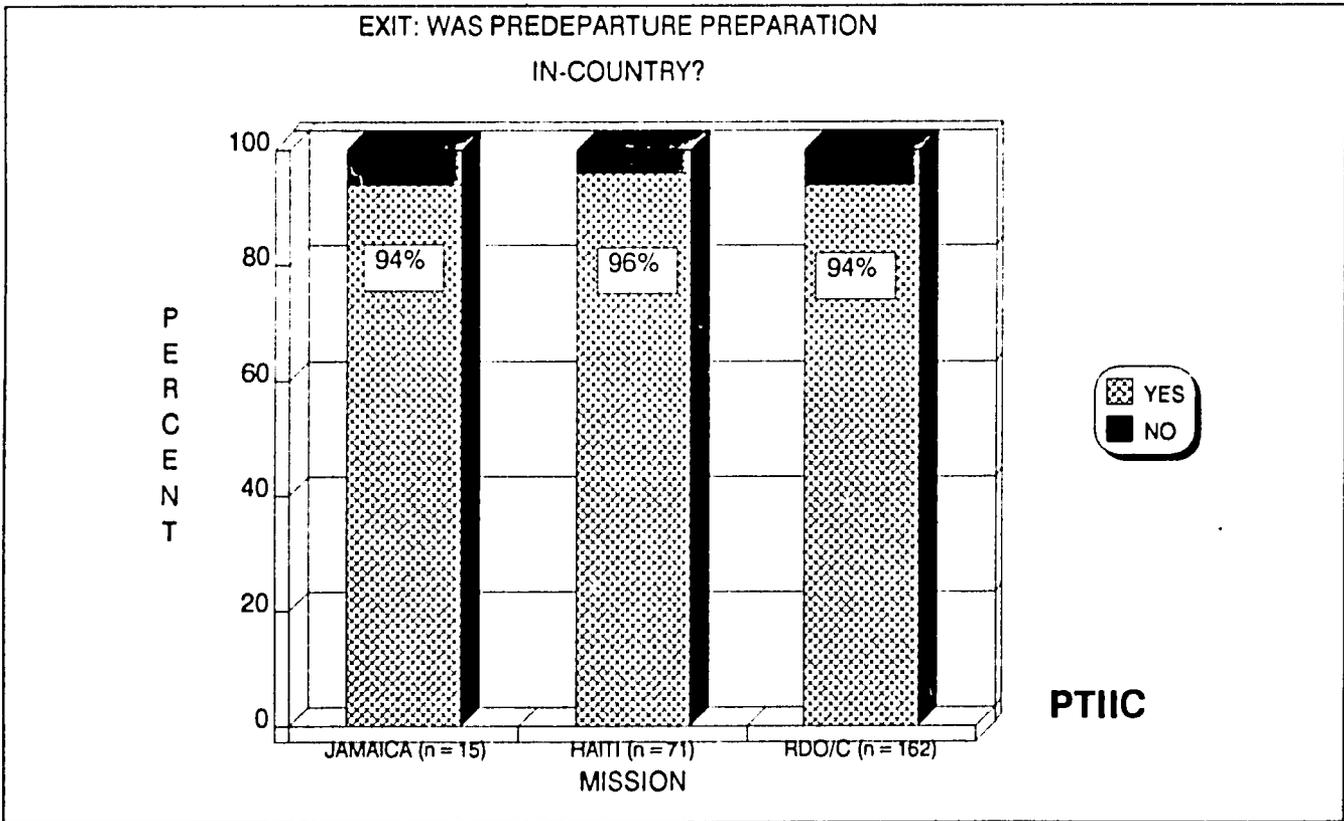


Figure 3.4

Trainees evaluated the usefulness to them of various aspects of this predeparture preparation. Figures 3.5 through 3.7 summarize their responses. These figures report the proportion of respondents who indicated that each aspect of predeparture preparation was either of considerable use or extremely useful.

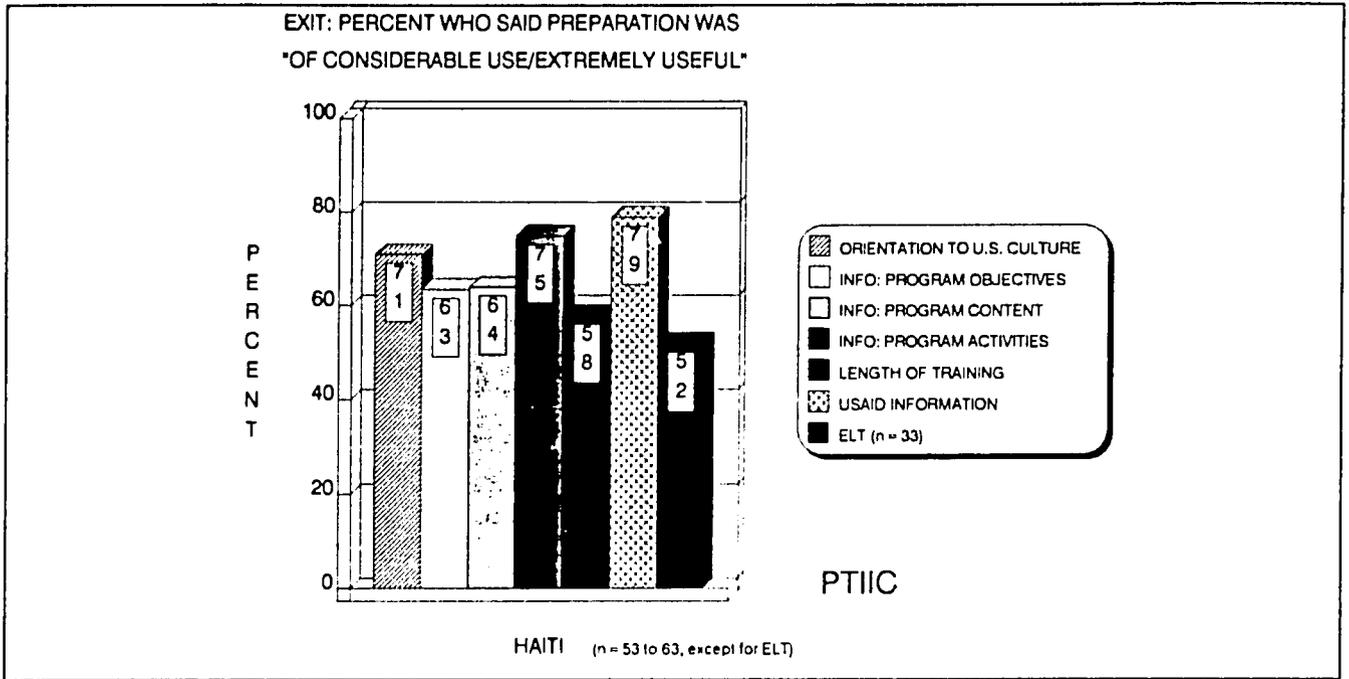


Figure 3.5

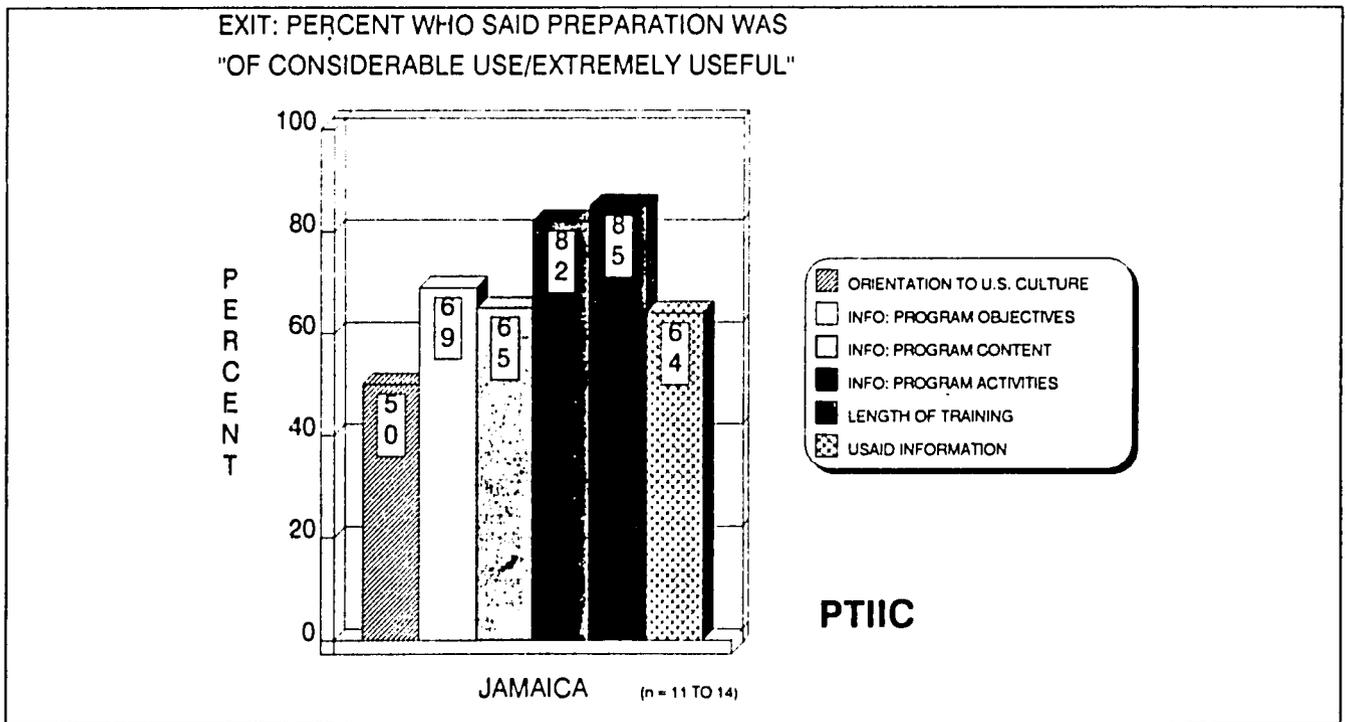


Figure 3.6

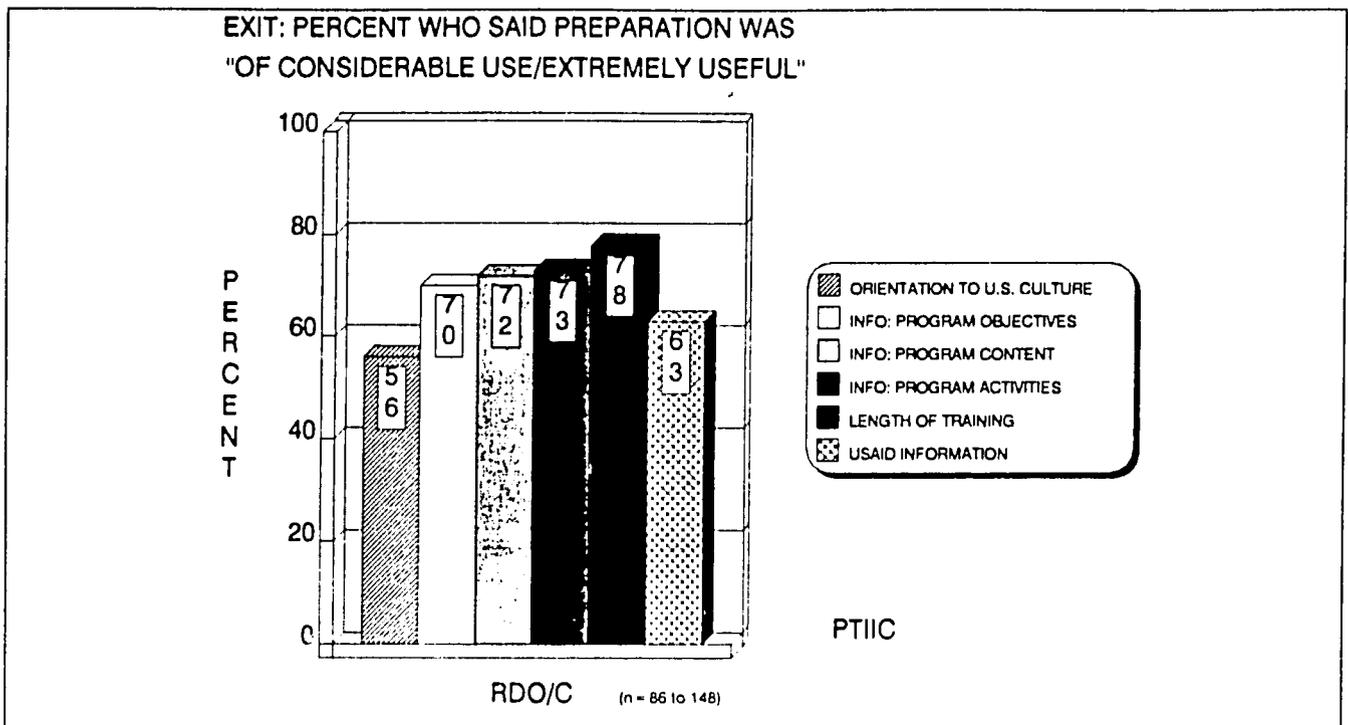


Figure 3.7

Results for Jamaica and the RDO/C are similar with regard to the category orientation to U.S. culture: the category received a slightly lower rating overall than did other aspects of predeparture preparation (such as, information specific to the training program or to USAID policies and procedures). It may be that Trainees from English-speaking countries in the Caribbean perceive less need for cultural information. On the other hand, a large proportion (71%) of respondents from Haiti gave the orientation to U.S. culture a high rating for usefulness. An even larger proportion (79%) gave a high rating for usefulness of USAID information. Just over 60% of Trainees from the other two Missions gave high ratings for the usefulness of USAID information.

In-country ELT is provided in both Haiti and the Dominican Republic. However, it primarily serves long-term Trainees. The exit evaluations reported here do not provide information concerning the quality of either country's ELT.

Thirty-three Haitian short-term Trainees reported receiving English language training. About half of these (52%) gave the ELT a high rating for usefulness. With regard to language difficulties encountered during training, Haitian Trainees reported their greatest difficulty was in understanding informal conversations. In contrast, lectures, reading assignments, and classroom discussions presented less difficulty. Responses are summarized in Figure 3.8. (Thirty-nine Haitians reported the use of either Creole or Spanish in the classroom during training.)

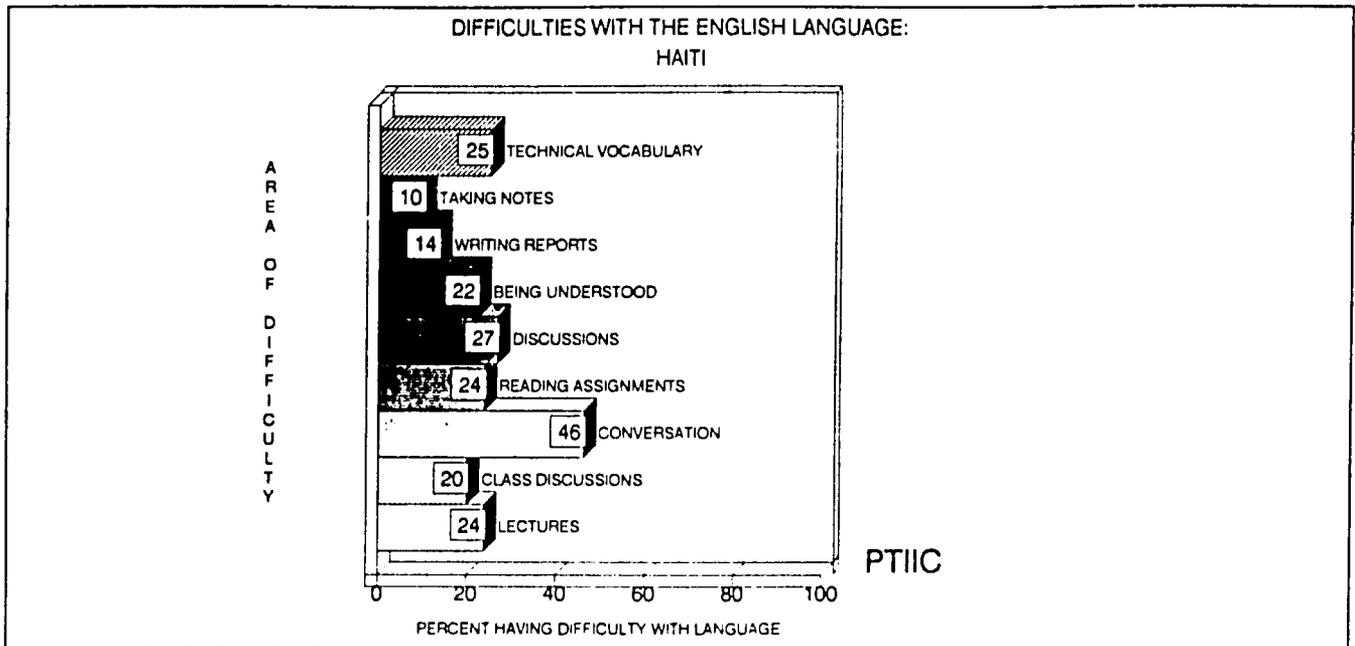


Figure 3.8

USAID/Haiti has contracted with the Haitian Academy to provide intensive English to selected applicants. The goal of the program is to provide the students with basic English prior to their departure for the U.S. We met with Academy personnel and directors and were impressed with the quality of the teachers, the commitment of the directors, and the positive attitudes of the students. Along with ELT, long-term Trainees receive four months of in-country remedial academic work.

