

A.I.D. EVALUATION SUMMARY - PART I

PD-ABM-924
90596

1. BEFORE FILLING OUT THIS FORM, READ THE ATTACHED INSTRUCTIONS.
2. USE LETTER QUALITY TYPE, NOT DOT MATRIX TYPE.

IDENTIFICATION DATA

<p>A. Reporting A.I.D. Unit: Mission or AID/W Office _____ USAID/Honduras (ES# <u>FY96-11</u>)</p>	<p>B. Was Evaluation Scheduled in Current FY Annual Evaluation Plan? Yes <input type="checkbox"/> Slipped <input checked="" type="checkbox"/> Ad Hoc <input type="checkbox"/> Evaluation Plan Submission Date: FY <u>95</u> Q <u>3rd</u></p>	<p>C. Evaluation Timing Interim <input checked="" type="checkbox"/> Final <input type="checkbox"/> Ex Post <input type="checkbox"/> Other <input type="checkbox"/></p>
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D. Activity or Activities Evaluated (List the following information for project(s) or program(s) evaluated; if not applicable, list title and date for the evaluation report.)

Project No.	Project / Program	First PROAG or Equivalent (FY)	Most Recent PACD (Mo/Yr)	Planned LOP Cost (000)	Amount Obligated to Date (000)
522-0329	Central American Peace Scholarship (CAPS I)	FY87	09/94	31,980,000	31,379,317
522-0364	Honduras Peace Scholarships (HOPS II)	FY91	06/98	15,000,000	6,816,800

ACTIONS

E. Action Decisions Approved By Mission or AID/W Office Director	Name of Officer Responsible for Action	Date Action to be Completed
<p style="text-align: center;">Action(s) Required</p> <p>The Mission approved the following actions which are in the process of implementation.</p> <p>1) The HOPS II Coordinator will also assume the role of the Mission's training officer, ensuring improved communication with the technical officers and enhanced collaboration in training and follow-on activities between CAPS I/HOPS II and USAID technical offices.</p> <p>2) The participation of women as trainees will be given higher priority, based on the goal of 50% participation of women in the overall training program.</p> <p>3) USAID will request additional funding for HOPS II. In view of overall cutbacks, the HOPS II Project will implement strategies to co-fund training activities with technical offices, and share costs of training and follow-on activities with support from private and public sector organizations.</p> <p>4) Pursuant of modifications in Handbook 10, more training opportunities will be offered in-country, resulting in reduced expenditures. Opportunities for training in the U.S. will be offered to the outstanding leaders of any given group of trainees.</p>	<p>NVSteenwyk</p> <p>JLansdale</p> <p>NVSteenwyk</p> <p>JLansdale</p>	<p>Completed, October 1995</p> <p>Completed, January 1995</p> <p>Completed, April 1994</p> <p>Completed, September 1995</p>

APPROVALS

F. Date of Mission Or AID/W Office Review Of Evaluation: (Month) (Day) (Year)
04 25 95

G. Approvals of Evaluation Summary And Action Decisions:

Name (Typed)	Project/Program Officer	Representative of Borrower/Grantee	Evaluation Officer	Mission of AID/W Office Director
Signature	MAAnderson <i>MAA</i>		RRhoda <i>RRhoda</i>	EBrineman <i>EBrineman</i>
Date	NVSteenwyk <i>NVSteenwyk</i>		CZambrana <i>CZambrana</i>	Sor - <i>Sor</i>
	6/3/96			

ABSTRACT

H. Evaluation Abstract (Do not exceed the space provided)

The purposes of the: a) Central American Peace Scholarship (CAPS) is to increase the number of U.S. trained public and private sector individuals at the planning, implementation, technical, managerial and administrative levels : and, b) Honduran Peace Scholarship (HOPS-II) Project is to equip a broad base of leaders and potential leaders from Honduras with technical skills, training and academic education, and an appreciation and understanding of the working of a free enterprise economy in a democratic society. Implementation was undertaken with the assistance of the Academy for Educational Development (AED) and the "Centro Asesor para el Desarrollo de los Recursos Humanos" (CADERH). The evaluation was conducted by Aguirre International. The purpose of the evaluation was to assist USAID/Honduras in evaluating the current status of the second phase of the Honduras Peace Scholarship (HOPS-II) project and define strategies aimed at obtaining maximum development impact.

