# Caribbean and Latin American Scholarship Program Tenth Annual Report

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# PREFACE

The Caribbean and Latin American Scholarship Program (CLASP) was initiated by the Agency for International Development in 1985 as a direct response to recommendations made in January 1984 by the National Bipartisan Commission on Central America, chaired by Dr. Henry Kissinger. The Commission outlined a long-term program of support to strengthen the human resource base of the region in order to provide an adequate foundation for viable democratic societies, and social and economic development. The Program was expanded to include the Caribbean in 1986 and the Andean region of South America in 1987.

The first phase of the Program (CLASP-I), which extended through 1994, consisted of three sub-programs: the Central American Peace Scholarship Program (CAPS), the Presidential Training Initiative for the Island Caribbean (PTIIC), and the Andean Peace Scholarship Program (APSP). The second phase (CLASP-II) began in 1991, overlapping CLASP-I, and extends through 1998. Whereas much of the emphasis in CLASP-I was focused on countering Soviet and Cuban training initiatives and influence in the region, CLASP-II reflects the changing political climate in the region and focuses on the promotion of broad-based economic and social development by strengthening free enterprise economies and democratic pluralism in the region. The Program purpose is to equip a broad base of leaders and potential leaders with technical skills, training, and academic education; and with an appreciation and understanding of the workings of a free enterprise economy in a democratic society.

CLASP training, like all USAID Mission training programs and projects, must directly support each Mission's Strategic Objectives which are based on USAID's strategies for sustainable development:

- encouraging broad-based economic growth;
- building democracy;
- stabilizing world population growth and protecting human health; and
- protecting the environment.

Missions have especially used CLASP in support of two sub-objectives of the Economic Objective (Encourage Increased Opportunities for the Disadvantaged, and Encourage Preservation and Sustainable Use of the Natural Resource Base); and two sub-objectives of the Democracy Objective (Strengthen Civilian Government Institutions, and Strengthen Public Participation in the Democratic Process).

The Education and Human Resource (EHR) Division of the Latin American and Caribbean (LAC) Bureau and 16 USAID field Missions administer CLASP in 23 countries of the LAC region, including 9 in the Eastern Caribbean. Individuals and groups are trained at more than 250 training institutions throughout the U.S. Twelve U.S.-based contractors assist in the placement and monitoring of the Trainees during their U.S. training. LAC/RSD/EHR also manages two current Congressional earmarks under the CLASP umbrella: Georgetown University's Central American Scholarship Program (CASP) and Cooperative Association of States for Scholarships (CASS).

## CLASP CHARACTERISTICS

Several characteristics are unique to CLASP. CLASP provides training to groups that have traditionally lacked access to economic and social advancement and emphasizes leadership development. Other unique characteristics include the following:

- CLASP has a special target emphasis on training the socio-economically disadvantaged from both rural and urban areas, women, and persons who have demonstrated leadership or leadership potential.

- Using target criteria (70% disadvantaged and 40% women), Mission staff broadly recruit potential candidates. Selection committees composed of representatives of the public and private sectors interview candidates and make selections.

- Prior to departure to the U.S., special orientation programs are presented to the CLASP scholars to help them make the most of their U.S. training experience, both in terms of their training objective, Experience America activities, and any English language training or remedial training that might be required.

- CLASP is designed to provide Trainees with first-hand experiences with U.S. social and democratic institutions, processes, and values. Scholars are provided with opportunities to become involved in the daily lives of American families, activities in the community, and in private sector and governmental organizations. These opportunities constitute the Experience America component of the training.

- For the training experience to be most successful, structured and continued contact with returned scholars must be maintained. To accomplish this task, CLASP Missions organized Follow-on programs for scholars after they return home.

## CLASP TARGETS

The CLASP Project Papers and subsequent policy guidance set out several specific project targets.

- By the conclusion of CLASP-I in 1994, more than 16,200 individuals completed training activities in the United States, exceeding the original target of 15,000 participants. CLASP-II, terminating in 1998, will provide training to approximately 10,000 additional individuals.

- A minimum of 40 percent of all CLASP Trainees should be women.

- At least 70 percent of the CLASP Trainees should be economically or socially disadvantaged; the remaining 30 percent need not be classified as disadvantaged, but they may not come from the elite who could study in the U.S. using their own resources.

- For CLASP-I, a minimum target level of 30 percent of the Trainees are to be placed in long-term training (nine months or more); for CLASP-II, a 30 percent goal was established with a minimum target level of 20 percent. These goals were modified in FY 1995 to allow in-country and third-country training time to be considered in the computation of long-term and short-term training.

- Although specific target numbers were not assigned, the Project Papers targeted leaders

and potential leaders, a mix of rural and urban candidates, and, under CLASP-I, youth.

- Each Mission establishes procedures to comply with Agency policy to place at least 10 percent of all U.S.-trained scholars, both academic and technical, in Historically Black Colleges and Universities (HBCUs).

# Executive Summary

## INTRODUCTION

The Tenth Annual Report of the Caribbean and Latin American Scholarship Program (CLASP) provides the United States Agency for International Development (USAID) with an overview of the implementation status, performance, and impact of CLASP-I and CLASP-II training initiatives through September 30, 1995 (FY 1995).

## PROGRAM BACKGROUND

CLASP-I, authorized in February 1985, began as a Central American initiative operating as two projects: the Central American Peace Scholarship (CAPS) and the Georgetown University-managed congressional set-aside, the Central American Scholarship Program (CASP). In 1986, CLASP was extended to the Caribbean region through the Presidential Training Initiative for the Island Caribbean (PTIIC). The second expansion of CLASP began in 1987 when the Andean Peace Scholarship Program (APSP) was launched. Further expansion occurred in 1988 when the Georgetown University set-aside training program was expanded to encompass the Caribbean region and continue its program in Central America. This new effort was termed the Cooperative Association of States for Scholarships (CASS).

CLASP-I (1985–1994) proved to be such a successful effort that it generated a new phase, CLASP-II, which continues the modified CLASP operation to 1998. As with CLASP-I, CLASP-II continues the focus on women, the disadvantaged population, and other previously excluded sectors of developing countries. It also continues to identify and recruit scholarship candidates who have demonstrated leadership traits or leadership potential, but who are clearly unable to obtain their educational objectives in the U.S. without scholarship assistance. CLASP-II heightens the focus on leadership qualities as a criterion of selection, and also looks more closely at the special CLASP focus on Experience America activities which are designed to provide the Trainee with increased understanding of democratic processes and institutions, the role of democratic institutions protecting a private sector economy, and how development functions in a free enterprise system. An equally important focus of CLASP-II training is the in-country Follow-on programs and how they stimulate and enhance the contributions of returned Trainees.

## ORGANIZATION OF THE REPORT

This report is organized into a preface, executive summary, four chapters, and two appendices. The Preface gives an overview and reviews the background of the Program. The Executive Summary concisely highlights various aspects of the Program: Program targets, Program accomplishments, and lessons learned from impact studies, and monitoring and evaluation. Chapter One reports findings and conclusions an impact-related evaluation of CLASP training in Bolivia conducted during FY 1995. Chapter Two examines the quantitative aspects of the CLASP-I and CLASP-II Programs, including the achievement of targets, areas of preparation, sectors from which participants are selected, and fields of

training. Chapter Three discusses, from the Trainees' point of view, the two principal components of CLASP training, skills and academic training and Experience America, as well as the benefits of training to exiting Trainees and the value of Follow-on activities of returned participants. Chapter Four reviews CLASP impacts in the four Strategic Objective areas. Appendix A contains country-specific profiles addressing program objectives and the achievement of program targets. Appendix B, the CLASP Fact Sheet for FY 1995, reports quantitative achievements for Missions and projects.

## ACCOMPLISHMENTS TO DATE

### Impact Studies

■ Achievement of Program Targets

Under CLASP, 22,870 individuals have initiated training in the United States—16,612 under the CLASP-I Program and 6,258 under the CLASP-II Program. Of this number, 10,207 (45%) CLASP Trainees are women. The target for women for both programs is 40 percent.

Among all CLASP Trainees, 20,019 individuals (88%) are from socially, ethnically, or economically disadvantaged backgrounds. The target for disadvantaged Trainees for both projects is 70 percent.

Overall, 7,644 individuals (33%) were enrolled in long-term training programs lasting over nine months. Under CLASP, Missions have a goal of 30 percent long-term training with a minimum target of 20 percent.

Field Missions have classified 20,156 Trainees (88%) as actual or potential leaders and have identified 15,815 Trainees (69%) as coming from rural areas (see Figure 1).

■ Program Accomplishments

Based on responses to Exit Questionnaires and interviews of returned Trainees, Trainees indicate that the Program is a success.

- More than 85 percent of the Trainees exiting the U.S. express satisfaction with their training program.
- Slightly more than 93 percent of the most recent *exiting* Trainees, and nearly 98 percent of recently *returned* Trainees, would recommend the Program to others. This rate of recommendation has increased steadily throughout the Program.
- Nearly 88 percent of the earlier returned Trainees (prior to 1991) and over 89 percent of the more recent returnees (since 1991) are employed; many of those not employed are continuing their education.

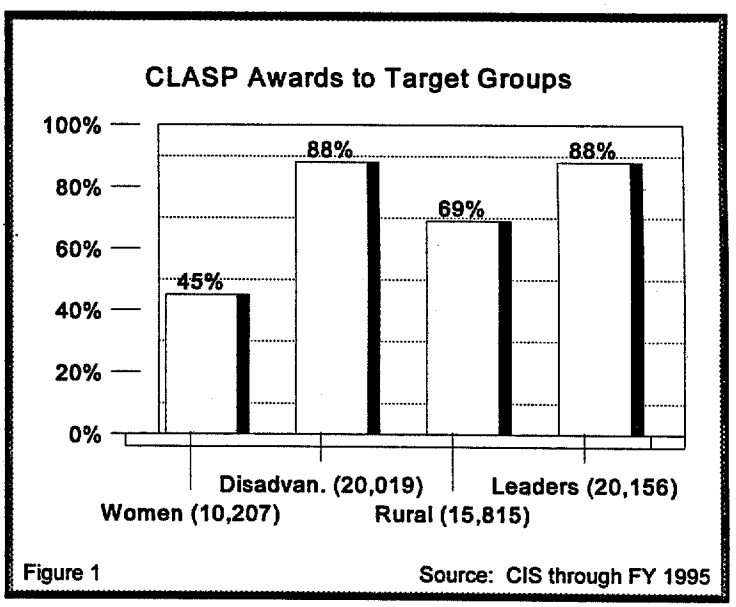

Figure 1

- Of those employed, 95 percent were able to put into practice what they had learned in their U.S. training program.

- CLASP Trainees report that the training has helped them to improve their performance at work (89%), to learn new skills (85%), and have found their CLASP training useful for their career goals (88%).

- Nearly 52 percent of the earlier Trainees and nearly 70 percent of the more recent Trainees reported an increase in salary since returning to their home country. Fifty-five percent of the earlier Trainees and 82 percent of the more recent Trainees attribute this increase in salary, at least in part, to their U.S. training.

- Over 75 percent of the returned Trainees have taken part in volunteer activities since their return from U.S. training.

- More than 89 percent of the returned Trainees report that they have become more effective leaders since their U.S. training.

- Fifty-four percent of the returned Trainees surveyed in the past three years are members of CLASP alumni associations.

### Fiscal Year 1995 Scholarship Awards

During FY 1995, CLASP Information System data show that 1,073 scholars entered into training under the various projects of CLASP-II (741) and CASS-II (332).

The 741 CLASP-II new starts consist of 634 Trainees entered by six Central American Missions (Belize—8, El Salvador—308, Guatemala—76, Honduras—120, Nicaragua—76, Panama—46), 98 from the Andean Missions (Bolivia—50 and Peru—48), and nine from Jamaica. Georgetown University's 332 CASS-II Trainees include 213 Trainees from Central America (El Salvador—36, Guatemala—41, Honduras—39, Nicaragua—73, and Panama—24), and 119 from the Caribbean Region (Dominican Republic—38, Haiti—55, Jamaica—25, and RDO/C—1).

The 1,073 FY 1995 CLASP-II and CASS-II new starts include 455 women (42%), 847 scholars from disadvantaged backgrounds (79%), and 355 Trainees (33%) enrolled in long-term programs.

## Impact of CLASP Training in Bolivia

From a mid-term assessment of the impact of the Bolivia Peace Scholarship Program (BPSP), discussed at length in Chapter One, we find that:

- the overall success of BPSP training is high; most trainees are successfully applying their training in various work and development contexts;

- most (93%) of the sampled BPSP returnees are employed;

- training acquired in the U.S. is being applied at a high rate in the workplace (by 83% of the women, and 79% of the men);

- 99 percent of the returnees reported sharing their training with others (sharing the newly-acquired skills with co-workers is key to the dissemination of development impact beyond self and family);

- the U.S. training resulted in a change of world view for returnees that increased their effectiveness as leaders and led to positive

personal changes (increased self-confidence, risk-taking, increased innovation, improved public speaking skills, increased independence, and more active involvement in development activities); and

- the U.S. training succeeded in providing returnees with technical and leadership skills that are applicable to conditions found in Bolivia.

## THE CLASP RESPONSE TO STRATEGIC OBJECTIVES

CLASP, while essentially designed in what looks today like another historical era, has been able in recent years to mold itself to the broader mission objectives and has helped us understand how to improve the effectiveness of training. While CLASP was designed long before the present strategic model was instituted, it has been used by program planners as an effective tool for reaching strategic goals.

CLASP, along with other experiences of good development training efforts in the Agency, offers some groundwork for the strategic training approach, which is training that is directly linked in measurable and demonstrable ways to achieving concrete development goals. CLASP has been unique in its flexibility and adaptability and its implementers have recognized participant training as a strategic tool which can help all the stakeholders in the development process achieve desired results.

### Encouraging Broad-based Economic Growth

CLASP training in this area is broad-ranging. Of the 9,384 CLASP participants trained since 1990, some 6,183 (nearly two-thirds of all CLASP trainees) received training under the "economic growth" category. This represents a wide range of fields with three large clusters: agriculture, management, and education.

In Chapter Four, we discuss Honduras Training for the Small Business Sector and Teacher Education in El Salvador. This discussion is augmented by examples of how the Cooperative Association of States and Scholarships (CASS) Program directs its activities toward the economic growth objective.

### Stabilizing World Population Growth and Protecting Human Health

Since 1990, just under 800 CLASP participants were trained in the areas of health and population, about 8 percent of the total trained during that period. The number may be somewhat higher than that, however, because some number of those trained under education probably had a health component to their work, just as some of the family and community services falling under democratic initiatives may also have had some component of nutrition and health in their training.

In Chapter Four, we discuss how the Andean Peace Scholarship Program and the Ecuador Peace Scholarship Program directed training toward this Strategic Objective. A case study of an auxiliary nurse from Ecuador offers an illustrative example of the kind of impacts that APSP and EDSP are having on the region.

### Protecting the Environment

The CLASP strategy for addressing the protecting the environment Strategic Objective has been to strengthen human and institutional capacity to build public awareness towards

environmental issues. In the last several years, 373 CLASP trainees specialized in the areas of natural resources (260) and parks and water resources (113).

The Honduran Peace Scholarship Program and its predecessor CAPS training has complemented USAID/Honduras programs and strategic environmental goals by offering training in a variety of environmental fields. The successes of these programs and the PACOH Program are described in detail in Chapter Four.

### Building Democracy

USAID seeks to strengthen civilian government institutions and public participation in society and the political process. Over 16 percent of the CLASP trainees were trained in areas classified under this Strategic Objective. All CLASP training programs are contributing to the trainee's understanding of both free market economies and pluralistic democracy by providing the opportunity to experience North American democracy firsthand.

Through the U.S. training and its Experience America component, all Trainees are exposed to American democracy and democratic principles, and the core values on which the U.S. society is based: individualism, merit-based awards, equality, self-rule, community control, self-determination, free speech, and fair elections. The training programs taught leadership skills as an integral part of the program. As a result returned participants often assumed leadership in their workplaces and communities. People who had not participated in the system before were now participating.

In Chapter Four, specific examples of how CLASP is addressing the democracy objective are described in a section about the Guatemala Peace Scholarship Project and the El Salvador CLASP-II Projects.

Chapter One will discuss the impact and lessons learned from CLASP training in Bolivia, the only Mission that sought an impact evaluation in FY 1995.

# Chapter One:

## *Impact of CLASP Training in Bolivia*

### INTRODUCTION

This chapter reports findings and conclusions on the impact of CLASP training from a mid-term assessment of the Bolivia Peace Scholarship Program (BPSP) conducted in March 1995. The evaluation was a buy-in to the CLASP-II core contract. During FY 1995, USAID/Bolivia was the only CLASP Mission to fund such an evaluation.

This chapter reports findings and conclusions on the impact of training of the Bolivia Peace Scholarship Program, which was implemented in early 1993. The purpose was to review implementation during the first two years of the project and to assess the impact of short-term and long-term training on the participants' professional and personal environments.

### ASSESSING IMPACT IN USAID TRAINING

USAID has shifted to a *results-oriented* management approach which stresses the importance of achieving desired outcomes and impacts in all spheres of its development activities. The efforts to evaluate the impact of the CLASP Project has proven very valuable in providing a vision of how to understand and document training impact in general. As a result, CLASP training has introduced and standardized a range of program improvements which continue to serve as a model for USAID training. In the Bolivia evaluation, the focus was on the way that CLASP Trainees brought back to their home country the capacity and motivation to effect change. This included leadership skills which allowed them to effectively sustain social and economic innovations by influencing others to change, thus creating a multiplier effect.

### THE BPSP EVALUATION

The BPSP evaluation was conducted using a variety of methods and measures, both qualitative and quantitative. These were designed to measure the impact of BPSP training in preparing Trainees to be *change agents* and leaders in their respective fields, and to evaluate the impact that returned students were having in these roles after their return to Bolivia. The number of returnees contacted included 66 short-term participants from a population of 171, and 11 long-term participants out of a population of 14. In addition, a survey was made of some 15 employers of returned participants.

**Box 1.1. Change agents** are defined as individuals who have the capacity and motivation to initiate—or effectively support—sustainable development through their own actions and through their influence on the actions of others.

#### Findings

- The evaluation found that the overall success of BPSP training is high.

Despite limited resources for follow-on and weak participation in alumni associations, most returnees are successfully applying their training

in various work and development contexts. They are pursuing project development and influencing others in their roles as leaders and change agents.

- **The majority of sampled BPSP returnees were employed before their training, and most (93%) are still employed.**

Some 95 percent of the returnees report that their training has not resulted in a change of jobs, which indicated that the training was appropriate to the occupational roles of those selected. Most returnees are employed in the public sector (43%) as health administrators and educators. This is followed by private sector employment (22%) and employment with NGOs (21%).

- **Training is being applied at a high rate in the workplace.**

Some 83 percent of the women and 79 percent of the men report that they are applying *some* to *a great deal* of their training in the workplace. Some 65 percent of returnees report increased responsibilities in their jobs after training. Slightly over 10 percent of women and 18 percent of men received a promotion after training. One-third of the women and 40 percent of the men reported an increase in salary after their return from U.S. training.

- **Sharing training with co-workers is key to the dissemination of development impact beyond self and family.**

Some 99 percent of the returnees reported that they shared their training with others. The Mission training office estimates that APSP and BPSP returnees have reached an estimated 20,000 people with their training.

Other findings include:

- U.S. training enhanced the community status of participants through their utilization of training and participatory methods in their professional and technical activities.

- U.S. training provided returnees with the necessary capacity and motivation to act as change agents.

- U.S. training increased the understanding by returnees of U.S. institutions, people and lifestyles, and resulted, for some, in the establishment of ties with U.S. counterparts in their specialties.

- The U.S. training succeeded in providing returnees with technical and leadership skills that were applicable to conditions found in Bolivia.

- The training resulted in a change in world view for returnees that has increased their effectiveness as leaders and led to positive personal changes, to include an increased sense of confidence, willingness to take risks, increased innovation, improved public speaking skills, increased independence, and a more active role in development activities.

- Returnees maintained a high degree of participation in community development activities and voluntary organizations since training. This has resulted in development impacts at the community and institutional levels.

- Returnees are acting as leaders and change agents in their families, places of work, and communities. Trainees successfully multiplied their training by passing on skills to others in the workplace and community.

## BPSP Leadership in the Bolivian Government

BPSP training has had impact at the national level as evidenced by the following example.

Mr. Guillermo Alborta received a Masters Degree in Economics from American University in 1992 through the Bolivian Peace Scholarship Program. Prior to his U.S. training, Mr. Alborta worked as professor in economics at the Bolivian Catholic University. After his training, Mr. Alborta returned to work at the University. The training he acquired allowed him to improve his teaching methodologies and procedures, and sharpened his leadership skills.

In 1993, Mr. Alborta was appointed Advisor to the Minister of Labor. In 1994, he was appointed by the Government of Bolivia to the position of Undersecretary of Capitalization in the new Ministry of Capitalization. Mr. Alborta has published three documents in the field of Economics and has contributed to the development of national fiscal policies.

## Individual Occupational Projects

The ability of returnees to have institutional-level impacts beyond their immediate occupational roles is partly determined by the time they have spent back in country following training. Since most BPSP returnees have not been back more than a few years, the institutional level impacts they are having are either incipient or in the process of being developed. Many returnees apply their training at the occupational level soon after their return when their motivation is highest and their work environment and supervisors may be the most receptive to their new ideas and the application of their skills to effect change.

However, some exceptions to institutional level impacts are already apparent among BPSP returnees through individual occupational projects in such fields as environmental education, hospital administration and agricultural activities. The opportunity for impact is much greater when one's skills represent something unique and highly valued. These individual occupational projects are derived from the individuals, but have the potential to create institutional-level changes that will support on-going projects developed under Mission Strategic Objectives.

Some examples of BPSP individual projects follow.

- Francisco is an engineer who received training in environmental planning. He is using his training in a collaborative effort with two foreign engineers to assess the environmental risks associated with industrial petroleum sites around the country. His work on this project will help to ensure the safety and environmental security of these sites, which will reduce the risk of environmental contamination form oil spill accidents.

- Anna is a nurse working in a children's hospital. She has taken the initiative to plan and promote a community-wide vaccination program with the help of hospital administrators. Hundreds of children in the local community have been vaccinated because of her efforts, including many children in hard-to-reach populations (ethnic minorities) that are at risk of being passed by in national-level vaccination efforts.

- Cristina is a teacher who is conducting environmental awareness classes for her students. She has them actively participating in Arbor Day and has taken the unusual step of visiting the parents of her students in

their homes and involving them in conservation activities.

- Juan is a teacher who has initiated a project with the Fondo Nacional de Medio Ambiente which will ultimately provide environmental education to some 21,000 students in and around the city of La Paz. The educational program is based around environmental themes such as renewable energy sources and reforestation.

Each of these individuals and many of their fellow returnees have taken leadership roles in their fields and credit their efforts to the training received as BPSP scholars.

For further discussion of data and research, including case studies, see *The BPSP/Bolivia Project: An Impact Evaluation of the Caribbean and Latin American Scholarship Program II in Bolivia*, Aguirre International, June 1995.

Chapter Two discusses the achievement of CLASP targets, the quality of training of women, profiles of CLASP participants (prior fields of preparation, occupations prior to training, sector of origin, fields of training), and placement at HBCUs.

# Chapter Two:

## *CLASP Target Population*

### INTRODUCTION

This chapter describes the extent to which the CLASP-I and CLASP-II training initiatives are reaching the target populations. (For an explanation of program nomenclature and dates, see Appendix A.)

### THE CLASP TARGETS

When the CLASP training initiative was launched in 1985, USAID Missions were faced with the challenge of recruiting women candidates (40%), disadvantaged populations (70%), and rural residents, who also possessed qualities of leadership or leadership potential, and who otherwise would be overlooked for USAID scholarships. All CLASP training programs are evaluated on the extent to which they meet these recruitment criteria.

The computerized CLASP Information System (CIS) was designed to collect and report data indicating compliance with the Congressional mandates. The CIS figures reported in this chapter are based on data available as of September 30, 1995. The discussion is organized by the various projects: CAPS, PTIIC, APSP, CASP, CASS, and CLASP-II.

- Is CLASP meeting the project design targets?

**Yes.** CLASP managers are not only meeting targets, but exceeding them. Figure 2.1 shows the extent to which Missions addressed the target figures for women, the economically and socially disadvantaged populations, rural residents, and leaders and potential leaders.

As of the end of FY 1995, a total of 22,870 Trainees (16,612 under CLASP-I and 6,258 under CLASP-II) were recruited and selected for CLASP training by the sixteen active USAID field Missions and the Georgetown University CASP and CASS earmark programs.

All of the selection criteria for CLASP training have been exceeded. CIS data reveal that 1,059 more women were selected to participate in the program than required by the 40 percent target and 4,010 more economically and socially disadvantaged individuals were selected than was required by the 70 percent target. The target of 30 percent enrolled in long-term training programs has been exceeded by 783 scholarship awards. The high proportion of Trainees selected on the basis of the criteria of rural (69%) and leader (88%) reflects the priority given these criteria by selection committees.

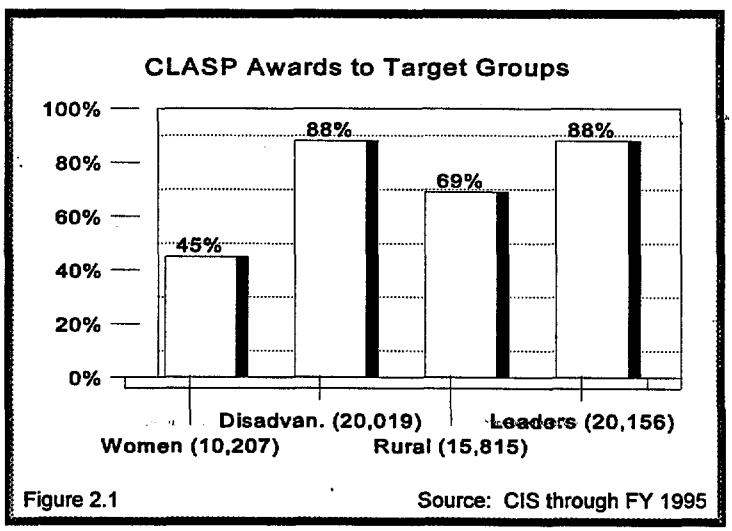


Figure 2.1 Source: CIS through FY 1995

Even when the CLASP training initiative is broken down into its component projects, the record for compliance with the training targets is very good. In all projects, the selection targets were surpassed by the end of FY 1995. The PTIIC (50%), CASS I (50%), CASS II (49%), APSP (47%), and CLASP-II (45%) projects significantly exceeded the 40 percent target for women, and all surpassed the 70 percent target for disadvantaged. The CAPS (22%) and CLASP-II (18%) projects fell below the 30 percent target for long-term placement (APSP Missions were granted a waiver of the 30% target, reduced to 20%).

Within regional projects, the record of success in meeting the targets varies among the participating Missions. The record of target achievement by each Mission and the earmarks, CASP and CASS, may be found in Table 2.1, the Country Profiles (Appendix A) section of the report, and in summary form in the CLASP FACT Sheet (Appendix C).

In examining the data on selection criteria, it should be kept in mind that a Trainee may meet more than one target, e.g., a woman who is reported as disadvantaged may be recorded as both economically and socially disadvantaged, as well as meeting the rural and leadership criteria. To avoid double counting, the totals for each category should not be added.

- **Is CLASP recruitment meeting the target for the selection of women?**

**Yes.** The cumulative selection of women for CLASP training surpassed the minimum target of 40 percent for the first time in FY 1989. In that year, total awards to women reached the 42 percent level. By the end of FY 1991, the record was further improved, rising to 44 percent. The cumulative figure for the selection of women through FY 1995 is 45 percent. Figure 2.2 indicates the award of scholarships to women by the various CLASP projects and the Georgetown University set-aside programs through FY 1995.

When considering women as a target group, it is important to examine both the quantity and quality (length and type of training) of awards to determine whether the awards are distributed equitably among men and women. Certain factors may limit the number of female candidates for long-term programs, e.g., societal stereotypes, lack of equal educational opportunity, family obligations, etc., but selection policies established by project managers should be designed to overcome these barriers.

The distribution of CLASP long-term awards to women does not significantly differ from that of all awards to women (see Table 2.2). Forty-four percent of all long-term scholarships were awarded to women, close to the same percentage of their participation in CLASP training overall (45%), while 56 percent of the long-term scholarships went to men.