USAID/Dominican Republic funds an intensive ELT program at the *Instituto Cultural Dominicano-Americano* (ICDA) to prepare AID participants in-country in basic English skills. A site visit and conversations with the program coordinator and members of her teaching staff produced a very favorable impression of the services provided. Personal commitment on the part of coordinators and trainers was evident. The ELT period (about four months) is used by the Mission to provide extensive predeparture preparation in areas other than language. The preparation includes the following:

- (1) Cultural awareness training to encourage sensitivity to Dominican history, culture, and social behavior as a foundation for sharing Trainees' Dominican heritage with U.S. citizens and for learning from Americans about U.S. institutions, customs, etc.
- (2) Educational counseling to guide the selection of appropriate training field, training level, and training institution.

The short-term Trainees who responded to our *Exit Questionnaire* estimated the degree of their overall preparedness for the U.S. training they received. The proportions of Trainees who felt either *prepared* or *very prepared* were 73%, 46%, and 43% for Jamaica, Haiti, and the RDO/C, respectively. Few of the RDO/C Trainees reported reasons for the low ratings.

Write-in responses from Haitian Trainees reinforced responses summarized in Figure 3.5--predeparture preparation was deficient with regard to program information. This shortcoming was noted by Trainees from all three programs. Surprisingly, few Haitian Trainees cited language limitations (or insufficient language preparation) as a reason for not feeling prepared. Short-term Trainees' perceptions of how well they were prepared are reported in Figures 3.9 through 3.11.

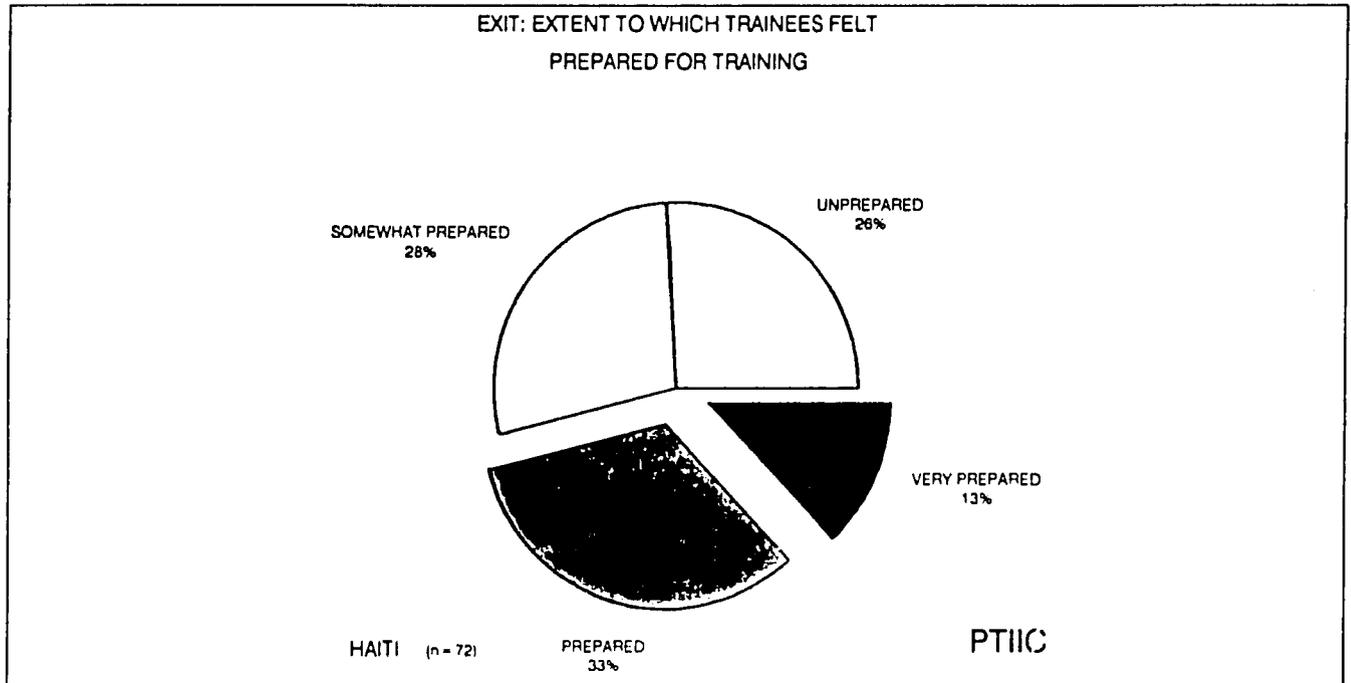


Figure 3.9

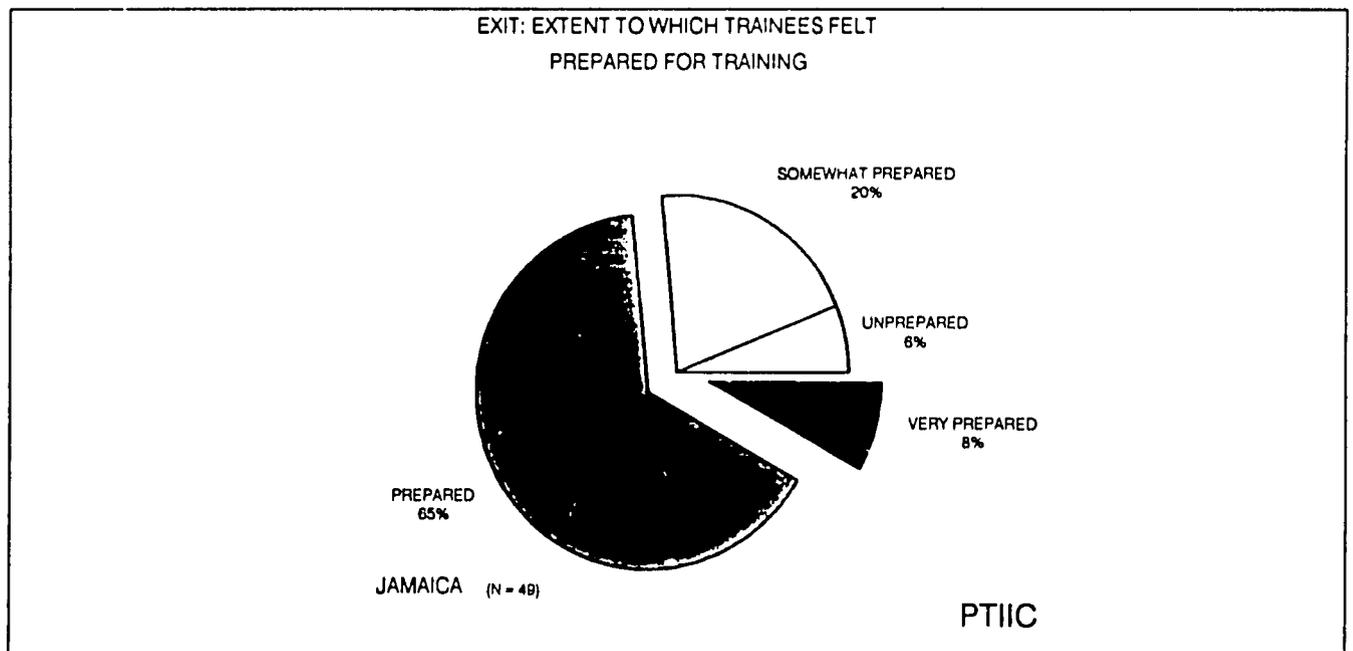


Figure 3.10

411

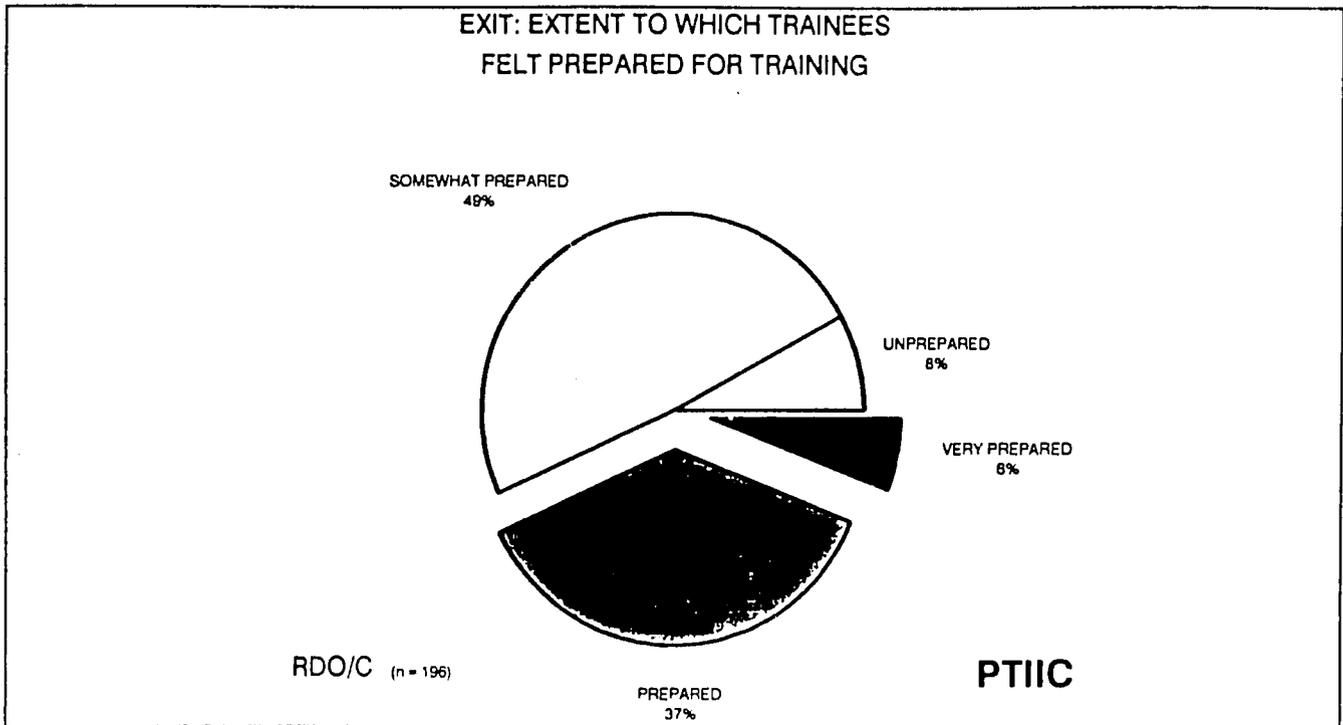


Figure 3.11

### THE TRAINING PROGRAMS

*SHORT-TERM TRAINING:* Short-term training programs are described in Appendix B, but Trainee responses to questions concerning the training programs are reported here. (The reader is reminded that for some items responses from Jamaican Trainees may not be representative.)

Respondents from the RDO/C and Jamaica were nearly unanimous in reporting that their personal goal for the scholarship program was to learn more in their field of work or study. While 61% of Haitian Trainees reported that same goal, another 22% said that getting to know U.S. culture was the main thing he or she wanted to get out of the scholarship program. Finally, learning English and making professional contacts each was cited by 7% of Haitian respondents. Figure 3.12 summarizes Trainee personal training objective by Mission.

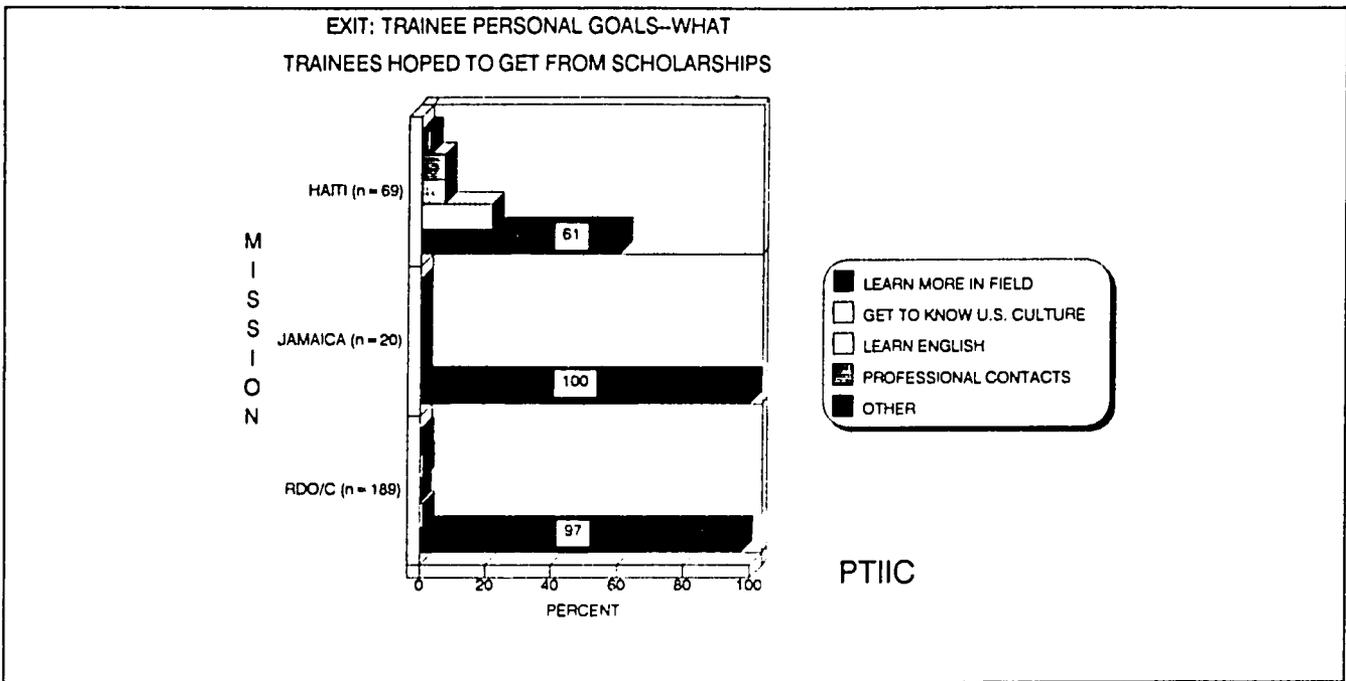


Figure 3.12

The majority of respondents from Jamaica and from the RDO/C, 85% and 75%, respectively, reported that their expectations for training had been met to *a great extent* or to *a very great extent*. A notably greater portion of qualified responses on the part of Haitians (18% reported that expectations had been met only *a little*) may reflect their youth (the average age is 24) along with unrealistic expectations owing to the lack of predeparture program information. The extent to which Trainees perceived these personal goals to have been met is reported in Figures 3.13 through 3.15.