The major findings and conclusions are:

1. The HOPS-II project has developed a comprehensive training program which should serve as a model for other training programs world-wide.
2. Intensive predeparture training and carefully elaborated follow-on activities have guaranteed high-level impact by returned Peace Scholars on the economy and the promotion of social change.
3. Through the CAPS/HOPS-II project, more than 3,000 Honduran leaders have been trained through academic and technical programs.
4. 39% of the persons trained were women. A greater effort must be made to increase female participation to 50%.
5. The training program staff need to improve communications and collaboration with the Mission in general, and specifically with the Mission technical offices.

COSTS

I. Evaluation Costs

1. Evaluation Team		Contract Number OR TDY Person Days	Contract Cost OR TDY Cost (U.S. \$)	Source of Funds
Name	Affiliation			
Roger Rasnake Janet Kerley	Aguirre International Aguirre International	LAC-0661-C-00- 0046-00	\$62,000	Proj. No. 522-0364
2. Mission/Office Professional Staff Person-Days (Estimate) _____		3. Borrower/Grantee Professional Staff Person-Days (Estimate) _____		13
				78

A.I.D. EVALUATION SUMMARY - PART II

SUMMARY

J. Summary of Evaluation Findings - Conclusions and Recommendations (Try not to exceed the three (3) pages provided)

Address the following items:

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| <ul style="list-style-type: none"> ● Purpose of evaluation and methodology used ● Purpose of activity(ies) evaluated ● Findings and conclusions (relate to questions) | <ul style="list-style-type: none"> ● Principal recommendations ● Lessons learned |
|--|--|

Mission or Office
USAID/Honduras

Date This Summary Prepared:
04/25/95

Title And Date Of Full Evaluation Report: Caribbean and Latin American Scholarship Program Honduran Report - April 94

Purpose of the Project The HOPS II project was designed in 1990 based on the Mission's experiences with the Central American Peace Scholarship (CAPS) and HOPS I projects, and regional guidelines from the Caribbean and Latin American Scholarship Program (CLASP II). The purpose of CAPS was to increase the number of U.S. trained public and private sector individuals at the planning, implementation, technical, managerial and administrative levels while the purpose of HOPS II is to equip a broad base of leaders and potential leaders in Honduras with technical skills, training and academic education, and an appreciation and understanding of the working of a free enterprise economy in a democratic society.

Purpose and Methodology of the Evaluation The purpose of this evaluation was to assist USAID/Honduras in evaluating the current status of the second phase of the Honduras Peace Scholarship (HOPS II) project and define strategies aimed at obtaining maximum development impact.

Methodology

A. Review current and planned regional evaluations which will be centrally funded by LAC/DR/EHR to assure that there will be no duplications in efforts between the LAC/DR/EHR funded evaluations of regional CLASP II activities and the scope of work for this evaluation. If any duplications in efforts are present, advise USAID/Honduras immediately so that adjustments can be made in the scope of work for this evaluation.

B. Review the Caribbean and Latin American Scholarship Program (CLASP I), CAPS/HOPS I, CLASP II and HOPS II project papers (See Attachments IV and V) to assure that current and anticipated project activities are appropriate for achieving CLASP II and HOPS II project goals and outputs.

C. Review the USAID/Honduras Mission Order on participant training (See Attachment VI) and Country Training Plan (Attachment VI) to become familiar with Mission policies and participant training priorities.

D. Review evaluation reports on CLASP I, the CAPS/HOPS II project, other CLASP I and CLASP II programs in the region to provide comparative data and suggest alternative strategies which USAID/Honduras might consider to reduce costs and/or obtain higher development impact under HOPS II.