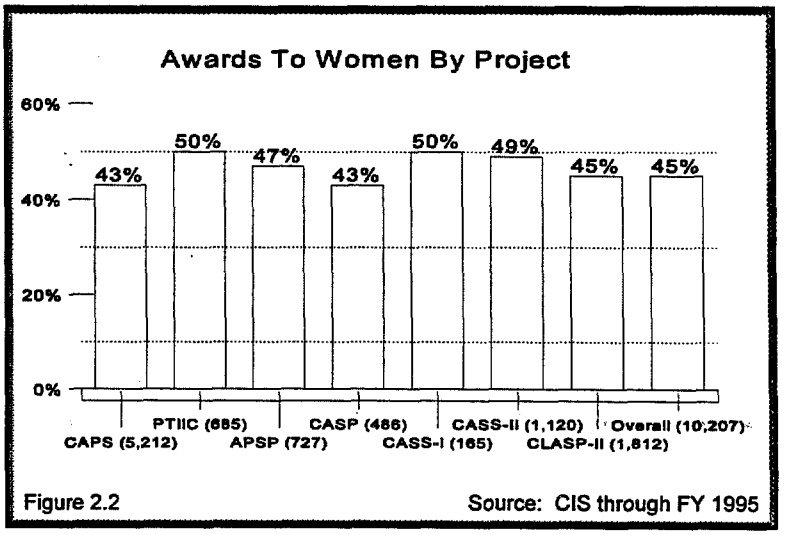


Figure 2.2 Source: CIS through FY 1995

## Table 2.1
## CLASP Awards By Mission and Project

| Mission / Project | Total Awards | Women # | Women % | Disadvantaged # | Disadvantaged % | Long-term # | Long-term % | Academic # | Academic % |
|---|---|---|---|---|---|---|---|---|---|
| **Belize:** | | | | | | | | | |
| CAPS | 297 | 131 | 44 | 286 | 96 | 63 | 21 | 65 | 22 |
| CASP | 229 | 91 | 40 | 229 | 100 | 175 | 76 | 181 | 79 |
| CASS-I | 25 | 14 | 56 | 25 | 100 | 24 | 96 | 25 | 100 |
| CASS-II | 82 | 37 | 45 | 82 | 100 | 82 | 100 | 79 | 96 |
| CLASP-II | 25 | 12 | 48 | 22 | 88 | 24 | 96 | 17 | 68 |
| **Overall** | **658** | **285** | **43** | **644** | **98** | **368** | **56** | **367** | **56** |
| **Bolivia:** | | | | | | | | | |
| APSP | 433 | 168 | 39 | 346 | 80 | 88 | 20 | 53 | 12 |
| CLASP-II | 221 | 97 | 44 | 193 | 87 | 14 | 6 | 0 | 0 |
| **Overall** | **654** | **265** | **40** | **539** | **82** | **102** | **16** | **53** | **8** |
| **Colombia:** CAPS | 294 | 154 | 52 | 294 | 100 | 75 | 25 | 52 | 18 |
| **Costa Rica:** | | | | | | | | | |
| CAPS | 2,024 | 854 | 42 | 1,910 | 94 | 605 | 30 | 339 | 17 |
| CASP | 187 | 75 | 40 | 187 | 100 | 153 | 82 | 155 | 83 |
| CASS-I | 35 | 19 | 54 | 35 | 100 | 34 | 97 | 35 | 100 |
| CASS-II | 141 | 59 | 42 | 141 | 100 | 141 | 100 | 137 | 97 |
| CLASP-II | 343 | 165 | 48 | 316 | 92 | 118 | 34 | 58 | 17 |
| **Overall** | **2,730** | **1,172** | **43** | **2,589** | **95** | **1,051** | **38** | **724** | **26** |
| **Dominican Republic:** | | | | | | | | | |
| PTIIC | 169 | 70 | 41 | 142 | 84 | 106 | 63 | 44 | 26 |
| CASS-I | 45 | 21 | 47 | 45 | 100 | 44 | 98 | 45 | 100 |
| CASS-II | 267 | 160 | 60 | 267 | 100 | 267 | 100 | 256 | 96 |
| **Overall** | **481** | **251** | **52** | **454** | **94** | **417** | **87** | **345** | **72** |
| **Ecuador:** | | | | | | | | | |
| APSP | 413 | 182 | 44 | 313 | 76 | 90 | 22 | 46 | 11 |
| CLASP-II | 140 | 74 | 53 | 115 | 82 | 44 | 31 | 34 | 24 |
| **Overall** | **553** | **256** | **46** | **428** | **77** | **134** | **24** | **80** | **14** |
| **El Salvador:** | | | | | | | | | |
| CAPS | 1,844 | 833 | 45 | 1,241 | 67 | 550 | 30 | 241 | 13 |
| CASP | 193 | 98 | 51 | 193 | 100 | 143 | 74 | 144 | 75 |
| CASS-I | 44 | 26 | 59 | 44 | 100 | 44 | 100 | 44 | 100 |
| CASS-II | 213 | 88 | 41 | 213 | 100 | 212 | 99 | 204 | 96 |
| CLASP-II | 1,071 | 491 | 46 | 878 | 82 | 102 | 9 | 30 | 3 |
| **Overall** | **3,365** | **1,536** | **46** | **2,569** | **76** | **1,051** | **31** | **663** | **20** |
| Guatemala: | | | | | | | | | |
| CAPS | 4,558 | 2,174 | 48 | 4,332 | 95 | 524 | 11 | 120 | 3 |
| CASP | 186 | 76 | 41 | 186 | 100 | 161 | 87 | 162 | 87 |
| CASS-I | 58 | 24 | 41 | 58 | 100 | 55 | 95 | 58 | 100 |
| CASS-II | 309 | 146 | 47 | 309 | 100 | 309 | 100 | 295 | 95 |
| CLASP-II | 1,071 | 469 | 44 | 953 | 89 | 144 | 13 | 29 | 3 |
| **Overall** | **6,182** | **2,889** | **47** | **5,838** | **94** | **1,193** | **19** | **664** | **11** |

| Mission / Project | Total Awards | Women # | Women % | Disadvantaged # | Disadvantaged % | Long-term # | Long-term % | Academic # | Academic % |
|---|---|---|---|---|---|---|---|---|---|
| **Haiti:** | | | | | | | | | |
| PTIIC | 248 | 115 | 46 | 171 | 69 | 59 | 24 | 59 | 24 |
| CASS-I | 25 | 6 | 24 | 25 | 100 | 25 | 100 | 25 | 100 |
| CASS-II | 156 | 64 | 41 | 156 | 100 | 126 | 81 | 123 | 79 |
| CLASP-II | 120 | 49 | 41 | 110 | 92 | 14 | 12 | 8 | 7 |
| **Overall** | **549** | **234** | **43** | **462** | **84** | **224** | **41** | **215** | **39** |
| **Honduras:** | | | | | | | | | |
| CAPS | 2,281 | 893 | 39 | 1,822 | 80 | 437 | 19 | 445 | 19 |
| CASP | 207 | 97 | 47 | 207 | 100 | 161 | 78 | 165 | 80 |
| CASS-I | 45 | 27 | 60 | 45 | 100 | 43 | 96 | 45 | 100 |
| CASS-II | 269 | 157 | 58 | 269 | 100 | 269 | 100 | 258 | 96 |
| CLASP-II | 294 | 127 | 43 | 249 | 85 | 77 | 26 | 62 | 21 |
| **Overall** | **3,096** | **1,301** | **42** | **2,592** | **84** | **987** | **32** | **975** | **31** |
| **Jamaica:** | | | | | | | | | |
| PTIIC | 235 | 152 | 65 | 71 | 30 | 65 | 28 | 131 | 56 |
| CASS-I | 17 | 9 | 53 | 17 | 100 | 16 | 94 | 17 | 100 |
| CASS-II | 145 | 79 | 54 | 145 | 100 | 145 | 100 | 138 | 95 |
| CLASP-II | 211 | 121 | 57 | 156 | 74 | 68 | 32 | 95 | 45 |
| **Overall** | **608** | **361** | **59** | **389** | **64** | **294** | **48** | **381** | **63** |
| **Nicaragua:** | | | | | | | | | |
| CASS-II | 380 | 175 | 46 | 379 | 99 | 380 | 100 | 115 | 30 |
| CLASP-II | 204 | 86 | 42 | 192 | 94 | 25 | 12 | 5 | 2 |
| **Overall** | **584** | **261** | **45** | **571** | **98** | **405** | **69** | **120** | **20** |
| **Panama:** | | | | | | | | | |
| CAPS | 568 | 200 | 35 | 476 | 84 | 446 | 78 | 331 | 58 |
| CASP | 127 | 49 | 39 | 127 | 100 | 120 | 94 | 120 | 94 |
| CASS-II | 96 | 38 | 40 | 96 | 100 | 96 | 100 | 90 | 94 |
| CLASP-II | 117 | 50 | 43 | 114 | 97 | 71 | 61 | 70 | 60 |
| **Overall** | **908** | **337** | **37** | **813** | **89** | **733** | **81** | **611** | **67** |
| **Peru:** | | | | | | | | | |
| APSP | 400 | 223 | 56 | 336 | 84 | 77 | 19 | 17 | 4 |
| CLASP-II | 149 | 63 | 43 | 121 | 81 | 9 | 6 | 10 | 7 |
| **Overall** | **549** | **286** | **52** | **457** | **83** | **86** | **16** | **27** | **5** |
| **RDO/C:** | | | | | | | | | |
| PTIIC | 728 | 348 | 48 | 646 | 89 | 223 | 31 | 213 | 29 |
| CASS-I | 33 | 19 | 58 | 33 | 100 | 32 | 97 | 33 | 100 |
| CASS-II | 222 | 117 | 53 | 222 | 100 | 222 | 100 | 200 | 90 |
| CLASP-II | 12 | 8 | 67 | 12 | 100 | 0 | 0 | 0 | 0 |
| **Overall** | **995** | **492** | **49** | **913** | **92** | **477** | **48** | **446** | **45** |
| **ROCAP:** CAPS | 664 | 127 | 19 | 467 | 70 | 47 | 7 | 12 | 2 |
| **OVERALL:** | | | | | | | | | |
| CAPS | 12,236 | 5,212 | 43 | 10,534 | 86 | 2,672 | 22 | 1,553 | 13 |
| CASP | 1,129 | 486 | 43 | 1,129 | 100 | 913 | 81 | 927 | 82 |
| PTIIC | 1,380 | 685 | 50 | 1,030 | 75 | 453 | 33 | 447 | 32 |
| APSP | 1,540 | 727 | 47 | 1,289 | 84 | 330 | 21 | 168 | 11 |
| CASS-I | 327 | 165 | 50 | 327 | 100 | 317 | 97 | 327 | 100 |
| CASS-II | 2,280 | 1,120 | 49 | 2,279 | 99 | 2,249 | 99 | 1,895 | 83 |
| CLASP-II | 3,978 | 1,812 | 45 | 3,431 | 86 | 710 | 18 | 418 | 10 |
| **TOTAL** | **22,870** | **10,207** | **45** | **20,019** | **87** | **7,644** | **33** | **5,735** | **25** |

**Table 2.2 Awards to Women in Long-Term and Academic Training Programs by Project**

| Project | Total LT | Women # | Women % | Total Acad. | Women # | Women % |
|---|---|---|---|---|---|---|
| CAPS | 2,672 | 1,038 | 38.8 | 1,553 | 602 | 38.8 |
| CASP | 913 | 397 | 43.5 | 927 | 403 | 43.5 |
| PTIIC | 453 | 192 | 42.4 | 447 | 213 | 47.7 |
| APSP | 330 | 149 | 45.2 | 168 | 65 | 38.7 |
| CASS-I | 327 | 165 | 50.5 | 327 | 165 | 50.5 |
| CASS-II | 2,249 | 1,102 | 49.0 | 1,895 | 917 | 48.4 |
| CLASP-II | 710 | 321 | 45.2 | 418 | 226 | 54.1 |
| OVERALL | 7,654 | 3,364 | 44.0 | 5,735 | 2,591 | 45.2 |

Source: CIS through FY 1995

Considering academic awards to women (a subset of those who have been selected for long-term training), women comprise slightly over 45 percent of the academic awards (see Table 2.2).

- Is CLASP selection criteria meeting the target for the selection of the disadvantaged (economically, socially, and ethnically)?

**Yes.** As reported in Table 2.1, all CLASP projects are well above the minimum 70 percent target for the selection of the disadvantaged.

Missions' definitions of economic and social disadvantage vary, depending on local factors. In most cases, family income and household amenities are important factors in the definition. Other factors which may be taken into consideration in determining a candidate as disadvantaged include gender or ethnic group, as well as social position. Table 2.1 shows a breakdown by Mission and by project of the percentage of scholarships awarded to disadvantaged persons as of the end of FY 1995.

In addition to economic disadvantaged (used by all participating Missions), some Missions also use ethnic and social disadvantage as a basis for selection. An indication of disadvantaged status may be found in some of the demographic data maintained in CIS for all Trainees. For example, it would seem likely that the parents of Trainees who are considered to be from disadvantaged circumstances will have little education. However, since the program is also seeking candidates who have demonstrated leadership potential, it might also be assumed that the scholarship recipient would have succeeded in pursuing academic studies beyond the levels attained by his or her parents. This is validated by CIS biographical data.

The typical Trainee selected for the CAPS project had 10.9 years of education, while the mother had an average of 4.2 years of schooling and the father 4.4 years. CLASP-II Trainees had an average of 13.5 years compared with 5.4 years for the mothers and 6.0 years for the fathers. Trainees from the CAPS and CLASP-II Programs exceed the educational levels of their parents to a greater degree than all other programs (e.g., PTIIC, APSP, CASP, CASS; see Table 2.3).

The levels of schooling for the parents of CLASP Trainees are entirely consonant with the backgrounds of social and economic disadvantage from which the project managers are attempting to recruit. At the same time, the contrast between the educational backgrounds of the Trainees and their parents is sufficiently large to indicate that the Trainees have demonstrated the leader-

ship to progress beyond their background of disadvantage.

| Table 2.3 | Mean Years of Schooling of CLASP Trainees and Parents | | |
|---|---|---|---|
| Project | Trainee | Mother | Father |
| CAPS | 10.9 | 4.2 | 4.4 |
| PTIIC | 13.8 | 8.3 | 8.7 |
| APSP | 13.9 | 7.8 | 9.0 |
| CASP | 12.2 | 7.0 | 7.5 |
| CASS-I | 12.4 | 5.4 | 5.5 |
| CASS-II | 12.2 | 6.1 | 6.1 |
| CLASP-II | 13.5 | 5.4 | 6.0 |

Source: CIS through FY 1995

- Have individuals from rural areas received a significant share of CLASP awards?

**Yes.** Project managers have included candidates from rural areas in their Trainee selection. CAPS, CASP, CASS-I, CASS-II, and CLASP-II projects have awarded over half of their scholarships to persons from rural areas. For CLASP overall, 15,815 individuals (69% of the Trainees), have come from rural areas.

There is no policy mandating the distribution between rural and urban populations, and the term *rural* is defined by each Mission according to country-specific conditions. Some project managers have identified as *rural* candidates from economically deprived areas on the periphery of urban areas whose population is principally composed of migrants from rural areas.

- Have the CLASP Project Managers responded to the leadership emphasis in their selection of Trainees?

**Yes.** Policy guidance has stressed the importance of seeking current or future leaders for participation in the program. As a result, 88 percent of all CLASP Trainees have been identified as individuals who possess leadership characteristics or leadership potential (see Figure 2.3).

In the program design, programming levels for leaders were not established nor were leadership traits defined. It therefore became the prerogative of the CLASP project managers and Mission selection committees to identify these characteristics. Over the course of the project, it has become evident that the quality of leadership is crucial in reaching project objectives. Missions have given serious consideration to definitions of leadership or functional systems for using leadership as selection criteria.

The test of whether Trainees have been reasonably identified in terms of leadership characteristics will only come with time as they demonstrate upon their return home how well they are able to apply their training experience for their own advancement and for the benefit of their

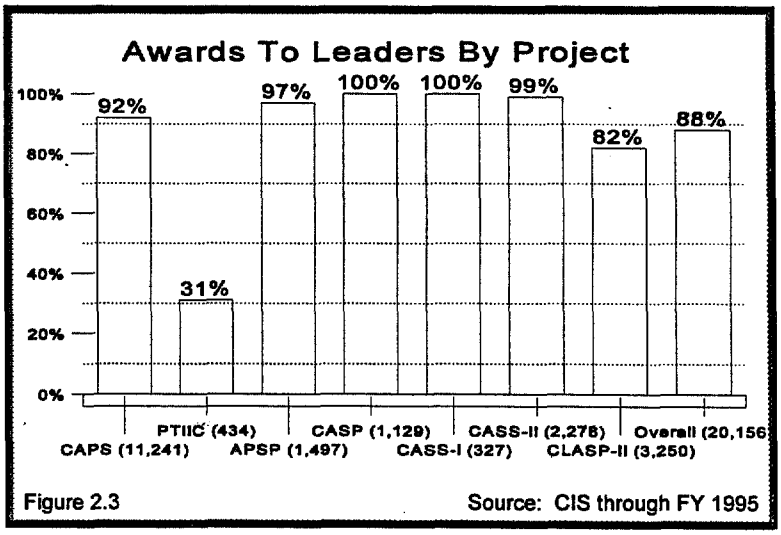


Figure 2.3 Source: CIS through FY 1995

communities. Their education levels, compared to the generally much lower ones of their parents, may be one indirect indicator.

## ADDITIONAL CLASP PROGRAM DATA

A more complete understanding of the uniqueness of the CLASP training initiative and better appreciation of the background of the Trainees may be gained by reviewing biographical information. The following sections present information about the areas of preparation of Trainees, occupations prior to selection, and fields of training. This information is useful in understanding areas from which CLASP implementors have selected Trainees. The placement of CLASP-II Trainees in Historically Black Colleges and Universities is also discussed in this section.

- What is the area of preparation of CLASP Trainees prior to training?

The fields with the greatest number of Trainees are Education (21.6%) and Agriculture (16.3%). Business and Health follow with 8.6 and 7.2 percent each (see Table 2.4). These fields are followed by the Applied Technologies, Public Administration, Manufacturing, Exact Sciences, Engineering, Economics, Sociology, Artisan, and Fine Arts. Reflecting the diversity of the recruitment for CLASP training, the category of "Other" accounts for 19.7 percent of the number of Trainees.

Overall, the education sector has a large percentage of women compared with men (28.3% to 16.2%). Agriculture has the largest gender imbalance with 25.1 percent male Trainees compared with 5.2 percent female Trainees. The percentage of women in business and health fields nearly doubles that of men.

- What occupations did CLASP Trainees have prior to selection?

CLASP Trainees come from a wide variety of backgrounds. Because of the disadvantaged, rural, and youth emphases of the CLASP Program, many of the applicants have recently left school or are from backgrounds in the trades, agricultural, or self-employed areas (see Table 2.5). The largest categories, Student/Recent Graduate (23.9%) and Unskilled Worker (19.3%), contain almost equal proportions of men and women, while men predominate in the categories of Technician and Skilled Worker. The percentages of women exceed those of men in the areas of Professionals and Businesspersons.

**Table 2.4 Areas of Prior Academic Preparation by Gender (Percentages)**

| Field | Number = 21,928 | Female | Male | Overall |
|---|---|---|---|---|
| Education | 4,728 | 28.3 | 16.2 | 21.6 |
| Agriculture | 3,573 | 5.2 | 25.1 | 16.3 |
| Business | 1,894 | 11.3 | 6.5 | 8.6 |
| Health | 1,569 | 9.9 | 5.0 | 7.2 |
| Applied Tech. | 1,275 | 4.1 | 7.2 | 5.8 |
| Public Admin. | 1,094 | 4.2 | 5.6 | 5.0 |
| Manufacturing | 998 | 5.1 | 4.1 | 4.6 |
| Exact Sciences | 937 | 3.8 | 4.7 | 4.3 |
| Engineering | 600 | 1.3 | 3.9 | 2.7 |
| Economics | 408 | 1.5 | 2.1 | 1.9 |
| Sociology | 324 | 1.6 | 1.4 | 1.5 |
| Artisan | 109 | 0.9 | 0.1 | 0.5 |
| Fine Arts | 105 | 0.6 | 0.4 | 0.5 |
| Other | 4,314 | 22.2 | 17.7 | 19.7 |

Note: Data not available for 942 participants.
Source: CIS through FY 1995

- Are Trainees being selected from the private sector?

**Yes.** Based on CIS data for 16,242 Trainees, private sector employees make up nearly 48 percent of those selected for training. Figure 2.4 shows that, of the 48 percent employed in the private sector, 75 percent worked in private, for-profit organizations, while 25 percent were employed by private, non-profit organizations. Slightly over 42 percent of the Trainees were employed in the public sector. More than 6 percent (6.6%) of the Trainees belonged to the autonomous sector (universities), while 3.2 percent of the Trainees were drawn from a mixed (public-private) sector.

**Table 2.5** **Prior Occupations of Trainees by Gender (Percentages)**

| Occupation | Number = 22,388 | Female | Male | Overall |
|---|---|---|---|---|
| Student/ Recent Grad. | 5,341 | 24.2 | 23.6 | 23.9 |
| Unskilled Worker | 4,324 | 19.4 | 19.3 | 19.3 |
| Professional | 4,107 | 20.1 | 17.0 | 18.3 |
| Technician | 2,394 | 8.6 | 12.4 | 10.7 |
| Businessperson | 1,757 | 9.0 | 6.9 | 7.8 |
| Skilled Worker | 1,222 | 4.2 | 6.4 | 5.5 |
| Semi-skilled Worker | 350 | 1.6 | 1.5 | 1.6 |
| Manager | 293 | 1.1 | 1.5 | 1.3 |
| Unemployed | 254 | 1.1 | 1.1 | 1.1 |
| Other | 2,346 | 10.7 | 10.3 | 10.5 |

Note: Data not available for 482 participants.

Source: CIS through FY 1995

There were no significant differences between the percentages of men and women in the public and private sectors; women were represented in the same percentage as their overall CLASP representation.

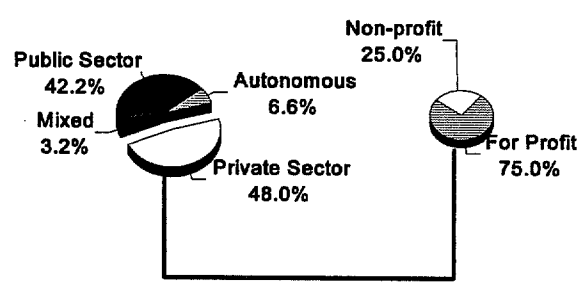


Figure 2.4 Source: CIS through FY 1995

- What fields of training did Trainees enter?

CIS data available on the fields of training that CLASP Trainees entered in the U.S. indicate a variety of areas. Table 2.6 shows only the general fields of training; detailed field of study categories are classified according to the field code list prepared by the National Center for Education Statistics and would result in a list much too lengthy to reproduce here.

Education (20.7%) tops the list of fields of CLASP training with 4,742 Trainees. Business/ Management (18.0%) follows with 4,111 individuals. (The predominance of women in these top two categories should be noted.) The next four fields are Public Affairs (6.4%), Agricultural Business and Production (6.3%), Engineering-Related Technologies (5.3%), and Agricultural Sciences (5.2%). The remaining fields each contain less than five percent of the Trainees, including 28 fields that contain less than one percent each (see Table 2.6).

- To what extent have CLASP Missions placed Trainees in Historically Black Colleges and Universities?

CLASP placements at HBCUs during the past fiscal year show a decrease from the previous fiscal year. During FY 1995, 78 Trainees out of 1,073 (7.3%) CLASP-II and CASS-II new starts attended HBCUs, compared to 243 out of 1,211 (20%) in FY 1994. Under the CASS-II earmark, 16 of the 332 new starts (4.8%) in FY 1995 were enrolled in HBCU institutions.

For CLASP-II overall in FY 1995, 3 long-term Trainees and 75 short-term Trainees spent a portion of their training at an HBCU. (See Appendix A, Country Profiles, for individual Mission and CASS HBCU placement.)

**Table 2.6 Fields of CLASP Training by Gender (Percentages)**

| Occupation | Number | Female | Male | Overall |
|---|---|---|---|---|
| Education | 4,742 | 25.2 | 17.1 | 20.7 |
| Business/Management | 4,111 | 21.3 | 15.3 | 18.0 |
| Public Affairs | 1,466 | 5.2 | 7.4 | 6.4 |
| Agricul. Business/Production | 1,434 | 2.9 | 9.0 | 6.3 |
| Engineering-Related Tech. | 1,203 | 3.6 | 6.6 | 5.3 |
| Agricultural Sciences | 1,193 | 2.9 | 7.1 | 5.2 |
| Health-Related Activities | 963 | 4.7 | 3.8 | 4.2 |
| Home Economics | 677 | 3.4 | 2.6 | 3.0 |
| Computer/Info. Services | 655 | 3.2 | 2.6 | 2.9 |
| Citizenship/Civic Activities | 598 | 1.6 | 3.5 | 2.6 |
| Health Sciences | 593 | 3.8 | 1.6 | 2.6 |
| Vocational Home Economics | 581 | 4.1 | 1.3 | 2.5 |
| Renewable Natural Resources | 555 | 1.4 | 3.3 | 2.4 |
| Marketing/Distribution | 421 | 2.2 | 1.6 | 1.8 |
| Allied Health | 400 | 2.3 | 1.3 | 1.7 |
| Engineering | 393 | 1.0 | 2.3 | 1.7 |
| Business and Office | 326 | 1.6 | 1.3 | 1.4 |
| Communications (Journalism) | 325 | 1.2 | 1.6 | 1.4 |
| Mechanics/Repairers | 229 | 0.5 | 1.4 | 1.0 |
| General Studies | 222 | 0.6 | 1.3 | 1.0 |

Note: 28 other fields each contain less than one percent of the Trainees.
Source: CIS through FY 1995

## CONCLUSIONS

CLASP project managers have designed their recruitment and selection to meet the Program's target and selection emphases. Forty-five percent of the Trainees are women, and the quality of their scholarships in terms of length and type compares favorably with that of men. Most of the Trainees (88%) are from the disadvantaged sectors of their societies as defined by the Missions. Over two-thirds of the Trainees (69%) come from rural areas, and most (88%) are classified as leaders or potential leaders.

Trainees selected for the program come from broad academic backgrounds and employment, with the areas of education, agriculture, and business predominating. Trainees are chosen from backgrounds of public and private sector employment, with private sector Trainees comprising nearly half (48%) of those selected.

After successfully recruiting Trainees from the targeted populations, project managers seek to provide these Trainees with appropriate training programs and experiences to meet and fulfill the goals of the Program. Chapter Three discusses

the skills and academic training designed to advance the Trainees' job-related skills, to assist in the progress of their careers, and to assist in their country's development. The chapter will also examine a second component of CLASP training, Experience America, to show what opportunities were offered and what gains were made in understanding U.S. people, institutions, and way of life.

# Chapter Three:

## *Implementation of CLASP*

### INTRODUCTION

This chapter discusses the types of CLASP training, predeparture orientation, Trainee perceptions of their training program, Experience America, benefits of training, and Follow-on activities. Information reported in this chapter is derived from the CLASP Information System (CIS)—a Mission-maintained database for reporting biographical data on CLASP Trainees—and the Exit and Returnee Questionnaire databases which store information collected from CLASP Trainees describing their training program and experiences in the U.S. and since their return home from the U.S.

### GENERAL DESCRIPTION OF CLASP

The CLASP training project is composed of two mutually reinforcing components—skills development/ education and Experience America. The skills development/education component is designed to provide CLASP Trainees with the tools to contribute to economic development in their country, as well as to transfer knowledge and/or skills to their peers. Through the Experience America component, Trainees are exposed to the U.S. democratic system and culture. It is expected that by becoming familiar with the U.S., Trainees will foster the development and strengthening of democratic processes and personal initiative in their countries.

#### Length of Training

The duration of CLASP training programs is defined as short-term or long-term. Short-term training is less than nine months in duration; long-term training is nine months or more. The CLASP target for long-term placement is thirty percent, with a twenty percent minimum placement for the APSP project. Figure 3.1 shows the long-term awards to date. The PTIIC, CASP, CASS-I, and CASS-II projects exceeded the thirty percent target for long-term placement; in contrast, the remaining projects have a greater emphasis on short-term training. The APSP project exceeded its goal of twenty percent long-term placement. The CAPS and CLASP-II projects did not achieve the thirty percent long-term placement target.

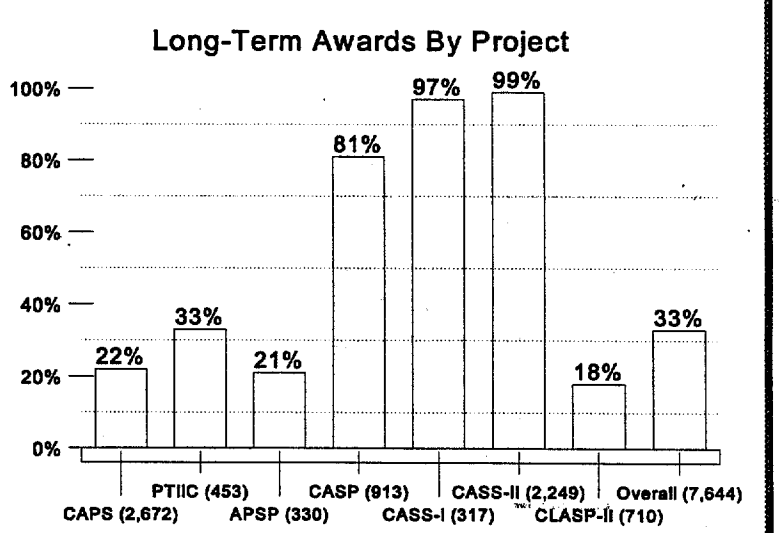


Figure 3.1 Source: CIS through FY 1995

### Academic and Technical Training

CLASP training can be academic or technical in nature. Academic training programs are designed for Trainees to seek degrees in the sciences or in the humanities. They enroll in higher education institutions in the U.S. and pursue an Associate's, Bachelor's, Master's, or Ph.D. degree. In comparison, Trainees engaged in technical training usually seek a diploma or certificate rather than a degree and frequently enroll in custom-made courses or programs of nine months or less. Figure 3.2 depicts the distribution of academic training among the different projects. It shows that CASP, CASS-I, and CASS-II feature academic training, whereas the rest of the projects are more technically-oriented.