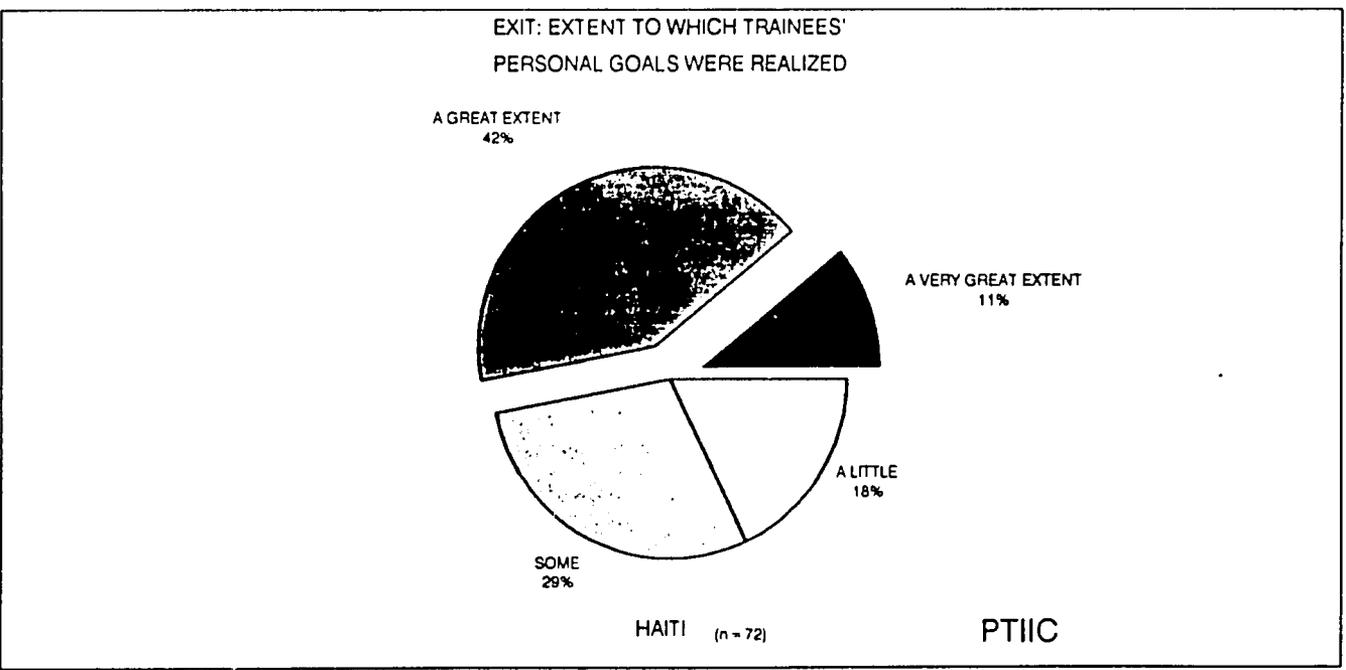


Figure 3.13

43

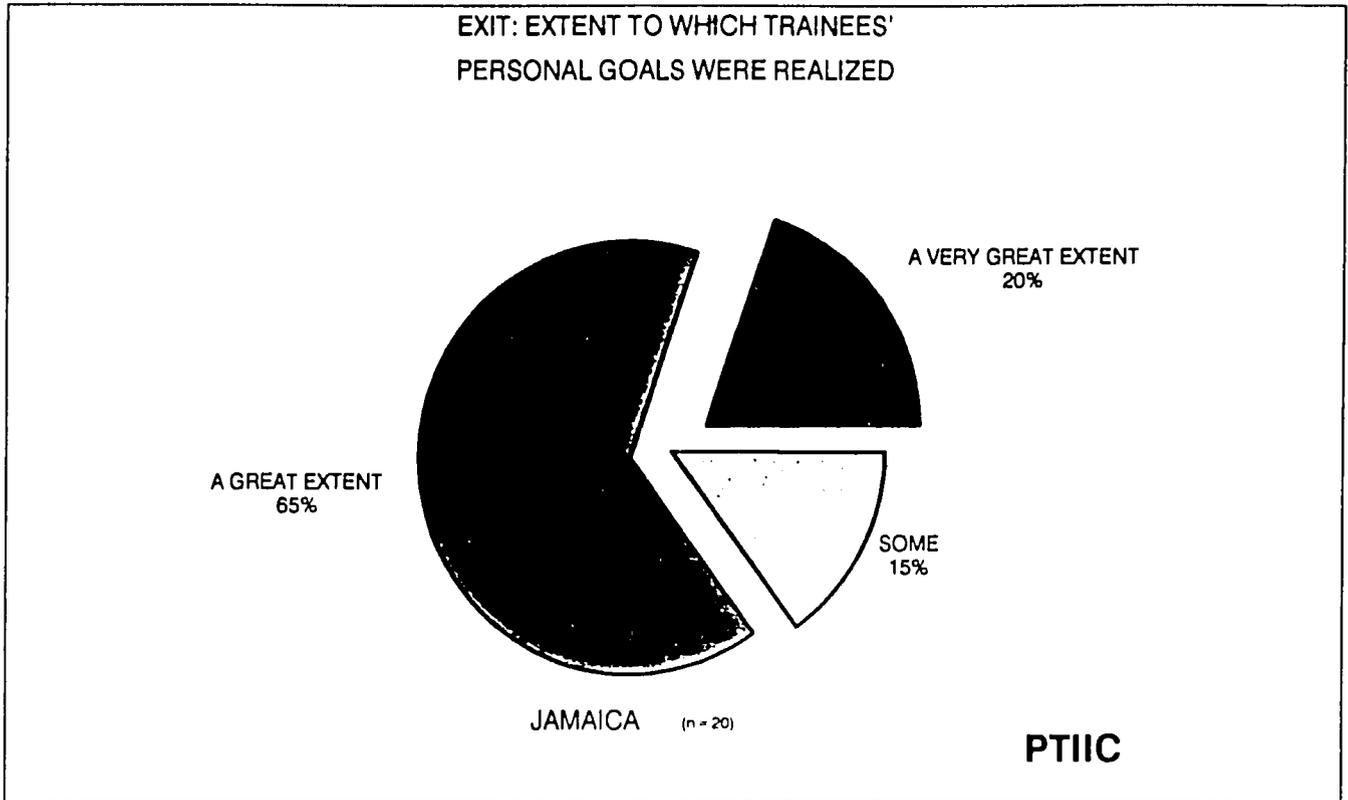


Figure 3.14

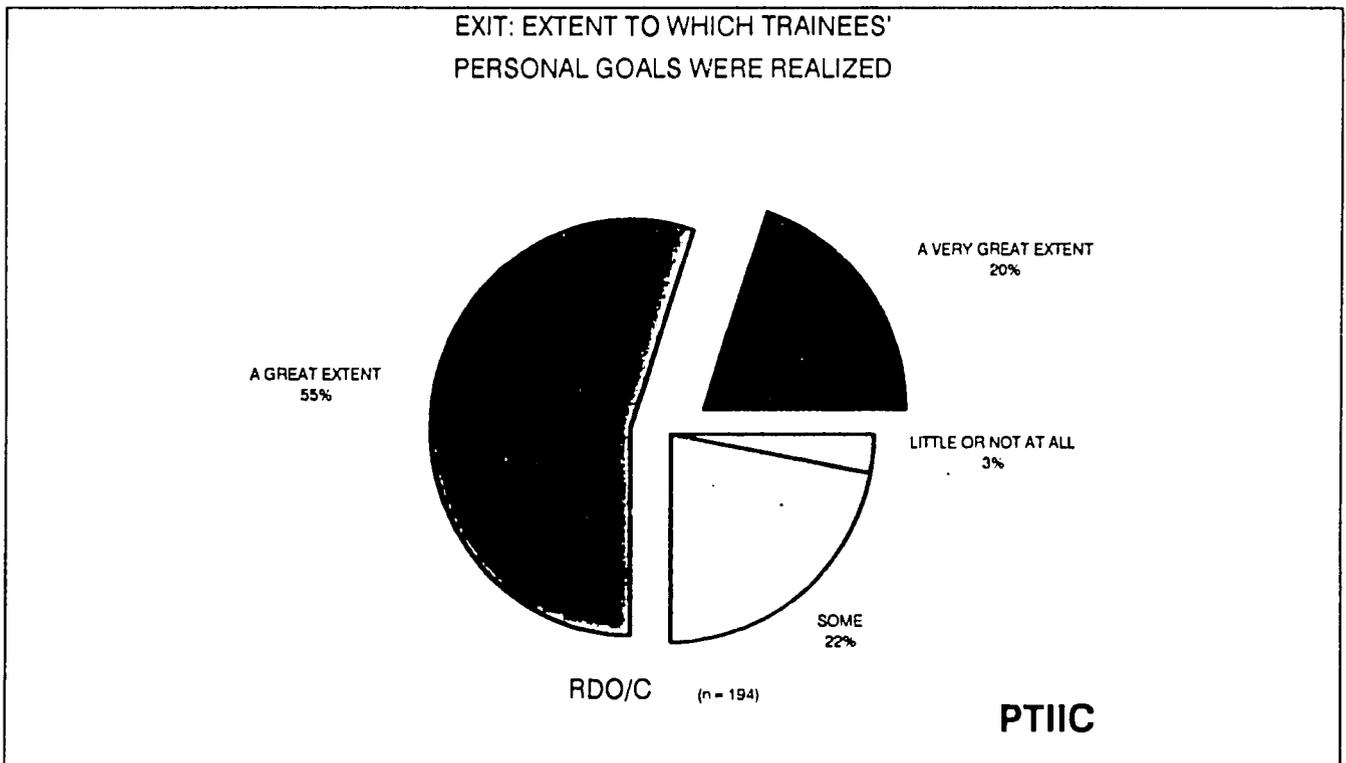


Figure 3.15

When Trainees compared the *training* they had received with their expectations for the training, patterns of response by Mission departed from patterns observed for the questions about personal goals. Haitian and Jamaican respondents gave similar evaluations of the training received--in each case, 29% found it *better than expected*. Respondents from the RDO/C stood out in that 50% found the training *better than expected*. Percentages are reported in Figures 3.16 through 3.18.

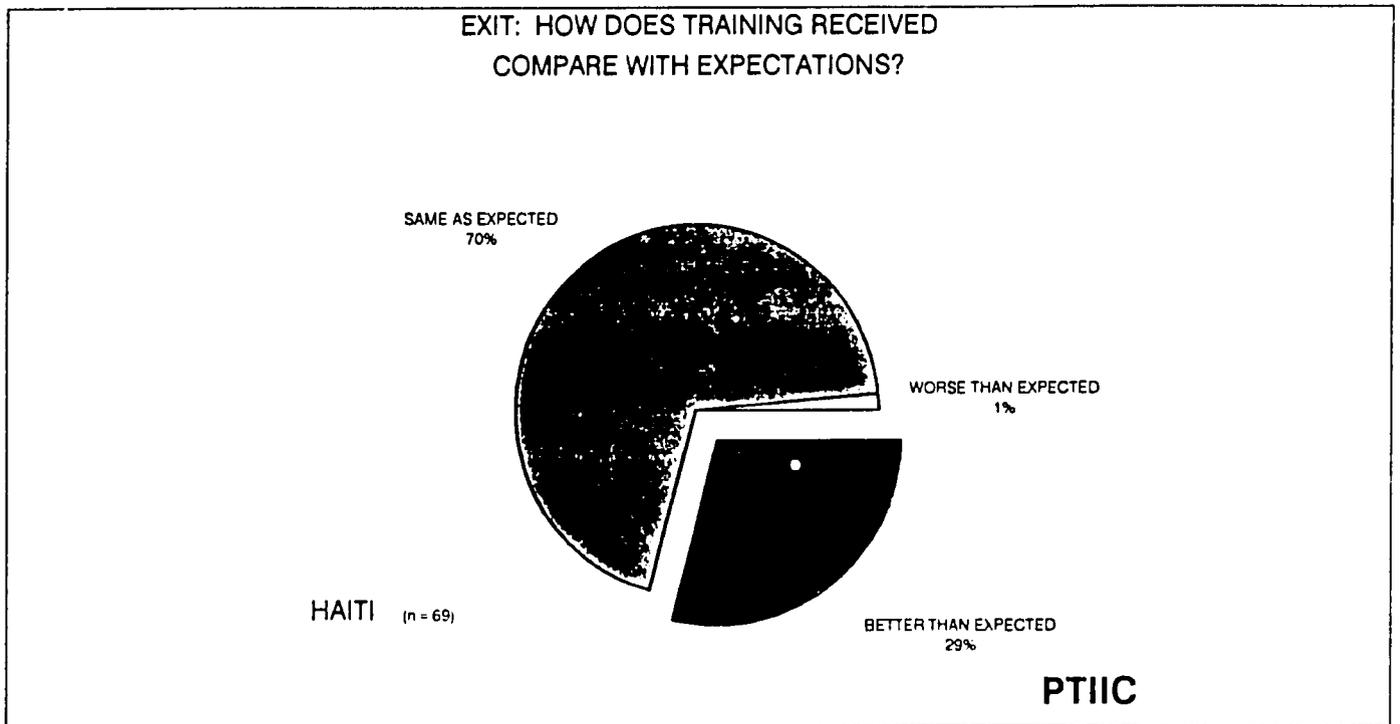


Figure 3.16

EXIT: HOW DOES TRAINING RECEIVED  
COMPARE WITH EXPECTATIONS?

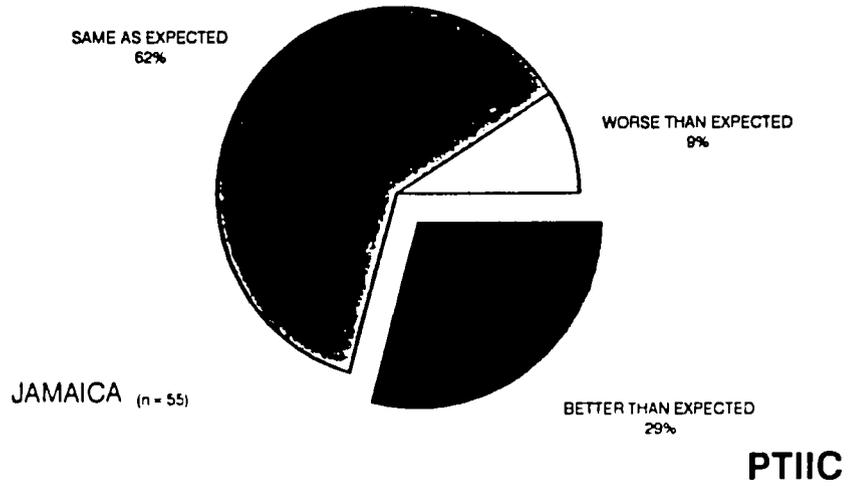


Figure 3.17

EXIT: HOW DOES TRAINING RECEIVED  
COMPARE WITH EXPECTATIONS?

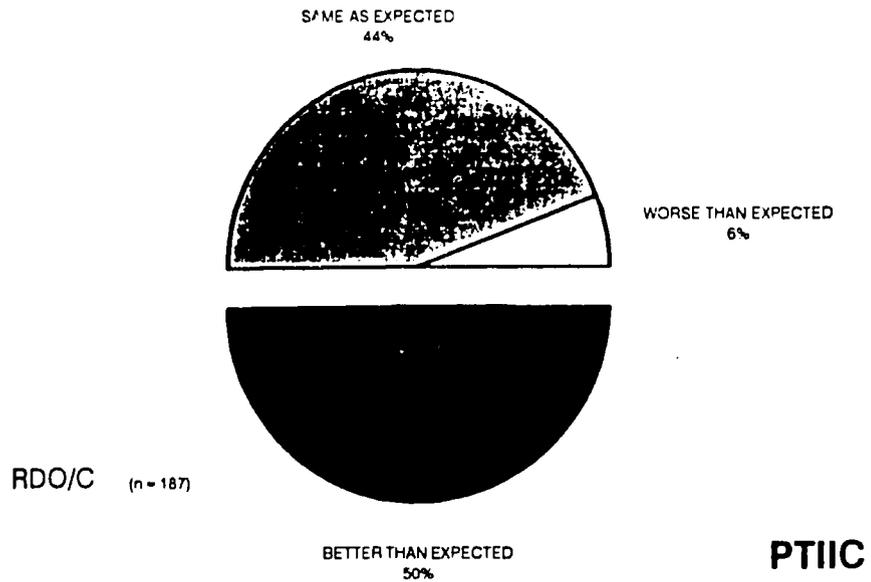


Figure 3.18

46

**LONG-TERM TRAINING:** As of December 31, 1987, 131 PTIIC Trainees had begun programs in the U.S. that would last nine months or longer. Evaluation questionnaires were filled out by those who were in Washington, D.C. for a leadership conference from May 24-29, 1988. A summary of their responses is forthcoming. The leadership conference, arranged by Creative Associates International of Washington, strove to enhance Trainee leadership skills and to help Trainees discover relationships and linkages that could be continued after completing their U.S. training. Also present at the conference were Mission staff from the RDO/C and Haiti and non-AID persons involved in Trainee recruitment, screening, and follow-up for the two Missions. Trainees gave highly positive evaluations of the trainers and the training sessions. One Trainee said that *the conference was very participant-oriented which...enhanced the entire purpose of the conference*. Others valued the opportunity to interact with the other scholars and to share our experiences and saw the conference as an opportunity to learn something about others' countries as well as about the quality of good leadership.

### EXPERIENCE AMERICA

**NONCLASSROOM EXPERIENCES:** Some activities that Trainees engaged in while in the U.S. are summarized in Figures 3.19 through 3.21. Attending cultural events was the single most frequent activity reported; visiting or living with U.S. families was also frequently reported by Haitian and Jamaican Trainees (80% of each group) although only 45% of Trainees from the RDO/C reported having that experience. Attendance at civic activities was reported by 45% of RDO/C Trainees but only by 25% and 22% of Jamaicans and Haitians, respectively. One other relatively frequent activity was traveling around the U.S. Not surprisingly, a large proportion (64%) of the Haitian Trainees reported attending athletic events.

It may be of consequence that Trainees from the RDO/C had the least experience with U.S. families (see Figures 3.19-3.21) and reported the least increase in understanding of U.S. families.

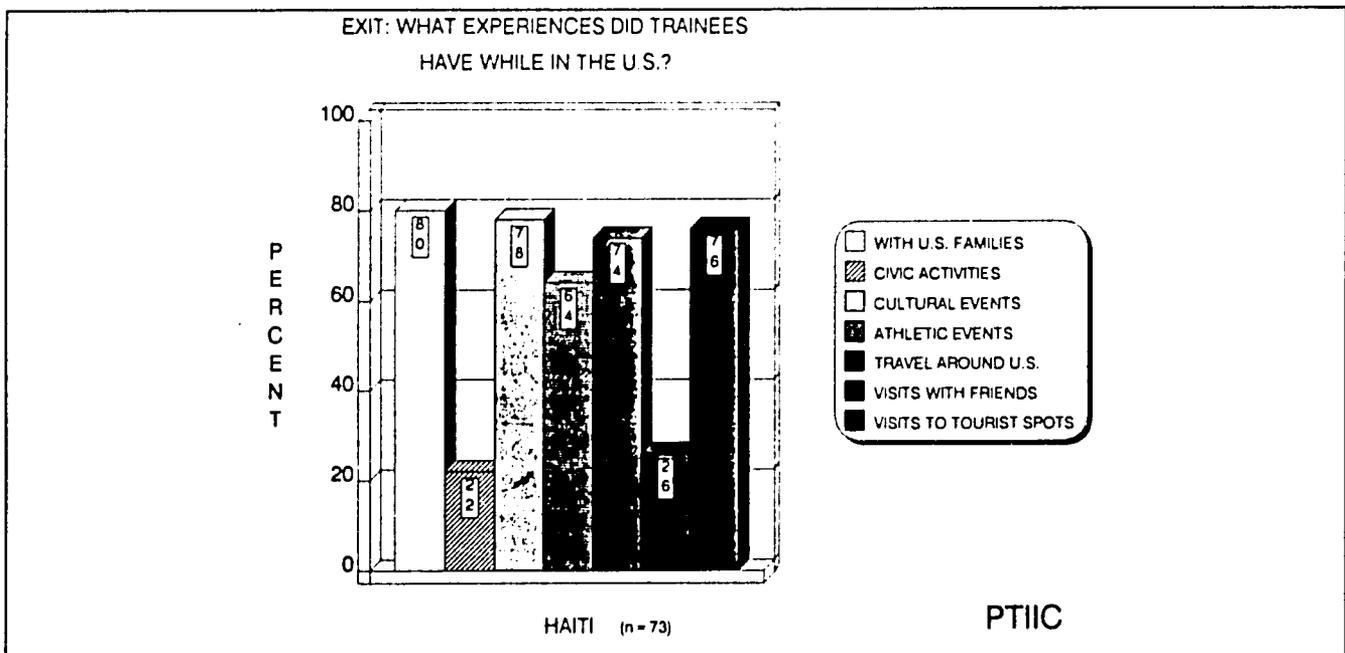


Figure 3.19

47

EXIT: WHAT EXPERIENCES DID TRAINEES  
HAVE WHILE IN THE U.S.?