E. Interview HRD/ET and HOPS II personnel, the HOPS II institutional contractors' personnel ("Centro Asesor para el Desarrollo de los Recursos Humanos de Honduras", CADERH) for pre-departure training and logistical support for follow-on, activities; and the Academy for Educational Development (AED) for U.S. training, placement, processing and monitoring.

F. The contractor shall propose the size of samples to be interviewed for a representative group of returned CAPS/HOPS I and HOPS II scholarship recipients in Honduras, HOPS I and HOPS II scholarship recipients in the U.S. to determine if it is probable that HOPS II strategies and activities will achieve enhanced development impact, leadership development, "Experience America," and improve the quality and relevance of training as compared to the lower cost strategies used by CAPS/HOPS I. The contractor shall obtain the written approval of USAID/Honduras on the sample size agreed upon prior to initiating interviews.

SUMMARY (Continued)

Findings and conclusions

The evaluation team identified findings and conclusions in the following areas: recruitment and selections procedures, predeparture orientation and training, U.S. training, impact in the workplace and community, follow-on activities, costs, and HOPS II and Mission strategic objectives, as follows.

- 1) Recruitment and Selection Procedures: In recruitment, the program had not reached the target of 40 percent participation by women, though there was no systematic pattern of discrimination against women in the selection process. The inequities in geographic distribution of CAPS/HOPS-I favoring central and eastern departments were overcome under HOPS-II. HOPS-II has successfully drawn on networks identified by USAID technical officers and intermediary organizations.
- 2) Predeparture Orientation and Training: The HOPS-II predeparture orientation and training model is the most complete program in the regional CLASP program. For some short-term programs, the training has become a complete training program itself, making the U.S. training redundant. English language instruction was identified as the most problematic element for both short and long-term trainees.
- 3) U.S. Training: Peace Scholars who receive Bachelors or Masters Degrees are very satisfied with the training received, while those receiving an Associate of Arts degree encountered difficulty in finding employment and in transferring their credits to Honduran universities. HOPS-II scholars are more committed than CAPS I scholars to applying their training to the development problems of Honduras. The process used by the U.S. contractor (the Academy for Educational Development) to place peace scholars in their universities has frustrated some of the scholars. The short-term trainees reported very high satisfaction with the U.S. training programs.
- 4) Impact in the Workplace and Community: Overall, CAPS/HOPS trainees enjoy high levels of employment, and are also very involved in community activities.
- 5) Follow-on activities: Activities supported through follow-on have reached substantial numbers of people. Follow-on has monitored the utilization of training, maintained appropriate data on returned trainees, reduced difficulties of trainee re-entry, and fostered the creation of various regional and occupational associations.
- 6) Costs: The relative costs for CAPS in the U.S. were in the low range among Central American Missions, and the relative costs for HOPS II were lower than the regional average.
- 7) HOPS-II and Mission Strategic Objectives: HOPS-II is successfully contributing to meeting the Mission's strategic objectives. However, the program's success is not widely known in the Mission, and some misperceptions persist, such as: that HOPS-II is expensive, and that there is no relationship between Mission Objectives and HOPS-II training.
- 8) Gender Considerations: The CAPS/HOPS training has been an empowering experience for many female trainees, leading to improvements in their incomes and employment opportunities as well as far-reaching changes in attitudes, describing themselves as more self-confident, more independent, and more willing to be responsible for themselves. Project personnel are to be commended for recognizing and correcting the tendency to train primarily male doctors in the health community by offering courses for nurses and female medical technicians. The CAPS-HOPS program is making a substantial contribution to improving the opportunities for self-employed women by offering training in business management.

SUMMARY (Continued)

Previous Evaluations: This was the first evaluation of the HOPS-II Project.