## DESCRIPTION OF THE DATA

In 1986, USAID/Washington contracted with Aguirre International for technical assistance and monitoring and evaluation services for the CLASP Program. Since then, Aguirre International has gathered data on the program through self-administered questionnaires; interviews with Trainees, project managers, and contractors; focus groups; and case studies. All of these instruments are used to capture the Trainees' impressions, and identify strengths and shortcomings of the program. Data gathered from questionnaires is stored in a large computerized data bank.

Three questionnaires are used for the CLASP program evaluation: the Mid-term Questionnaire, the Exit Questionnaire, and the Returnee Interview Questionnaire.

- The Mid-term Questionnaire is self-administered by long-term Trainees halfway through their training program. Through this instrument, Trainees are able to point out problems that they are having and areas in which improvements may be needed.

- The Exit Questionnaire is a self-administered instrument collected at the end of the training period in the U.S. Currently, the database contains the responses of 11,301 CLASP Exit Questionnaires.

- The Returnee Interview Questionnaire is administered in the Trainees' country at least six months after their return. The database contains 4,657 Returnee Interview Questionnaires.

The questionnaires have been refined over time in order to respond to evolving emphases in the CLASP program. As a result, there are two

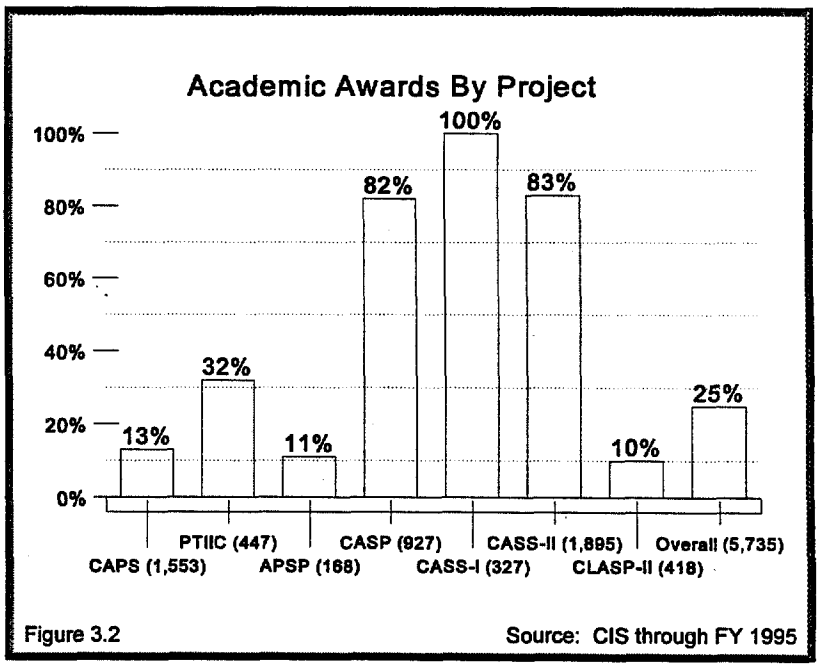


Figure 3.2 Source: CIS through FY 1995

versions of the Exit Questionnaire and the Returnee Interview Questionnaire ("Old" and "Revised"). The revised questionnaires were introduced in FY 1992 to reflect CLASP-II emphases on leadership, employment, multiplier effect, and impact. Data from the old and new questionnaires for comparable variables are listed in each table. In the discussion accompanying each table, the differences between the responses to the old questionnaires (mostly reflecting CLASP-I participants) and the revised questionnaire (reflecting CLASP-II participants) is pointed out. Among the Exit Questionnaires processed to date, 7,723 are Old Exit Questionnaires, and 3,578 are Revised Exit Questionnaires. Among the Returnee Questionnaires in the database, 2,999 are Old Returnee Questionnaires, and 1,658 are Revised Returnee Questionnaires.

The majority of the data has been continuously collected in the different questionnaire versions. However, there are some data that cannot be linked to each questionnaire set, and thus, cannot be adequately compared. In the following section, data are provided with reference to their source.

In the FY 1994 evaluations of returnees from the CASS and CAPS Panama Programs, the nature of the training and the scope of work required some new questions. In order to keep the survey instruments of reasonable length and focused, it was necessary to eliminate a few questions that had been asked in previous versions of the questionnaires. The chapter text notes the few instances where this occurs.

## EFFECTIVENESS OF THE PREDEPARTURE ORIENTATION

- Did the respondents find the predeparture training useful?

*Yes.* According to data drawn from the Old Exit Questionnaire (N=6,180), the vast majority of Trainees (85%) reported that the predeparture orientation was useful to various degrees. It was "extremely useful" for 23.4 percent of the Trainees, "quite useful" for others (45.8%) and "of some use" for 4.4 percent. Some Trainees found the orientation "not very useful" (4.4%) or "of no use" (1.3%). Some (5.6%) report that they did not receive an orientation.

- Did the CLASP Trainees feel prepared for the training program?

*Yes.* Most exiting Trainees reported having felt prepared for the training program prior to their departure to the U.S. Table 3.1 shows, that depending on the version of the questionnaire administered, between 95.5 percent and 97.7 percent of the Trainees were "very prepared," "prepared," or "somewhat prepared." For each version of the questionnaire, between 2.3 and 4.5 percent of the Trainees felt that they were not prepared.

**Table 3.1 Degree of Preparation Prior to Departure (Percentages)**

| | Old Exit (N=7,248) | Revised Exit (N=3,532) |
|---|---|---|
| Very prepared | 15.5 | 12.9 |
| Prepared | 48.6 | 53.5 |
| Somewhat prepared | 31.4 | 31.3 |
| Unprepared | 4.5 | 2.3 |

Source: Exit Questionnaires

## TRAINEE SATISFACTION WITH THE PROGRAM

- Were respondents satisfied with the U.S. scholarship program?

*Yes.* Trainees are generally quite satisfied with the program. Trainee satisfaction has been measured in both Exit and Returnee Questionnaires. According to Table 3.2, over 85 percent of the Trainees consistently expressed satisfaction with training, with more than 34 percent of them reporting being "very satisfied." Less than eight percent of the Trainees indicated that they were "dissatisfied" or "very dissatisfied."

Over fifty-six percent of the exiting Trainees, responding to the revised Exit Questionnaire, reported that the U.S. training program was "better than expected," and slightly over 33 percent felt that it was "about the same as expected."

- Would Trainees recommend the program to other people?

*Yes.* According to responses to the Exit and Returnee Questionnaires, 89.3 to 97.7 percent of the Trainees indicated that they would recommend it, or a similar training program, to others (see Table 3.3). The percentage of the Trainees who actually indicated that they would not recommend the program is less than two percent on each questionnaire. Trainees who were neutral or responded "don't know" about recommending the program ranged from only 0.8 to 9.9 percent. Returnee Questionnaire responses were generally more positive than Exit Questionnaire responses.

**Table 3.2 Degree of Satisfaction With Training (Percentages)**

| | Exit Questionnaires | | Returnee Questionnaires | |
|---|---|---|---|---|
| | Old (N=7,493) | Revised (N=3,508) | Old (N=2,978) | Revised (N=1,648) |
| Very satisfied | 34.1 | 41.3 | 42.3 | 45.3 |
| Satisfied | 51.2 | 48.1 | 47.0 | 40.6 |
| Neutral | 7.6 | 3.1 | 6.3 | 7.2 |
| Dissatisfied | 2.9 | 2.5 | 2.1 | 2.7 |
| Very dissatisfied | 4.0 | 5.0 | 2.3 | 4.2 |

Source: Exit/Returnee Questionnaires

**Table 3.3 Trainees Who Would Recommend the Program to Others (Percentages)**

| | Exit Questionnaires | | Returnee Questionnaires | |
|---|---|---|---|---|
| | Old (N=7,514) | Revised (N=3,637) | Old (N=1,393) | Revised (N=1,643) |
| Yes | 89.3 | 93.6 | 96.2 | 97.7 |
| No | 0.8 | 1.4 | 1.7 | 1.2 |
| Don't know | * | 5.0 | * | 1.1 |
| Neutral | 9.9 | * | 2.0 | * |

*Variable not included on questionnaire.
Source: Exit Questionnaires

## EXPERIENCE AMERICA ACTIVITIES

The CLASP program contains an Experience America component in addition to the skills/academic training. Experience America consists of activities that provide first-hand experience about the U.S. people, culture, and institutions. The activities include programmed visits to cultural centers; local, state and federal agencies; private enterprises; non-profit organizations; and tourist and amusement parks. Most activities are

designed to complement classroom training. Another activity under Experience America may be a homestay with an American family. Trainees visit or, in some cases, live in American households. The CLASP-II Program, like CLASP-I, requires an Experience America component for each training program.

- What kind of experience did Trainees have in the United States under the Experience America component?

***A wide variety.*** While in the United States, CLASP Trainees engaged in diverse activities that complemented their training program. Table 3.4 shows the most frequently mentioned activities. Most of the Trainees traveled in the country, visited tourist spots, participated in recreational activities, visited with American families, and attended cultural events. Over 88 percent of the Trainees responding to the Revised Exit Questionnaire and over 81 percent of the respondents to the Old Exit Questionnaire reported having participated in those activities. In addition, Trainees report participation in activities that exposed them to ways in which the American society is organized. Such activities include meetings with local officials, visits to volunteer organizations, socialization with business persons, attending athletic events, observing civic activities, and attending religious services.

Responses to the Revised Exit Questionnaire indicate that 76.5 percent of the Trainees had homestays with U.S. families.

- What did Trainees like most about their experience in the U.S.?

***U.S. culture and society.*** The Trainees reported that they liked aspects of the U.S. culture and society the most. These aspects included

**Table 3.4 Participation in Experience America Activities (Percentages)**

| | Exit Questionnaires | |
|---|---|---|
| | Old (N=7,723) | Revised (N=3,474) |
| Travel in the U.S. | 81.7 | 96.3 |
| Tourist spots | 93.2 | * |
| Recreational activities | * | 95.4 |
| Visit w/U.S. families | 84.1 | 88.4 |
| Attend cultural events | 92.7 | 97.6 |
| Attend religious services | * | 86.5 |
| Meet w/local officials | * | 81.8 |
| Observe volun. org. | * | 83.4 |
| Interact w/bus. person | * | 71.9 |
| Observed civic activities | 63.4 | 71.2 |
| Attend athletic events | 67.9 | * |

*Variable not included on questionnaire.
Source: Exit Questionnaires

punctuality, friendliness of the people, cultural and racial diversity, volunteerism and family relationships among U.S. citizens. Respect for the law, infrastructure development, and cleanliness of cities were also valued. Social interaction with U.S. citizens and with other CLASP Trainees, learning, and aspects of the training program were highlighted as gratifying experiences (see Table 3.5). Exiting Trainees, responding to the revised Exit Questionnaire, also reported that they liked the cultural exchange (5.3%)

- What did Trainees like least about their experiences in the U.S.?

In response to an open-ended question about their least-liked U.S. experiences, the Trainees most frequently mentioned that the unpleasant aspect of their training experience was the racism and discrimination they observed or experienced (from 4.8 to 14.2%, respectively, on the old and

revised Returnee Questionnaires). Over roughly the same period of time, response to the Exit Questionnaires showed a decrease in this response between old (11%) and revised (9.1%) questionnaires. It should also be noted that the retrospective view of returned CLASP-II participants reflected a more negative view of this aspect (14.2%) than the more immediate reactions of their Exit Questionnaire (9.1%).

Trainees also did not like the duration of training, the climate, the food, some aspects of U.S. culture (including individualism, materialism, excessive punctuality and discipline, and excessive preoccupation of U.S. citizens with their work), some problems with the English language, and violence/crime (see Table 3.6).

- How do Trainees characterize the U.S. people?

***Trainees rate the U.S. people highly.*** When ranking the American people on a scale ranging from the most negative to the most positive, the

**Table 3.5 What Trainees Liked Most About Their Experience in the U.S. (Pe rcentages)**

| | Exit Questionnaires | | Returnee Questionnaires | |
|---|---|---|---|---|
| | Old (N=7,229) | Revised (N=3,484) | Old (N=2,964) | Revised (N=1,493) |
| Facets of U.S. culture/society | 23.0 | 13.4 | 23.3 | 36.9 |
| Making friends | 21.6 | 5.8 | 20.0 | 9.5 |
| Learning | 17.1 | * | 9.2 | * |
| Aspects of training prog. | 15.1 | 19.8 | 20.6 | 18.7 |
| Host family | * | 6.3 | * | * |
| Everything in the program | 7.8 | 3.4 | 5.6 | * |
| Learning English | 5.4 | 2.9 | 1.0 | * |
| Infrastructure | * | 4.0 | 2.3 | 5.4 |
| Democracy | * | 3.1 | * | 2.9 |
| Cleanliness of cities | * | 2.3 | * | 5.1 |
| Leadership training | * | 0.2 | 4.5 | * |
| Environment | 1.0 | * | 3.3 | * |
| Respect for law | * | * | * | 5.3 |
| Experience America | * | 13.9 | * | * |

*Variable not included on questionnaire.
Source: Exit /Returnee Questionnaires

**Table 3.6 What Trainees Liked Least About Their Experience in the U.S. (Percentages)**

| | Exit Questionnaires | | Returnee Questionnaires | |
|---|---|---|---|---|
| | Old (N=7,229) | Revised (N=2,845) | Old (N=786) | Revised (N=1,450) |
| Racial discrimination | 11.0 | 9.1 | 4.8 | 14.2 |
| Climate | 9.4 | 9.3 | 6.9 | 5.5 |
| Food | 8.5 | 9.6 | 10.3 | 8.0 |
| Aspects of U.S. culture | 6.1 | 2.4 | 5.4 | 7.6 |
| Inadequate transp. | 4.7 | 4.1 | 3.4 | * |
| Duration of training | 4.2 | 3.3 | 8.9 | 11.4 |
| Problems w/Eng. language | 7.7 | 11.5 | 6.0 | 5.9 |
| Some training activities | 4.0 | * | 3.1 | 3.7 |
| Violence and crime | * | 2.7 | * | 3.0 |
| Unfriendly Americans | * | 2.3 | * | 2.1 |
| Housing | 2.5 | 1.0 | 1.7 | * |
| Stipend | 1.3 | 0.5 | 1.3 | * |

*Variable not Included on questionnaire.
Source: Exit/Returnee Questionnaires

responses are unequivocally positive. Seventy-six percent or more of the Trainees find Americans to be friendly, generous, and fair. Over 82 percent of the Trainees portray Americans as active and orderly. More than 62 percent of the Trainees think that Americans are peaceful, moral, tolerant, and sensitive to the Trainees' countries (see Table 3.7). In the FY 1994 Panama and CASS evaluations, this question was not included.

**Table 3.7** — **Trainees' Characterization of the U.S. People (Percentages and Positive Responses)**

| | Exit Questionnaires | | Returnee Questionnaires | |
|---|---|---|---|---|
| | Old (N=7,723) | Revised (N=3,371) | Old (N=957) | Revised (N=559) |
| Friendly | 76.7 | 83.8 | 89.1 | 89.1 |
| Orderly | 82.1 | * | * | * |
| Active | 88.0 | * | * | * |
| Fair | 77.3 | 80.1 | 91.8 | 83.1 |
| Generous | 78.1 | 76.5 | 90.7 | 80.9 |
| Sensitive to other countries | 70.8 | * | 79.2 | * |
| Peaceful | 63.7 | * | * | * |
| Moral | 64.1 | * | * | * |
| Tolerant | * | 71.8 | 68.5 | 67.8 |
| Sensitive to Trainee's country | * | * | 62.9 | * |

*Variable not Included on questionnaire.
Source: Exit/Returnee Questionnaires

- How do Trainees characterize the U.S. government?

***Positively.*** Trainees have a positive image of the U.S. government. Over 72 percent of the respondents to the questionnaires think that the U.S. government is fair, generous, and responsive to its citizens and to other countries (see Table 3.8). This question was not included in the Panama and CASS evaluations.

**Table 3.8** — **Trainees' Characterization of the U.S. Government (Percentages and Positive Responses)**

| | Exit Quest. | Returnee Questionnaires | |
|---|---|---|---|
| | Revised (N=3,192) | Old (N=2,978) | Revised (N=550) |
| Fair | 75.2 | 79.4 | 72.7 |
| Generous | 76.1 | 83.9 | 77.8 |
| Responsive to its citizens | 81.7 | * | 78.2 |
| Sensitive to other countries | 73.5 | 80.7 | 74.6 |
| Sensitive to Trainee's country | * | 82.0 | * |

*Variable not Included on questionnaire.
Source: Exit/Returnee Questionnaires

## Benefits of Training to Returned Trainees

- Are Trainees working?

***Yes.*** Over 87 percent of the respondents to the Old Returnee Questionnaire (N=2,880) and over 89 percent (91% men and 87% women) of the respondents to the Revised Returnee Questionnaire (N=1,632) were working at the time the questionnaires were administered. Nearly 72 percent (Old Returnee) and nearly 50 percent (Revised Returnee) of the respondents are working in the same job as before training.

On the Revised Returnee Questionnaire, Trainees were asked to list the sector of their current employment. The public sector (31.7% total, 31% men and 34% women) employed the greatest percentage, followed closely by employees in the private sector (28.0% total, 30% men and 27% women), self-employed (11.8% total, 13% men and 11% women), employers in the private sector (7.0% total, 8% men and 6% women), private non-profit organizations (8.1% total, 7% men and 9% women), employees in a cooperative (1.2% total, 1% men and 2% women), and other (10.1%).

- Do the Trainees believe that their CLASP training has helped them to obtain increases in their salaries?

***Yes, for the most part.*** According to interviews with participants who had returned to their home countries six months or longer, more than half of the Trainees received a salary increase (51% on the Old Returnee Questionnaire) and (69% on the Revised Trainee Questionnaire, 71% men and 67% women). A large segment of the Trainees who received a salary increase reported that the raise was due, at least in part, to their participation in the training program (55% on the Old Returnee Questionnaire, and 81.6% on the Revised Returnee Questionnaire).

- Were returned Trainees able to put their U.S. training into practice in their present job?

***For the most part.*** Returned Trainees say that they have used their U.S. training in their jobs to varying degrees. Over 66% (66% men and 67% women) of the respondents to the Revised Returnee Questionnaire report they use their training "much" or "very much" in their present job; 29 percent say that they are able to put their new learning into practice "some" or "a little." Over four percent (4.5%) of the respondents say that they have not been able to put their new learning into practice at all.

Reasons given by the 33.5 percent of the Trainees (who reported "some," "a little" or "nothing") for the inability to implement their training range from:

- I don't have the tools, equipment, or resources (30.3%);
- My present job does not require the use of knowledge obtained during the training program (30.3%);
- The training was not applicable to my country (18.5%);
- I don't have the support of my superiors (16.1%);
- The training was not in my field of employment (12.9% - this question was not asked in the Panama, CASS, Ecuador, and Bolivia evaluations);
- There was no work in my field of study (19.8% - this question was asked only in the Panama, CASS, Ecuador, and Bolivia evaluations);
- I don't have the authority to implement it (12.9%); and
- I don't have support of my co-workers (8.8%).

Some respondents gave more than one reason.

- Do Trainees acknowledge that their CLASP training has improved them professionally?

*Yes.* Most Trainees feel that the training has helped them to improve their performance at work (88.6%), and to learn new skills (85.3%). Most Trainees have found their CLASP training "useful" or "very useful" for their career goals (87.9%).

Nearly 37% percent of the returned participants (39% men and 34% women) report that they have been promoted since their return from U.S. training, and over 79 percent (80% men and 79% women) report that they have increased responsibilities at work since their return from U.S. training.

Training as an avenue for networking was generally perceived as "useful," but to a lesser extent than skill development. Trainees reported that training was "useful" and "very useful" to meet people in the same line of work. Trainees also found the program useful to meet U.S. citizens (72.9%) and Trainees from their own country (74.4%).

## FOLLOW-ON ACTIVITIES

The Missions and contractors are actively promoting well-designed and implemented in-country Follow-on activities to support the increasingly large number of Trainees who return home after their training in the U.S. Follow-on activities include training programs to reinforce the U.S. training, and assistance to individual Trainees to implement what they have learned during their training. In addition, some Missions have contributed to the formation of alumni associations, while others have provided some financial support for the development and implementation of CLASP alumni associations or community projects.

- What ongoing activities are Trainees involved in since their return?

*A variety of activities.* The activities in which Trainees most frequently participate are: maintaining personal contacts with former Trainees (87.6%); taking part in Follow-on activities (66.0%); cultivating friendships with Americans they have met in the U.S. (70.7%); and reading U.S. professional magazines, often through USAID-sponsored subscriptions (55.9%). To a lesser degree, they have worked on project presentation with other Trainees (34.4%) and read U.S. popular magazines (31.5%).

- Do returned Trainees participate in volunteer activities upon their return home?

*Yes.* Over 75 percent of the returned participants (79% men and 72% women) have taken part in volunteer activities since their return from U.S. training. The most frequent types of volunteer activities have been: humanitarian/charitable (13.5%), cultural (13.5%), economic (12.3%), educational (11.2%), religious (10.6%), health-related (6.6%), civic (6.3%), athletic (6.2%), agricultural (5.2%), and a variety of others (7.8%).

Participants have been actively involved in helping to plan events, activities, and projects (77.1%); attending meetings (78.9%); leading, directing, or coordinating events or projects (56.7%); training others (56.8%); assuming formal leadership or administrative roles (55.4%); or participating as a group representative in activities outside of the community (39.3%).

- Do the returned Trainees feel that their U.S. training has enabled them to become more effective leaders in their communities or workplaces?

***Definitely.*** Eighty-nine percent of the returned Trainees (91% men and 87% women) report that they have become more efficient leaders since their U.S. training. Over 49 percent (50% men and 48% women) report that their level of participation in community organizations since their return has increased compared to their participation before their U.S. training.

- Are Trainees members of CLASP alumni associations?

***Yes, to some extent.*** On the Revised Returnee Questionnaire, Trainees were asked to indicate if they belonged to a CLASP alumni association. Out of 1,633 respondents, over 54 percent said that they were alumni association members.

According to the responses of returned Trainees, the alumni organizations activities include: organizing meetings (29.1%), implementing projects that benefit the community at large (9.8%), providing community services (9.2%), organizing and participating in seminars (8.9%), and attending social gatherings (9.1%).

## CONCLUSIONS

Since 1985, CLASP has provided training for 22,870 individuals. Most of the training has been technical in content, and short-term in duration. The majority of the Trainees have expressed satisfaction with the way in which the information was conveyed and skills were developed in their U.S. training. CLASP has also promoted the values of a democratic society among the Trainees through the incorporation of Experience America activities in all of the training. CLASP has encouraged the development of the Caribbean and Latin American region by furnishing technical skills and knowledge and by laying the foundations for the development of democratic pluralistic societies.

In February 1996, a seminar on the efforts of CLASP training to address USAID Strategic Objectives was conducted by Aguirre International for interested Agency staff. Chapter Four presents that discussion, along with case studies and success stories from a number of CLASP contractors who have assisted Missions in directing training toward strategic planning goals.

# Chapter Four:

## *The CLASP Response to Strategic Objectives*

### INTRODUCTION

Aguirre International, along with representatives of organizations that implement training under the CLASP Program, presented a State Department seminar on February 22, 1996, to examine how CLASP training has been used to support the Agency's changing programming priorities, especially its support for the concentration of USAID programs around Strategic Objectives. This chapter summarizes the discussion of the seminar, describing the CLASP Program's response to the four Strategic Objectives of USAID, providing lessons learned about training, and offering some hypotheses about the future of USAID training.

### BACKGROUND

The presentation opened with a discussion of three broad positive outcomes for USAID training that the CLASP experience has provided:

- First, CLASP has helped us to understand more clearly *how good development training should be done*, how it should be formulated and programmed to ensure that trainees receive the best training and are equipped to use the training on their return home.

- Second, the CLASP experience demonstrates the value and importance of building in a strong monitoring and evaluation focus from the very beginning. Typically, evaluations have taken place after programs were completed. However, given the high visibility of the CLASP project and the strong Congressional interest, the Agency understood that it would have to provide reliable and relevant data early in the program in order to obtain the trust of Congress and the administration. When USAID contracted Aguirre International to establish the CLASP evaluation, this was the first time that an evaluator had begun to monitor training at program inception. The positive results for programming that grew out of this have revealed the important role that monitoring and evaluation activities can have in providing program managers and implementers with ongoing feedback for improving the performance and outcomes of training.

- Third, CLASP points to the direction needed for designing "strategic training," training that is directly linked to the achievement of concrete development goals in measurable and demonstrable ways. Over the past several years, USAID missions in the LAC region have made great efforts to mold CLASP training to the new strategic planning model adopted by the Agency. The sweeping shift to "managing for results" under the process of reengineering demands a new way of thinking about training and human resource development. It also calls for the development of performance monitoring systems which have, as yet, only begun to be created. The experience gained from CLASP, combined with that from other good development training efforts in the Agency, can provide the groundwork for this approach.

## TRAINING TO MEET USAID STRATEGIC OBJECTIVES

The fascinating and unique thing about CLASP has been its flexibility and adaptability. CLASP, which was designed in what looks today like another historical era, has been successfully adapted to the changes in mission programming and has continued to be improved through monitoring and evaluation. USAID's four strategic areas—economic growth, health and population, environmental sustainability, and democratic initiatives—were first designated in the early 1990's, when the CLASP Project was already half a decade into implementation. CLASP was therefore conceived considerably before the present strategic planning model was first conceptualized. Nevertheless, as the following discussions in each one of these areas indicates, CLASP has been used by program planners as an effective tool for reaching strategic goals.

### I. Encouraging Broad-based Economic Growth

This Strategic Objective is the most general of the four. Within the LAC region alone, broad-based economic growth encompasses a wide range of specific program initiatives, focusing on the social and economic policy environment, increased private investment, increased exports (especially non-traditional exports), and increased employment. The objective proposes to increase sustainable economic growth for the broadest possible population base. This is achieved by fostering sound market policies, promoting the growth of NGOs and small businesses (micro-enterprises), and working to improve the efficiency of government-level spending policies with an emphasis on promoting those policies which will contribute to equitable economic practices.

CLASP training in this area is broad-ranging. Of the 9,384 CLASP participants trained since 1990, some 6,183 (about two-thirds of the total) received training under the "economic growth" category. This represents a wide range of fields with three large clusters: agriculture, management, and education. Three concrete examples of specific training programs that have contributed to this strategic objective are given here: small business training in Honduras; education training in El Salvador; and two-year community college training throughout the region in a USAID program implemented by Georgetown University, the Cooperative Association of States for Scholarships (CASS).

#### *Honduras: Training for the Small Business Sector*

Since the inception of the CAPS/HOPS program in Honduras, small business management training has been a major training theme. From 1985-1993, 753 Trainees (38% of all CAPS/HOPS Trainees) received training in small business management and related fields.

The Vermont-Honduras Partnership for Small Business Development Training, developed by the Vermont Chapter of NAPA, was the continuation of a program started in 1983 by the Peace Corps and financed by USAID/Honduras under a program to provide support to micro enterprises. In 1987, the courses were incorporated into the CLASP's Central American Peace Scholarship Program (CAPS). With CAPS, an Experience America component was developed for the program, which had focused up to that point only on the technical aspects of small business management. Some 263 people, 38 percent of whom were women, were trained under the CAPS portion of the program.

An essential requirement for participation in the program was that of owning or managing a small business or farm. Owners of a wide variety of small businesses came to the United States, including electricians, restaurant owners, mechanics, bakers, food processors, small grocery store owners, carpenters and seamstresses. In addition to small business management, specialized courses were offered in the substantive businesses areas, such as dairy farming, vegetable and fruit production, or electronics repair.

Through formal training and on visits to American businesses, the participants learned to plan for their small enterprise's growth and to analyze and resolve typical business problems. By the end of the program, trainees were expected to apply their new management skills by developing individual business plans. They also tried their hand at preparing materials, such as account books, inventory and cost controls, financial statements, and cash flow projections, to use in the management of their business.

In follow-up evaluation research, the small business owners reported that the training had a positive impact on their subsequent business. One study showed that 86 percent of small business returnees surveyed said that the training courses in which they participated had helped them improve their businesses. Increased business due to new markets was reported by 83 percent, primarily because they have expanded their client base or the locations in which they sell their products. Seventy-nine percent reported that they now keep accounting records, and 76 percent have instituted an inventory control system. Eighty-two percent stated that they now have a clear idea of how much they earn. Some 52 percent also reported that they are using knowledge and skills obtained from the training in order to calculate production costs. Evaluation work has been able to document trainee "success stories," and small business entrepreneurs interviewed spoke about concrete improvements they have made in their businesses, such as creating new jobs, managing employees, and reorganizing their workshops. Some mentioned the use of advertising. One said, "Now I operate my business based on numbers. I make a monthly evaluation of gains and losses; I keep a daily record of sales and purchases, and I keep track of my inventory."

### *Education: Teachers in El Salvador*

Of the more than 23,000 CLASP Trainees, some 4,119 received training in topics related to education. The characteristics of thee Trainees reveal it to be an interesting group. Over 54 percent of these Trainees have been women. About 80 percent of Trainees took part in short-term programs, and 13 percent of them studied for an academic degree. Some 60 percent of educators for whom data is available worked in publicly financed institutions; only 13 percent worked in private schools. About 23 percent of those trained in education were high school graduates; 34 percent had either a technical or normal school background; and about 13 percent had a university degree or graduate training. In all, some 90 percent of Trainees in education were classified as disadvantaged, either economically or socially.