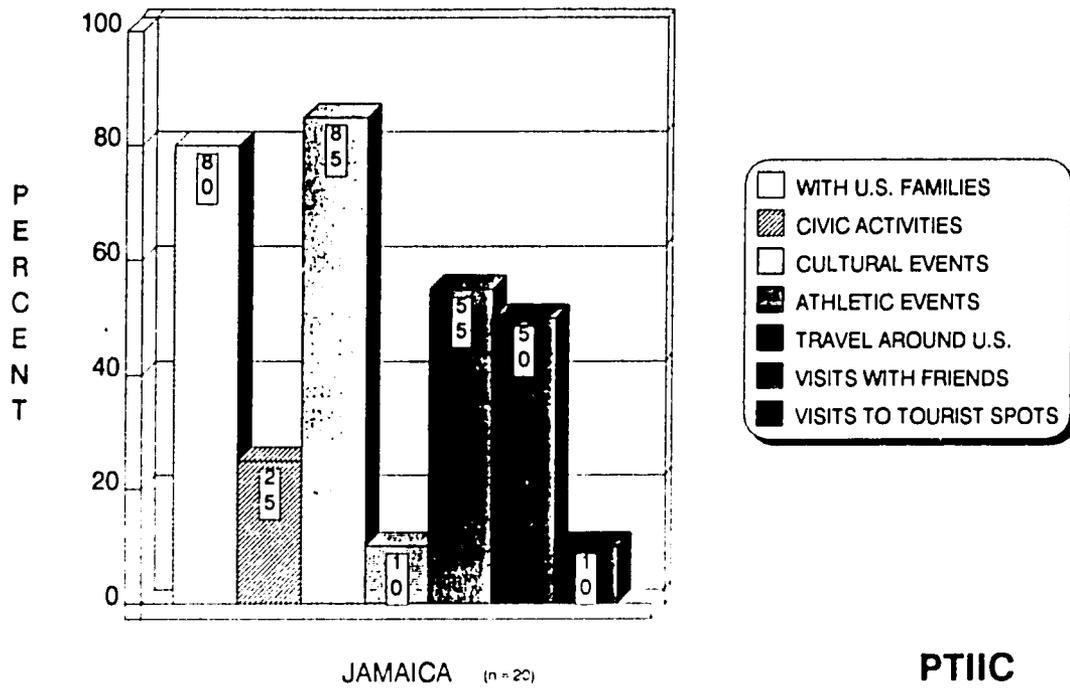


Figure 3.20

EXIT: WHAT EXPERIENCES DID TRAINEES  
HAVE WHILE IN THE U.S.?

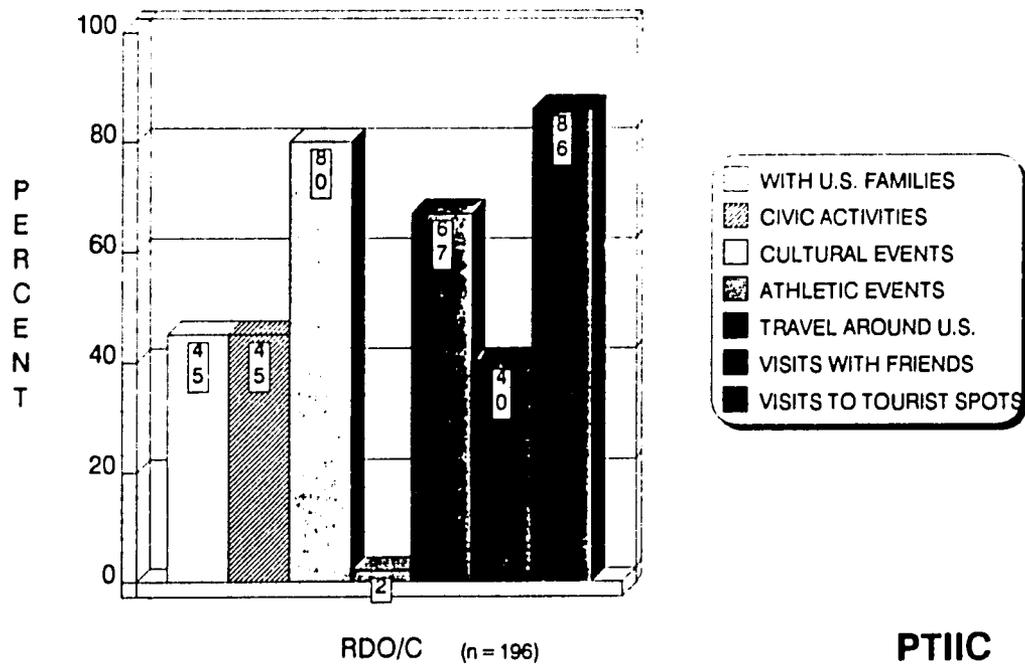


Figure 3.21

**TRAINEE PERCEPTIONS OF THE U.S.:** Trainees were asked to report how much their scholarship experiences had increased their understanding of different aspects of life in the U.S. Response patterns across Missions were similar. Trainees reported that the greatest increase was in their understanding of U.S. citizens and U.S. life styles. They perceived less increase in their understanding of U.S. politics and U.S. government. A difference across Missions was observed in responses concerning an increase in understanding of U.S. families: Haitian Trainees reported the greatest increase, followed by Jamaicans, and finally Trainees from the RDO/C. Percentages are reported in Figures 3.22 through 3.24.

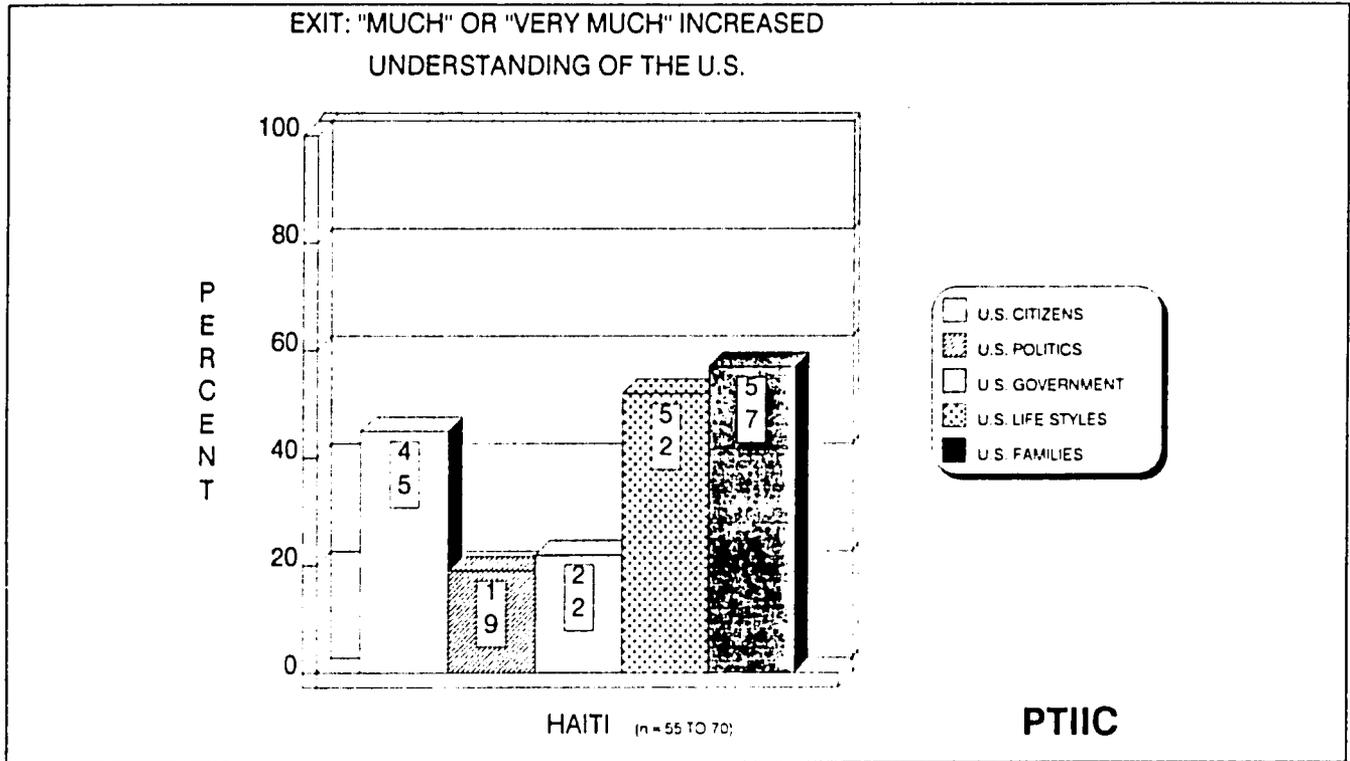


Figure 3.22

EXIT: "MUCH" OR "VERY MUCH" INCREASED  
UNDERSTANDING OF THE U.S.

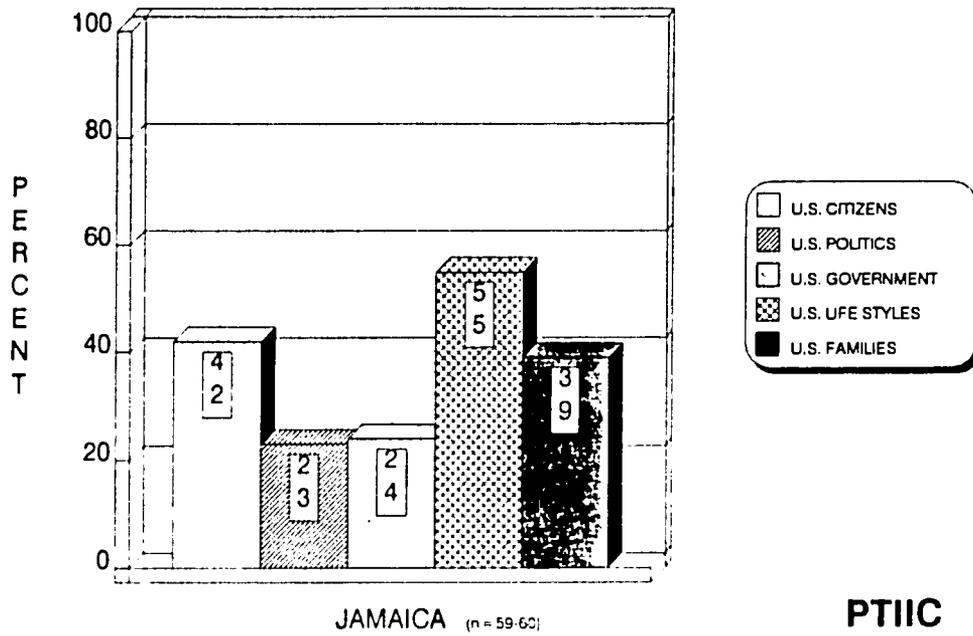


Figure 3.23

EXIT: "MUCH" OR "VERY MUCH" INCREASED  
UNDERSTANDING OF THE U.S.

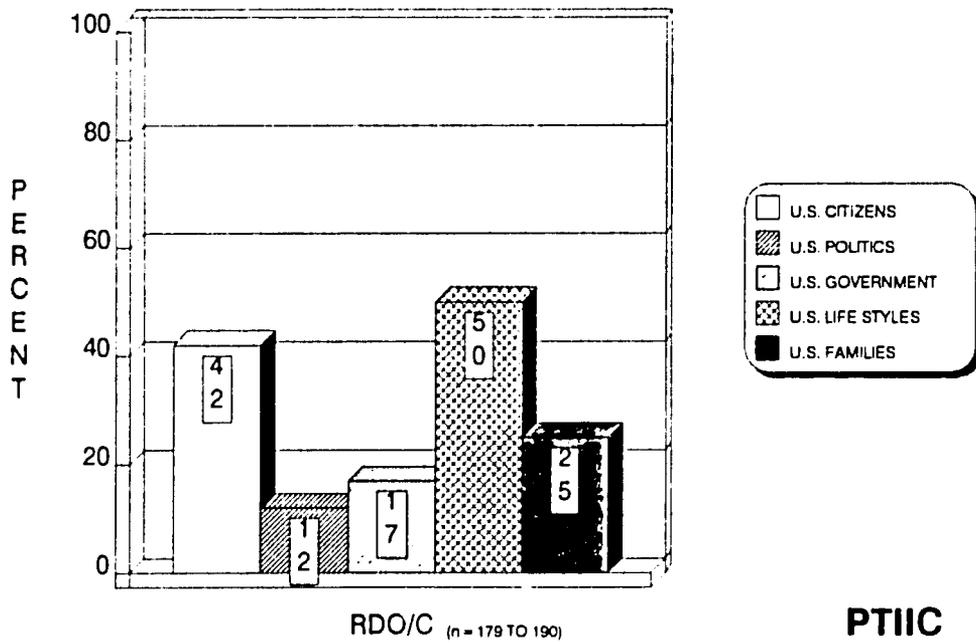


Figure 3.24

Trainees were asked to characterize the U.S. on several dimensions. Haitian Trainees provided the largest proportions of negative characterizations--especially with regard to sensitivity. However, the majority of Haitian characterizations were positive. Characterizations by Trainees from Jamaica and from the eastern Caribbean islands were overwhelmingly positive. Percentages are reported in Figures 3.25 through 3.27.