Principal Recommendations

- 1) There is a need for a more active recruitment of women, adopting a 50 percent participation rate for women, as well as increased lead time during the recruitment process. Concerning the selection process, HOPS-II was commended for introducing the week-long selection seminar. The seminar should be maintained and should, as a model, be shared with other CLASP Missions. The CAPS/HOPS staff must make a greater effort to ensure the participation of women as scholarship recipients, formally establishing 50 percent female participation as a program goal.
- 2) Predeparture training should be shortened and oriented toward the objective of supporting U.S. training, with improved communication with U.S. training institutions. For long-term trainees, more emphasis should be placed on English proficiency to pass the TOEFL, with more information about the U.S. academic system. Competing program components during predeparture training should be reduced. For short-term trainees, competency-based objectives should be modified to provide survival English, and the "Experience America" component should be executed through appropriate program design, not through English competency.
- 3) Predeparture orientation should include a stronger experiential cross-cultural orientation for all trainees, and long-term trainees should receive clearer guidelines about the types of non-academic activities available at U.S. universities.
- 4) The training design process should include a wider range of interested parties to ensure that the training plan developed for the training provider is directly related to the candidates' needs. In addition, group training plans should project expected results with respect to trainee participation in volunteer activities, against which outcomes can be assessed.
- 5) Support should be maintained for the regional associations, for leadership seminars, and for linkages between short and long-term trainees. The Mission should continue to provide support for the CAPS/HOPS follow-on activities which have ensured substantive impact as a result of training.
- 6) In view of budget cutbacks, future training should be co-funded with Mission technical offices.
- 7) The training program staff needs to improve communications and collaboration with the Mission in general, and specifically with the Mission's technical offices. The CAPS/HOPS project should develop strategies leading to improved communication of its activities and accomplishments within the Mission, and with other scholarship programs in the region. The CAPS/HOPS office should establish more regular internal communications with the technical offices and other divisions within the Mission, and emphasize the degree to which HOPS-II can serve as a support mechanism to the technical fields. The Office of Education and Training and the CAPS/HOPS staff may wish to develop more explicitly in memoranda or in presentations how HOPS-II supports Mission strategic objectives.
- 8) Attention should be paid to balancing training themes, within the limits of program constraints, so that fields in which relatively few women are employed will not predominate. Assessments of training needs should be cognizant of country trends and not prejudice women's choices of study. Gender sensitivity should be addressed during the cross-cultural training of the predeparture orientation program, when both men and women can learn about U.S. female-male interactions. Cultural discriminatory constraints should be discussed with men and women during the predeparture orientation program.

ATTACHMENTS

K. Attachments (List attachments submitted with this Evaluation summary: always attach copy of full evaluation report, even if one was submitted earlier; attach studies, surveys, etc., from "on-going" evaluation, if relevant to the evaluation report.)

- A. CARIBBEAN AND LATIN AMERICAN SCHOLARSHIP PROGRAM HONDURAS REPORT
- B. ATTACHMENT "A" COMPLETE LIST OF RECOMMENDATIONS

COMMENTS

L. Comments By Mission, AID/W Office and Borrower/Grantee On Full Report

Background Related to Evaluation

This evaluation was conducted in 1993, beginning in August. While the date which appears on the cover of the evaluation report is April, 1994, the final draft was not received by the Mission until late November, 1994. The evaluation summary has been delayed by numerous factors, the most critical being the pressure to expend pre-FY'93 funds by the end of FY'95 (during the 3rd and 4th quarters of FY'95, 122 Honduran leaders received training under the HOPS II Project, with 50% female participation).

At the time of the evaluation, (and at the present and foreseeable future), additional long-term training cannot be funded. Consequently, issues related to long-term training will not be taken into consideration unless additional funding is secured.

While this is an evaluation of the HOPS II Project, references appear throughout the report to "CAPS/HOPS". The two projects are related in that HOPS II is the second phase of CAPS I, both being part of CLASP I and II. In addition, during the second phase, unexpended funds from CAPS I were made available for short-term training under HOPS II.

Mission Disagreement with Evaluators' Recommendations

The evaluation states that predeparture training is too long, and includes coursework covered by the U.S. trainers. It needs to be emphasized that predeparture training includes preparation of follow-on plans, and also serves as the last phase for the final selection of the trainees. The intensity and importance of this experience cannot be understated. In addition, each training program includes a visit to Honduras by a representative of the U.S. training institution, to meet and orient the group, see first-hand the Honduran reality, and become fully aware of the coursework covered in predeparture training, including plans for follow-on. This representative returns to the U.S. to incorporate necessary changes in the U.S. training program prior to the trainees' arrival.