The Primary Education Leaders training initiative of USAID/El Salvador is an example where CLASP Trainees in education have shaped institutions at the regional and national levels. The objective of the CAPS/CLASP-II[1] Primary Education Leaders project has been to improve training for public elementary school teachers. The effort addressed, through training, both the interaction of grassroots, rural schoolteachers with their pupils and their parents as well as

broad institutional issues related to forging improved communication and common commitment to change throughout the levels of hierarchy within the Education Ministry. This training, which has sent some 230 educators to the United States, has contributed significantly to the Mission's Strategic Objective #4, "Assist Salvadorans in being healthier and better educated."

The CLASP Primary Education Leaders training provided direct support for another USAID undertaking, the Strengthening Achievement in Basic Education (SABE) Project. SABE is a major project to revitalize public education in El Salvador. The innovations in teaching methodologies and curricula introduced by CLASP scholars have been consistent with the support SABE provides the Ministry of Education in improving the early years of primary education. The in-service training provided by CLASP returnees, as well as CLASP Trainee support for expanding parental and community support for local schools, promote SABE objectives in educational reform. Ministry efforts to decentralize have been strengthened by training district and regional supervisors under the CLASP program.

The CAPS and CLASP-II Primary Education Leaders have been actively involved in multiplier activities. For example, a review of the 1991 CAPS teacher training program carried out by the Ministry of Education (and provided to the evaluators by the Mission) revealed that that year's CAPS group provided in-service training to some 2,320 teachers in the three regions of the country, which represent 10 percent of all primary school teachers. The same report found a 10 percent reduction in grade repetition and in the drop-out rate. In the 1992 school year, the two groups of CAPS Primary Education Leaders trained by that time provided seminars for more than 2,200 of their colleagues, and these numbers were repeated in 1993.

CAPS and CLASP-II teachers also promoted the involvement of parents and the wider community in school activities to a greater degree than before training. The Ministry report showed that more parents were brought into the teaching process by the CAPS and CLASP-II Trainees. The CAPS and CLASP-II Teachers' Program, according to the report, also fostered a heightened work ethic among the teachers.

Finally, it is important to note that the focus has been, from the beginning, not only on the normally isolated and relatively powerless rural schoolteacher. Rather, the implementation plan purposefully included all levels of the Ministry of Education hierarchy. As a consequence, high-level Ministry officials have met the Trainees at the end of their U.S. experience and participated in the formulation of their action plans to carry the training back to the classroom and the community. This has ensured that the Trainees, most of whom are socially and economically disadvantaged, have had the ability to speak with authority about the Ministry's support for their efforts. The Ministry's decision to mandate the "CAPS philosophy" for all Salvadoran elementary education, based on the participatory approaches and improved pedagogical techniques introduced by the training, is an example of CLASP's impact on national-level institutions far beyond the 200 persons who received U.S. training under the program.

### *The Cooperative Association of States for Scholarships (CASS) Program*

The CASS Program's activities directed toward meeting the Economic Growth Strategic Objective were described by Paul Silva, the Director of Overseas Operations for Georgetown

University's CASS Program. CASS promotes broad-based sustainable economic growth through technical training in the United States for employment in host countries. CASS targets economically disadvantaged youth between the ages of 17 and 25 with high school degrees and strong leadership qualities. CASS also seeks to recruit 80 percent of scholars from rural areas and to recruit at least 50 percent women. Additionally, CASS seeks to reach out to disadvantaged minority groups from within countries. Examples of this are recruitment of indigenous candidates, "at risk" women, and candidates with disabilities (such as deafness). To date, CASS (and its predecessor, the Central American Scholarship Program, CASP) have trained 2,652 participants from 17 countries.

Each year, CASS staff conduct surveys to identify fields of study which meet regional and country-specific technical development needs. CASS also consults with USAID Mission personnel, key representatives of the private sector, multilateral development agencies in-country, and staff of non-governmental organizations (NGOs).

CASS students come to the United States for two years of training at community colleges. On completing their program, students return home and are assisted in their efforts to find employment through re-entry seminars and an "Everybody Works!" job assistance program. CASS's follow-on program focuses on employment assistance. It also includes academic reciprocity agreements with nineteen Latin American and Caribbean universities so that alumni can continue their studies while they work.

CASS conducts annual employment surveys to measure rural/urban status, employment (including whether Trainees are self-employed), continuing studies, and community service. Based on this year's survey, 91 percent of alumni are employed, 68 percent in their field of study. Currently, 44 percent of CASS alumni work and reside in rural areas. Ten percent work and continue their studies. Sixty percent continue to be involved in regular and ongoing community service activities. Over the past three years, between 7 and 10 percent of alumni report that they own their own businesses, employing six or more workers. Eighty-five percent of deaf alumni are employed in their home countries, and forty-two percent are also continuing their studies. The employment level of deaf CASS alumni (85%) stands in stark contrast to the 60 percent unemployment level of deaf Americans. Silva attributes CASS's high employment rate to the targeting of those areas where there are employment opportunities and growth in the home countries, and then training people in those areas.

## II. Stabilizing World Population Growth and Protecting Human Health

CLASP's efforts to meet this Strategic Objective have focused on promoting positive population policies and developing a whole range of approaches to improve the overall health of the people of developing countries, with a special emphasis on child and maternal health. Key to success are measures, including human resource approaches, which reduce mortality and morbidity and lower fertility levels in sustainable ways.

Training is critical to the success of any health and population initiative. Improved health practices require changes in behavior, and CLASP training provided hundreds of trainees throughout the region with new models of behavior in the public health arena. In support of their Health and Population objective, CLASP

often allowed missions and technical offices to pilot particular public health approaches or clinical practice efforts with disadvantaged trainees. The CLASP vehicle provided missions the opportunity to offer health-related training to groups beyond their traditional counterparts, a whole range of new "ultimate customers." CLASP has also frequently allowed health officers to extend their work beyond the geographical confines of a particular health project into other areas of the country, allowing them to test out the generalizability of approaches developed for the project.

Besides enhancing the health administrative capacity of the CLASP countries, CLASP has been able to expand general health education programs, especially by adopting a "train the trainer" approach in most of its U.S. training efforts. Such programs can achieve results by increasing the number of trained specialists who can act as leaders in the modification of behaviors to lower mortality and decrease fertility. As in other areas, CLASP targeted leaders in the health arena in rural areas, poor urban neighborhoods, or in the lower levels of government ministries, and provided them with a specific U.S. training experience.

In general, CLASP training has focused more on health issues than on population. One reason for this may have been the greater sensitivity of population control issues in many areas of Latin America and its lack of popularity with U.S. decision makers during the 1980s and early 1990s. While some training in the area of population was carried out, missions favored using CLASP for training in the health arena, and this is reflected in the numbers.

Of those trained since 1990, about 800 persons have been trained in the health area, about 8 percent of total CLASP training during the period. A small percentage were trained in counseling and mental health under the major field name "psychology," and public health issues related to poor communities were addressed under the major field of "social work." However, the following kinds of training, often in short-term programs, were carried out in the area of health, grouped under the fields of "allied health" and "health sciences:"

- preventive and primary health care;
- rural hospital administration;
- establishing community, grass-roots level public health worker networks;
- child survival and maternal health practices;
- rehabilitation services, especially in El Salvador;
- educational awareness and prevention of AIDS;
- training in basic epidemiology for other infectious diseases, such as Mal de Chagas;
- health service management in poor urban neighborhoods; and
- some educational programs in birth control and fertility reduction.

The total of CLASP Trainees in health is likely to be somewhat higher than the 800 cited above, since some of those trained under "education" and included here under economic growth may have had a health component to their work, and a proportion of the family and community services grouped under "democratic initiatives" (see below) also had some component of nutrition and health issues in their training.

Concrete examples of training in health care demonstrate the way that missions have tailored CLASP training to program needs. For example, El Salvador's special circumstances in transition from war to peace led the mission in 1992 to establish a training program for a group of emergency health workers and paramedics. These were largely young people who volunteered with organizations equivalent to the Red Cross auxiliaries. The young people selected came from groups that had been in opposition to each other during the political strife in that country. One of the objectives of training was to bring these different groups together around a common goal. When a number of these workers were interviewed in mid-1994 after the war ended, they stated that they had continued in contact with their former opponents and were still highly motivated to contribute to the community.

Health administration training in Honduras, Bolivia, Peru, and other countries, has been effective in improving the effectiveness of rural and poor urban hospitals in providing improved services. Such hospitals often have personnel with limited training and inadequate equipment and infrastructure. While training may not resolve the latter problems, it has helped administrators manage their hospitals and clinics more effectively, undertake some strategic planning with respect to their role in the community, and develop some basic management information systems to into their work.

### *Health Training and CLASP in Ecuador Peace Scholarship Program*

Karen Tincknell, a Program Manager with World Learning Inc., described the kinds of training that APSP and EDSP directed toward this Strategic Objective. CLASP in Ecuador had two phases, the Andean Peace Scholarship Program (APSP), implemented by Development Associates, Inc., and the Ecuador Development Scholarship Program (EDSP), for which World Learning Inc. was the contractor. World Learning also held an in-country contract with USAID/Ecuador through both projects to assist in program design, selection, orientation, and Follow-on.

APSP sent a total of 413 participants to U.S. training, 323 short-term and 90 long-term. Among these were three short-term groups that dealt with health—a group of auxiliary nurses and two groups of health administrators. A total of 47 (15% of all short-term participants) were trained in health fields. Fourteen long-term participants (16% of all long-term participants) studied in health fields.

EDSP has trained a total of 140 participants, 96 short-term and 44 long-term participants. Two of the groups (35% of those trained) were health-related—supervisors of health promoters (with 14 participants) and auxiliary nurses (a group of 20). EDSP also sent four long-term participants (12%) in health-related fields. USAID/Ecuador developed its Strategic Objectives in 1992, approximately one year after EDSP began. EDSP was placed under the mission's Strategic Objective for building democracy, but the training, as in other missions, has contributed to all of the Mission's Strategic Objectives, including health. The following case study is offered as illustrative of the kind of impacts that APSP and EDSP are having on the region.

Adriana Huera, one of twenty auxiliary nurses trained under EDSP, attended a six-week community leadership training program at the Institute for Training and Development in Amherst, Massachusetts in 1993. She is the only full-time staff member at the medical dispensary of the Ecuadorian Institute for Social Security in

Casco, Valenzuela, a community in the tropical eastern lowlands. Ms. Huera serves 280 households and provides outreach programs in eight surrounding communities. At different times, she serves as secretary, accountant, nurse, doctor, social worker, and community educator. A physician is available only three days per week, and residents receive dental care only from April through June each year. Potable water is delivered by truck every week or two, and the area struggles with alcoholism and a high birth rate. As a non-indigenous person living in an indigenous community, she admits having had difficulty integrating into the community and gaining acceptance by its members.

In spite of these challenges, Ms. Huera has gained greater acceptance by community members as a result of the skills gained during her U.S. training. She has found ways to work better with community organizations, to reach different organizations working with individual members, and to identify community needs, resources, and constraints. She has started holding discussions with groups of women and teenagers on spouse abuse, birth control, personal hygiene, and alcoholism. She has shared her knowledge with other auxiliary nurses, doctors, and social workers in her province through a workshop delivered with two other participants in the group. She has also obtained funding to furnish the dispensary with medicine, instruments, and supplies, and to provide the dispensary with a water pump and hose. Her training has given her great motivation, and she hopes to earn her nursing degree in the future.

While not all returnees have been able to take on the kind of central role in community health that Ms. Huera has assumed, a 1994 evaluation generally found that returnees in the health arena were making significant contributions to their communities and institutions. The evaluation concluded that the project was successful in identifying candidates who had leadership abilities and who were applying their training in their workplaces.

## III. Protecting the Environment

The protection of the environment is a relatively new area of strategic interest for USAID. This objective grows out of the environmental movement and the experience of environmental regulation by various government agencies and NGOs in the United States. Historically, there have been two foci of environmental action—the "brown" and the "green" movements. "Brown" issues focus on the control of pollution effects on the environment, while "green" issues are ones of natural resource conservation, including protection for endangered habitats and species. The USAID environment Strategic Objective encompasses both of these foci. It is formulated to promote sustainable use of natural resources, the conservation of biological diversity, and control of pollution. These goals are aimed in general towards fostering sustainability practices in resource use.

However, to achieve such goals, it is necessary carefully to consider in-country conditions of resource utilization and the associated human practices. These conditions include: (1) the historical use of natural resources (government and community level practices); (2) the sophistication of any resource management infrastructure; and (3) the presence or absence of traditions of sustainable management of resources (folk management). This suggests that the human dimension is especially important in the design and implementation of environmental programs. For example, a folk managed system may be superior to a redesigned strategy; yet folk practices, often denigrated by the national elites, are falling into disuse. Where such systems are

found, a rational approach would be to take measures to preserve such systems, possibly expanding them to areas that could benefit from local sustainable management of natural resources.

Achieving success in sustaining positive environmental practices therefore requires changes in the way people behave towards the environment. Any environmental policy which aims to achieve sustainability must impact the largest number of individuals possible in the society, which implies training efforts aimed at affecting public knowledge of environmental issues. In this way, a societal shift in environmental attitudes and behaviors is realized that allows specific environmental projects to flourish, which themselves require training. The CLASP strategy has been both to strengthen human and institutional capacity and build public awareness towards environmental issues.

The CLASP environment strategy is therefore based on the recognition of two overarching lessons.

- There is an unbreakable connection between the four strategic objectives of population and health, environment, democracy, and economy, such that initiatives which fail to consider their interaction are doomed to be non-sustainable and in the long run do more harm than good.

- The successful modification of societal practices towards the environment and the creation of conservation objectives must proceed along two vectors: a horizontal vector, which trains professional in fields such as environmental engineering, forestry, and watershed management; and a vertical vector, in which environmental education of younger generations is accomplished through the training of environmental educators. These educators have a multiplier effect through classroom instruction and the sponsoring of community-level conservation projects such as tree plantings.

The LAC Bureau has been training individuals in environmentally related fields since 1985. Only in the last several years has such training been specifically linked to the strategic objective of environmental conservation. Since 19990, there have been 373 CLASP trainees who have specialized in environmental areas, in natural resources (260) and in parks and water resources (113).

### *The Honduran Peace Scholarship (HOPS) Program*

CLASP in Honduras has been implemented through CAPS, whose implementing contractors were Partners for the Americas and the Academy for Educational Development (AED), and HOPS-II, in which the [ACRONYM (CADERH) joined with AED. Since the mid-1980s, CAPS and HOPS II have trained hundreds of young Honduran leaders in fields of study within the areas of small business development, health, agriculture and natural resources management, municipal development and other fields. Carol Robles, Program Officer with AED, described how the HOPS Program addressed the Strategic Objective of Protecting the Environment.

To date, 480 long-term academic students have received associate, bachelor's and master's degree training in universities throughout the U.S. from Honduras under CLASP. AED has trained 351 participants in short-term, customized programs, and NAPA and USAID/Honduras (through direct bid programs) have trained hundreds more.

The importance of natural resources management in this training is underscored by the following selected facts:

- The exploitation of Honduras's soils and forests without regard to sustainability has begun to affect the lives of Hondurans: the degradation of watersheds, for example, contributed to the electricity crisis of 1994, which resulted in energy rationing of up to 14 hours a day.

- A planned system of forest reserves and protected areas is not yet functional.

- Inadequate watershed management endangers water supplies.

- Poor municipal sewerage and refuse collection contaminate remaining sources.

CAPS and HOPS II training has complemented USAID/Honduras programs and strategic environmental goals by offering training in the following environmental fields:

**Areas of Training (Trainees)**

Environmental Education (teachers and education officials)

Organic Agriculture (farmers)

Watershed Management (extension workers/foresters/ water technicians)

Ecotourism (community leaders and promoters)

Forestry (foresters)

Sanitary Engineering (engineers)

After a training program has concluded, USAID/Honduras provides Follow-on support to scholars to ensure that training is applied. Post-training support from USAID/Honduras places great emphasis upon volunteerism and community service. Follow-on activities, such as periodic field visits, refresher seminars, and targeted seed funding for projects, keep the scholars' motivation high.

Data collected during follow-on visits to scholars indicate that returned scholars in environmental fields are contributing to the achievement of USAID/Honduras's environmental goals in diverse ways:

- U.S. trained scholars have regularly acted as "multipliers," training others in their community or within their organization, and thereby disseminating specific skills and techniques.

- Returned scholars have often become effective networkers, forming links with other trained individuals and organizations within the same field; this has fed into a growing constituency for environmental awareness and conservation in Honduras.

- Specific environmental projects carried out by ex-scholars such as clean-up campaigns, reforestation projects, and public service messages have directly influenced or benefitted thousands of people at the grassroots level.

- Long-term academic students have good job mobility and job placement records, and are now reaching positions of influence within their organizations.

### *Environmental Education: an Early Success Story from the CAPS Program*

CAPS showed an early interest in environmental education by sending 100 educators—most of them rural teachers—for U.S. training in that area

over a 4-year period. This program was a good example of the "critical mass" strategy of training, where a relatively large number of individuals are trained in order to form a network of individuals who can support each other in effecting change within their institutions. This training focus serves as a valuable case study of the progression of training impact as a sort of ripple effect that begins at the individual's work site, progresses to action at the community level, and ultimately radiates out to national level institutional impact and influence on policy.

- After training, the environmental education participants were active in their respective schools, teaching their colleagues how to integrate environmental themes into the curriculum and working with their students to carry out activities such as planting trees on school property, cleaning schoolyards and towns, organizing field trips to natural areas, forming environmental clubs, and founding small scale local natural science museums.

- In the city of Choluteca, 18 scholars founded a weekly radio program on environmental conservation; they have also been active in teacher training seminars.

- Returned scholars were instrumental in forming a national level NGO, PACOH, "Profesores Ambientalistas y Conservacionistas de Honduras," as an association dedicated to fostering general public awareness in the environment. The association now numbers 200 to 250 members. PACOH serves as a medium for educators who are interested in incorporating environmental issues into the educational system.

- PACOH joined with other national-level environmental organizations to forms a national coalition of environmental organizations, "FEDEAMBIENTE."

- PACOH has also lobbied the Ministry of Education to create a primary level curriculum for environmental education, and PACOH members supported the field testing of the resulting environmental education manual. The manual is now being distributed through the Honduran elementary school system.

Some of the direct results of these events include the following:

- Some 256 NGO leaders, educators, and community leaders have been trained by returned environmental education scholars in project design and management. Sixteen proposals resulted from this workshop, which were presented to the Fundación Vida (supported by another USAID project, the Honduras Environment Protection Fund), and seven have been approved. These projects are estimated to benefit 10,000 people directly in communal projects such as landfills, reforestation, waste management, and litter control. A component of all the training that was conducted is *concientización* or raising the awareness of the community in supporting and sustaining the work.

- The group has trained 142 teachers in how to better utilize the environmental education manual.

- The Siguatepeque area of Honduras has seen a great deal of activity and an unusual degree of collaboration among ex-scholars, the municipality, the national forestry school

ESNACIFOR, local NGOs, and the Ministry of Health.

- Ex-scholars sponsored an "Ecofair" which taught teachers and parents how to produce educational materials from natural, cast-off or waste materials.

- On Honduras's equivalent of Arbor Day, 15,000 fruit and ornamental trees were distributed.

- Scholars organized a clean-up campaign of a forest reserve in collaboration with a children's environmental brigade.

- Scholars developed a public awareness campaign though radio and sponsored a parade about the rational use of water.

- Negotiations are under way with the municipality to carry out small-scale environmental projects in marginal areas of the city.

- In watershed management, scholars have mapped out or delineated watersheds and developed management plans. In Siguatepeque, 26 of 30 watersheds have been delineated and have management plans that are being implemented by the communities. The estimated number of beneficiaries of these activities are 30,000.

Follow-on visits by AED have also documented activities by another environmentally related group of trainees, those who have studied *ecotourism*. Ecotourism scholars have formed an association of ecotourism promoters, and several spin-off enterprises are now in the formative stages as a result of training.

*Long-term Trainees* have also studied environmental issues. To achieve results, long-term academic training should enable returned students to find good jobs in their fields and eventually reach leadership positions in their sectors. Despite Honduras's difficult economic environment, returned CAPS and HOPS II students have indeed been able to find employment in their fields within a short period of time, and many have reached positions of influence. Some specific examples of the activities of long-term CLASP Trainees are:

- Carlos Molinaro (BS, Alabama A&M, 1993), has been named Coordinator of the *Río Plátano Biosphere Project*, an important, "high visibility" environmental project in the undeveloped La Mosquitía region of the country along the Caribbean coast

- Jorge Chi-Haro (BS,. Horticulture, New Mexico State University, 1994) is now the coordinator of reforestation in the Bay Islands, employed by the *Asociación ProDesarrollo de las Islas de la Bahía.* The Bay Islands are a prime area for tourism development. There is, therefore, a critical need to strengthen indigenous institutions so that the citizens of the area can influence sustainable and environmentally sensitive development.

- Menelio Bardales (BS Forestry, Oklahoma State, 1995) works for a public sector organization (CAFOR, *Capacitación Forestal*). Bardales is in charge of the agency's Geographic Information System. CAFOR is redesigning all forest data in the country, identifying the boundaries of protected zones and preserves and ensuring that buffer zones around those areas are created.

- Jorge Salaverri (BS, Forestry, West Virginia University, 1989) has opened his own ecotourism business, *La Mosquitía Ecoaventuras*. His firm leads rafting expeditions and educational tours through many of the protected areas of Honduras.

- Rony Carrillo (BS, Chemical Engineering, Florida A&M, 1991) is manager of Ecolava, a consulting firm working in environmental protection, advising industries, particularly in the industrial parks in northern Honduras.

- Raquel Isaula (BSA, Sociology, University of Tennessee-Martin, 1992) is working with agricultural cooperatives to obtain certification for the export of organic products (Honduras does not yet have this designation). Her goal is to foster reductions in the excessive use of pesticides for non-organic products.

- Juan Barrios (BS, Forestry, University of Idaho, 1994), now works as Geographic Information Systems coordinator for the *Escuela Nacional Forestal* (ESNACIFOR), the national forestry school.

- Those familiar with the situation of other returnees note that, while a formal CLASP alumni organization (ANEDH) exists for long-term Trainees, of more interest and relevance is the informal networking and dialogue that takes place between returned scholars and their respective organizations. Through this network, ideas and contacts flow between organizations and between the public and private sectors.

In conclusion, we have see how CLASP training in environmental fields in Honduras has contributed to an increased awareness for environmental conservation at the grassroots level. A second result is that the program has created a well-trained cadre of young professionals in forestry, engineering, and related fields who are poised to assume leadership positions in public and private organizations. Many are already directly contributing to the improved management of natural resources. One can hypothesize that major policy reform cannot be too far behind.

## IV. Building Democracy

CLASP has also served as a vehicle to address the USAID's Strategic Objective of Building Democracy, which seeks to strengthen civilian government institutions and public participation in civic society and the political process. Over 16 percent of CLASP Trainees—some 1,565 Trainees—were trained in areas classified under this Strategic Objective since 1990.

As part of its original design, all CLASP training programs contribute to the Trainees' understanding of both free market economics and pluralistic democracy by providing the opportunity to experience North American democracy firsthand. CLASP also provided opportunities for groups which had been excluded in one way or another not just from the political process, but who were also marginalized socially and economically in their own countries. CLASP set as a target the recruitment of at least 70 percent of Trainees who were disadvantaged, either economically, ethnically, culturally, or educationally. Women were also targeted; at least 40 percent of all CLASP Trainees should be women. CLASP chose candidates with leadership qualities, potential or demonstrated, measured in a variety of ways (such as experience with grassroots, community-based groups; leadership positions; academic performance; and participation in community activities.

Through the U.S. training itself and CLASP's Experience America component, all Trainees were exposed to U.S. democracy and its democratic principles. Most programs made an effort to communicate to Trainees many of the core values on which U.S. democratic society is based: individualism, merit-based awards, equality, self-rule, community control, self-determination, free speech, fair elections, etc.

CLASP's leadership training provided specific skills in participatory forms of leadership which Trainees used when they returned home. The exposure to U.S. democratic values has apparently contributed to new behaviors in Latin America. Trainees returned home with new knowledge, changed attitudes, changed world views, and sharpened skills. Trainees have drawn on the leadership skills and motivation to take on community and grass roots leadership activities, and to assume leadership positions in their workplaces and in the community. For example, 40 percent of the CASS students in Honduras and the Dominican Republic reported they had participated as candidates in NGO elections, and nine percent had actually run as candidates for government elections.

In addition to these generalized results relating to CLASP training, many CLASP programs focused directly on the strengthening of democratic institutions. Three examples will be presented here: training in the National Electoral Tribunal in Guatemala; municipal leadership training in El Salvador; and municipal administration and community development in Nicaragua.

### *The Guatemala Peace Scholarship Project (GPSP) and the El Salvador CLASP-II Projects*

Training which is responsive to a country's needs and which complements other forms of assistance for that country continues to have an impact long after investments of capital, commodities or technical assistance have been expended. Accordingly, training is an effective strategy for democratic development, as CLASP has demonstrated. Luisa Montero-Diaz, Development Associates' Project Manager for the Guatemala Peace Scholarship Project, provided examples of this approach in support of the democracy objective in Guatemala and El Salvador.

In the last few years, as El Salvador and Guatemala have moved through difficult transitions from civil war and unrest to more stable democracies, the two USAID missions have used these training projects to respond to the real and urgent needs for greater citizen awareness and participation, more decentralized political systems, and greater attention to human rights.

The projects have responded to the fact that building democracy means more than a quadrennial vote for national leadership. It also means substantial and authentic community participation at the local level as well as a commitment to governance that ensures citizens at least some control over their own lives.

The democracy training success stories cited here involve election officials, mayors, judicial representatives, and members of the educational community. The four training designs linked to the strategic objective of building democracy are:

- *The training of mayors in El Salvador*: Six training programs, each six weeks in length, were implemented for over 150 mayors. The programs focused on improving the responsiveness and efficiency of municipal government. The training assisted mayors from urban and rural areas of El Salvador to

foster community democratic participation, improve city council working relationships, involve community groups in solving problems, and improve the efficiencies of public service provision.

- *Training in citizen participation in El Salvador*: Forty-three education professionals, including Ministry of Education supervisors, directors of NGOs, and representatives from teachers' unions, participated in two training programs that sought to increase citizen participation via enhanced mobilization of community resources.

- *Training in civic education for electoral officials in Guatemala*: Six training programs were conducted for 136 employees of Guatemala's national elections board (Tribuno Supremo Electoral). The purpose of these programs was to strengthen the mechanics of the democratic vote and to increase the number of citizens who are educated in democratic values.

- *Training of judicial representatives in Guatemala*: About 150 judges, prosecutors, public defenders, and law professors have been trained in the oral model of prosecutorial justice. These programs support a move toward a more ethical and effective prosecutorial and judicial system in Guatemala.

Critical elements in all four training programs which aided in their success include:

- close collaboration with host national organizations (counterparts) through all stages of the program;
- program designs based on clear goals and desired outcomes;
- involvement of the stakeholders at all levels of program design and implementation;
- training of a critical mass of representatives from a single organization;
- a strong Follow-on component which builds continuity from the U.S. program and expands participants' skills and effectiveness;
- concentration on upgrading participants' skills as trainers and active promoters of democracy in their communities;
- involvement of local organizations that can nurture and sustain the democratic principles; and
- linking training programs with USAID Mission strategic objectives and other Mission projects.

## Assessing Lessons Learned in CLASP Training

Lessons learned from CLASP training have been shared over the years among the stakeholders and have resulted in improved delivery of services and sharper program focus. The lessons learned cited above for democracy training epitomize general conclusions about how to make CLASP training, and USAID training in general, support more effectively specific development outcomes. Other lessons learned, relating to program structure and implementation, include the following:

- Monitoring has shown that adequate lead time is required for selecting appropriate candidates and for allowing them to prepare for training abroad.

- A recognition of the importance of matching trainee expectations with the actual training received has led to improved results planning and better pre-departure orientations.

- The best training is that which is most directly applicable to the trainee's job or volunteer activity, well matched with the educational capacity of the trainee.

- In Trainee groups, homogeneity of educational levels is important to a successful program. For programmatic reasons, it may be decided that the group should be heterogeneous in social class, ages, etc., but program planners should make such decisions carefully and provide means which can help mitigate difficulties that arise.

- The evaluation focus on performance measurement and strengthening Trainee results brought a better understanding of the importance of post-return follow-on support in the host country, and most contractors have greatly expanded follow-on activities.

- The best training involves not only lone trainees, but also their employer or supervisor. This approach has been crystallized in those missions, such as El Salvador, that have begun to require a compact between trainees, the sponsoring institutions, and USAID. The compact details mutual expectations, how the trainee is expected to apply the training, how the employer will support that application, and how USAID will work with institutions and trainees to increase the likelihood that trainees will truly be able to bring about change in their institutions.

- The demonstrated effectiveness of training a "critical mass" within a particular host country counterpart institution rather than dispersing training opportunities "thinly" through many institutions has convinced many contractors and missions to adopt the approach.

- Cost-accounting analysis done under the CLASP contract has provided guidance on ways to contain costs in U.S. training procurement while retaining the elements which are most productive in ensuring training impact.