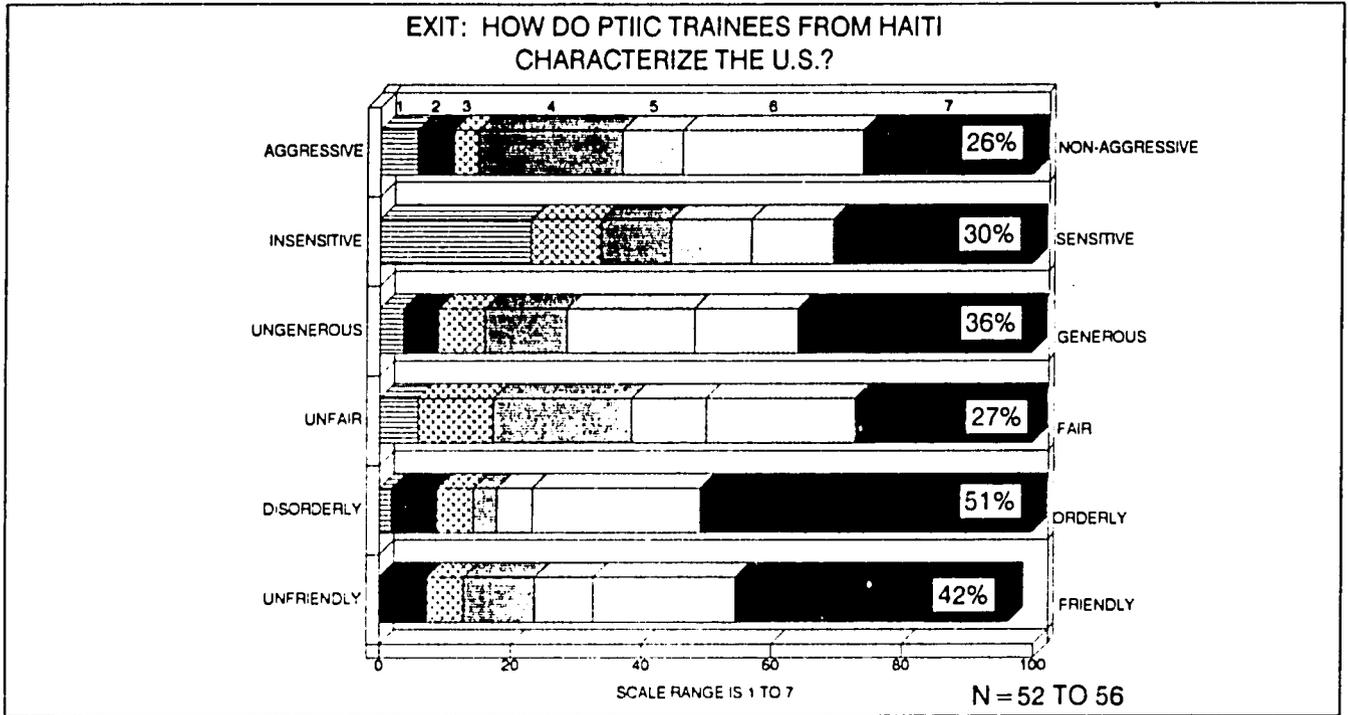


Figure 3.25

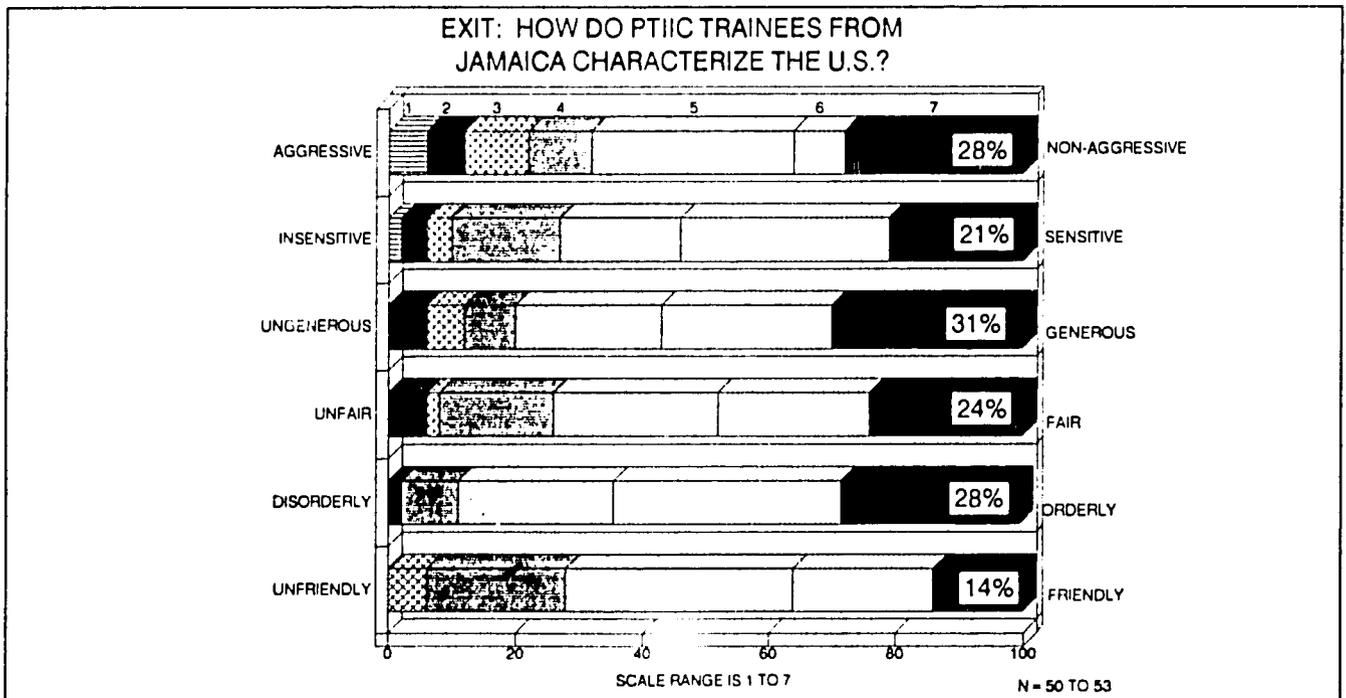


Figure 3.26

51

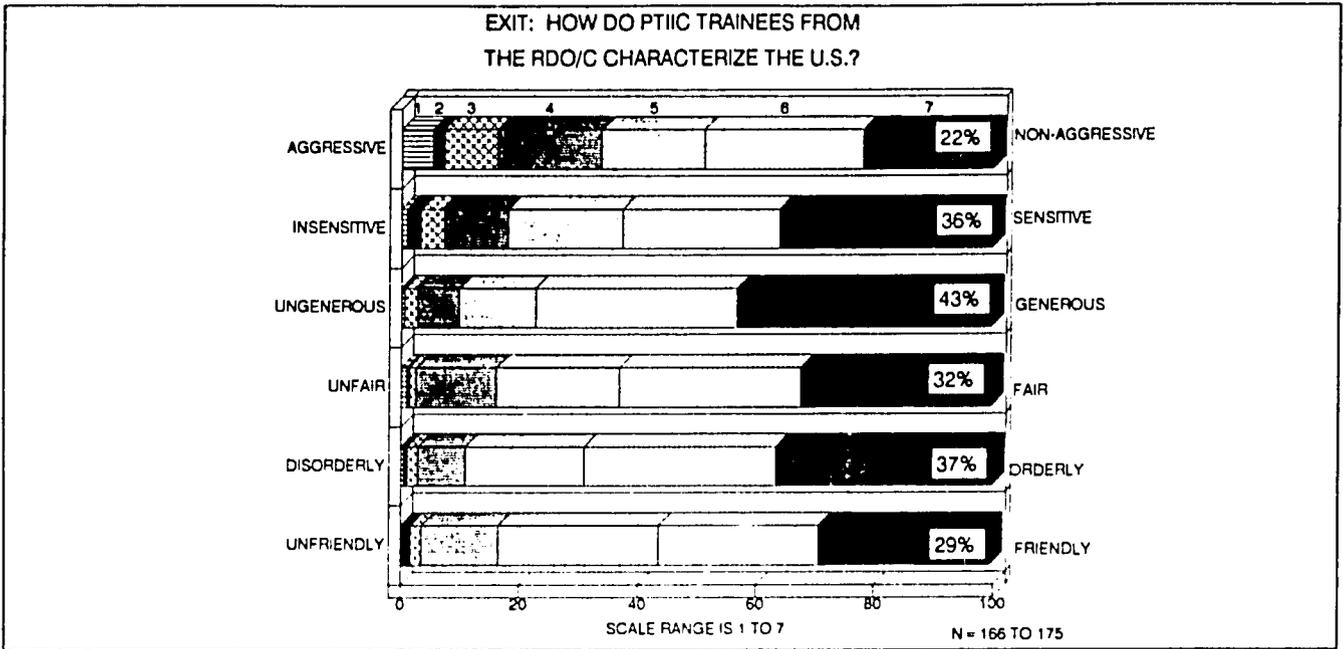


Figure 3.27

Finally, respondents reported their perceptions of how well U.S. citizens understand the Trainees' country. Response patterns were strikingly similar across Missions, as can be observed in Figure 3.28. Averaging across the three Missions, 52% of the respondents said U.S. citizens understand the Trainees' country *not at all* or *only a little*, while just 17% responded with *well* or *very well*. Another 31% either abstained or provided the noncommittal response *somewhat*.

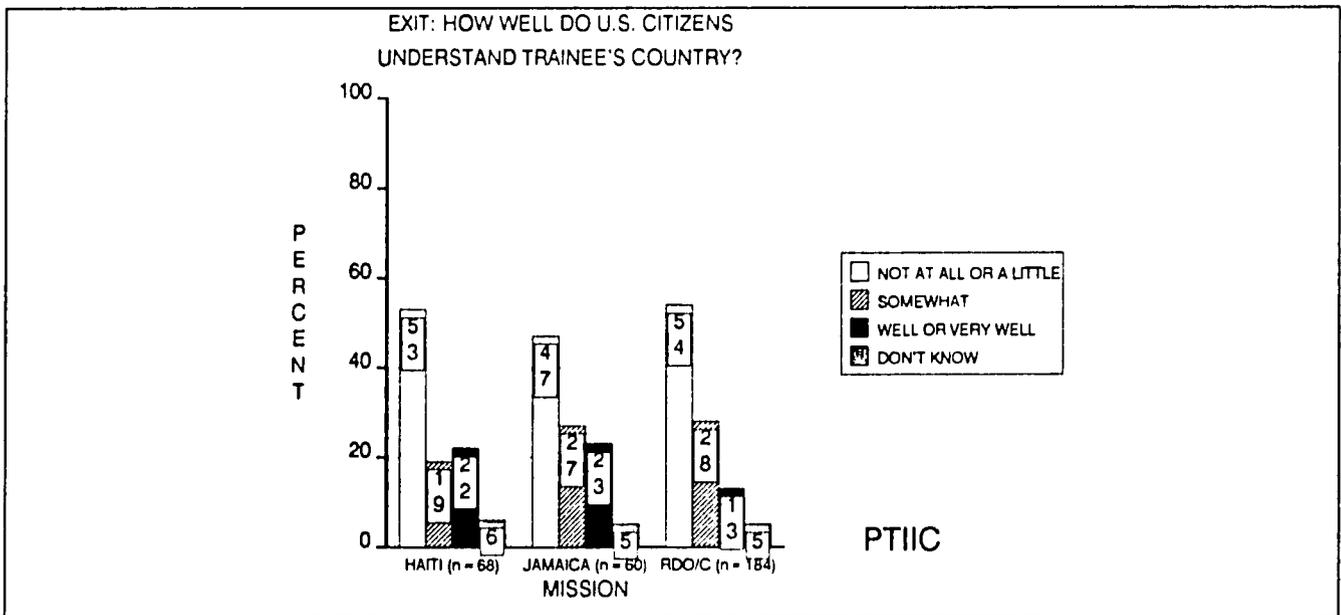


Figure 3.28

## SUMMARY

Data reported in this chapter constitute primarily *Trainee* 1) evaluations of two aspects of their scholarship programs--in-country predeparture preparation and training in the U.S., 2) reports of nonclassroom experiences, and 3) perceptions of the U.S. and its citizens.

Issues specific to individual training programs were reported in Aguirre International's *First Quarterly Report--FY 1988*. The present summary analysis brought to light a few additional concerns.

Predeparture preparation has *not* been satisfactory in the judgment of some Haitian Trainees. Twenty-six percent reported feeling *unprepared*, and the deficiency most often cited was lack of program information.

Comparatively lower levels of satisfaction with training have been reported by Haitians (perhaps owing in part to inadequate preparation).

Most short-term Trainees report less increase in their understanding of U.S. politics and government than in their understanding of U.S. culture (families, citizens, and life styles).

Trainees from Jamaica and the eastern Caribbean islands have reported that orientation to U.S. culture given in-country is the least useful aspect of their predeparture preparation.

## RECOMMENDATIONS

The Mission in Haiti needs to determine the cause of Trainee dissatisfaction with the predeparture preparation and improve mechanisms for providing Trainees with program information.

All Missions need to see that Experience America programming involves Trainees with democratic institutions and processes as well as with U.S. social life.

Missions that serve English-speaking countries should share their insights and experiences regarding PTIIC Trainees and programs to consider the most appropriate ways of adapting the project to suit that population.

## **CHAPTER FOUR**

### **COST OF PTIIC TRAINING**

Cost of PTIIC training is comprised of two main types of expenditures: program and administrative. Program costs are expenditures such as Trainee tuition, training fees, maintenance allowances, health insurance, English language training and transportation. Administrative costs include funds expended by a contractor (or Agency staff) to select, program and place Trainees. Administrative costs include salaries, overhead, profit, contractor travel and per diem.

This assessment of costs will focus exclusively on actual expenditures (not budgeted costs) to date by the PTIIC contractor, United Schools of America (USA) and their subcontractor Creative Associates.

The assessment will be divided into three components:

1. Program expenditures of Technical Training (technical training is all training not designed to lead to an academic degree);
2. Program expenditures of Academic Training (all training designed to lead to an academic degree); and
3. Administrative expenditures of all training.

The PTIIC contractor and subcontractor have endeavoured to follow the Agency's Training Cost Analysis for training program budgeting and reporting. The systems put into place by USA are very useful in assessing costs of the program. Their procedures are clear and precise.

The PTIIC contractor has supplied us with detailed expenditure data in only one of the above categories: expenditures related to technical training program costs. We have not yet received detailed information regarding overall administrative or academic program costs. However we have received reports from the contractor to AID/W which summarize these costs. We will use these figures for administrative and academic program costs until more detailed costs are available.

Table 4.1 indicates the level of cost per training-month for each of the three areas mentioned above. Program costs, both academic and technical, are very reasonable. Administrative costs are somewhat higher than might be anticipated in part due to high start-up costs of the program.

TABLE 4.1 COST CATEGORY COST PER TRAINING-MONTH	
PROGRAM	
Academic	\$1,128
Technical	\$2,655
ADMINISTRATIVE	\$ 548

The following sections provide more detail on PTIIC costs.

**TECHNICAL TRAINING PROGRAM COSTS**

Expenditure data associated with program costs of technical training are reasonable and in line with CAPS data for similar programs. Table 4.2 shows costs through March 30, 1988. The mean cost per training-month for technical training is \$2,655. Figure 4.1 depicts the portion of total expenditures which the region allocated to the various cost ranges of training. For example, thirty-four percent of total expenditures for technical training were spent on programs costing about \$1500 per training-month. This is a very low figure and accounts for the overall low technical training program costs. On the other hand, over 7% of all expenditures for technical training cost more than \$6,500 per training-month, a very high figure. Table 4.2 provides additional detail on technical training costs per PIO/P group.

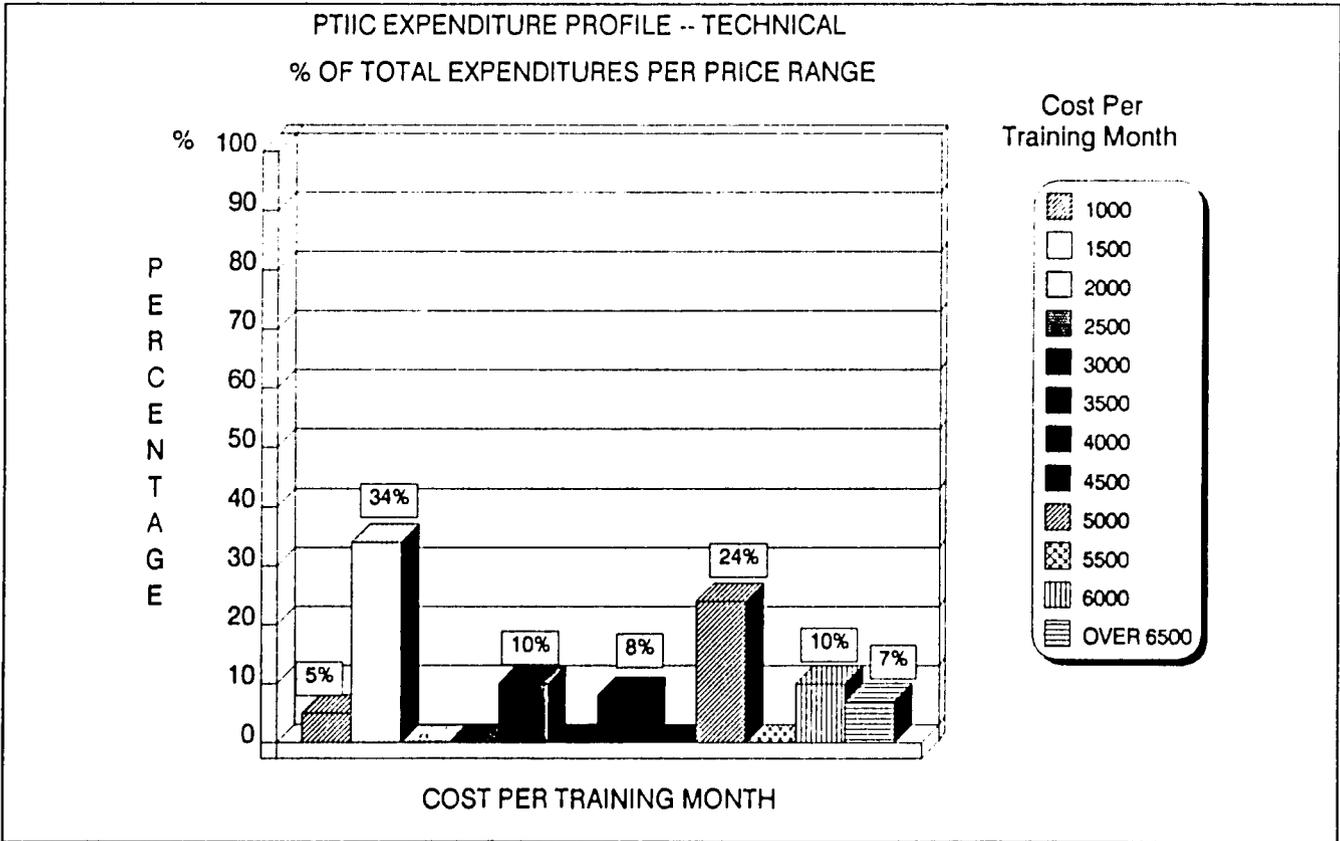


Figure 4.1

55

TABLE 4.2  
TRAINING COST FOR TECHNICAL PROGRAMS, PTIIC

USAID	PIO/P NO.	PROGRAM ENHANCEMENTS AFFECTING COST	DEPT DATE	RETURN DATE	TOTAL PROGRAM TRAINING MONTHS	TOTAL COST LESS AIRFARE	COST PER TRAINING MONTH
HAITI	7658151		07-Feb-87	15-Feb-87	1.30	\$200	\$154
JAMAICA	7658152		15-Mar-87	15-Aug-87	5.05	\$2,100	\$416
JAMAICA	7658162		30-May-87	01-Aug-87	94.50	\$107,592	\$1,139
RDO/C	50134		29-Jun-87	18-Sep-87	2.66	\$4,300	\$1,617
RDO/C	7658145		01-Jul-87	31-Aug-87	398.00	\$689,681	\$1,733
DR	70082	SOCIAL/PROFESSIONAL	25-Oct-87	08-Nov-87	1.20	\$2,852	\$2,377
RDO/C	60002		15-Jun-86	01-Sep-86	2.56	\$6,766	\$2,643
JAMAICA	7658210		04-Aug-87	31-Oct-87	8.40	\$23,645	\$2,815
JAMAICA	7658199		09-Nov-87	04-Dec-87	17.80	\$50,808	\$2,854
JAMAICA	7658161	ONE-WEEK WORKSHOP IN	06-Jul-87	09-Aug-87	23.00	\$69,458	\$3,029
JAMAICA	7658198		06-Nov-87	12-Dec-87	18.00	\$57,600	\$3,200
HAITI	7658160	CONSULTANT FEE;	12-Apr-87	27-Apr-87	1.50	\$5,866	\$3,910
RDO/C	7658048		09-Nov-87	18-Dec-87	17.92	\$72,533	\$4,048
JAMAICA	7658196	EXPERIENCE AMERICA	10-Aug-87	04-Sep-87	13.35	\$54,086	\$4,051
JAMAICA	7658159	EXPERIENCE AMERICA: VISIT	04-Mar-87	02-Apr-87	5.00	\$21,219	\$4,244
JAMAICA	7658208		16-Aug-87	02-Oct-87	1.50	\$6,523	\$4,349
DR	7658101		22-Mar-87	26-Mar-87	0.91	\$4,376	\$4,809
RDO/C	60227	NEEDS ASSESSMENT AND	19-Jul-86	01-Sep-86	95.70	\$486,128	\$5,080
DR	7658108	INTERPRETER USED.	15-May-87	27-Jun-87	1.35	\$7,207	\$5,339
HAITI	7658153		01-Mar-87	04-Mar-87	0.20	\$1,113	\$5,565
HAITI	7658191-4	FOUR CHAPERONS.	24-Aug-87	16-Sep-87	21.70	\$126,994	\$5,852
JAMAICA	7658211-12		16-Nov-87	11-Dec-87	1.50	\$9,033	\$6,022
HAITI	7658197	TWO INTERPRETERS;	07-Oct-87	03-Nov-87	9.90	\$60,645	\$6,126
RDO/C	7658080		23-Aug-87	27-Sep-87	9.20	\$65,588	\$7,129
RDO/C	70189		19-Jul-87	01-Aug-87	4.30	\$40,463	\$9,410
RDO/C	70226		30-Sep-87	10-Oct-87	3.30	\$40,463	\$12,262

Appendix B contains complete information on all technical training to date under PTIIC.