The evaluation questions the quality of English language training, recommending that coursework not related to English classes be reduced during the predeparture training for long-term academic trainees. As these trainees complete their studies and return to Honduras, informal evaluations have shown that the pressure of the overall predeparture program prepared them for the pressures of university studies in the U.S. In addition, focussing on issues related to Honduras during predeparture training, rather than devoting all of the pre-departure time to English language instruction, intensified the commitment of Peace Scholars to applying what they learned upon their return to Honduras.

The evaluators recommended that the selection of women as trainees should be based on a target of 50%. While HOPS II is in agreement in principle (and has actually raised the percentage of female participation from 39% to 50%), rather than establish an official target of 50% and risk falling short, it was decided to maintain the official target at 40% but make every effort possible to ensure at least 50% female participation.

It should be noted that different strategies have been implemented to ensure increased participation of women in the HOPS II training project. Of all the Peace Scholars trained by HOPS II since 1991, 48% are women (in early 1993 there were only 39%). It should also be emphasized that female Peace Scholars have been more active in follow-on activities than their male counterparts. This is especially true for training conducted in education, health, community development, and environmental education and communication.

Lessons Learned

Of the following lessons, the first two are confirmed in the evaluation report. The rest represent lessons learned by the HOPS II Project staff since 1991.

- A Mission-funded scholarship program should be closely linked to the programs of the Mission's technical offices and integrated with the implementation of strategic objectives.
- The long-term impact of a training program is enhanced by incorporating carefully designed components in in-country predeparture training and follow-on. Plans for follow-on should be designed during predeparture training.
- It is critical that groups selected for short-term technical training be homogeneous, with similar levels of previous schooling/training, to ensure maximum benefit from the intensive course for all the trainees.
- Long-term academic trainees tend to take the full amount of time authorized to complete their degrees in the U.S., even if they could have finished beforehand, (and will still complain that the time was insufficient). Experience has shown that a masters degree in most fields can be completed in a year and a half. If trainees are informed that they have "up to two years to complete the program of studies", they will take two years even if they could have completed the required coursework in a year and a half. In an effort to save costs, program administrators should be careful to authorize only the time required for course and degree completion.
- English language training for long-term trainees has been offered in Honduras instead of in the U.S. for reasons related to costs. However, upon completion of predeparture and English language training, and 2-3 months prior to the commencement of classes, trainees should travel to the U.S. for cross-cultural orientation and topping-off in English. Of the 3 long-term academic groups financed by HOPS II, one travelled to Heifer Project International in Arkansas two and a half months before the beginning of the fall semester. The first two groups received a one-week orientation in Washington, D.C. before travelling to their universities to begin classes. The difference between the two experiences was that trainees of the third group were culturally oriented and better prepared for the shock of beginning classes in a completely new environment and culture. As a consequence, trainees of this third group completed their program of studies in a shorter time than the trainees of the first two groups.
- U.S. training programs are expensive, but if well designed, their contributions to long-term development impact justifies the cost.
- Due to overall financial uncertainties, it is important to plan ahead regardless of whether funding for a given training program is authorized or not. One of the criticisms in the Aguirre evaluation points to insufficient lead time for promotion of a training program and selection of the trainees. Rather than wait for an official authorization from USAID, training programs with a strong likelihood of being executed should be promoted well in advance, including the identification of potential trainees.