- CLASP has also shown that an up-front and ongoing plan for monitoring and evaluation through time is the best way to measure ongoing progress and to provide critical information to important constituents in the development community, including the Congress. When Aguirre International began the CLASP monitoring and evaluation effort, it was apparent that the CLASP training project was vulnerable to charges that it was not attracting the requested numbers of participants, that the participants were not from the Congressionally mandated groups (disadvantaged, women, rural), and that USAID did not have sufficient administrative control over the far-flung project. To this end, Aguirre International ensured that accurate data was collected which could be used to describe key variables to the Congress and the administration. On a number of occasions, the ready availability of this data assisted

USAID both in demonstrating that the program was fulfilling its mandated targets and that the Agency had ample management information at its disposal promptly.

## CHALLENGES FOR THE FUTURE

Positive lessons learned with respect to implementation, combined with the individual life changes of thousands of Latin Americans, lead us to conclude that CLASP has been a success. However, while it has led us in the direction of "training for impact," a number of limitations in CLASP's design suggest that it is only half-way along the road to the kind of "strategic training" model that USAID must adopt in the future to maximize its use of human capacity development as a development tool, overcome most completely in the best training programs discussed here.

The four core values of the reengineered USAID—managing for results, customer focus, empowerment and accountability, and participation—will necessarily change how training is done. Managing for results will have the greatest impact in this shift, but an increased necessity to take into account customers' needs and capacities will also modify how training is done, in comparison with past practices.

In the reengineered USAID, *training* is one of the tools that mission Strategic Objective teams will use to achieve the results they have designated as the outcome of their assistance work. The old categories of U.S.-based *participant training* (the concern of mission Training Offices) versus *in-country training* (often implemented with no reference to USAID training policy) will now largely be relevant only to the decision of which is the best *training* strategy in a particular case. However, they will not be conceived as anything more than alternative modes to achieve the required results.

Rather, in the arena of human capacity development, the issue will be: what is the performance required of partner institutions or other customers to achieve our objectives? In practice, USAID will not *do* development as much as support host country institutions in achieving development ends. This will require a level of institutional analysis that focuses on constraints—that is, what are the performance gaps, what is it that the host country institution *needs to do* to progress towards the objective, and what is it *currently unable to do*. This will demand a systemic thinking, heavy on strategic planning, in which the development objectives are set against critical assumptions that must be monitored; a development hypothesis that attempts to establish a plausible link between proposed activities and the development goal selected; and an effort to establish appropriate indicators which will accurately assess progress along the road.

Once these performance gaps are clear, further analysis must be done to determine the appropriate "remedy." The appropriate remedy may be training—that is, providing individuals with the skills, knowledge, and attitudes that help them achieve the objectives, and supporting them in their efforts to place that training into place. But there will almost always be a range of other contributors to the performance gap which must be addressed in the development activities which are parallel to training, such as providing the right technology, or changing legislation, or prodding financial resources for credit, or improving some infrastructure deficiency.

Once this strategic analysis is done, then establishing indicators for measuring training impact, or the results related to training, will be

a relatively straightforward affair. The open-ended impact analyses characterizing CLASP will still be of interest in understanding the broad human dimensions of training as development support. However, most results measurement related to training is likely to be more narrowly defined: If a Strategic Objective Team decides that training is needed to improve the critical capacity of a partner institution to achieve a particular outcome necessary for reaching a broader goal, then the monitoring of impact will focus on such questions as, "Has the training been done?" "Was it done well?" "Have the trainees returned to their jobs?" "Are they applying the training on the job?" "Has the output of the work unit improved, as projected?"

## THE TRANSITION FROM CLASP TO REENGINEERED TRAINING

In many missions, the *stand-alone* nature of CLASP, and especially its origins in a *political* context, limited the degree to which it was integrated into the particular portfolio of projects and activities. Technical Offices in some missions saw CLASP as an important adjunct to their own development objectives, and these often worked closely with training divisions to design CLASP training and to suggest suitable counterpart organizations. For example, in USAID/Ecuador, a kind of yearly contest was held among Technical Offices to propose particular CLASP training, following the mandates of the program, which nevertheless supported what the offices wanted to do. However, in other missions, working with CLASP was seen to be a burdensome task unrelated to other development activities, and technical officers were unwilling to take on the added responsibilities of working with the training office to design CLASP training programs. Further, in many missions there was a strong feeling on the part of the training division that they did not want CLASP to simply be subsumed under the other development activities of the project, so they often resisted the attempt by Technical Officers to "use" CLASP for their own purposes. CLASP, like other USAID participant training, has also suffered from a lack of employer or institutional involvement, as we mentioned above in the lessons learned.

Under the reengineered USAID, it becomes increasingly clear that training will only be done in which trainees are selected who are "customers," that is, who are working with USAID in some way, in partner institutions or as "ultimate" customers. Given the more restricted lifetime of Strategic Objectives—defined as those broad objectives that missions wish to achieve in the range of six to eight years—and given the ever increasing cost of U.S. training, it is likely that some long-term training, such as Ph.D. programs, will recede in importance. Most training may well be short-term training oriented to very concrete purposes. Some long-term training, such as with the CASS program, may still be feasible and cost effective, but it may be harder to justify training people who are not already involved in an organization or institution with which USAID is already working.

The primary reason for this change is based on the fact that training—human capacity development—will be oriented to the performance, not of individuals, but of institutions and organizations. The results to be obtained will therefore not focus on what any one person does. Rather, they will derive from an analysis of performance needs which, at a minimum, focuses on the performance of a work unit, a research station, a planning organization, or a series of NGO's.

Finally, it is likely that the performance monitoring and evaluation of human capacity development will shift to the mission level, since it is there that each mission will be designing their own performance monitoring systems. They may need some assistance in those tasks, and USAID stands ready to offer that through several central technical assistance project. However, each mission will be required under the reengineered USAID to demonstrate the effectiveness of its programs in achieving the strategic plans it has developed. This will include the "intermediate results" predicated on learning and training.

An emphasis on managing for results changes the premises on which training has been designed in past years, and most implementers are only recently realizing the implications of this change. Impact is being assessed for projects that were originally designed without *specific* impact objectives in mind, and without a standard approach to baseline data and incremental objectives. The standard CLASP projects' objectives *assumed* positive impact, based on the premise that training and exposure to other ways of life is, in itself, a positive good. While performance monitoring and evaluations which focus on impact can accept the value of training at this general level, the lack of more explicit objectives for the various CLASP projects has made the assessment of impact more difficult than it would be if more precise impact objectives had been developed.

The nature and history of CLASP design make it somewhat difficult for the program to easily be retooled to support the strategic management model. It is possible to do so, as the case studies outline above demonstrate. Missions have, in recent years, made significant efforts to link CLASP training to their evolving strategic plan. However, CLASP began with broad goals of training a diverse and diffuse disadvantaged population, and the friendship goals of the program predominated in its earlier years with little concern about specific development objectives. CLASP was also seen as a means to provide training in areas and to social groups which were specifically excluded from other development activities within Mission portfolios. Therefore, recent evaluations suggest that, while Trainees may be effective change agents in a range of activities, the impact they have may not necessarily directly support USAID Strategic Objectives.

USAID training in the future will draw on the CLASP experience but will be strictly tied to the achievement of specific intermediate results within the results framework. Perhaps the CLASP format developed in 1994 for short-term training in El Salvador provides a useful model for the design of this kind of high impact, focused training. It includes a training design which is:

a) **integrated**, combining technical training with the interpersonal and administrative skills needed to accomplish change;

b) based on a **participatory approach**, which provides project managers with the collective knowledge of in-country "customers," allowing them to give realistic design and implementation guidance;

c) **sustainable**, because diverse stakeholder viewpoints have been integrated to guarantee that training effectively responds to the technical, cultural, and socio-economic realities of the country. Furthermore, the creation of *change agents* logically fosters the country's self reliance in making development a reality; and

d) **cost efficient,** because it focuses on the utilization of Salvadoran stakeholders to design and implement all development activities. This results in increasing the project's applicability to host country development needs and priorities.

Training after CLASP will incorporate all these elements that the program has developed as its legacy. Most importantly, training will be directly linked to concrete development goals that derive from the coordinated strategic planning of each mission.

## ENDNOTE

1. The Primary Education Leaders project spanned the transition between the regional CAPS Project and the mission-level CLASP-II successor project.

# Appendix A:

## *Country Profiles*

### INTRODUCTION

This Appendix is designed to narrow the focus on the Mission-specific and Cooperative Agreement level by presenting project summaries and achievement of selection targets. The Country Profiles describe the USAID Mission-managed programs of CAPS (in Central America), PTIIC (in the Caribbean), APSP (in the Andean Region of South America) and CLASP-II region-wide. Separate sections are included on the two Georgetown University-administered projects (CASP and CASS), although the achievements of these two projects are noted in the country-specific profiles.

Two of the USAID Missions have managed regional CLASP training efforts. Both of these, the USAID/ROCAP Mission in Central America (CLASP-I only), and the USAID/RDO/C Mission in the Caribbean, recruit CLASP Trainees from several countries. In the ROCAP Mission (which has completed its CLASP-I project and is not participating in CLASP-II) as in the Georgetown-administered Congressional set-aside projects, the recruitment of Trainees is from countries where country-specific USAID Missions are also managing CLASP training programs. In reporting these regional training efforts in this section, the Trainees are treated as a group, rather than separated by nationality.

It should be noted that the recruitment and selection procedures, as well as the emphases of the training programs, may vary significantly among projects, especially with regard to differences in focus between the country-based programs and the region-based programs, and this variance may significantly influence Trainee appraisals. Information about these programs was derived from Program Objective Documents, Action Plans, and Country Training Plans.

The data on achievement of selection targets presented in this Appendix to depict Mission compliance with USAID/Washington guidance is taken from CIS as of the end of FY 1995. It is supplied by the participating Missions and by Georgetown University. The data depicts the cumulative achievements of all CLASP projects with regard to minimum targets for recruitment of females and the disadvantaged. It also reflects the amount of scholarship programming dedicated to long-term training (more than nine months). The 30 percent long-term target of CLASP-I did not apply to the four Andean participating countries, where the minimum target was 20 percent. Under CLASP-II, the suggested long-term target for all Missions is 20 percent. The data depicted in the Country Profile graphs also indicate the characteristics of CLASP Trainees in terms of two other categories, academic (degree-seeking) training and leadership, which are emphasized in the CLASP design. Because these two program emphases do not have a specific minimum programmatic target, Missions are responsible for setting their own targets. The data regarding target selection is presented in a different format (by Mission and by individual project) in Chapter Two, Table 2.1, of this report.

Missions which project no further CLASP enrollments include: Colombia, Costa Rica, the Dominican Republic, and the RDO/C.

During FY 1992, impact evaluation studies were conducted in Guatemala, Bolivia, and El Salvador. In FY 1993, an impact assessment was conducted in Honduras, and in FY 1994,

evaluation studies were conducted in Panama and of the CASS Program. In FY 1995, USAID/Bolivia's BPSP was evaluated. For an in-depth analysis of impact in individual country programs, interested readers are referred to these reports produced for USAID/Washington by the CLASP Monitoring and Evaluation Contractor, Aguirre International.

# BELIZE

**SUB-REGION:**
Central America

**PROJECT TITLES (PROJECT NUMBERS):**
CLASP-I:
CAPS (505-0039)
CASP (597-0001)
CASS-I (597-0001)
CLASP-II:
CASS-II (598-0661)
CLASP-II (505-0047)

**PROJECT PERIOD:**
CLASP-I: FY 1985 - 1994
CLASP-II: FY 1990 - 1998

**PROJECT MANAGERS:**
USAID/Belize: Lourdes Smith
USAID/Washington: Sarah E. Wright

**CONTRACTOR:**
CLASP-I:
Essex Community College, MD; Ferris State University, MI; Hampton University, VA; University of New Mexico, NM
**Programmed through PIO/P's:** Partners for International Education and Training; U.S. Department of Agriculture
CLASP-II:
**Programmed through PIO/P's:** Partners for International Education and Training

## PROGRAM SUMMARY

USAID efforts in Belize have concentrated on two sectors: agriculture and tourism. The program is focused on the single goal of sustainable economic growth, driven by private sector investment, with special emphasis on resource planning and management. However, budget reductions have narrowed the program focus and, since a higher than expected pace of economic growth has occurred in Belize, the USAID/Belize program strategy is to improve the use of terrestrial resources, which is compatible with the LAC Bureau sub-objective to encourage preservation and sustainable use of the natural resource base. Another Mission objective is to improve the government's fiscal resources which is supportive of the LAC Bureau sub-objective to encourage the adoption of and continued adherence to economic policies that promote investment and productive employment and outward orientation diversification.

USAID/Belize has characterized its CLASP-II Program as one that will continue to provide training for targeted leadership groups in fields relevant to Belize's needs in support of the LAC Strategic Objective, support for the achievement of broadly-based sustainable economic growth.

USAID/Belize administers the CLASP Central American Peace Scholarships (CAPS) project and the CLASP-II project. Additionally, the Mission monitors two regional projects implemented under a cooperative agreement with Georgetown University, the Central American Scholarships Program (CASP) and the Cooperative Association of States for Scholarships (CASS). All of these projects have a common goal, the awarding of education and training scholarships to individuals from disadvantaged sectors of society who display leadership traits or leadership potential, and who otherwise would not have the opportunity to profit from training in the United States. Of all of these scholarship projects, CAPS is the largest. USAID/Belize has trained 296 Trainees under CAPS and 25 under CLASP-II. Under the earmarks, CASP trained 229; CASS-I enrolled 25; and CASS-II trained 82 individuals.

Over the last ten years of operation, USAID/Belize has emphasized the training of a nationwide cadre of school principals and vice-principals, community health and agricultural extension workers, and Belize's private sector mid-level managers. Earlier in the program, an

emphasis was placed on the recruitment of individuals who had previously been trained in one of several Soviet Bloc countries.

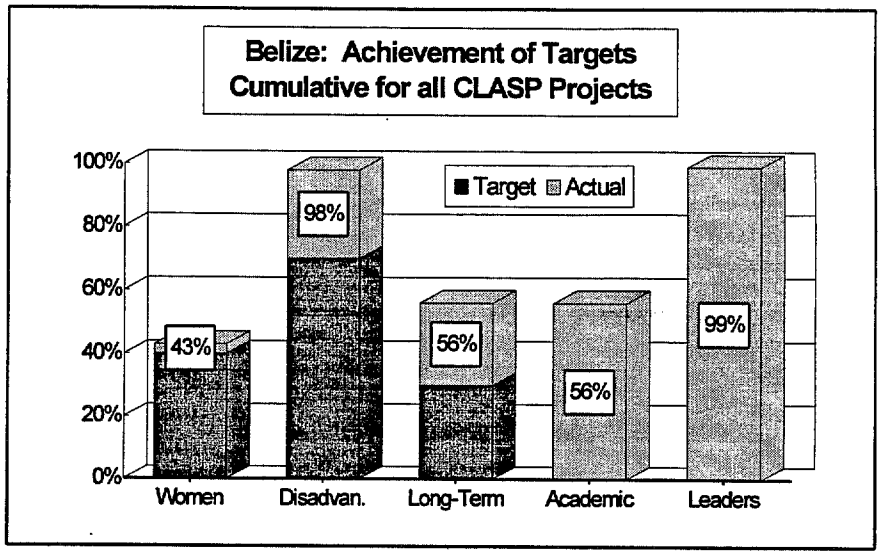


Figure A.1 — Source: CIS through FY 1995

## ACCOMPLISHMENTS

By FY 1991, Belize's training goals under CAPS were achieved, 296 scholarships were provided to 166 men and 130 women. Of all Trainees, 285 (96%) were identified as disadvantaged by the Mission, 62 (21%) were pursuing long-term training, and the majority (78%) of all of Belize's CAPS Trainees were placed in technical training. Almost all (99%) of the Belizean Trainees were identified as leaders or potential leaders.

CASP is the second largest of the CLASP components in Belize. Under CASP, 229 Trainees have received training in the United States, 138 men and 91 women. All are classified as disadvantaged. In contrast, and due to its recent start, Belize's CLASP-II has trained 25 participants; 24 of whom were enrolled in long-term training.

Twenty-five scholarships have been awarded under CASS-I and 82 under CASS-II, all of them to disadvantaged individuals primarily pursuing academic long-term training in the United States.

Overall, 658 Trainees have been trained under the different CLASP projects, 373 men and 285 women. The minimum 40 percent target of female participants has been exceeded (43%), and the 70 percent CLASP target of disadvantaged Trainees has also been surpassed, with 98 percent of all Trainees classified as such.

Through FY 1995, seven Trainees were enrolled in HBCUs (two CLASP-II Trainees and five CASS-II Trainees).

In FY 1995, Belize enrolled eight Trainees in long-term training programs. Major fields of study include Business and Management (1); Education (1); Health Sciences (2); Library Science (1); Parks and Recreation (1); and Leisure and Recreation (1).

USAID will discontinue all bilateral programs for Belize, including CLASP, effective October 1, 1998.

Figure A.1 compares and contrasts Belize's CLASP targets with actual program accomplishments through FY 1995. All of the program targets have been achieved for the recruitment of women, socio-economic disadvantaged, long-term, academics, and leaders.

# BOLIVIA

**SUB-REGION:**
Andean Region

**PROJECT TITLES (PROJECT NUMBERS):**
CLASP-I:
APSP (511-0603)
CLASP-II:
BPSP (511-0611)

**PROJECT PERIOD:**
CLASP-I: FY 1987 - 1994
CLASP-II: FY 1990 - 1998

**PROJECT MANAGERS:**
USAID/La Paz: Beatriz O'Brien
USAID/Washington: Sarah E. Wright

**CONTRACTOR:**
CLASP-I:
Development Associates
CLASP-II:
Development Associates

## PROJECT SUMMARY

USAID/Bolivia's goals are congruent with the LAC Bureau's Objectives. The CLASP-II Program (Bolivian Peace Scholarships Program, BPSP) supports the LAC Bureau Strategic Objective of strengthening democratic institutions with its Mission objective, improved effectiveness and accessibility of key democratic institutions.

The CLASP-I APSP training project began in 1987 with 20 short-term training scholarships. By the end of the project in FY 1992, a total of 433 participants had been enrolled in U.S. training programs: 39 percent women, 80 percent disadvantaged, and 18 percent in academic (degree-seeking) programs. The APSP project trained in areas of health, small business administration, agriculture, lawyers and judges, and public and educational administrators. USAID/Bolivia selected participants to form geographic and occupational nuclei of returned Trainees on which Trainees could build to mutually reinforce efforts to apply the lessons learned from their U.S. training experiences.

USAID/Bolivia began its CLASP-II Program, BPSP, in FY 1993. The BPSP program is oriented to provide U.S.-based tailor-made training to socially and economically disadvantaged leaders from urban and rural areas, who have traditionally lacked access to training opportunities and who are believed to have the potential to act as agents of change in their communities or institutions in support of democratic efforts. The BPSP is aimed at specifically exposing participants to U.S. values and institutions to familiarize them with an environment where it can be seen that democratic processes and a free-market economy work together.

Areas of concentration of BPSP training for the next three to five years include, but are not limited to community leadership, public administration, management, export promotion, health education, economics, non-formal education and communications, agricultural techniques and the environment. In FY 1994, CLASP-II Trainees were placed in the fields of Architecture and Environmental Design (38), Engineering and Engineering-Related Technologies (25), and other fields (21).

Over the five years of the BPSP project, the Mission had planned to award 300 scholarships for U.S. training, 240 in short-term training programs and 60 in long-term programs. In the past year, these numbers have been reduced.

## ACCOMPLISHMENTS

CIS biographical data for USAID/Bolivia through the end of FY 1995 indicate that there were 221 CLASP-II awards and 433 APSP

(CLASP-I) awards, a total of 654 CLASP participants.

The BPSP awards to date show that 44 percent of the awards went to women and 87 percent were awarded to economically or socially disadvantaged individuals. Most of the 221 Trainees were enrolled in short-term programs and over one-half attended an HBCU for a portion of their training.

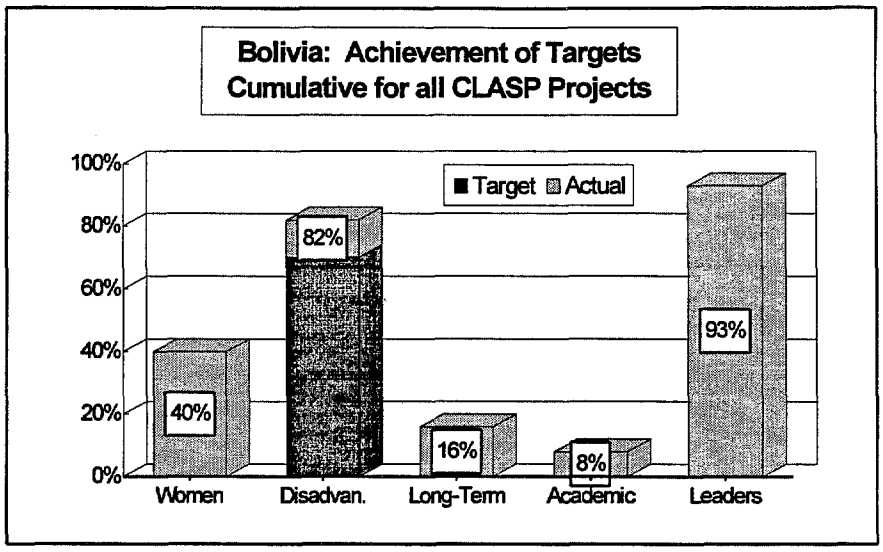


Figure A.2 — Source: CIS through FY 1995

During FY 1995, the 50 new starts entered the following fields of training: Education (18); Engineering-Related (16); and Health Sciences (16).

Figure A.2 reflects the distribution of the cumulative scholarships awarded for the CLASP projects in Bolivia at the end of FY 1995 in terms of compliance with the minimum targets for long-term training, the selection of women, and the selection of persons from disadvantaged backgrounds.

# COLOMBIA

**SUB-REGION:**
Andean Region

**PROJECT TITLE (PROJECT NUMBER):**
APSP (598-0640)

**PROJECT PERIOD:**
CLASP-I: FY 1987 - 1994

**PROJECT MANAGERS:**
USAID/Colombia: James Smith
USAID/Washington: Sarah E. Wright

**CONTRACTOR:**
Development Associates
**Programmed through PIO/P's:** Partners for International Education and Training

## PROJECT SUMMARY

Because of its relative level of economic development, Colombia has been classified by USAID, for purposes of its assistance programs, as a More Developed Country (MDC). This status removes the country from normal USAID country development programming. USAID personnel in-country is minimal and developmental programs are designed to require less in-country attention. The inclusion of Colombia in the CLASP training initiative through APSP presented USAID. managers with unique organizational challenges. Drawing on the experience of USAID missions with well-established CLASP programs, a special evaluation was conducted to suggest structural, staffing, and programming arrangements. As a result, an APSP Office was established in Colombia that began scholarship programming by the end of FY 1987. In June 1988 USAID/Colombia contracted the Fundación para la Educación Superior (FES) to administer all APSP advertising, recruitment, pre-selection, predeparture orientation, and Follow-on activities. By the end of FY 1988, 40 scholarships had been awarded, and the Colombian program began full-scale activities with both short-term and long-term Trainees. The remaining APSP/Colombia scholarships were awarded during FY 1989 and FY 1990; no new awards were made after FY 1990.

Colombia's unique problems, such as improving its institutional capability to deal with the narcotics trafficking problem, presented special programming challenges to USAID/Colombia. The Mission sought to train individuals in how to confront the dangers of drug production, trafficking and consumption. Special training emphases focused on human resource development needs and on the private sector, where an effort was made to identify leaders emerging from backgrounds of economic disadvantage. Other programming targets were the areas of national resources and environmental sciences. APSP programming was also directed in part at training trainers, in order to take advantage of the multiplier-effect of such training.

USAID/Colombia Trainees normally did not know English. This meant that survival English had to be designed for short-term groups, and that long-term Trainees had to be taught English as part of their program.

## ACCOMPLISHMENTS

Although USAID/Colombia began its APSP programming slowly due to reasons unique to its status as an ADC country, it had achieved a level of scholarship awards similar to that of its Andean neighbors by FY 1990. Similar to the neighboring APSP training programs, scholarship awards for long-term training began in FY 1989.

Figure A.3 reflects the cumulative scholarships awarded for the CLASP/APSP project in

Colombia at the end of FY 1991 in terms of compliance with the minimum targets for long-term training, for selection of women, and for selection of persons from backgrounds of disadvantage. USAID/Colombia exceeded the targets in selecting women and persons from economically disadvantaged back-grounds. Long-term training was well over the APSP-specific minimum target of 20 percent. The APSP/CLASP training effort in Colombia classified 100 percent of its Trainees as leaders.

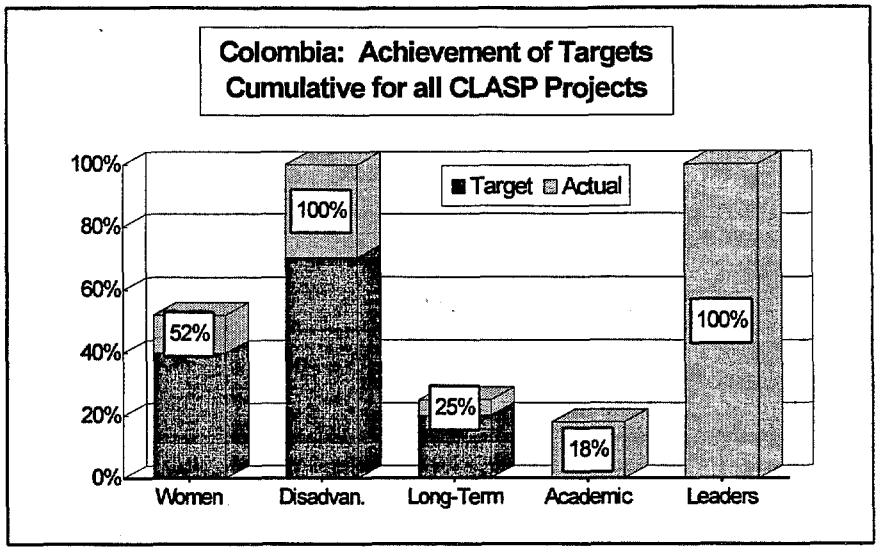


Figure A.3 — Source: CIS through FY 1995

The APSP placement contractor reported that, as of the end of the APSP project, nearly 9 percent of the 294 APSP/Colombia Trainees were placed in HBCUs. APSP/ Colombia Trainee placements in HBCUs totaled 24.2 training months.

USAID/Colombia is no longer participating in the CLASP-II Program.

# COSTA RICA

**SUB-REGION:**
Central America

**PROJECT TITLES (PROJECT NUMBERS):**
CLASP-I:
CAPS (515-0242)
CASP (597-0001)
CASS-I (597-0001)
CLASP-II:
CASS-II (598-0661)
CAPS-II (515-0254)

**PROJECT PERIOD:**
CLASP-I: FY 1985 - 1994
CAPS-II: FY 1990 - 1998

**PROJECT MANAGERS:**
USAID/San Jose: Terrence Tiffany
USAID/Washington: Sarah E. Wright

**CONTRACTORS:**
CLASP-I:
Agricultural Cooperative Development International; American Field Services; CenAmerican Institute for Business Administration; Creative Associates; Eastern Carolina University; Experiment in International Living; National 4-H Council; National Rural Electric Cooperative Association; United Schools of America
**Programmed through PIO/P's:** Consortium for International Development; Partners for International Education and Training; U.S. Department of Agriculture; Walton Program
CLASP-II:
Consortium for Service to Latin America
**Programmed through PIO/P's:** Consortium for International Development; Partners for International Education and Training

## PROGRAM SUMMARY

USAID/Costa Rica has placed CLASP-II training under the LAC sub-objective of strengthening the human resource base of the country by assisting predominantly lower income groups to participate actively in the economy.

USAID/Costa Rica has allocated its largest number of CAPS scholarships to short-term training. Groups have been formed of about 20 representatives from such fields as rural municipal leaders, Red Cross workers, public health workers, teachers, school administrators, counselors, rural firemen, and women leaders of cooperatives. A second emphasis of the scholarships program in Costa Rica has been secondary school students, primarily from rural areas. After English Language Training (ELT) they travel to the U.S., where they stay in U.S. homes and attend U.S. high schools for nine to ten months. The third focus of the Costa Rican program has been long-term scholarships. These generally are for the last two years of an undergraduate degree or for an M.A./M.S. degree. The last group of CLASP-I (CAPS) Trainees came to the U.S. in FY 1994. The CLASP-I Trainees totaled 2,025 with 42 percent women, 94 percent disadvantaged, and 17 percent academic.

CLASP-II training has been restructured around the Mission's Strategic Objectives which has resulted on an increased focus on Natural Resources and Environmental Education. Since CLASP-II began in FY 1991, 343 participants have been enrolled in CLASP-II training programs, 48 percent women, 92 percent disadvantaged, and 26 percent academic.

## ACCOMPLISHMENTS

Costa Rica's CLASP is comprised of: CLASP-I the Central American Peace Scholarships (CAPS), the Central American Scholarship Program (CASP) and the Cooperative Association of States for Scholarships I (CASS-I), and under CLASP-II, CAPS-II and the Cooperative Association of States for Scholarships II (CASS-II). CAPS, however, is the largest of all of USAID/Costa Rica's scholarship projects. From its inception in 1985 through FY 1994,

2,025 Trainees have been trained in the United States, 1,170 men and 855 women.