## **ACADEMIC TRAINING PROGRAM COSTS**

As in the case of Technical Training Program Costs, Academic Costs are low. The mean cost through June 30, 1988 is \$1,128 per training-month. This includes costs for tuition, fees, Trainee maintenance, etc.

## **ADMINISTRATIVE COSTS**

Administrative Costs are somewhat high, but not unreasonably so. The contractor reports having programmed 2,717 training-months through June 30, 1988 at a total administrative cost of \$1,487,856. This yields a per training-month cost of \$548. This is high; however it should be remembered that all contractors have very high administrative costs during the first years of a project. The *natural* and expected high costs associated with project start-up when such expenditures as office rentals, installation of communications, and start-up costs have not been amortized over the life of the contract. In addition, it is during these initial two to three years of operation when most technical training groups must be programmed, requiring considerable contractor labor. We expect costs per training-month to drop substantially as the program reaches a *maintenance* stage where USA and Creative Associates receive no additional technical training groups and merely *maintain* the long-term academics. Even expenditures associated with Experience America may decline as Trainees must dedicate more time to studies and when they have successfully integrated into local society. USA has not yet reached this *maintenance* stage.

Thus we can expect that, given careful management, the overall administrative cost of the PTIIC contractor will approximate the \$200 per training-month expected of all contractors.

## **OTHER ISSUES**

USAID/Jamaica has begun to place Trainees from Kingston and advise the contractor to pay training institutions. In effect the contractor has no role in placement. The placements have been at some very high cost institutions (including Ivy League schools). The expenditures for this group will reduce the overall funding available for all other Trainees. This will undoubtedly reduce output for the Mission and may seriously jeopardize their ability to meet targets.

## RECOMMENDATIONS

1. LAC/DR/EST should ensure that Missions send Trainees according to schedule and not fall behind. When Missions lag in their programming of Trainees, cost rises significantly because the Agency is paying the contractor to maintain a complete programming, placement and monitoring system.
2. LAC/DR/EST should re-emphasize Agency policy on tuition limitations. Some placements from Jamaica are going to very high cost institutions, thus jeopardizing total numbers of Trainees who can be programmed under current funding.

# APPENDIX A

---

# APPENDIX A

---

## SUMMARY OF LAC II DATA

From the start of the LAC Training Initiatives II project in FY 1985 through December 31, 1987, the four Caribbean Basin Missions funded a total of 449 LAC II scholarships. Ninety three of these (21%) were long-term awards. Missions other than Haiti funded a total of 46 Master's degrees and 28 undergraduate degrees. Haiti awarded 12 scholarships with an average estimated training duration of 28 months, but the Mission's CIS did not identify the degree objectives. Figures A.1 and A.2 summarize information on type of award and on training objective for each Mission.

Across all Missions, the ages of Trainees ranged from 20 to 64 years (see Table A.1). The mean Trainee age was 37, and 35, respectively, for Jamaica, and Haiti, and 34 for both the Dominican Republic and the RDO/C. The mean number of years of prior schooling for Trainees from Haiti and from the Dominican Republic was 18 years; for Jamaica and the RDO/C 14 and 13 years, respectively.

Women received 31% of all LAC II awards given by the four Caribbean Missions. The proportions for individual Missions ranged from a high of 39% for Jamaica to a low of 21% for Haiti. These percentages are reported in Figures A.3 and A.4.

More than half (53%) of LAC II Trainees from Jamaica were employed in the private sector at the time of selection while 32% were employed in the public sector. LAC II Trainees from the RDO/C also represented both private (36%) and public (60%) sectors. Two-thirds (66%) of Jamaican and over one-half (53%) of RDO/C Trainees were classified as professionals. For those from Jamaica, the major fields of employment were business (36%), agriculture (22%), and education (14%); for those from the RDO/C, the major fields were education (22%), public administration (18%), business (16%), and applied technology (12%). Employment information is shown in Figures A.5 through A.10. No employment information was available for Haiti or the Dominican Republic. (Although Haiti has included LAC II Trainees in its CIS, certain types of information have not been entered. The Dominican Republic is in the process of entering LAC II data into its CIS.)

LAC II TRAINEES BY MISSION/COUNTRY (Through December 31, 1987)

MISSION/COUNTRY	# OF	AGE				YEARS OF SCHOOLING		% WOMEN	% LONG TERM
		-----		-----		-----			
		TRAINEES	MEAN	RANGE	MEAN	RANGE	TRAINEES		
The Dominican Republic	62	34	21-63	18	14-21	29	26		
Haiti	135	35	20-61	18	8-26	21	9		
Jamaica	152	37	20-63	14	11-18	39	18		
The RDO/C:	100	34	20-64	13	9-19	33	37		
Antigua	[11]	30	21-38	14	12-16	18	36		
Barbados	[ 8]	44	27-62	15	13-17	0	12		
Br. Virgin Is.	[ 0]	-	-	-	-	-	-		
Dominica	[18]	34	23-54	13	9-19	33	17		
Grenada	[24]	37	20-64	13	9-17	42	71		
Montserrat	[ 0]	-	-	-	-	-	-		
St. Kitts/Nevis	[11]	28	21-37	13	12-16	55	45		
St. Lucia	[16]	31	21-47	14	12-18	50	12		
St. Vincent	[11]	30	23-50	13	12-15	0	18		
Other	[ 1]								