ATTACHMENT A: COMPLETE LIST OF RECOMMENDATIONS

Recommendations	Action taken
A. Recruitment and Selection Procedures	
1. The use of the week-long seminar for trainee selection should be maintained.	Initiated 9/92. This component has been maintained and will be maintained through PACD.
2. Increased lead time should be factored into program planing to ensure broad coverage and involvement by the relevant institutions.	Initiated 03/92. Insufficient lead time became a problem when unexpended CAPS I funds had to be spent by the PACD (9/30/94). Sufficient lead time with HOPS-II groups will be guaranteed through the PACD.
3. Existing institutional networks could be drawn upon more fully to expand intermediary institution involvement.	Initiated 04/92. Returned Peace Scholars, HOPS staff, and Mission technical officers are networking with intermediary institutions, and will continue to do so through the PACD.
4. Increased efforts should be made to actively recruit women for the short term technical training programs.	HOPS II staff have set a goal of 50% female participation. The active recruitment of women for the short term technical training programs will continue through the PACD.
5. Project personnel should strengthen ties with the growing network of women's development organizations.	January 95, the new HOPS/CADERH academic coordinator was named to this position, a woman who has been active with women's development organizations, ensuring that these ties are strengthened and that these valuable relations are maintained through the PACD.
B. Predeparture Orientation and Training	
1. The motivational seminar should clearly be retained as an effective program component for short-term trainees.	Since August 1991, it has been maintained and will be maintained through the PACD.
2. The predeparture training should be oriented towards the objective of supporting U.S. training, with greater communication between the HOPS-II program and those implementing the program in the U.S.	Since September 1993, communication with U.S. institutions has improved by insisting that a trainer visit Honduras to meet with trainees and the local staff for mutual orientation. This policy will be continued through the PACD.
3. English Language Training for Long-Term Academics should be improved, with a focus on TOEFL proficiency, field experiences with Peace Corps volunteers, creating English-only environments, and	By the time this evaluation was received, there was no additional long term academic training. The recommendation that coursework not related to English be cut back is unacceptable. The evaluators state in

cutting back on predeparture coursework not related to English language training.

4. The Competency-based Objective relating to English proficiency for short-term Trainees should be modified to provide survival English.

5. The effort to provide a suitable Experience America component should be met through appropriate program design, not through English competency.

6. The predeparture orientation program must include a stronger experiential cross-cultural orientation for trainees for a fuller understanding of U.S. cultural values and behaviors and strategies for dealing with culture shock.

C. Training Institutions in the U.S.

1. Short-Term Training: The features of the outstanding programs should form part of all short-term programs including needs assessment for the trainees, measurable behavioral objectives, optimal level of 20-25 participants per group, and in-country predeparture orientation between two and six weeks.

D. Impact and follow-on (4 case-studies)

1. Project Personnel should continue to provide support for the PACOH organization until the membership base is solidified.

2. Project personnel should continue to support multiplier-effect seminars organized by returned teachers. Reinforcement training for the returned teachers should also be provided to ensure that the changes initiated continue.

another section that the success of HOPS-II has a lot to do with the model predeparture training program, which includes the coursework they recommend be cut back. Mission does not accept the recommendation.

Adjustments have been made based upon the needs of individual groups and trainees, taking into consideration larger groups of trainees and less individualized training in English. This will continue through the PACD.

By June 1992, Experience America has improved through the participation of returned trainees and orientations by trainers from U.S. institutions. This will continue through the PACD.

Since June 1992, peace scholars who have participated in training programs and returned from the U.S. are participating in cross-cultural orientation. This will continue through the PACD.

Since August 1992, each training activity (predeparture and in the U.S.) is evaluated by staff and trainees. The results are used to improve the overall training program. In-country training is evaluated internally to ensure the best possible program for each group of trainees. This will continue through the PACD.

Since October 1991, the membership and mandate of PACOH (Profesores Ambientalistas y Conservacionistas de Honduras) are being expanded through follow-on support. This will continue through the PACD.

Since November 1992, the multiplier effect goal in primary education has been 20,000 teachers. More than 3,500 teachers have been trained in roughly 120 seminars facilitated by 2-3 returned trainees and an average of 30 teachers. This will continue through the PACD.

3. Follow-on personnel should provide a structured program of skills training and credit for small business owners.

An ongoing project promoting small business development is being prepared by HOPS staff and returned trainees. It should be in operation by August 1996, and will continue through the PACD.

4. Project personnel should design a follow-on program which would support the cooperative spirit that has evolved from the training provided to the three categories of trainees involved in municipal development.