Costa Rica's other CLASP training projects are smaller in scope than CAPS. Under CASP, for instance, 187 Trainees have been trained, while CASS-I, operating one year under CLASP-I, awarded 35 long-term academic scholarships. Under CASS-II, 141 scholarships have been awarded for long-term academic training. The CLASP-II project has enrolled 343 Trainees as of the end of FY 1994.

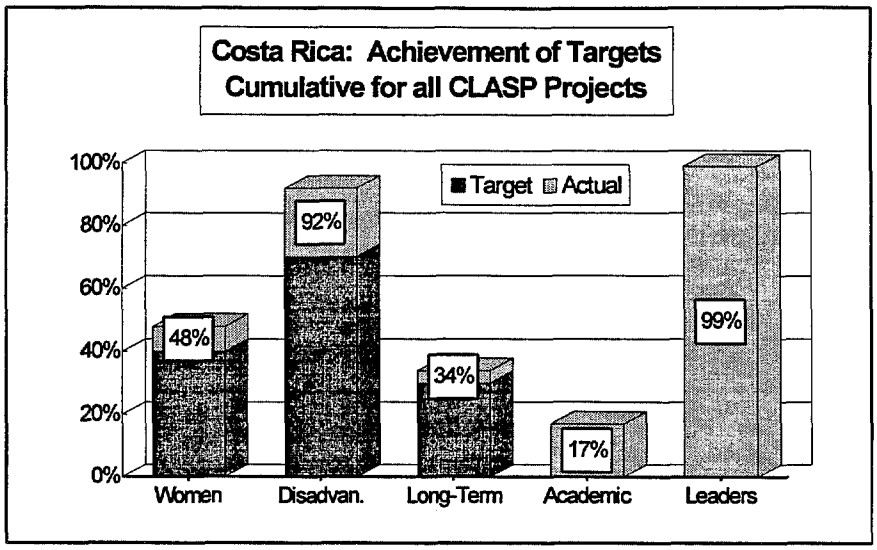


Figure A.4 — Source: CIS through FY 1995

Of the 343 CLASP-II participants, 152 have spent some portion of their U.S. training in Historically Black Colleges and Universities.

In FY 1995, USAID/Costa Rica did not enter any CLASP participants into U.S. training programs. Since the Mission is scheduled to close, no further CLASP training will be programmed.

Figure A.4 reflects the cumulative distribution of the scholarships awarded by USAID/Costa Rica at the end of FY 1995. It shows the Mission's compliance with recruitment targets pertaining to gender, socioeconomic status, length of training, training emphasis (academic/technical), and Trainees' leadership and leadership potential.

# DOMINICAN REPUBLIC

**SUB-REGION:**
Caribbean

**PROJECT TITLES (PROJECT NUMBERS):**
PTIIC (517-0216)
CASS-I (597-0001)
CASS-II (598-0661)

**PROJECT PERIOD:**
CLASP-I: FY 1986 - 1994

**PROJECT MANAGERS:**
USAID/Santo Domingo: Gloria Pineda
USAID/Washington:
Marilyn Arnold (PTIIC)
Sarah E. Wright (CLASP-II)

**CONTRACTORS:**
United Schools of America/Creative Associates, Inc.
**Programmed through PIO/P's:** Partners for International Education and Training

## PROJECT SUMMARY

USAID/Dominican Republic has selected as its primary goals the LAC Bureau Objectives of sustainable economic growth and support for the evolution of stable, participatory democratic societies. While the Mission Action Plan does not address CLASP-II training, it assigns Development Training II as supportive of these objectives.

Under the CLASP-I rubric, The Presidential Training Initiative for the Islands of the Caribbean (PTIIC) was launched in the Dominican Republic in FY 1986. USAID/Dominican Republic focused its now completed project of non-traditional U.S.-based training in three distinct areas: two-year A.A. or certificate training for economically disadvantaged youth, M.A. degree level studies for public university professors, and short-term technical programs. Their achievement in dedicating scholarships to long-term training (85%) was, along with USAID/Panama, the highest in CLASP overall.

Long-term Trainees were sent to U.S. junior and community colleges in such fields as computer programming, tourism, agriculture, industrial electricity, marketing, health, furniture production, electronics, education, communications media, and economics. Two-year Master's Degree programs were offered in the science areas. The Georgetown University-administered CASP/CASS project also operates in the Dominican Republic. Common to both projects is the selection emphasis on leaders and potential leaders from disadvantaged backgrounds.

A mid-program change in the training placement contractor (January 1989) directly affected Trainees in the U.S. This development along with the suspension of project funds during sanctions related to non-payment of debt obligation resulted in revised placement figures (169 actual versus projected 188).

USAID/Dominican Republic does not foresee programming new Trainees using CLASP-II funds.

## ACCOMPLISHMENTS

USAID/Dominican Republic has trained 481 participants since the program's inception in 1986: 169 PTIIC, 45 CASP, and 267 CASS-II.

Through FY 1995, CASS-II has enrolled four Trainees in HBCU institutions. The Mission has announced no enrollment projection for FY 1996.

Figure A.5 reflects the cumulative scholarships awarded for the CLASP/PTIIC and CASS projects in the Dominican Republic through FY 1995. USAID/Dominican Republic has sub-

stantially achieved the program targets which are an integral part of the CLASP program concept. In terms of the emphasis on long-term training, the project was significantly above the minimum target.

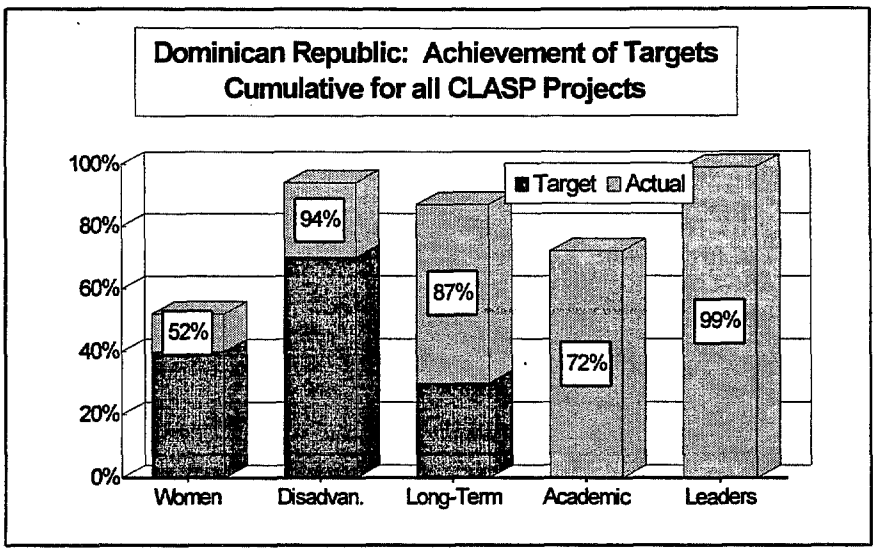


Figure A.5 — Source: CIS through FY 1995

# ECUADOR

**SUB-REGION:**
Andean Region

**PROJECT TITLES (PROJECT NUMBERS):**
CLASP-I:
APSP (518-0067)
CLASP-II:
EDSP (518-0091)

**PROJECT PERIOD:**
CLASP-I: FY 1987 - 1994
CLASP-II: FY 1990 - 1997

**PROJECT MANAGERS:**
USAID/Quito: Ellen Leddy
USAID/Washington:
Sarah E. Wright

**CONTRACTORS:**
CLASP-I:
Development Associates; Experiment in International Living (World Learning, Inc.)
CLASP-II:
Experiment in International Living
**Programmed through PIO/P's:** Partners for International Education and Training

## PROJECT SUMMARY

USAID/Ecuador has placed its CLASP-II training program (the Ecuadorian Development Scholarship Program, EDSP) under the LAC Bureau Objective to support the evolution of stable participatory democratic societies, with the Mission objective of improved responsiveness of selected democratic institutions with greater citizen participation.

USAID/Ecuador initiated participation in the Caribbean and Latin American Scholarship Program (CLASP) in FY 1988, with the launching of the Andean Peace Scholarship Program (APSP). APSP sought to promote democratic values and strengthen ties between the U.S. and the countries of the Andean region through training of leaders and potential leaders from both the public and private sectors who could make a contribution to the development of the country and demonstrate the potential to influence opinions and policies.

Short-term training of Ecuadorians has been directed at health professionals (public health technicians, administrators and policy-makers), agricultural trainees (aquaculturists, extensionists and natural resource managers, among others), community development leaders, mayors and municipal officials, drug prevention specialists, journalists, artisans, and youth groups (including young political leaders). Long-term training (evenly divided between Masters programs and non-degree academic work) has been targeted at public health technicians and administrators, agricultural economists, special education professionals, university professors and administrators, university students, and other young professionals demonstrating leadership potential. Training has often been coordinated through intermediary organizations both in the public and private sectors.

The Ecuadorian Development Scholarship Program programmed its first participants (55) in FY 1992, and through FY 1995 has programmed a total of 140 trainees.

## ACCOMPLISHMENTS

The APSP program in Ecuador was in operation for five years and reached a total of 413 scholarship awards at the end of FY 1992. Of these, 44 percent were female; 46 individuals (11%) were in academic training, and 313 (76%) were from disadvantaged populations.

USAID/Ecuador awarded the contract to administer its CLASP-II effort, the Ecuador Development Scholarship Program to World Learning, Inc. For CLASP-II, the Mission has

selected five illustrative training areas for emphasis: agricultural and natural resources; health and family planning; urban growth management; export, trade, and investment; and government and democratic initiatives.

The 140 EDSP participants enrolled to date include 74 women (53%), 115 disadvantaged (82%), and 34 in academic degree-seeking programs (24%).

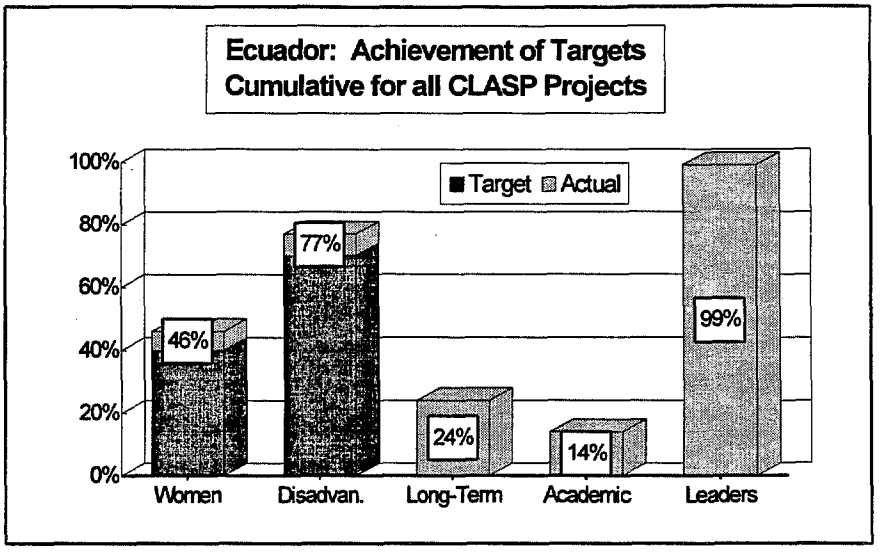


Figure A.6 — Source: CIS through FY 1995

Seventy-nine of these participants were enrolled for some part of their training in an Historically Black College or University.

Figure A.6 reflects the cumulative scholarships awarded for the CLASP-I and II Projects in Ecuador at the end of FY 1995 in terms of the target for long-term training, for selection of women, and for selection of persons from backgrounds of disadvantage.

# EL SALVADOR

**SUB-REGION:**
Central America

**PROJECT TITLES (PROJECT NUMBERS):**
CLASP-I:
CAPS (519-0337)
CASP (597-0001)
CASS-I (597-0001)
CLASP-II:
CASS-II (598-0661)
CLASP-II (519-0091)

**PROJECT PERIOD:**
CLASP-I: FY 1985 - 1994
CLASP-II: FY 1990 - 1998

**PROJECT MANAGERS:**
USAID/San Salvador: Jaleh de Torres
USAID/Washington: Sarah E. Wright

**CONTRACTORS:**
CLASP-I:
Consortium for Services to Latin America; National Association of Partners of the Americas; United Schools of America; University of New Mexico
**Programmed through PIO/P's:** Partners for International Education and Training; U.S. Department of Agriculture
CLASP-II:
Development Associates

## PROGRAM SUMMARY

USAID/El Salvador uses its CLASP-II Program to meet the following Mission objectives under LAC Strategic Objectives: enduring democratic institutions with increased and equitable economic growth, improved environmental and natural resource management, healthier and better educated Salvadorans, and the transition from war to peace.

The largest CLASP scholarship project in El Salvador was the Mission-administered CAPS project. Salvadoran Trainees are also trained under two successive CLASP projects administered on a regional basis by Georgetown University (CASP/CASS). These CLASP projects have a common purpose, i.e., to benefit economically disadvantaged individuals by providing them with a scholarship to the U.S. and to allocate a major share of the scholarship awards to females, youth, rural dwellers, and persons who have demonstrated leadership or leadership potential.

The USAID/El Salvador-managed CAPS program allocated a majority of its long-term scholarships to three-year programs for disadvantaged individuals who otherwise would not have had the opportunity to visit and study in the United States. The first year was used for English language study and orientation. The following two years led to an Associate of Applied Science degree, typically in a field such as business administration, accounting, construction management, agricultural mechanics, electronics repair, or medical equipment repair.

Short-term training was generally focused on economically disadvantaged community leadership, considered most likely to influence young people, such as teachers and youth leaders. A special youth-related program in El Salvador has been the selection of school valedictorians for a five-week program which exposed them to the U.S. life style, instructed them in leadership skills, taught the role of government and the private sector in a democracy, and emphasized communication skills and voluntary service for community development.

The first CLASP-II participants were enrolled in FY 1991; to date, 1,071 Trainees have been selected for the Program.

## ACCOMPLISHMENTS

The CLASP program in El Salvador has now been operational for ten years. A total of 3,365 Trainees have been trained under CLASP's auspices, 1,844 under CLASP-I (CAPS), 1,071 under CLASP-II, and under the earmarks of CASP (193), CASS-I (44), and CASS-II (213). Forty-six percent of all Trainees were women; 76 percent were disadvantaged; 31 percent came for long-term study in the U.S., and 20 percent were programmed for academic training. All projects, have met or exceeded the minimum 40 percent women recruitment criterion, and all projects but CAPS (67%) met the 70 percent disadvantaged recruitment target.

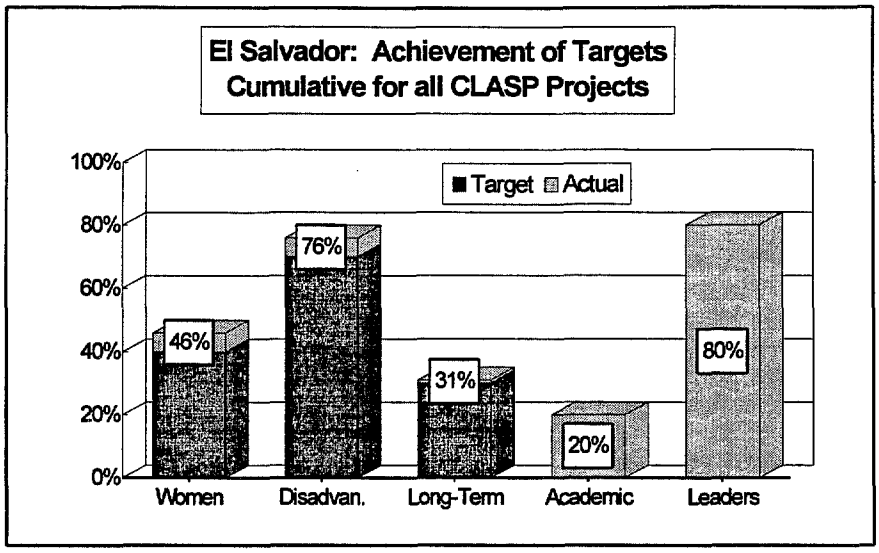


Figure A.7 — Source: CIS through FY 1995

In FY 1995, El Salvador's 308 CLASP-II new starts entered training in the following general fields: Business and Management (25), Education (22), Health Sciences (23), Citizenship and Civic Activities (75), and Public Administration (163).

Of the 1,071 CLASP-II Trainees to date, 233 have attended Historically Black Colleges and Universities as part of their U.S. training experience.

Figure A.7 depicts CLASP/El Salvador performance in important target areas for all projects. All of the gender, disadvantaged, and long-term percentages of recruitment targets have been met or exceeded, and the academic and leadership categories show satisfactory achievement.

# GUATEMALA

**SUB-REGION:**
Central America

**PROJECT TITLES (PROJECT NUMBERS):**
CLASP-I:
CAPS (520-0362)
CASP (597-0001)
CASS-I (597-0001)
CLASP-II:
CASS-II (598-0661)
GPSP (520-0393)

**PROJECT PERIOD:**
CLASP-I: FY 1985 - 1994
CLASP-II: FY 1990 - 1998

**PROJECT MANAGERS:**
USAID/Guatemala: Bambi Arellano
USAID/Washington: Sarah E. Wright

**CONTRACTORS:**
CLASP-I:
Del Valle University, Guatemala; Experiment in international Living; META, Inc.
**Programmed through PIO/P's:** Partners for International Education and Training; U.S. Department of Agriculture
CLASP-II:
Development Associates

## PROGRAM SUMMARY

USAID/Guatemala's CLASP-II Program supports the objective of the evolution of stable democratic societies. The Mission acknowledges that the Guatemala Peace Scholarships Project (GPSP) which reinforces all strategic objectives continues the tradition initiated under CAPS (the Central America Peace Scholarships) which has had major impact in training future Guatemalan leaders and introducing them to U.S. values.

The CLASP scholarship program in Guatemala is administered by the USAID Mission. Under CLASP-I, some Trainees were selected on regional bases by the ROCAP Mission, also located in Guatemala. Additionally, Guatemala's Trainees are recruited into the CASP/CASS project by Georgetown University. The CLASP-I Program, CAPS, in Guatemala was the largest project among all countries participating in the CLASP training initiative. All of Guatemala's CLASP projects share the CLASP objective of seeking economically disadvantaged individuals for short-term and long-term training in the U.S. In Guatemala, an added emphasis has been placed in recruiting youth and indigenous populations.

The first CLASP/CAPS scholarships in the country were awarded in FY 1985. In that year, the Mission selected 325 individuals to be sent to the U.S. for training. Subsequently, the CAPS programming averaged nearly one thousand awards per year. In 1988, USAID/Guatemala began to include a greater portion of long-term Trainees in its programming. Consequently, and due to the higher costs associated with longer periods of training, the total number of new starts declined.

Overall, the CAPS project in Guatemala focused on short-term training for target populations from small and medium private sector enterprises, and from the public sector among persons employed in primary health care, community development, training, and primary education. The long-term training has been targeted on several groups. The Junior Year Abroad (JYA) program was the conduit for about 100 university students per year. This effort complemented other USAID funding, and it is designed to help deserving youth complete a secondary education, Long-term training has typically included fields such as business administration, education, engineering, public health, agriculture, and computer science.

GPSP has now become the major training vehicle for USAID/Guatemala's strategic process. The major elements of this strategy are:

- work with Mission strategic Objective teams to identify requirement;
- design of U.S.-based training program and selection of participants in close coordination with institutional counterparts;
- U.S.-based training (primarily short-term) including skills and leadership elements; and
- 18 months of in-country follow-on focused on multiplier effect training.

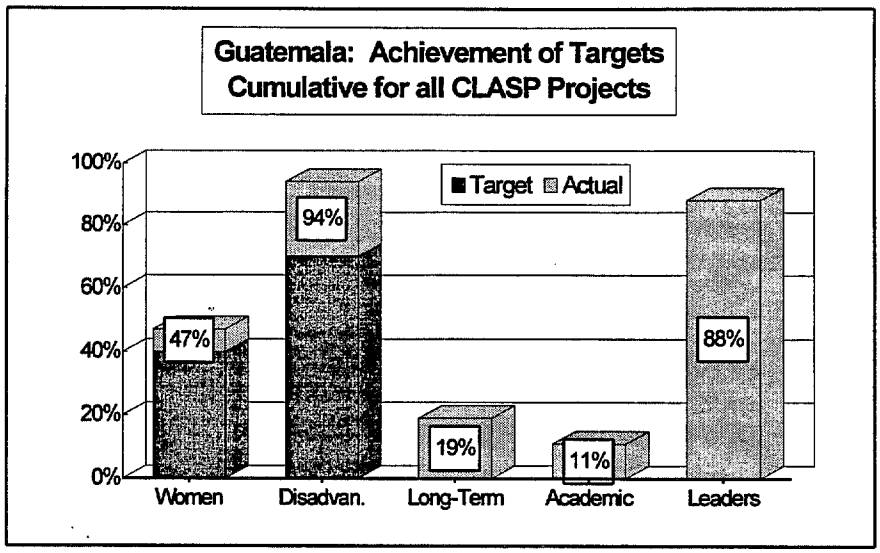


Figure A.8 — Source: CIS through FY 1995

## ACCOMPLISHMENTS

Guatemala's CAPS program has provided training in the United States to 4,558 Trainees, 52 percent men and 48 percent women. Under CAPS, the disadvantaged target reached 95 percent, and the academic training percentage was 3 percent.

Under Georgetown University's CASP Program, 186 persons were trained; under CASS-I, 58 persons received training, and 309 individuals were trained under CASS-II.

Under the Guatemala Peace Scholarship Program, 1,071 individuals have entered training. Of this number, 395 were enrolled for some portion of their training in Historically Black Colleges and Universities.

In FY 1995, Guatemala's 76 CLASP-II new starts were in the fields of Law and Legal Studies.

Overall, 6,182 Guatemalans have received CLASP scholarships, 53 percent men and 47 percent women. Of this number, 94 percent have been classified as disadvantaged by the Mission, 19 percent were enrolled in long-term training, and 11 percent pursued academic studies.

Figure A.8 captures the percentages by target categories for Guatemala's CLASP Program overall through FY 1995.

# HAITI

**SUB-REGION:**
Caribbean

**PROJECT TITLES (PROJECT NUMBERS):**
CLASP-I:
PTIIC (521-0640)
CASS-I (597-0001)
CLASP-II:
CASS-II (598-0661)
CLASP-II (521-0227)

**PROJECT PERIOD:**
CLASP-I: FY 1986 - 1992
CLASP-II: FY 1990 - 1998

**PROJECT MANAGERS:**
USAID/Port-au-Prince:
Nicole Jean-Mary (CLASP-I)
Herve Jean-Charles (CLASP-II)
USAID/Washington:
Marilyn Arnold (PTIIC)
Sarah E. Wright (CLASP-II)

**CONTRACTORS:**
CLASP-I:
United Schools of America
**Programmed through PIO/P's:** Partners for International Education and Training
CLASP-II:
**Programmed through PIO/P's:** Partners for International Education and Training

## PROJECT SUMMARY

USAID/Haiti has placed its CLASP-II program under the LAC sub-objective to encourage accelerated opportunities for increased participation in the economy by the historically disadvantaged. Under CLASP-II, the Mission expects to train nurses, doctors, and professionals from education, agriculture, journalism, and the private sector.

In Haiti, as elsewhere in the Caribbean, the Caribbean and Latin American Scholarship Program (CLASP) was implemented through both the PTIIC project and the CASS project managed by Georgetown University. Both of these projects targeted both short-term and long-term training opportunities in the U.S. for the socially and economically disadvantaged (including a major participation of women), to enhance their active role in the development of their country. In Haiti, the PTIIC project began in early FY 1987. Selection of scholarship recipients included communication specialists, political party officials, legislators and labor activists. The project also included public sector representatives from the Ministry of Information and from the Ministry of Justice. These courses were intended to advance the democratic development of Haiti.

A change in training placement contractor midway through the project brought transition problems including a reduction in Trainee placements. In FY 1990, the final year for PTIIC in Haiti, 44 Trainees were enrolled.

CLASP-II funding was tapped to place 48 Trainees (8 academic long-term) in FY 1991. Planning for the remainder of CLASP-II through FY 1995 called for training 153 Haitians professionals from education, agriculture, the private sector, and journalism for U.S.-based training. However, this program, along with other USAID programs in Haiti, was suspended during most of FY 1992 because of the political situation and no participants were enrolled in U.S. training.

In FY 1993, CLASP-II training resumed with the placement of 36 individuals in U.S. training programs, 10 women and 20 men, 19 of whom were programmed for some portion of their training in Historically Black Colleges and Universities. Sixteen participants came in FY 1994, before another hiatus occurred in the program due to an economic embargo and increased tensions between the U.S. and Haitian governments and training was postponed.

## ACCOMPLISHMENTS

The CLASP/PTIIC program in Haiti began awarding scholarships in FY 1987. Initial programming was mostly short-term training, but also included a small group of long-term academic students. In the second year of the project, a major increase of long-term scholarships was awarded. By the third year of the program, the USAID Mission in Haiti scaled back its long-term programming to assure sufficient funding availability for the students already in long-term training. This was also influenced by the change in placement contractor. By the end of FY 1991, a total of 248 PTIIC Trainees had been enrolled in U.S. training programs.

Overall CLASP training for USAID/Haiti to date includes 549 participants (248-PTIIC, 25-CASS-I, 156-CASS-II, and 120-CLASP-II).

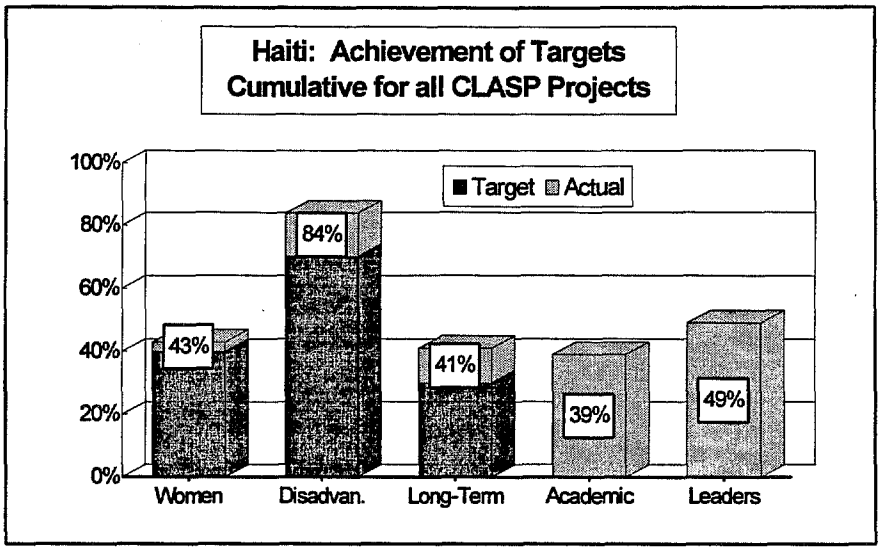


Figure A.9 — Source: CIS through FY 1995

Figure A.9 reflects the cumulative scholarships awarded for the PTIIC/CLASP-II Projects and CASS in Haiti at the end of FY 1995 relative to minimum targets for long-term and academic training, for selection of women, the disadvantaged, and leaders.

# HONDURAS

**SUB-REGION:**
Central America

**PROJECT TITLES (PROJECT NUMBERS):**
CLASP-I:
CAPS/HOPS ((522-0329)
CASP (597-0001)
CASS-I (597-0001)
CLASP-II:
CASS-II (598-0661)
HOPS-II (522-0364)

**PROJECT PERIOD:**
CLASP-I: FY 1985 - 1994
CLASP-II: FY 1990 - 1998

**PROJECT MANAGERS:**
USAID/Honduras: Ned Van Steenwyck
USAID/Washington: Sarah E. Wright

**CONTRACTORS:**
CLASP-I:
Academy for Educational Development; Agricultural Cooperative Development International; CenAmerican Institute for Business Administration; Galloway Farms; Honduras/Vermont Partners; Land O'Lakes; National Association of the Partners of Americas; University of New Mexico; Winrock International Institute for Agriculture Development
**Programmed through PIO/P's:** Northeast Technical Institute, MN; Partners for International Education and Training; U.S. Department of Agriculture
CLASP-II:
Academy for Educational Development

## PROJECT SUMMARY

USAID/Honduras has used the CLASP-II Program, the Honduras Peace Scholarships (HOPS-II) to meet the Mission objectives of improving family health, enhancing economic participation and increased incomes of the poor, the effective stewardship of key natural resources for sustainable economic growth, and more responsive democratic institutions with greater citizen participation.

In Honduras, the largest CLASP scholarship project was CAPS. CAPS Trainees were selected by the USAID/Honduras, but a few Hondurans were also recruited and selected by ROCAP, the regional USAID Mission in Guatemala. The CASP/CASS Projects are managed by Georgetown University on the basis of a legislative set-aside in the CLASP authorization. Both of the projects have the same goal of awarding scholarships to emerging leaders who come primarily from disadvantaged backgrounds. These scholarships are reserved for persons who would not otherwise have the opportunity for exposure to U.S. society and to U.S. education and training designed to help them realize their leadership potential. The CAPS training program in Honduras provided a mix of both short-term and long-term educational opportunities. The Honduran CLASP-II Program, known as HOPS-II, sent its first Trainees in FY 1992.

A key element of the HOPS training program for both short-term and long-term Trainees is active exposure to and participation in the culture and democratic aspects of life in the United States. Fields of study are related to priority areas for Honduras' development such as agriculture, communications, education, environmental protection, finance, health, and municipal development. Targeted for long-term training, primarily at the undergraduate level, are youth from rural areas who have leadership potential.