A-2

61

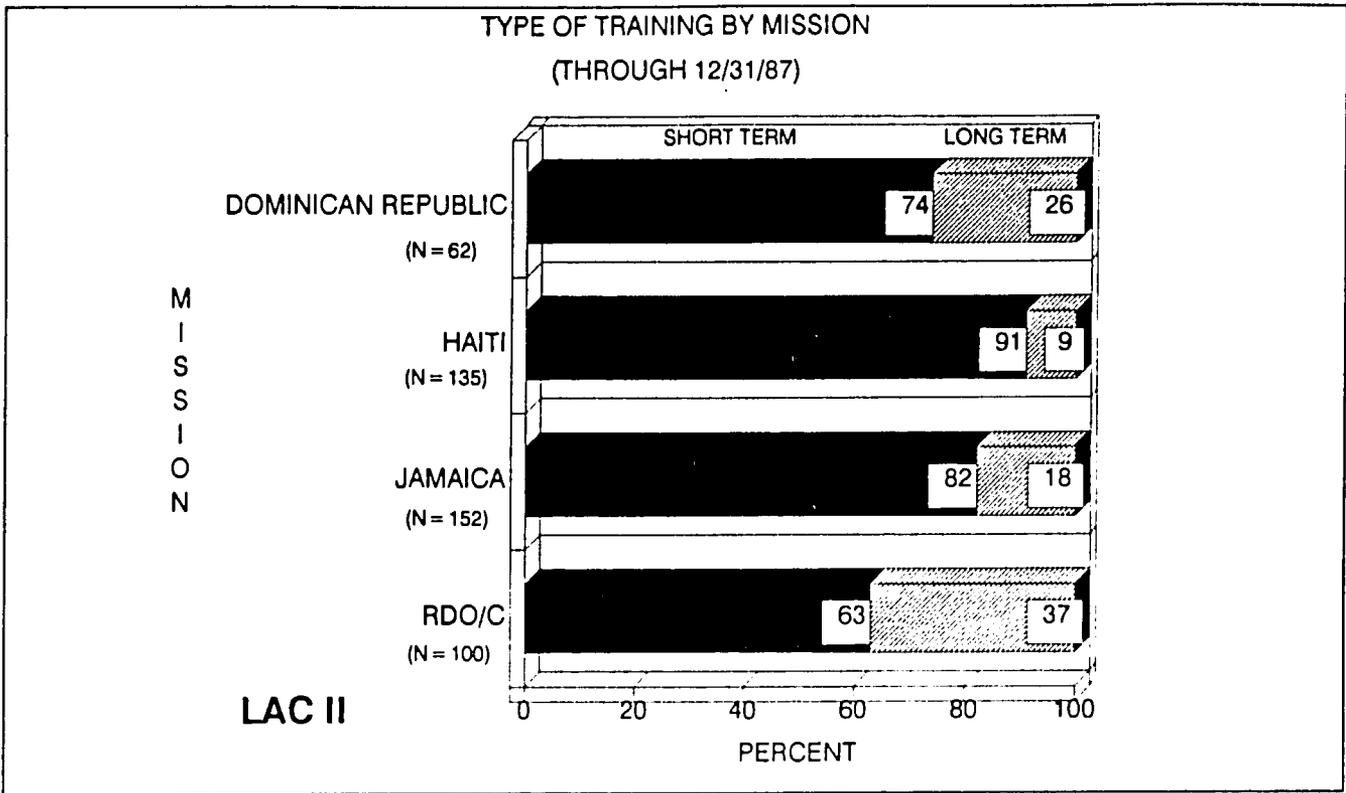


Figure A-1

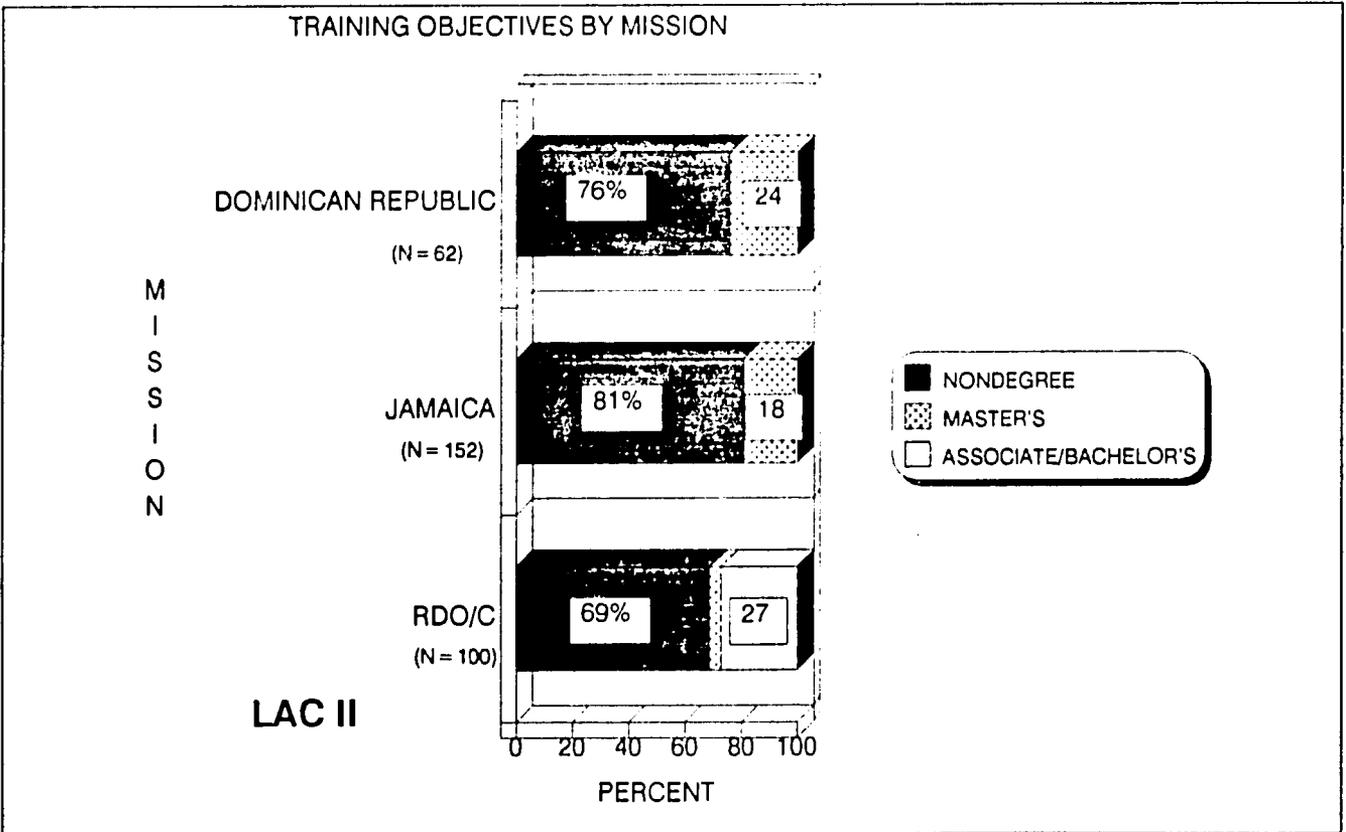


Figure A-2

62

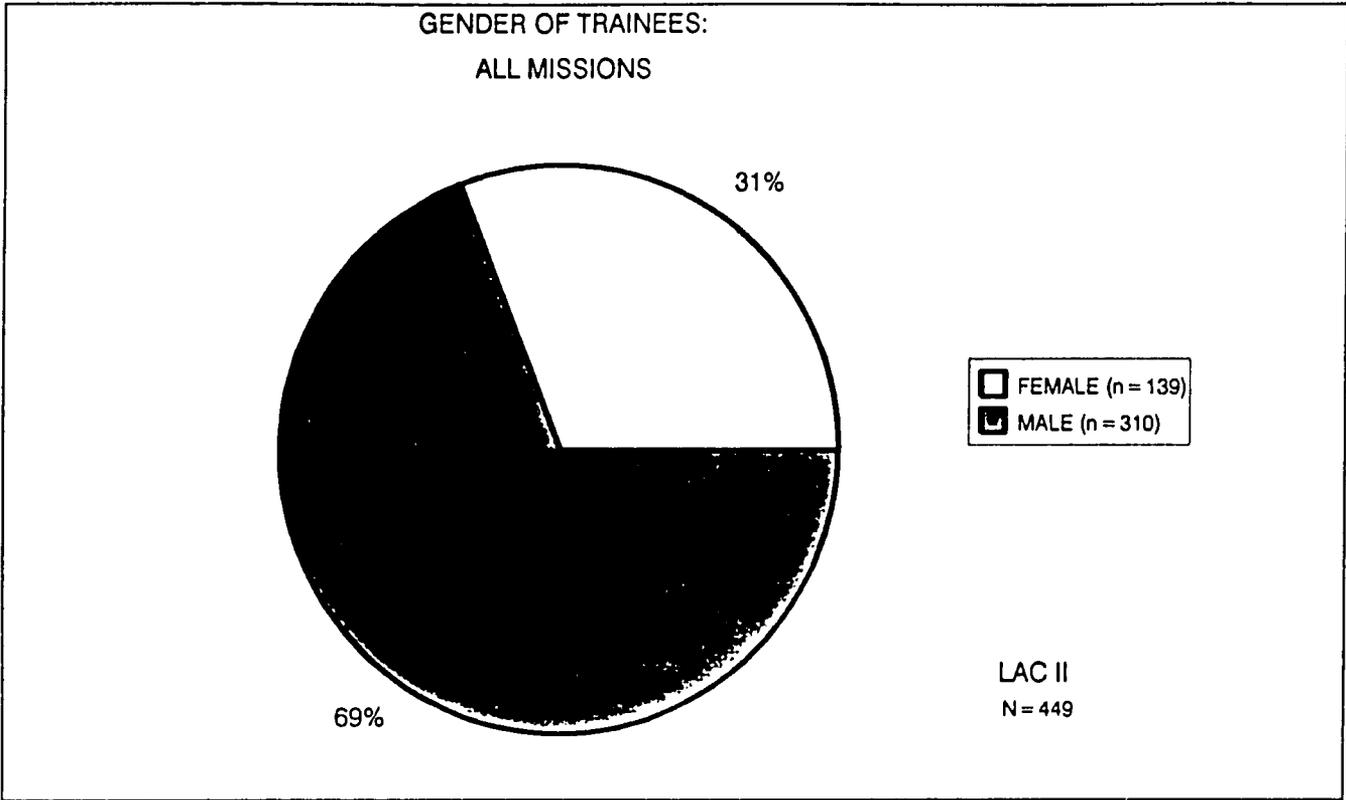


Figure A-3

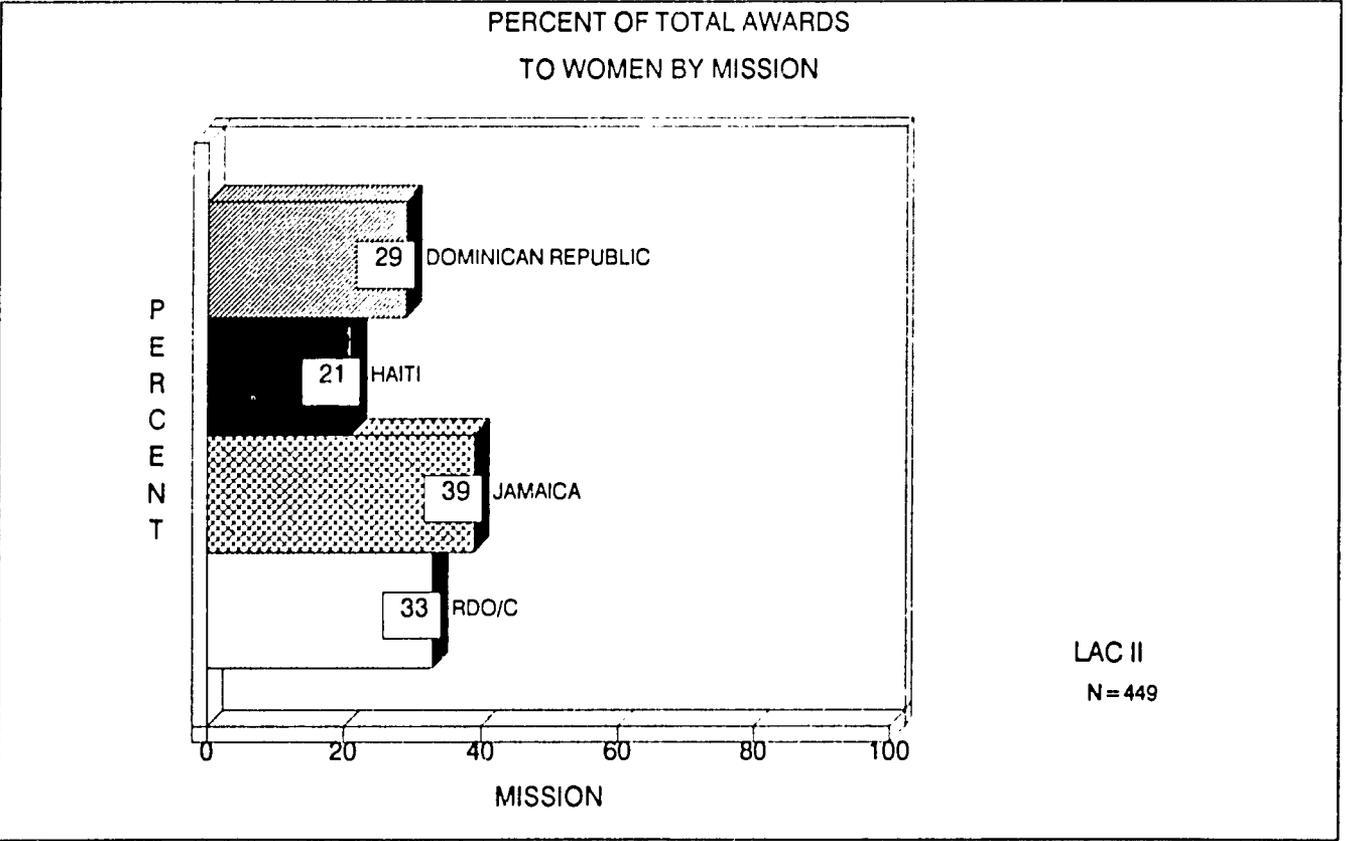


Figure A-4

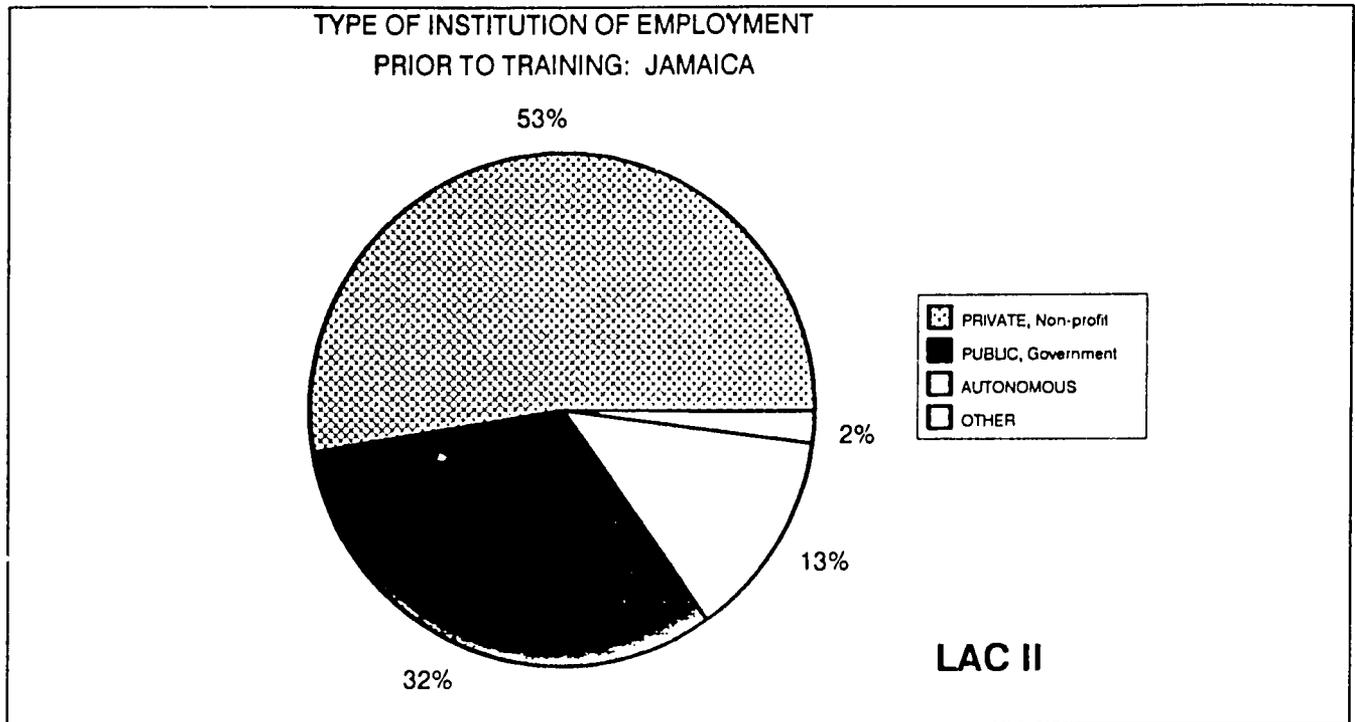


Figure A-5

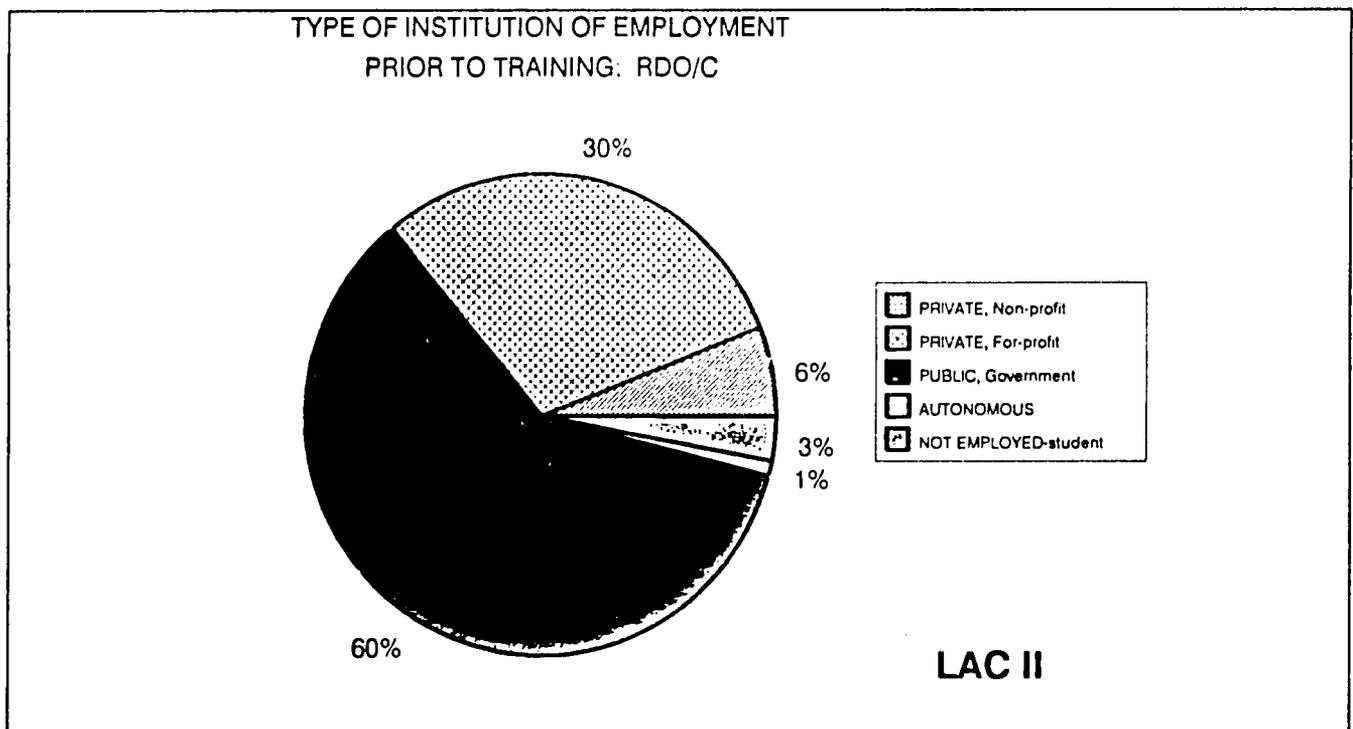


Figure A-6

64

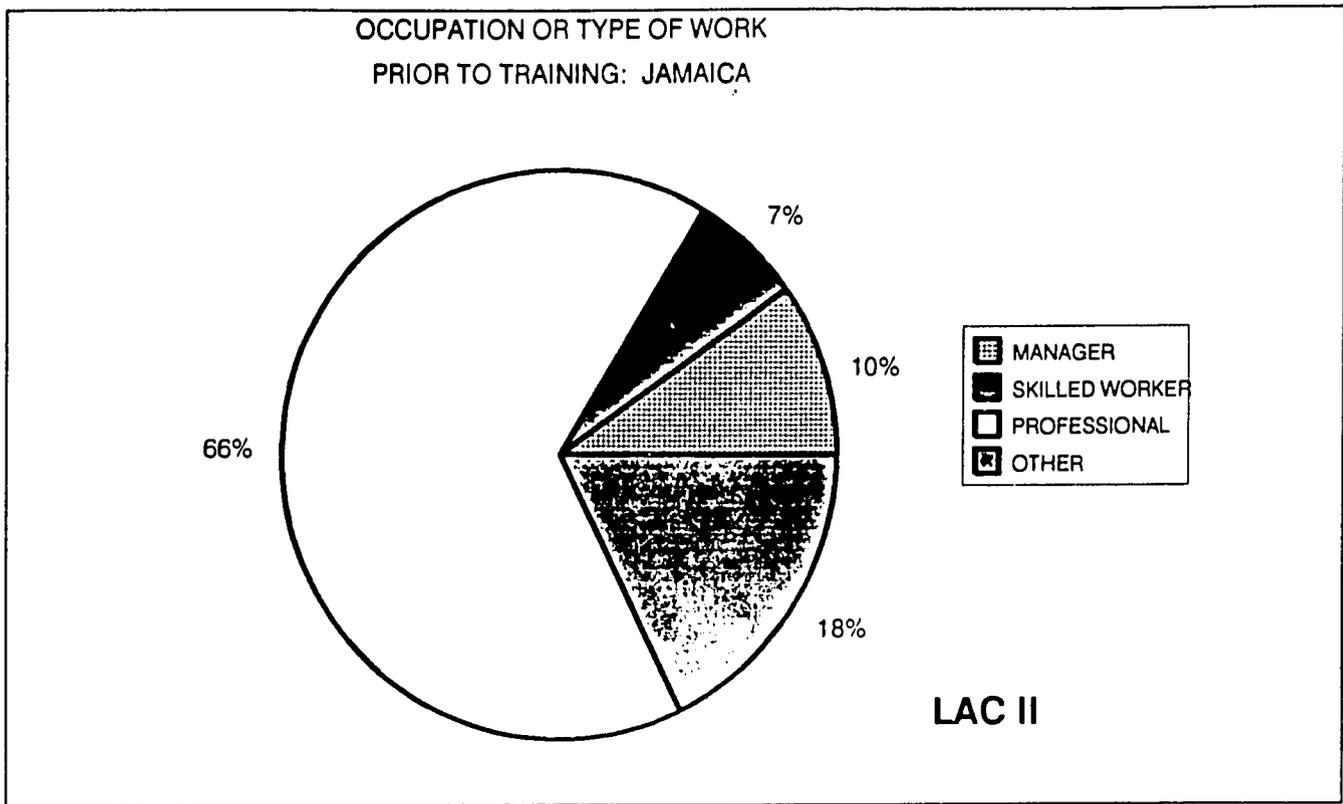


Figure A-7

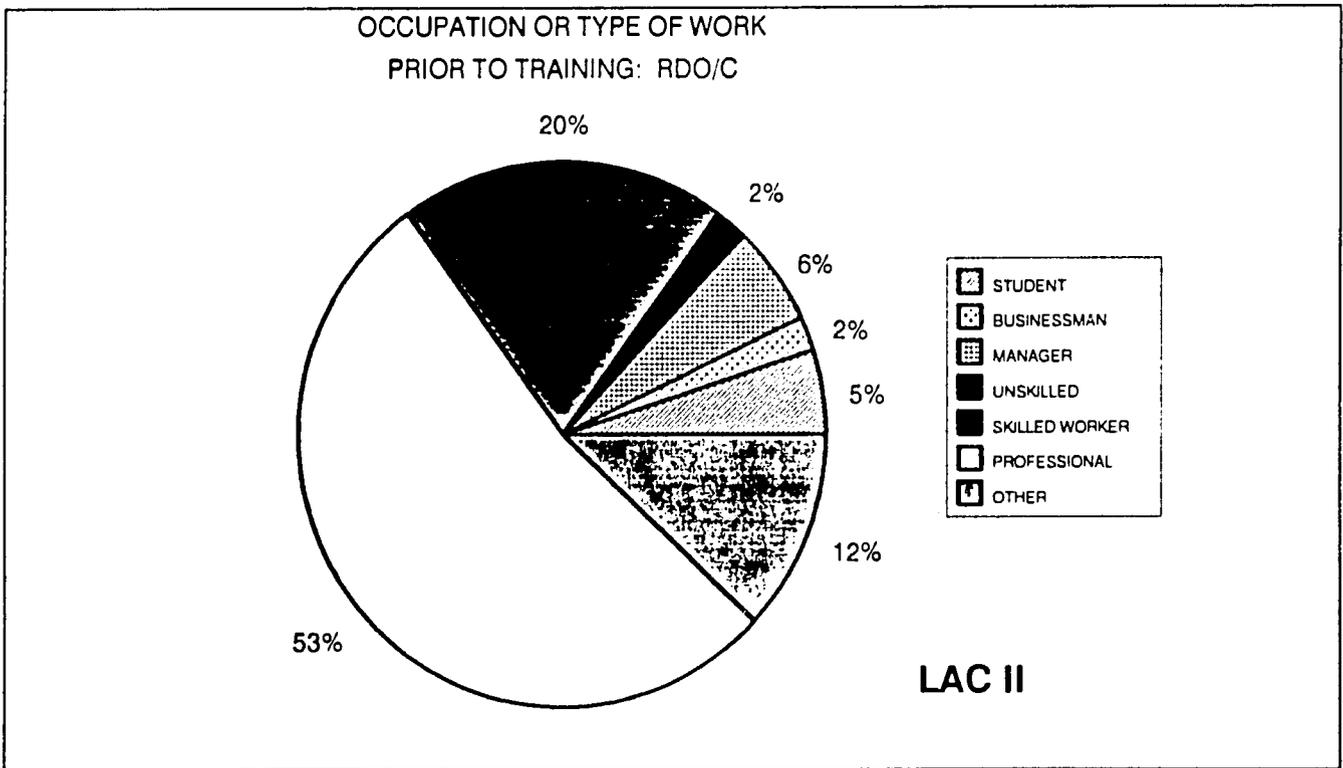


Figure A-8

65

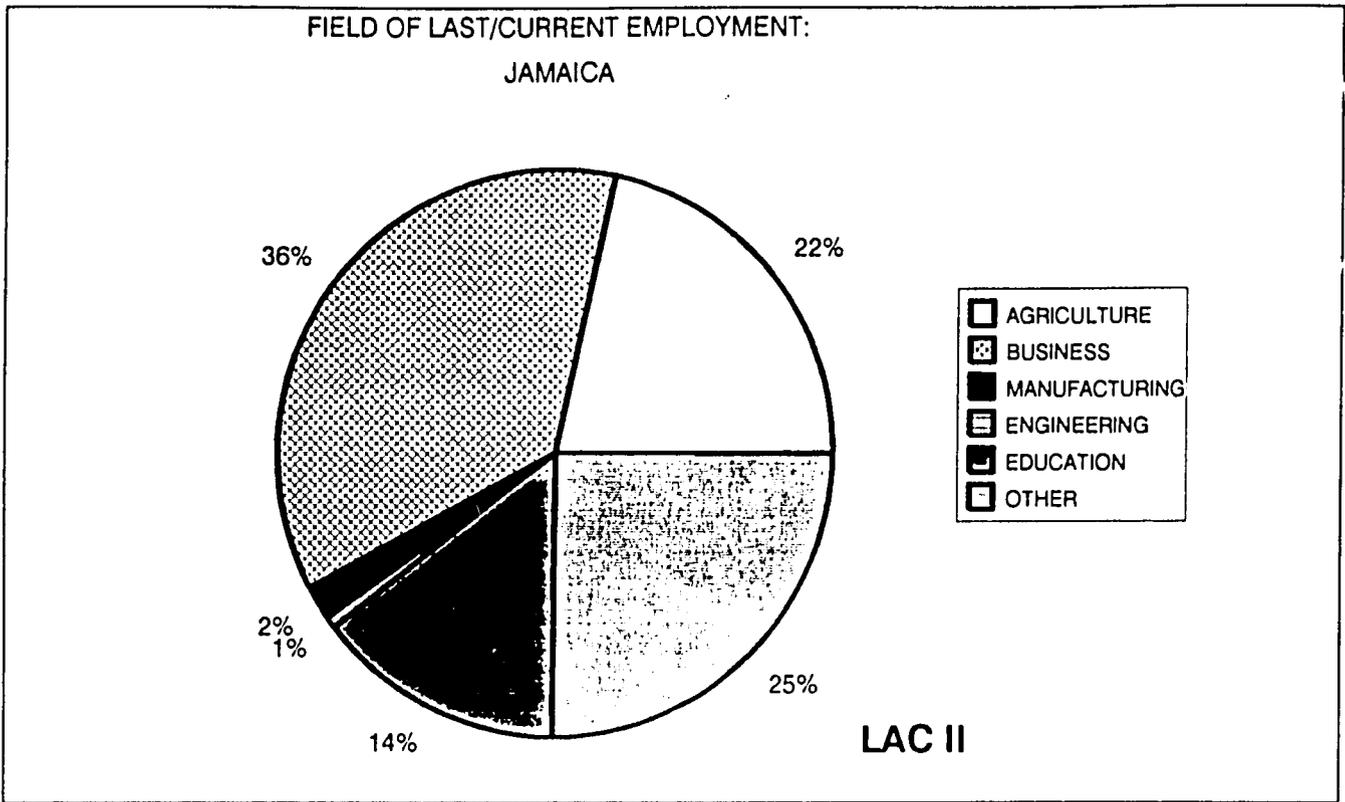


Figure A-9

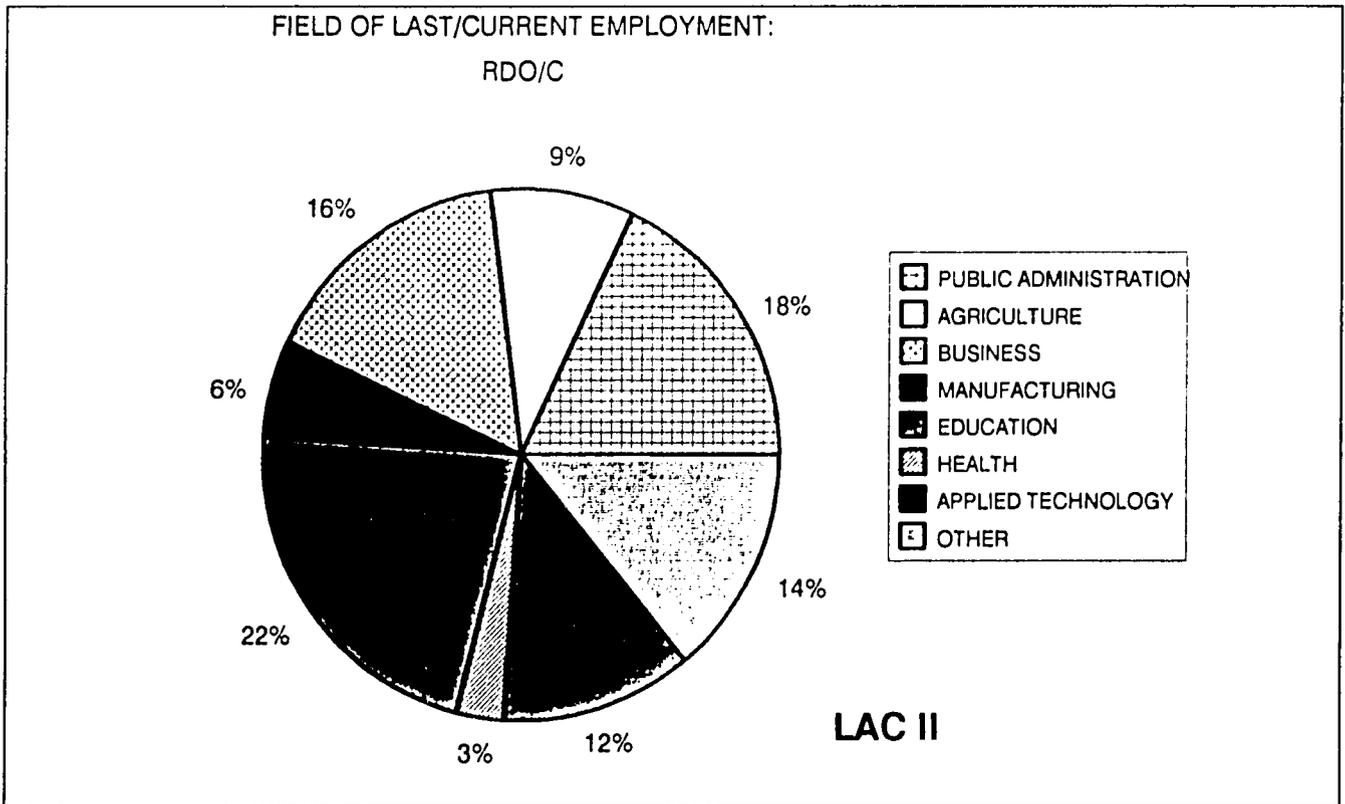


Figure A-10

56

# **APPENDIX B**

---

APPENDIX B: TECHNICAL TRAINING COST DOMINICAN REPUBLIC

PIO/P NO.	PROGRAM DESCRIPTION	PROGRAM ENHANCEMENTS AFFECTING COST	CONTRACTOR	DEPT DATE	RETURN DATE	TOTAL TRAIN MONTHS	TOTAL		TOTAL COST LESS INT. AIRFARE	COST PER TRAINING MONTH
							TOTAL NUMBER TRAINEES	PROGRAM TRAINING MONTHS		
70082	SMALL BUSINESS MANAGEMENT PARTICIPATE IN THE CENTER FOR INTER- NATIONAL PRIVATE ENTERPRISE (CIPE) CON- FERENCE; ALSO, OBSERVATIONAL VISITS TO SMALL AND MEDIUM ENTERPRISES IN WASHINGTON, D.C.	SOCIAL/PROFESSIONAL ENRICHMENT	USA, INC/ CREATIVE ASSOC.	25-Oct-87	08-Nov-87	0.30	4	1.20	\$2,852	\$2,377
7658101	ACCOUNTING/EDUC. ADMINISTRATION INTERNATIONAL ACCOUNTING AND AUDITING SYSTEMS, AND METHODS APPLICABLE TO SEEBAC'S FINANCIAL DEPARTMENTS.		USA, INC/ CREATIVE ASSOC.	22-Mar-87	26-Mar-87	0.13	7	0.91	\$4,376	\$4,809
7658108	MEASUREMENT OF WAGES/LABOR WAGES, SALARIES, COMPENSATION-- BUREAU OF LABOR STATISTICS	INTERPRETER USED.	USA, INC/ CREATIVE ASSOC.	15-May-87	27-Jun-87	1.35	1	1.35	\$7,207	\$5,339
TOTAL PROGRAMS: 3							12	3.46	\$14,435	\$4,172

68

APPENDIX B: TECHNICAL TRAINING COSTS HAITI

19

PIC/P NO.	PROGRAM DESCRIPTION	PROGRAM ENHANCEMENTS AFFECTING COST	CONTRACTOR	DEPT DATE	RETURN DATE	TOTAL TRAIN MONTHS	TOTAL PROGRAM NUMBER TRAINING MONTHS	TOTAL COST LESS INTERNATIONAL AIRFARE	COST PER TRAINING MONTH
7658151	PUBLIC INFORMATION: DISSEMINATION OF INFORMATION FROM THE FEDERAL GOVERNMENT TO THE NEWS MEDIA FOR DOMESTIC AND INTERNATIONAL AUDIENCES.		USA	07-Feb-87	15-Feb-87	0.26	5 1.30	\$200	\$154
7658153	PRIMARY ELECTIONS: OBSERVE ALL ASPECTS OF PRIMARY ELECTIONS IN KANSAS CITY FOR OFFICIALS PLANNING HAITIAN ELECTIONS.		USA	01-Mar-87	04-Mar-87	0.10	2 0.20	\$1,113	\$5,565
7658160	POLITICAL SCIENCE PROFESSORS: DEVELOPING LINKAGES BETWEEN HAITIAN POLITICAL SCIENTISTS AND AMERICAN UNIVERSITIES.	CONSULTANT FEE; TRAVEL IN U.S.	USA	12-Apr-87	27-Apr-87	0.50	3 1.50	\$5,866	\$3,910
7658191 & 7658192	YOUTH LEADERSHIP PROGRAM: LEADERSHIP, COMMUNICATION, AND PLANNING.	FOUR CHAPERONS.	USA	24-Aug-87	16-Sep-87	0.70	31 21.70	\$126,994	\$5,852
7658193 & 7658194	YOUTH LEADERSHIP PROGRAM: LEADERSHIP TRAINING	FOUR CHAPERONS.	USA	25-Aug-87	30-Sep-87	1.15	33 37.95	\$126,973	\$3,346
7658197	ADMINISTRATION OF JUSTICE: COURT TRAINING FOCUSED ON TRIAL COURT ADMINISTRATION, REDUCING DELAYS IN TRIA COURTS, MANAGING COURT RECORDS.	TWO INTERPRETERS; DOMESTIC TRAVEL AND LOCAL TRANSPORTATION COSTS.	USA	07-Oct-87	03-Nov-87	0.99	10 9.90	\$60,645	\$6,126
TOTAL PROGRAMS: 6							84 72.55	\$321,791	\$4,435

APPENDIX B: TECHNICAL TRAINING COSTS JAMAICA

10

PIO/P NO.	PROGRAM DESCRIPTION	PROGRAM ENHANCEMENTS AFFECTING COST	CONTRACTOR	DEPT DATE	RETURN DATE	TOTAL TRAIN MONTHS	TOTAL NUMBER TRAINEES	PROGRAM TRAINING MONTHS	TOTAL COST LESS INTERNATIONAL AIRFARE	COST PER TRAINING MONTH
7658152	SCULPTURE: CLIFFORD OSBORNE LEARN WAX BRONZE CASTING TECHNIQUES IN THE STUDIOS OF A FLORIDA ARTISAN. VISIT OTHER ARTISTS' STUDIOS AND PARTICIPATE IN ONE-MONTH UNIVERSITY PROGRAM.		USA, INC.	15-Mar-87	15-Aug-87	5.05	1	5.05	\$2,100	\$416
7658159	LABOR/INDUSTRIAL RELATIONS: THREE WEEKS IN WASHINGTON, DC TO OBSERVE AGENCIES INVOLVED IN DISPUTE ARBITRATION AND CONCILIATION TECHNIQUES	EXPERIENCE AMERICA: VISITS TO VARIOUS CITIES THROUGHOUT NORTHEAST WITH COUNTERPARTS.	USA, INC.	04-Mar-87	02-Apr-87	1.00	5	5.00	\$21,219	\$4,244