Since March 1993, this has been one of the stronger follow-on components, with an additional follow-on training program funded by USAID's Municipal Development Project for a sum of Lps. 159,050. This will continue through the PACD.

5. Project personnel should ensure that the elements which have contributed to the success of these four case studies be adopted throughout the entire program.

This is being done, with closer linkages with Mission technical officers and will continue through the PACD.

E. Trainees' Impact in the Workplace and the Community

1. The training design process should include a wide range of interested parties to ensure that the training plan developed for the training provider is related to the candidates' needs.

Since February 1994, this integration of interested parties is being coordinated through local municipalities and will continue through the PACD.

2. The intermediary organization-employer or volunteer organization-should make a commitment to supporting short-term trainees on their return, in the same way that trainees are asked to commit themselves to sharing their knowledge.

98% of the returned trainees receive this support from the institution which nominated them for the scholarship program. This will continue through the PACD.

3. Long-term trainees should continue to receive orientation in job placement on their return through ANEDH, the alumni association of long-term Trainees.

Since August 1991, orientation has been provided by returned trainees and follow-on staff. This will continue through the PACD.

4. Group training plans should project expected results with respect to trainee participation in volunteer activities, against which outcomes can be assessed.

This has been difficult to do with the CAPS-I long-term academic (LTA) Peace Scholars, but is being done (since October 1991) with short-term technical (STT) trainees and evaluated during follow-on seminars by follow-on staff and the Peace Scholars. This will continue through the PACD.

F. Follow-On Activities

1. Follow-on staff, in conjunction with the Office of Education and Training, should determine what future support is required for the existing national organizations PACOH and ANEDH.

As of December 1994, HOPS is not providing financial support to PACOH or ANEDH (Asociacion Nacional de Ex-becarios para el Desarrollo de Honduras). Both organizations have been encouraged to adopt strategies leading to self-sufficiency.

2. Planning for support of the new departmental associations should be done through leadership seminars for the newly chosen leaders.

Since February 1994, these activities are being coordinated by HOPS follow-on staff and local municipalities. This will continue through the PACD.

3. Linkages should be strengthened with the program so that long-term trainees can use their advanced training to assist short-term returnees. Those back for a longer period of time can help those just returning.

Since August 1991, linkages between STT and LTA trainees have been promoted during in-country training and during follow-on activities. This will continue through the PACD.

4. The follow-on staff should consider working with groups of trainees in specific fields not currently receiving attention, in addition to establishing a network of all trainees through national and regional associations.

Since February 1994, follow-on activities are being coordinated in collaboration with former Peace Scholars with assistance from municipal governments. This will continue through the PACD.

G. Recommendations to Improve Communication about HOPS-II

1. The CAPS/HOPS office should establish more regular internal communications with the Technical Offices and other divisions within the Mission.

Since January 1995, this has been happening through meetings between HOPS staff and Mission technical offices, and will continue through the PACD.

2. HOPS-II should be presented as a support mechanism to the technical offices.

The cost-sharing policy (HOPS with technical offices) is addressing this. This will continue through the PACD.

3. CAPS/HOPS staff should describe more explicitly how HOPS-II supports Mission's strategic objectives.

Beginning in July 1995, a monthly report of CAPS/HOPS activities has been distributed throughout the Mission, linking these activities to the strategic objectives. This will continue through the PACD.

H. Gender Considerations

1. The CAPS-HOPS program should be cognizant of country trends and not prejudice women's choices of study.

The program has been cognizant of country trends and has not prejudged women's choices of study. The percentage of women participating in HOPS training programs and follow-on activities has increased to over 50%. Mission does not accept the recommendation.

2. Attention should be paid to balancing training themes, within the limits of program constraints, so that fields in which relatively few women are employed will not predominate.

Since September 1992, training themes have been balanced, with the result that overall participation of women has reached 48% (as of July 1995). This will be continued through the PACD.

3. Sexual harassment should be addressed during the cross-cultural training of the predeparture orientation program.

Since June 1992, former Peace Scholars, both men and women, have participated in cross-cultural orientation, and have addressed issues such as sexual harassment and racism. This will continue through the PACD.

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