## ACCOMPLISHMENTS

The CAPS program in Honduras began in FY 1985, with 209 scholarships awarded; the same year CASP awarded 14 scholarships. CLASP awards to the end of FY 1995 have reached

3,096 (2,281 CAPS, 207 CASP, 45 CASS-I, 269 CASS-II, and 294 CLASP-II Trainees).

USAID/Honduras has succeeded in finding qualified scholarship recipients who come from economically or socially disadvantaged backgrounds, as well as assuring that a significant portion of those awards go to women. The overall percentage for women is 42 percent, and the Mission has surpassed the CLASP minimum target for including persons from economically and socially disadvantaged backgrounds.

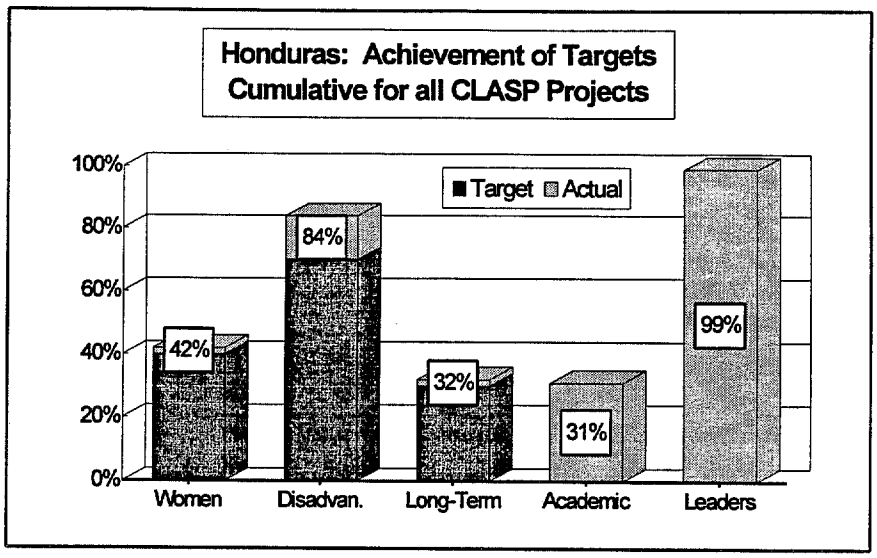


Figure A.10 — Source: CIS through FY 1995

Figure A.10 reflects the cumulative scholarships awarded for the CLASP Projects and CASS in Honduras at the end of FY 1995 relative to the minimum targets for long-term and academic training and for selection of women and persons from disadvantaged backgrounds.

In FY 1995, Honduras' 120 CLASP-II (HOPS-II) new starts were in the following general fields of training: Architecture and Environmental Design (24), Marketing and Distribution (23), Education (27), Allied Health (24), and Parks and Recreation (22).

Since the beginning of HOPS-II, six of the 294 Trainees spent a portion of their training in Historically Black Colleges and Universities.

# JAMAICA

**SUB-REGION:**
Caribbean

**PROJECT TITLES (PROJECT NUMBERS):**
CLASP-I:
PTIIC (532-0147)
CASS-I (597-0001)
CLASP-II:
CASS-II (598-0661)
CLASP-II (532-0169)

**PROJECT PERIOD:**
CLASP-I: FY 1986 - 1994
CLASP-II: FY 1990 - 1998

**PROJECT MANAGERS:**
USAID/Kingston: James Shepperd
USAID/Washington:
Marilyn Arnold (PTIIC)
Sarah E. Wright (CLASP-II)

**CONTRACTORS:**
CLASP-I:
United Schools of America
**Programmed through PIO/P's:** Partners for International Education and Training
CLASP-II:
**Programmed through PIO/P's:** Partners for International Education and Training

## PROJECT SUMMARY

USAID/Jamaica has utilized its CLASP-II programs in support of two main Mission objectives: improved human resource development for the private sector, and improved environmental management and protection.

The CLASP training initiative in Jamaica has been carried out through PTIIC and more recently under CLASP-II administered by USAID/Jamaica, and CASS, administered by Georgetown University. Both projects have the same goal of including sectors of the society that otherwise would not normally be included in sector-oriented development training. The USAID-managed project, which is the largest, includes a mix of short-term and long-term training, whereas the Georgetown-administered project, based on a legislative earmark, is currently focused exclusively on long-term training.

Jamaica's PTIIC project beginning in FY 1986 was fully operational by FY 1987. It targeted individuals, e.g., teachers and private sector leaders, whose U.S. experience could create multiplier effects. Training for women in the construction industry, journalist, media personnel and labor leaders all typify successful sector programs. Due to a change in training placement contractor midway through the project, the project faced and surmounted special programming difficulties. This change resulted in a reduction in Trainee placements (15) in the U.S. for FY 1989.

FY 1990 saw the closing stages of PTIIC overlapping with the commencement of CLASP-II. The latter extends the basic principles of PTIIC, but gives greater emphasis to leadership development for individuals engaged in agriculture, health, tourism, small business, environmental protection, and development of economic infrastructure and education.

## ACCOMPLISHMENTS

Through FY 1995, USAID/Jamaica has selected and sent a total of 574 Jamaicans to the U.S. for training under CLASP programs (235 PTIIC Trainees, 211 CLASP-II Trainees, 17 CASS-I Trainees, and 145 CASS-II).

Initially, USAID/Jamaica encountered problems in structuring its scholarship project to meet all of the target emphases, but increased its levels of scholarship awards for Trainees from disadvantaged backgrounds

(75% in FY 1991, 93% in FY 1992, and 80% in FY 1993 for CLASP-II Trainees), until FY 1994 when it dropped to 45 percent. The overall disadvantaged percentage for CLASP-II (75%) exceeds the 70 percent CLASP mandate. USAID/Jamaica has awarded a large proportion (59%) of its CLASP scholarships to women.

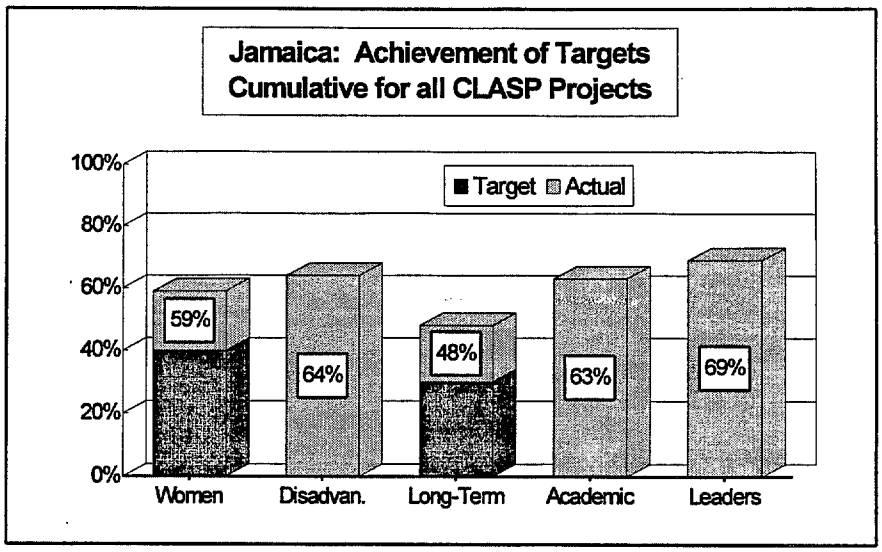


Figure A.11 — Source: CIS through FY 1995

In FY 1995, Jamaica's nine CLASP-II new starts entered the following fields of training: Conservation and Resource Management (3), Business and Management (2), Health Sciences (1), and Science Technologies (3).

Through FY 1995, USAID/Kingston reports the HBCU placement of 18 Trainees under CLASP-II and two under CASS-II.

Figure A.11 reflects the cumulative scholarships awarded for the CLASP/PTIIC project in Jamaica at the end of FY 1995 relative to the minimum targets for selection of women, those from social/economic disadvantaged backgrounds, long-term and academic training and Trainees with leadership skills or potential.

# NICARAGUA

**SUB-REGION:**
Central America

**PROJECT TITLES (PROJECT NUMBERS):**
CASS-II (598-0661)
NPSP (524-0318)

**PROJECT PERIOD:**
CLASP-II: FY 1990 - 1998

**PROJECT MANAGERS:**
USAID/Managua: Anthony Vollbrecht
USAID/Washington: Sarah E. Wright

**CONTRACTORS:**
Academy for Educational Development
**Programmed through PIO/P's:** Partners for International Education and Training

## PROJECT SUMMARY

USAID/Nicaragua has placed CLASP-II training under the USAID Strategic Objectives of strengthening democratic institutions and advancing broad-based economic growth.

USAID/Nicaragua manages the CLASP-II program known as the Nicaragua Peace Scholarship Program (NPSP). The primary target groups are adults already in leadership positions or potential leaders in the education sector, mayors and regional council members, and cooperative leaders. Over the length of project, an estimated 260 Nicaraguans will attend short-term technical programs, and an estimated 77 individuals will attend long-term programs (42 in technical programs and 35 in academic programs leading to a Masters degree).

The NPSP is one of two projects under the Nicaraguan Development Training Project (DPT), the other being a traditional development training program. The DPT is consistent with CDSS strategy in its design to train those who will contribute to improving government services to create a positive investment environment. The NPSP component supports the goal of expanding economic participation by training regional and community leaders, especially women and minorities. It will also address the needs of the country by focusing on training designed to expand the leadership base of the country. Significant training is planned for the education sector; normal school teachers, in-service trainers, and university faculty will serve as target groups.

The Nicaragua CLASP-II component addresses some of the priority skills needs of Nicaragua within the context of leadership development for strengthening democratic institutions and values by providing training in basic skills and attitudes necessary to participate in and strengthen a democratic system and the technical, organizational, and planning skills needed for economic, social, and political development. NPSP scholars are expected to return to Nicaragua and actively work to share their newly acquired skills and knowledge with co-workers, and to contribute directly to the social, economic, and political development of their organizations and communities.

## ACCOMPLISHMENTS

The Nicaragua CLASP-II Program began in June 1991 with an 18-month training program in computer operations implemented under CASS. It included English as a Second Language and Experience America components. The program, administered by Georgetown University, was designed for 15 Nicaraguan vocational teachers and 75 Nicaraguan youth who had not completed secondary education. Since the first year, CASS has enrolled 218 additional Trainees in long-term academic programs.

Trainees received training in six community colleges in computer science, computer secretarial skills or computer repair. Programs for the teachers concluded in May 1992, and for the youth Trainees in November 1992. The cooperating colleges provide basic education to assist the students in developing skills applicable to the workplace in Nicaragua, including the basics of starting, marketing, and operating small, micro- and home businesses. The Experience America goal introduced students to small community and individual initiatives responding to unemployment and private enterprise. Cooperating colleges also give priority to personal development activities aimed at helping students to understand the concepts of personal worth, potential growth, and direction; to help develop self-confidence and initiative; and to learn appropriate attitudes and behaviors about employment in the workplace. Upon completion of training, a two-day pre-return workshop is given which focuses on re-entry and employment issues based on the prevailing economic reality in Nicaragua.

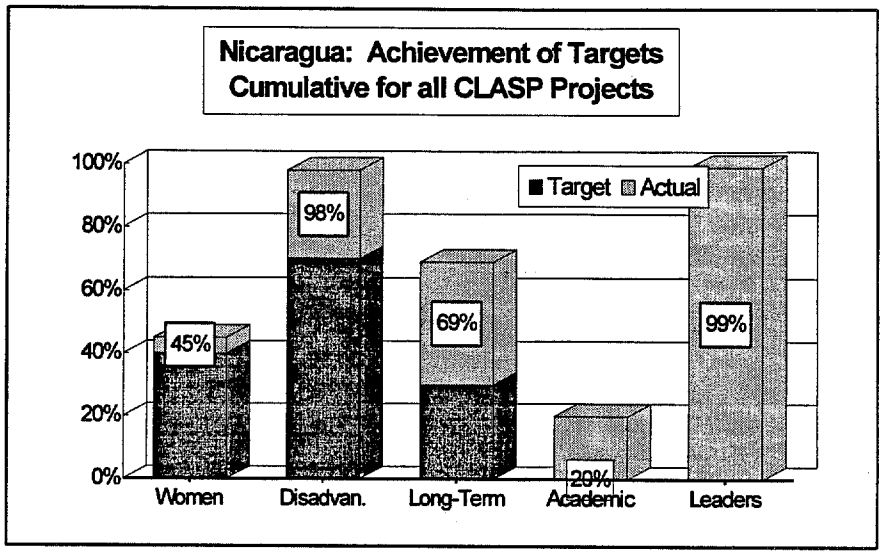


Figure A.12 — Source: CIS through FY 1995

In FY 1995, 76 Nicaragua CLASP-II participants entered the following fields of training: Agribusiness and Agricultural Production (1), Business and Management (1), Education (20), Engineering-Related (31), and Public Administration (23). Overall, Nicaragua has trained 584 participants, 308 under CASS-II and 204 under the CLASP-II NPSP Project.

Figure A.12 reflects the percentages of Trainees selected according to specific targets.

# PANAMA

**SUB-REGION:**
Central America

**PROJECT TITLES (PROJECT NUMBERS):**
CLASP-I:
CAPS (525-1000)
CASP (597-0001)
CLASP-II:
CASS-II (598-0661)

**PROJECT PERIOD:**
CLASP-I: FY 1985 - 1994
CLASP-II: FY 1990 - 1998

**PROJECT MANAGERS:**
USAID/Panama: Roger Yochelson
USAID/Washington: Sarah E. Wright

**CONTRACTORS:**
CLASP-I:
Georgetown University; National 4-H Council
**Programmed through PIO/P's:** Partners for International Education and Training
CLASP-II:
**Programmed through PIO/Ps:** World Learning, Inc.

## PROJECT SUMMARY

USAID/Panama has assigned CLASP-II training in support of the Mission's Strategic Objective of "Competent Civilian Government Institutions and Greater Citizen Participation." The Project also supports the Mission's second Strategic Objective of "Improved Economic Policies/Business Climate," as well as its third Strategic Objective, "Environmental Protection."

The CLASP Training program, which began in 1985, was suspended in FY 1989 for political reasons resulting in USAID being asked to leave Panama in 1987. With the establishment of civilian government in December 1989, both the USAID/Panama Mission-managed CAPS and Georgetown University-managed CASP projects resumed training during FY 1990. Some Panamanians have also been trained in the CAPS project through the regional effort managed by the ROCAP Mission in Guatemala. Both the CAPS and the CASP projects share the same objectives and programming targets, although both projects have limited the breadth of their impact by concentrating on long-term training, almost to the exclusion of short-term training. This has meant that the recruitment population has been constituted by sectors of Panamanian society that were either not employed or able to be away from their jobs for an extended period. At the time the CAPS training effort was suspended in 1988, the Mission had awarded 427 scholarships.

The first groups selected under CAPS for long-term training were potential Panama Canal pilots and electrical engineers, while training in agriculture was provided to rural youth. Subsequent long-term groups were composed of economists, transportation managers, English professors, teachers and administrators, computer programmers, and undergraduates in general fields such as business administration, the sciences, and economics. Short-term training was provided to rural youth, journalists, former trainees in the Soviet Bloc, politicians, and persons in various maritime occupations.

Provincial committees were established under the CAPS project in the ten provinces for the purpose of organizing and setting up Follow-on programs for returned Trainees. These committees, composed of business and community leaders, were given the challenge of meeting with returned Trainees, advising them on career paths and how best to pursue their professional goals, and assisting them in finding jobs.

## ACCOMPLISHMENTS

Under the CAPS project, 427 scholarships were awarded the first four years (FYs 1985-1988); over half of all scholarships (246) were awarded during the second year of the program. The program was suspended in FY 1989. Since the CLASP/CAPS training was restarted in FY 1990, an additional 83 Trainees began their U.S. training programs, bringing the total CAPS/Panama scholarships to 568 to date. The CASP program enrolled 127 Panamanian participants during its life of project. Through FY 1995, 117 long-term Trainees were enrolled in U.S. training under CLASP-II, and 96 CASS-II participants have entered training.

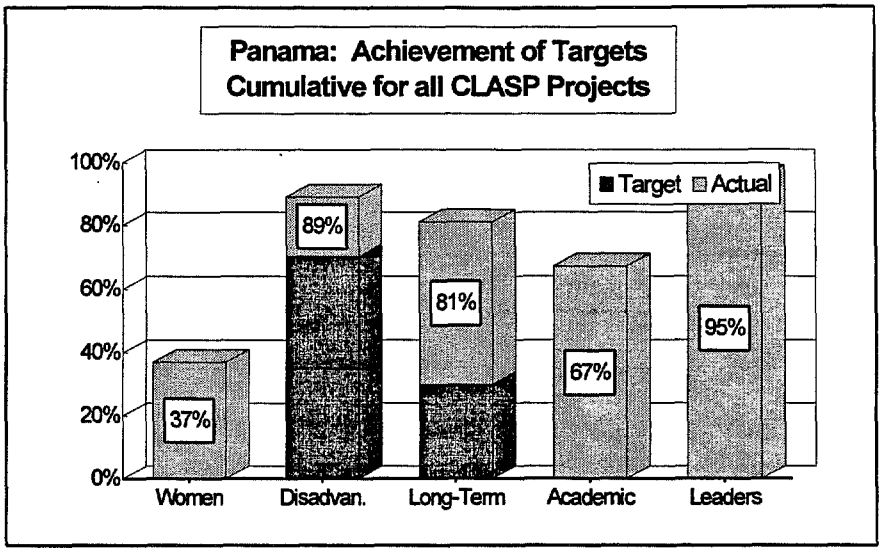


Figure A.13 — Source: CIS through FY 1995

Figure A.13 reflects the scholarships that have been awarded under the CLASP program overall by Panama to the end of FY 1995 relative to the minimum targets for women, persons from disadvantaged backgrounds, long-term training, and academic training, and selection of leaders or potential leaders.

The CLASP minimum targets, designed to insure the participation of sectors of society that otherwise would not experience training in the U.S., have been met under the various programs with the exception of the percentage of CAPS female CAPS (35%) and CASP (39%) Panamanian Trainees.

In FY 1995, USAID/Panama entered 46 CLASP-II participants in the following fields: Engineering (1) and Engineering-Related (45).

# PERU

**SUB-REGION:**
Andean Region

**PROJECT TITLES (PROJECT NUMBERS):**
CLASP-I:
APSP (527-0313)
CLASP-II:
CLASP-II (527-0340)

**PROJECT PERIOD:**
CLASP-I: FY 1987 - 1994
CLASP-II: FY 1990 - 1998

**PROJECT MANAGERS:**
USAID/Lima: Veronica Ferrero
USAID/Washington:
Sarah E. Wright (CLASP-II)

**CONTRACTORS:**
CLASP-I:
Development Associates; National Association of the Partners of the Americas; Partners of the Americas (Texas-Partners)
CLASP-II:
National Association of the Partners of the Americas

## PROJECT SUMMARY

USAID/Peru has placed its CLASP-II training program under LAC Bureau Objectives II and IV with the goals of encouraging strong democratic institutions that reinforce economic freedom, and improving practices at local and national levels for the sustainable use of natural resources.

The Andean Peace Scholarship Program (APSP) in Peru began CLASP training in FY 1987. This project, managed by USAID/Lima, is directed primarily to disadvantaged populations. It has two main objectives, cultural and developmental. The cultural objective seeks to strengthen the ties between the U.S. and Peru by exposing Trainees to the U.S., its citizens, values, cultures, and institutions, and to enable them to acquire a realistic and positive understanding of the U.S. The development objective is to provide Trainees with appropriate and relevant training to increase their skills and broaden their knowledge base in a particular discipline or sector related to priority development concerns in Peru.

The diverse groups from which participants are selected include: community leaders and organizers, agricultural leaders, teachers at high school and university levels, principals, journalists, farmers and cooperative leaders, drug abuse prevention and legal system professionals, development and finance specialists, and industrial workers. The technical training has ranged from formal academic studies at junior colleges and universities to observation trips, meetings with officials and technicians, visits to active local community organizations, factories and farms, seminars, lectures, workshops, and hands-on technical training. Training in the U.S. is offered in Spanish, in English with Spanish interpreters, or in English without interpreters. To the extent practical and feasible, the participants interact and live with U.S. families. They participate in community events and activities through such organizations as the Scouts, the 4-H, civic action groups, sports clubs, cultural societies, and church groups.

## ACCOMPLISHMENTS

USAID/Lima began full-scale programming of the APSP project in FY 1988. It maintained a level of scholarship awards averaging about 90 per year until FY 1991, when 131 awards were given.

From FY 1988 through FY 1990, Development Associates, Inc., served as the U.S. placement contractor for the USAID/Peru APSP project. The application of 620Q restrictions against

Peru required APSP/Peru to contract with a recognized Private Voluntary Organization working within Peru. A cooperative agreement was signed with the National Association of Partners of the Americas (NAPA) for the final project year.

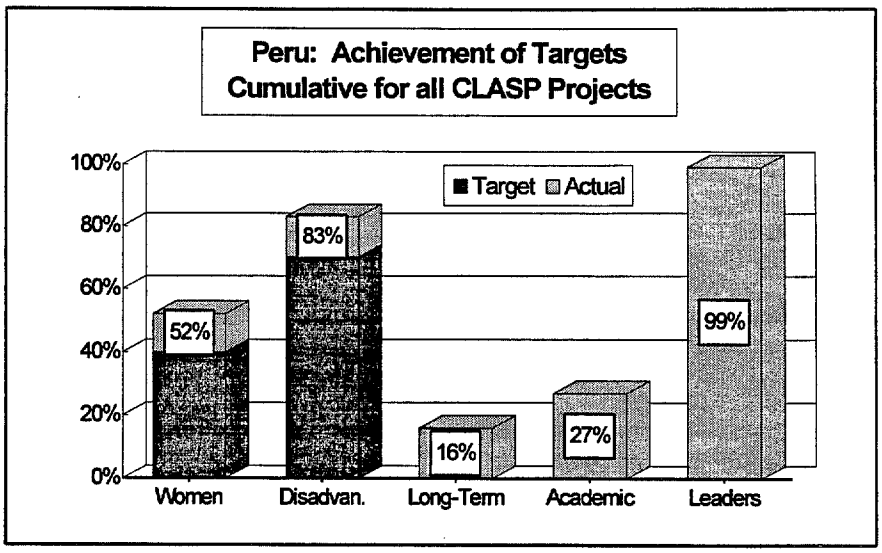


Figure A.14 — Source: CIS through FY 1995

USAID Peru's CLASP-II Program began with the award of 30 scholarships in FY 1993, 15 in the field of Health and 15 in the field of Political Science. Eighty percent of the participants were disadvantaged, and 13 percent were women. None were enrolled in HBCU institutions. In FY 1994, 70 scholarships were awarded. In FY 1995, USAID/Peru trained 48 participants in the fields of Communications (30) and Health Sciences (18).

USAID/Peru's participation in the CLASP-II effort will bring over 300 Trainees to the U.S. for training in the fields of agriculture, education, governance and community polity, human rights, mass communications, and small business associations and labor unions. The program began in FY 1993 and will be implemented over five years.

To date, USAID/Peru has trained 549 CLASP participants under the APSP and CLASP-II Projects, 400 and 149, respectively.

Figure A.14 reflects the scholarships awarded for the APSP and CLASP-II Programs in Peru at the end of FY 1995 in terms of the minimum targets for long-term training, for selection of women, and for selection of persons from disadvantaged backgrounds. USAID/Peru's programming of women has significantly exceeded the minimum target (52% compared to the 40% mandate). The Mission exceeded the target for economic and social disadvantage.

# RDO/C

**SUB-REGION:**
Caribbean

**PROJECT TITLES (PROJECT NUMBERS):**
CLASP-I:
PTIIC (538-0640)
CASS-I (597-0001)
CLASP-II:
CASS-II (598-0661)
CLDT (538-0173)*
* Split with Development Training.

**PROJECT PERIOD:**
CLASP-I: FY 1986 - 1994
CLASP-II: FY 1990 - 1998

**PROJECT MANAGERS:**
USAID/RDO/C: Sylvia Samuels
USAID/Washington:
Marilyn Arnold (PTIIC)
Sarah E. Wright (CLASP-II)

**CONTRACTORS:**
CLASP-I:
Academy for Educational Development; United Schools of America/Creative Associates
**Programmed through PIO/P's:** Partners for International Education and Training
CLASP-II:
Partners for International Education and Training

## PROJECT SUMMARY

USAID/RDO/C has placed its CLASP-II Program under the LAC Objectives to increase and diversify trade and to improve the management of natural resources.

Since FY 1986, the USAID Regional Development Office for the Caribbean (RDO/C) in Bridgetown, Barbados has been implementing the PTIIC scholarship project. PTIIC was designed to increase both long-term and short-term educational and training opportunities in the U.S. for citizens of the island states of Antigua-Barbuda, Barbados, British Virgin Islands, Dominica, Grenada, Montserrat, St. Christopher-Nevis, St. Lucia, and St. Vincent-Grenadines (Table A.1 shows the distribution of awards). Since its inception, PTIIC has awarded 728 scholarships, while the Georgetown University-managed CASS-I and CASS-II projects have awarded 33 and 221 scholarships, respectively, among the same population since FY 1989.

**Table A.1**
**Distribution of RDO/C Trainees**

| Country | PTIIC | CASS |
|---|---|---|
| Antigua/Barbuda | 84 | 39 |
| Barbados | 30 | 28 |
| British V.I. | 25 | 0 |
| Dominica | 88 | 29 |
| Grenada | 199 | 41 |
| Montserrat | 43 | 0 |
| St. Kitts/Nevis | 54 | 30 |
| St. Lucia | 104 | 37 |
| St. Vincent/Gren. | 99 | 50 |
| Other | 2 | 1 |
| **Total RDO/C** | **728** | **255** |

Note: Under CLASP-II, 12 Dominicans received short-term training.
Source: CIS data as of 9/30/95

The target population for both scholarship projects is the economically disadvantaged strata which might not otherwise be able to develop its leadership potential, nor have the chance to experience U.S. society. While the priority groups for inclusion in the program are tailored to the needs of the respective countries, the major focus has been on primary and secondary teachers, youth leaders, private sector individuals, public sector representatives seeking training in areas vital to economic development.

The PTIIC training initiative encountered special programming difficulties because of a change in training placement contractor in the middle of the project period (January 1989).

This directly affected Trainees in the U.S. and placement targets for subsequent years.

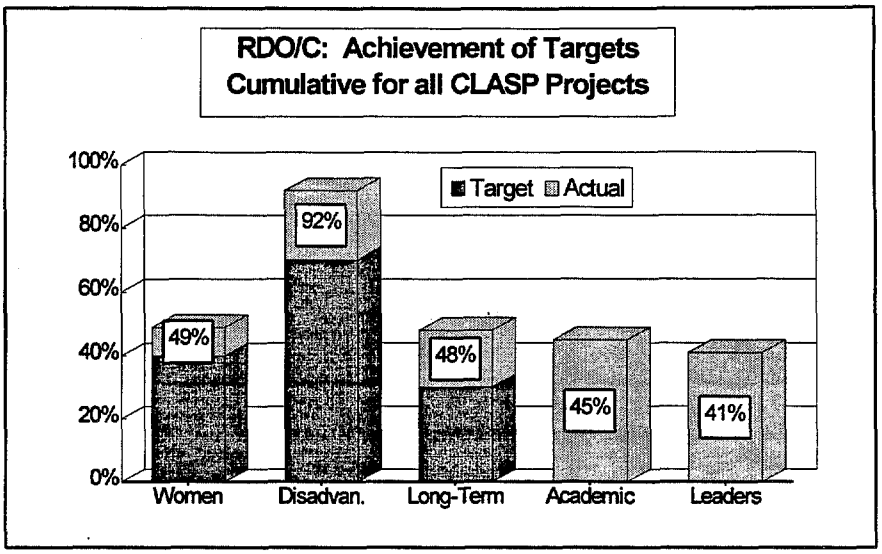


Figure A.15 — Source: CIS through FY 1995

PTIIC and the Caribbean Leadership and Development Training Project (CLDT) were implemented as parallel programs for three years (1990 through 1993). CLDT utilized both CLASP-II funding and general development training funds to train approximately 30 long-term associate degree candidates and 25 short-term (three month) technical Trainees. Training emphasis was on leadership development and training of trainers. This projection was later amended.

Since the numbers of Trainees slated for CLASP-II are relatively small, RDO/C bought in to HCD's placement contractor, PIET. During FY 1993, the CLASP Information System data submitted by the Mission indicates no CLASP-II Trainees were programmed, and in FY 1994, 12 participants entered into training.

## ACCOMPLISHMENTS

The Caribbean regional scholarship program began in the summer of 1986, when a group of primary and secondary school teachers participated in a specially tailored course to upgrade and enhance their teaching skills. Since the inception of the program, training has been arranged for individuals from a wide range of fields: education, journalism, agribusiness, and management training for mid-level public sector employees.

To date, 995 individuals have received CLASP training (728 through PTIIC, 33 through CASS-I, 222 through CASS-II, and 12 through CLASP-II).

Figure A.15 reflects the PTIIC, CASS, and CLASP-II scholarships awarded by USAID/RDO/C to the end of FY 1995 relative to the minimum targets for selection of women, those from social/economic disadvantaged backgrounds, long-term and academic training, and Trainees with leadership skills or potential. All minimum target areas have been exceeded. The Mission did not begin recording data on leadership criteria at project inception. This, in part, explains why selection of leaders appears under-represented.