7658161	JOURNALISM (MASS COMMUNICATION): PROFESSIONAL TRAINING FOR JAMAICAN JOURNALISTS; TWO WEEKS AT UNC CHAPEL HILL AND ONE WEEK OF PRACTICAL TRAINING AT A NORTH CAROLINA NEWSPAPER OR RADIO STATION.	ONE-WEEK WORKSHOP IN WASHINGTON, DC.	USA, INC.	06-Jul-87	09-Aug-87	1.15	20	23.00	\$69,458	\$3,020
7658162	TEACHER EDUCATION: IN-RESIDENCE SUMMER PROGRAM AT WESTERN CAROLINA UNIVERSITY TO COMPLETE REQUIREMENTS FOR A BACHELOR'S IN EDUCATION.		USA, INC.	30-May-87	01-Aug-87	2.10	45	94.50	\$107,592	\$1,139
7658196	TELEVISION PRODUCTION: HANDS-ON EXPERIENCE IN THE FIELD OF TV PRODUCTION. VISITS TO VARIOUS TV STATIONS, MEDIA AND EDITING HOUSES, ETC.	EXPERIENCE AMERICA ACTIVITIES.	USA, INC.	10-Aug-87	04-Sep-87	0.89	15	13.35	\$54,086	\$4,051

7658198 TRAINING OF TRAINERS: MANAGEMENT AND MONITORING OF EDUCATION PROGRAMS. TRAINING IN LEADERSHIP, COMMUNICATION, AND PROGRAM PLANNING.	USA, INC.	06-Nov-87	12-Dec-87	1.20	15	18.00	\$57,600	\$3,200
7658199 LABOR RELATIONS: PROGRAM IN COLLECTIVE BARGAINING ARRANGED BY THE DEPARTMENT OF LABOR, CONSISTING OF SEMINARS, MEETINGS, AND DISCUSSIONS WITH US INSTITUTIONS THAT IMPACT ON LABOR RELATIONS.	USA, INC.	09-Nov-87	04-Dec-87	0.89	20	17.80	\$50,808	\$2,854
7658208 PLANT QUARANTINE: US DEPARTMENT OF AGRICULTURE.	USA, INC.	16-Aug-87	02-Oct-87	1.5	1	1.50	\$6,523	\$4,349
7658210 CONSTRUCTION: HANDS-ON EXPERIENCE IN VARIOUS CON- STRUCTION FIELDS: ELECTRICAL INSTALLA- TION, PLUMBING, BLUEPRINT READING, AND SOLAR ENERGY/HEATING TECHNOLOGY.	USA, INC.	04-Aug-87	31-Oct-87	2.80	3	8.40	\$23,645	\$2,815
7658211 LABOR RELATIONS: & 765821 LABOR STATISTICS AND LABOR UNIONS	USA, INC.	16-Nov-87	11-Dec-87	0.75	2	1.50	\$9,033	\$6,022
=====								
TOTAL PRRAMS: 10					127	188	\$402,064	\$2,137

11

APPENDIX B: TECHNICAL TRAINING COSTS RDOC

PIO/P NO.	PROGRAM DESCRIPTION	PROGRAM ENHANCEMENTS AFFECTING COST	CONTRACTOR	DEPT DATE	RETURN DATE	TOTAL TRAIN MONTHS	TOTAL NUMBER TRAINEES	PROGRAM TRAINING MONTHS	TOTAL COST LESS INTERNATIONAL AIRFARE	COST PER TRAINING MONTH
50134	SHIP OPERATIONS		NO INFORMATION	29-Jun-87	18-Sep-87	2.66	1	2.66	\$4,300	\$1,617
60002	WEAVING, CLOTH CONSTRUCTION		NO INFORMATION	15-Jun-86	01-Sep-86	2.56	1	2.56	\$6,766	\$2,643
60227	TEACHER TRAINING: TRAINING IN TEACHING METHODS AND LEADERSHIP AT THE COLLEGE OF THE VIRGIN ISLANDS. (CREDIT AWARDED BY FLORIDA STATE UNIV.) EXPERIENCE AMERICA ACTIVITIES IN NEW YORK AND WASHINGTON, DC.	NEEDS ASSESSMENT AND FOLLOW UP.	CREATIVE ASSOCIAT	19-Jul-86	01-Sep-86	1.45	66	95.7	\$486,128 <sup>±</sup>	\$5,080
70189	COMMUNICATION: RADIO JOURNALISM WORKSHOPS COVERED REPORTING AND WRITING, NEWS WRITING, INTERVIEWING, PRODUCTION, VOICING, MEDIA MANAGEMENT, SALES AND MANAGEMENT, DEVELOPMENT COMMUNICATIONS, RADIO, PRINT AND TV SKILLS TRAINING. IN WASHINGTON, HANDS-ON EXPERIENCE WITH BROADCASTERS AND TOURS OF BROADCAST FACILITIES.		VOICE OF AMERICA	19-Jul-87	01-Aug-87	0.43	10	4.30	\$40,463	\$9,410
70226	COMMUNICATIONS (GENERAL)		VOICE OF AMERICA	30-Sep-87	10-Oct-87	0.33	10	3.30	\$40,463	\$12,262
765804B	AGRIBUSINESS MANAGEMENT: TRAINING PROGRAM TO DEVELOP KNOWLEDGE WITH RESPECT TO THE LATEST TECHNOLOGY IN PRODUCTION, PROCESSING, AND MARKETING OF SELECTED AGRICULTURAL PRODUCTS; KNOWLEDGE AND SKILLS ON HOW TO PLAN AND IMPLEMENT AGRIBUSINESS PROJECTS; AND AN APPRECIATION FOR AMERICAN CULTURE AND BUSINESS CUSTOMS AND PRACTICES.		CREATIVE ASSOCIAT	09-Nov-87	18-Dec-87	1.28	14	17.92	\$72,533	\$4,048

7658080 POSTHARVEST LOSS ASSESSMENT: CREATIVE ASSOCIAT23-Aug-87 27-Sep-87 1.15 8 9.20 \$65,588 \$7,129  
 PRESENTATION OF A SYSTEMATIC LOSS  
 ASSESSMENT METHODOLOGY FOR EVALUATING  
 PARTICULAR COMMODITY PRODUCTION, HARVEST,  
 POSTHARVEST, AND MARKETING SYSTEMS.

7658145 EDUCATION/TEACHER TRAINING: CREATIVE ASSOCIAT01-Jul-87 31-Aug-87 2.00 199 398.00 \$689,681 \$1,733  
 TRAINING TO INCREASE PARTICIPANTS'  
 EFFECTIVENESS AS INSTRUCTORS AND ADMINI-  
 STRATORS IN THEIR RESPECTIVE AREAS AND SCHOOLS.  
 IN ADDITION, A ONE-WEEK ORIENTATION/OBSERVATION  
 TOUR IN WASHINGTON, DC.

=====

TOTAL PROGRAMS: 8

309 533.64 \$1,405,922 \$2,635

\*Neither Mission nor contractor  
 could break out international  
 airfare portion.

13