No further CLASP-II training will be sponsored by USAID/RDO/C. USAID will discontinue all bilateral programs for RDO/C, including CLASP, effective October 1, 1998. RDO/C projects no CLASP training in FY 1996.

# ROCAP

**SUB-REGION:**
Central America

**PROJECT TITLE (PROJECT NUMBER):**
CAPS (596-0130)

**PROJECT PERIOD:**
CLASP-I: FY 1985 - 1990

**PROJECT MANAGERS:**
USAID/ROCAP: Joseph Kelly
USAID/Washington: Anthony Vollbrecht

**CONTRACTORS:**
CenAmerican Institute for Business Administration; Escuela Agricola PanamericanaÄZamorano
**Programmed through PIO/P's:** Partners for International Education and Training

## PROJECT SUMMARY

The goal of the USAID Regional Office for Central American Programs (ROCAP), located in Guatemala, was to complement the efforts of the separate Central American USAID Missions' administration of the Caribbean and Latin American Scholarship Program (CLASP). Table A.2 provides the distribution of ROCAP Trainees by country. The last ROCAP Trainees entered training in FY 1990. ROCAP is not a participant in the CLASP-II project.

The several regional academic and training institutes, like CLASP, were designed to help develop the human resources of the region. USAID/ROCAP, because of its region-wide focus, maintained cooperative programs with these regional schools. ROCAP worked with two schools to select CAPS scholarship recipients for U.S.-based training: EAP, located at Zamarano, Honduras (usually referred to by its location), and INCAE, located in San Jose, Costa Rica.

ROCAP's management of the CAPS training project began in FY 1985 and continued through FY 1990. The focus of its training effort was on cooperatives, small business associations, and non-profit organizations, especially those that served low income target groups. Its objective was to improve the human resource base of the region in two vital areas: agricultural education and public fiscal management.

The ROCAP program offered a mix of short-term and long-term training programs. Short-term typically provided an initial month at the regional institution followed by two or three months in the U.S. Groups targeted for short-term training included agricultural educators and key personnel of the different Controller Generals' offices of Central America. Long-term non-academic training was offered to selected Zamarano faculty, with long-term academic training provided to Zamarano graduates for B.S. degree completion at a U.S. agricultural university.

**Table A.2**
**Distribution of ROCAP Trainees**

| Country | Number |
|---|---|
| Belize | 1 |
| Costa Rica | 158 |
| El Salvador | 143 |
| Guatemala | 133 |
| Honduras | 159 |
| Panama | 68 |
| Other | 2 |
| **Total ROCAP** | **664** |

Source: CIS data as of 9/30/90

## ACCOMPLISHMENTS

ROCAP structured its regional CAPS project to avoid duplicating USAID country missions'

efforts. This limited the Trainee selection pool to the regional institutions, whose student bodies have fewer women and are less often from disadvantaged backgrounds, and who are already enrolled in academic training. ROCAP was, therefore, constrained in its recruitment efforts.

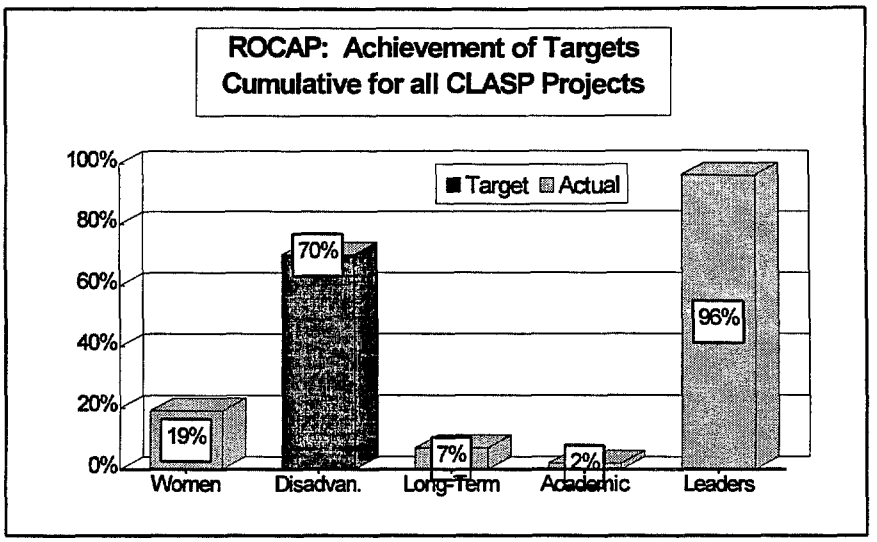


Figure A.16 — Source: CIS through FY 1990

USAID/ROCAP acknowledged the need to refocus its recruitment efforts to seek a higher percentage of women and long-term scholarship Trainees, and through efforts, the recruitment share for disadvantaged during FY 1990 rose to 78 percent. However, the for FY 1990, the recruitment level for women fell to three percent, decreasing the overall average.

Figure A.16 reflects the scholarships awarded by USAID/ROCAP at the end of FY 1990 (its final year of CLASP participation) relative to the minimum targets for long-term and academic training, for selection of women and the disadvantaged. Not only was ROCAP below target for including at least 40 percent women, their long-term training was less than one quarter of the 30 percent minimum target level, with no academic awards to women.

USAID/ROCAP has completed its participation in the CLASP Program. Previously it had reported that it was programming approximately 40 percent of its scholarship recipients at HBCUs.

# CASP

**SUB-REGION:**
Central America

**PROJECT TITLE (PROJECT NUMBER):**
CASP (597-0001)

**PROJECT PERIOD:**
FY 1985 - 1992

**PROJECT MANAGERS:**
Georgetown University:
Thomas Oates
Elizabeth Robinson
USAID/Washington: Anthony Vollbrecht

**CONTRACTOR:**
Georgetown University

## PROJECT SUMMARY

CASP, implemented by Georgetown University through a legislative funding set-aside, began operating in Central America in FY 1985 concurrently with the AID-managed CAPS project. The focus of the Georgetown effort was to develop training programs using educational and training institutions (specifically community colleges) in the U.S. that had not traditionally been involved in training foreign students. The last group of CASP Trainees returned from U.S. training in early FY 1992. Table A.3 depicts the Trainee population by country, that received CASP scholarship awards.

An important aspect of the CASP training design was the type of training being provided. The U.S. community college system is designed to provide professional skills training beyond the secondary level. Through CASP, disadvantaged Central American youth, who had demonstrated exceptional academic achievement at the secondary school level, were provided this type of training in addition to being introduced to the U.S. way of life and learning some English.

**Table A.3**
**Distribution of CASP Trainees**

| Country | Number |
|---|---|
| Belize | 229 |
| Costa Rica | 187 |
| El Salvador | 193 |
| Guatemala | 186 |
| Honduras | 207 |
| Panama | 127 |
| **Total CASP** | **1,129** |

Source: CIS data as of 9/30/92

## ACCOMPLISHMENTS

To manage CASP recruitment, selection, pre-departure orientation, and follow-on programs in tandem with the Central American AID Missions, Georgetown established a series of regional country offices. Although the CASP training effort, in part, competed with the Missions' recruitment efforts, CASP was generally more narrowly focused. CASP also worked collaboratively with the Missions and followed the Missions' Country Development Strategy Statements.

CASP managers developed successful procedures for preparing U.S. institutions to receive CASP Trainees, including arranging for school representatives to visit the region and participate in orientation programs. Georgetown University, assisted by its active alumni associations in the Central American region, initiated new activities designed to assist the returned Trainee in transitioning his or her new skills to productive employment and civic activities.

Figure A.17 reflects the scholarships awarded by CASP at the end of FY 1990 relative to the minimum targets for long-term and academic training, and for selection of women and the

disadvantaged. CASP exceeded minimum targets in all of these categories.

CASP reported no HBCU placements.

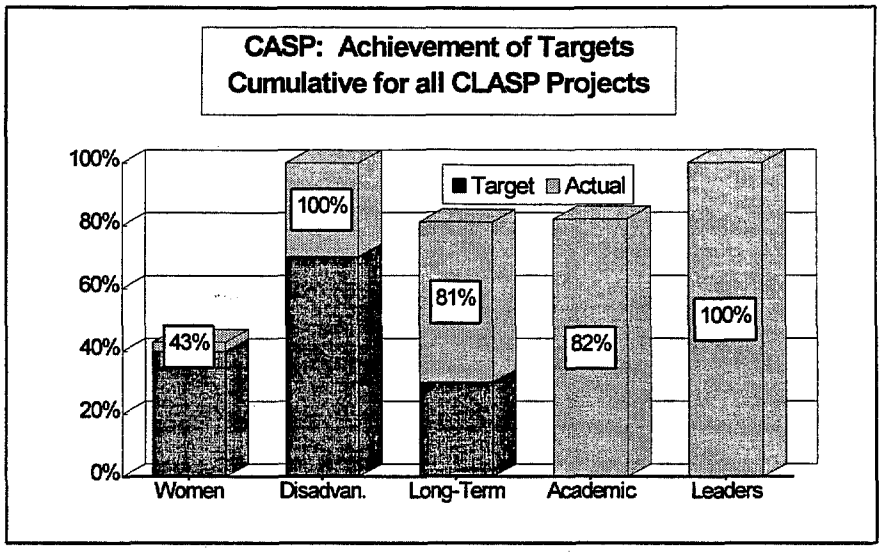


Figure A.17 — Source: CIS through FY 1992

# CASS

**SUB-REGIONS:**
Central America
Caribbean

**PROJECT TITLE:**
Cooperative Association of States for Scholarships (CASS)

**PROJECT PERIOD:**
CASS-I: FY 1989 - 1992
CASS-II: FY 1990 - 1998

**PROJECT MANAGERS:**
Georgetown University:
Julio Giulietti, S.J.
David Gifford
USAID/Washington: Sarah E. Wright

**CONTRACTOR:**
Georgetown University

## PROJECT SUMMARY

In FY 1989, CASS-I was funded under CLASP-I by a second legislative funding set-aside. With this cooperative agreement, Georgetown University began a new effort beyond its earlier Central America CASP initiative and expanded programming into the Caribbean. Its successor, CASS-II, was inaugurated in FY 1990 as a subcomponent of CLASP-II. See Table A.4 for country placements.

Regional offices were established in the Caribbean working parallel with the USAID Missions in that region. Georgetown's focus continues to be one of developing training programs using educational and training institutions (specifically community colleges) in the U.S. that have not traditionally been involved in training foreign students. The intended objective of this project design is to provide an effective, inexpensive alternative to traditional A.I.D. training, and provide cultural enrichment opportunities for U.S. communities not frequently exposed to international visitors.

The CASS training initiative has been exclusively targeted on long-term academic training. Most of its scholarship award recipients have continued to be placed in the same type of two-year community college occupational skills training that was begun by Georgetown under the CASP project.

CASS training program costs are cost-shared with cooperative state college and community college systems, with a cost-share target of 25 percent of the CASS federal funds to be provided by the institutions.

**Table A.4**
**Distribution of CASS Trainees**

| Country | CASS-I | CASS-II |
|---|---|---|
| Belize | 25 | 82 |
| Costa Rica | 35 | 141 |
| Dominican Republic | 45 | 267 |
| El Salvador | 44 | 213 |
| Guatemala | 58 | 309 |
| Haiti | 25 | 156 |
| Honduras | 45 | 269 |
| Jamaica | 17 | 145 |
| Nicaragua | 0 | 380 |
| Panama | 0 | 96 |
| RDO/C | 33 | 222 |
| **Total CASS** | **327** | **2,280** |

Source: CIS data as of 9/30/95

Like CASP, an important aspect of the CASS training design is the type of training being provided. The U.S. community college system is designed to provide professional skills training beyond the secondary level. Through CASP, disadvantaged Central American youth, who had demonstrated exceptional academic achievement at the secondary school level, were provided this type of training in addition

to being introduced to the U.S. way of life, and learning some English.

CASS has implemented two-year training programs in the area of disability. In June 1990, thirty hearing impaired Trainees from five countries were recruited to study computer information systems/office applications and computer literacy/desk top publishing at two U.S. junior colleges. Fourteen Trainees (some disabled and some not) from five countries received sign interpreter/ disability outreach promoter training at a junior college. CASS is currently recruiting rural teachers in Central America and the Caribbean for two-year Special Education Programs. During their training in the U.S., all hearing impaired students learn American Sign Language and English as a Second Language. CASS works closely with disabled groups and hearing impaired groups in Central America and the Caribbean for all in-country activities, recruitment, orientation, and Follow-on.

## ACCOMPLISHMENTS

The CASS project in Central America and the Caribbean is essentially a continuation of CASP. It has used the same personnel and program approach. In the Caribbean, however, a new series of offices were established to manage the recruitment, selection, orientation, and follow-on in that region.

Although the CASS training effort competes somewhat with USAID Missions in recruitment, the CASS effort, like CASP, is in general much more narrowly focused than that managed by the USAID Missions. CASS managers are also under instruction to work in collaboration with the USAID Mission and to take into consideration the focus of the Mission's Country Development Strategy Statement, Country Training Plan, and Social Institutional Framework planning documents.

In FY 1995, CASS-II's 332 new starts were enrolled in the following general fields of training: Agribusiness and Agricultural Production (34), Agricultural Sciences (52), Business and Management (48), Computer and Information Sciences (15), Education (1), Engineering-Related Technologies (86), Health Sciences (30), Parks and Recreation (50), and Mechanics and Repairers (16).

CASS reported five HBCU placements in FY 1990, 22 HBCU placements in FY 1992, 1 in FY 1993, 19 in FY 1993, and 16 in FY 1995, a total of 64 participants.

Figure A.18 reflects cumulative CASS-I and CASS-II scholarships (2,607) to the end of FY 1995 relative to the minimum targets for long-term training and academic training, and for the selection of women and the disadvantaged. CASS exceeds minimum targets in all of these categories.

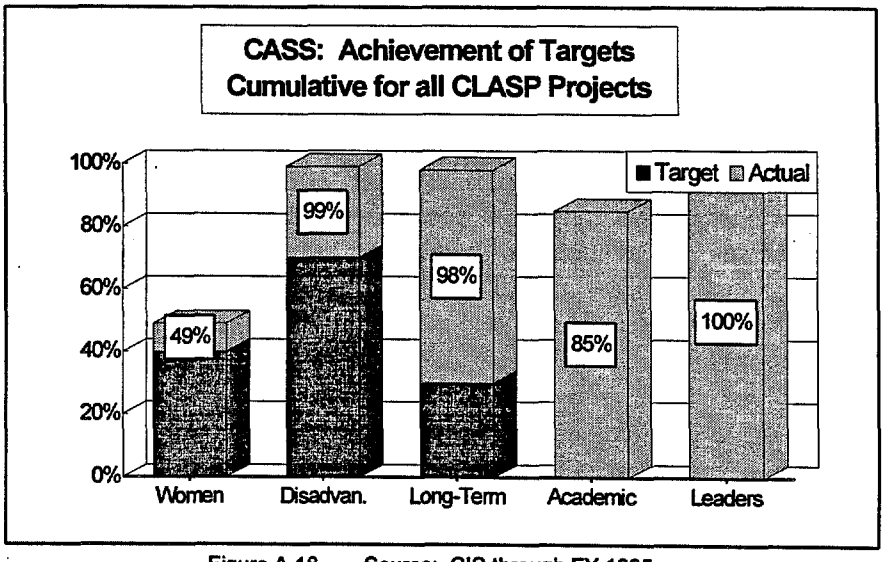


Figure A.18 — Source: CIS through FY 1995

# Appendix B:

## *CLASP Fact Sheet*

## *Through FY 1995*

### INTRODUCTION

This appendix presents the CLASP Fact Sheet for training programs through FY 1995. These Fact Sheets are prepared on a quarterly basis from the CLASP Information System for the USAID LAC/RSD/EHR Project Manager as a management tool for the monitoring and supervising of the CLASP program. Data for the Fact Sheet are also obtained quarterly from the field Mission managers of the program and from Georgetown University. When data updates from the field are received on diskette, the Aguirre International Database Manager compares the updates with the previous database for analysis; and checks for any inadvertent deletions, double entries, or otherwise unexplained changes that may have occurred since the previous quarter. When the Database Manager has verified that the new data is valid, the CIS database is updated and the merged aggregated data is used to produce the quarterly Fact Sheet reports.

This FY 1995 Fact Sheet contains data on both the CLASP-I and CLASP-II Programs.

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# CLASP FACT SHEET

## THROUGH FOURTH QUARTER FY 1995

*The CLASP Fact Sheet reports the number of new CLASP starts each Fiscal Year and through the most recent quarter of the current Fiscal Year. The cumulative totals include both students currently in training as well as those who have completed training.*

# CLASP II TRAINEES THROUGH FOURTH QUARTER FY 1995

| COUNTRY | TOTAL TRAINEES | FEMALE NO. | FEMALE % | ACADEMIC NO. | ACADEMIC % | LONG-TERM NO. | LONG-TERM % | DISADVANTAGED NO. | DISADVANTAGED % | HBCU NO. |
|---|---|---|---|---|---|---|---|---|---|---|
| ** BELIZE | | | | | | | | | | |
| FY 90 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| FY 91 | 8 | 5 | 63% | 8 | 100% | 8 | 100% | 8 | 100% | 0 |
| FY 92 | 7 | 2 | 29% | 7 | 100% | 7 | 100% | 7 | 100% | 2 |
| FY 93 | 1 | 0 | 0% | 1 | 100% | 0 | 0% | 1 | 100% | 0 |
| FY 94 | 1 | 0 | 0% | 1 | 100% | 1 | 100% | 1 | 100% | 0 |
| FY 95 | 8 | 5 | 63% | 0 | 0% | 8 | 100% | 5 | 63% | 0 |
| TOTAL: | 25 | 12 | 48% | 17 | 68% | 24 | 96% | 22 | 88% | 2 |
| BOLIVIA | | | | | | | | | | |
| FY 91 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| FY 92 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| FY 93 | 86 | 20 | 23% | 0 | 0% | 0 | 0% | 77 | 90% | 86 |
| FY 94 | 85 | 40 | 47% | 0 | 0% | 14 | 16% | 66 | 78% | 38 |
| FY 95 | 50 | 37 | 74% | 0 | 0% | 0 | 0% | 50 | 100% | 16 |
| TOTAL: | 221 | 97 | 44% | 0 | 0% | 14 | 6% | 193 | 87% | 140 |
| COSTA RICA | | | | | | | | | | |
| FY 90 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| FY 91 | 210 | 108 | 51% | 24 | 11% | 24 | 11% | 190 | 90% | 109 |
| FY 92 | 119 | 49 | 41% | 20 | 17% | 80 | 67% | 115 | 97% | 41 |
| FY 93 | 2 | 2 | 100% | 2 | 100% | 2 | 100% | 2 | 100% | 0 |
| FY 94 | 12 | 6 | 50% | 12 | 100% | 12 | 100% | 9 | 75% | 2 |
| FY 95 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| TOTAL: | 343 | 165 | 48% | 58 | 17% | 118 | 34% | 316 | 92% | 152 |
| ECUADOR | | | | | | | | | | |
| FY 92 | 55 | 25 | 45% | 0 | 0% | 10 | 18% | 47 | 85% | 23 |
| FY 93 | 65 | 40 | 62% | 14 | 22% | 14 | 22% | 55 | 85% | 54 |
| FY 94 | 20 | 9 | 45% | 20 | 100% | 20 | 100% | 13 | 65% | 2 |
| FY 95 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| TOTAL: | 140 | 74 | 53% | 34 | 24% | 44 | 31% | 115 | 82% | 79 |
| EL SALVADOR | | | | | | | | | | |
| FY 90 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| FY 91 | 120 | 38 | 32% | 0 | 0% | 0 | 0% | 112 | 93% | 20 |
| FY 92 | 193 | 93 | 48% | 0 | 0% | 72 | 37% | 182 | 94% | 75 |
| FY 93 | 216 | 116 | 54% | 0 | 0% | 0 | 0% | 190 | 88% | 38 |
| FY 94 | 234 | 134 | 57% | 8 | 3% | 8 | 3% | 182 | 78% | 50 |
| FY 95 | 308 | 110 | 36% | 22 | 7% | 22 | 7% | 212 | 69% | 45 |
| TOTAL: | 1,071 | 491 | 46% | 30 | 3% | 102 | 10% | 878 | 82% | 228 |
| GUATEMALA | | | | | | | | | | |
| FY 90 | 41 | 18 | 44% | 0 | 0% | 41 | 100% | 31 | 76% | 0 |
| FY 91 | 169 | 56 | 33% | 0 | 0% | 0 | 0% | 163 | 96% | 51 |
| FY 92 | 435 | 237 | 54% | 29 | 7% | 51 | 12% | 425 | 98% | 213 |
| FY 93 | 182 | 97 | 53% | 0 | 0% | 34 | 19% | 181 | 99% | 48 |
| FY 94 | 168 | 47 | 28% | 0 | 0% | 18 | 11% | 153 | 91% | 83 |
| FY 95 | 76 | 14 | 18% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| TOTAL: | 1,071 | 469 | 44% | 29 | 3% | 144 | 13% | 953 | 89% | 395 |

** Belize Counts not updated at this time.

# CLASP II TRAINEES THROUGH FOURTH QUARTER FY 1995

| COUNTRY | TOTAL TRAINEES | FEMALE NO. | FEMALE % | ACADEMIC NO. | ACADEMIC % | LONG-TERM NO. | LONG-TERM % | DISADVANTAGED NO. | DISADVANTAGED % | HBCU NO. |
|---|---|---|---|---|---|---|---|---|---|---|
| **HAITI** | | | | | | | | | | |
| FY 90 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| FY 91 | 48 | 31 | 65% | 8 | 17% | 8 | 17% | 40 | 83% | 12 |
| FY 92 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| FY 93 | 56 | 12 | 21% | 0 | 0% | 0 | 0% | 56 | 100% | 19 |
| FY 94 | 16 | 6 | 38% | 0 | 0% | 6 | 38% | 14 | 88% | 6 |
| FY 95 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| TOTAL: | 120 | 49 | 41% | 8 | 7% | 14 | 12% | 110 | 92% | 37 |
| **HONDURAS** | | | | | | | | | | |
| FY 90 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| FY 91 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| FY 92 | 60 | 18 | 30% | 22 | 37% | 37 | 62% | 58 | 97% | 4 |
| FY 93 | 64 | 23 | 36% | 26 | 41% | 26 | 41% | 57 | 89% | 2 |
| FY 94 | 50 | 28 | 56% | 14 | 28% | 14 | 28% | 37 | 74% | 0 |
| FY 95 | 120 | 58 | 48% | 0 | 0% | 0 | 0% | 97 | 81% | 0 |
| TOTAL: | 294 | 127 | 43% | 62 | 21% | 77 | 26% | 249 | 85% | 6 |
| **JAMAICA** | | | | | | | | | | |
| FY 90 | 2 | 1 | 50% | 2 | 100% | 2 | 100% | 2 | 100% | 0 |
| FY 91 | 69 | 30 | 43% | 21 | 30% | 21 | 30% | 52 | 75% | 3 |
| FY 92 | 55 | 39 | 71% | 40 | 73% | 19 | 35% | 51 | 93% | 5 |
| FY 93 | 37 | 26 | 70% | 25 | 68% | 24 | 65% | 30 | 81% | 8 |
| FY 94 | 39 | 21 | 54% | 7 | 18% | 2 | 5% | 18 | 46% | 1 |
| FY 95 | 9 | 4 | 44% | 0 | 0% | 0 | 0% | 3 | 33% | 0 |
| TOTAL: | 211 | 121 | 57% | 95 | 45% | 68 | 32% | 156 | 74% | 17 |
| **NICARAGUA** | | | | | | | | | | |
| FY 93 | 30 | 22 | 73% | 0 | 0% | 0 | 0% | 30 | 100% | 0 |
| FY 94 | 98 | 37 | 38% | 2 | 2% | 2 | 2% | 97 | 99% | 21 |
| FY 95 | 76 | 27 | 36% | 3 | 4% | 23 | 30% | 65 | 86% | 1 |
| TOTAL: | 204 | 86 | 42% | 5 | 2% | 25 | 12% | 192 | 94% | 22 |
| **PANAMA** | | | | | | | | | | |
| FY 90 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| FY 91 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| FY 92 | 33 | 15 | 45% | 33 | 100% | 33 | 100% | 33 | 100% | 3 |
| FY 93 | 38 | 23 | 61% | 36 | 95% | 38 | 100% | 38 | 100% | 5 |
| FY 94 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| FY 95 | 46 | 12 | 26% | 1 | 2% | 0 | 0% | 43 | 93% | 0 |
| TOTAL: | 117 | 50 | 43% | 70 | 60% | 71 | 61% | 114 | 97% | 8 |
| **PERU** | | | | | | | | | | |
| FY 91 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| FY 92 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| FY 93 | 30 | 4 | 13% | 0 | 0% | 0 | 0% | 28 | 93% | 0 |
| FY 94 | 71 | 31 | 44% | 10 | 14% | 9 | 13% | 53 | 75% | 0 |
| FY 95 | 48 | 28 | 58% | 0 | 0% | 0 | 0% | 40 | 83% | 0 |
| TOTAL: | 149 | 63 | 42% | 10 | 7% | 9 | 6% | 121 | 81% | 0 |

# CLASP II TRAINEES THROUGH FOURTH QUARTER FY 1995

| COUNTRY | TOTAL TRAINEES | FEMALE NO. | FEMALE % | ACADEMIC NO. | ACADEMIC % | LONG-TERM NO. | LONG-TERM % | DISADVANTAGED NO. | DISADVANTAGED % | HBCU NO. |
|---|---|---|---|---|---|---|---|---|---|---|
| **RDOC** | | | | | | | | | | |
| FY 90 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| FY 91 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| FY 92 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| FY 93 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| FY 94 | 12 | 8 | 67% | 0 | 0% | 0 | 0% | 12 | 100% | 0 |
| FY 95 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| TOTAL: | 12 | 8 | 67% | 0 | 0% | 0 | 0% | 12 | 100% | 0 |
| **GRAND TOTAL** | | | | | | | | | | |
| FY 90 | 43 | 19 | 44% | 2 | 5% | 43 | 100% | 33 | 77% | 0 |
| FY 91 | 624 | 268 | 43% | 61 | 10% | 61 | 10% | 565 | 91% | 195 |
| FY 92 | 957 | 478 | 50% | 151 | 16% | 309 | 32% | 918 | 96% | 366 |
| FY 93 | 807 | 385 | 48% | 104 | 13% | 138 | 17% | 745 | 92% | 260 |
| FY 94 | 806 | 367 | 46% | 74 | 9% | 106 | 13% | 655 | 81% | 203 |
| FY 95 | 741 | 295 | 40% | 26 | 4% | 53 | 7% | 515 | 70% | 62 |
| TOTAL: | 3,978 | 1,812 | 46% | 418 | 11% | 710 | 18% | 3,431 | 86% | 1,086 |

# CLASP II/CASS TRAINEES THROUGH FOURTH QUARTER FY 1995

| COUNTRY | TOTAL TRAINEES | FEMALE NO. | FEMALE % | ACADEMIC NO. | ACADEMIC % | LONG-TERM NO. | LONG-TERM % | DISADVANTAGED NO. | DISADVANTAGED % | HBCU NO. |
|---|---|---|---|---|---|---|---|---|---|---|
| **BELIZE** | | | | | | | | | | |
| FY 90 | 20 | 6 | 30% | 20 | 100% | 20 | 100% | 20 | 100% | 2 |
| FY 91 | 10 | 3 | 30% | 10 | 100% | 10 | 100% | 10 | 100% | 0 |
| FY 92 | 19 | 8 | 42% | 17 | 89% | 19 | 100% | 19 | 100% | 2 |
| FY 93 | 17 | 11 | 65% | 17 | 100% | 17 | 100% | 17 | 100% | 0 |
| FY 94 | 16 | 9 | 56% | 15 | 94% | 16 | 100% | 16 | 100% | 1 |
| FY 95 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| TOTAL: | 82 | 37 | 45% | 79 | 96% | 82 | 100% | 82 | 100% | 5 |
| **COSTA RICA** | | | | | | | | | | |
| FY 90 | 55 | 28 | 51% | 54 | 98% | 55 | 100% | 55 | 100% | 1 |
| FY 91 | 15 | 8 | 53% | 15 | 100% | 15 | 100% | 15 | 100% | 0 |
| FY 92 | 24 | 6 | 25% | 22 | 92% | 24 | 100% | 24 | 100% | 2 |
| FY 93 | 24 | 6 | 25% | 24 | 100% | 24 | 100% | 24 | 100% | 0 |
| FY 94 | 23 | 11 | 48% | 22 | 96% | 23 | 100% | 23 | 100% | 1 |
| FY 95 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| TOTAL: | 141 | 59 | 42% | 137 | 97% | 141 | 100% | 141 | 100% | 4 |
| **DOM. REPUBLIC** | | | | | | | | | | |
| FY 90 | 83 | 48 | 58% | 83 | 100% | 83 | 100% | 83 | 100% | 0 |
| FY 91 | 22 | 17 | 77% | 22 | 100% | 22 | 100% | 22 | 100% | 0 |
| FY 92 | 45 | 30 | 67% | 41 | 91% | 45 | 100% | 45 | 100% | 1 |
| FY 93 | 39 | 18 | 46% | 39 | 100% | 39 | 100% | 39 | 100% | 0 |
| FY 94 | 40 | 25 | 63% | 34 | 85% | 40 | 100% | 40 | 100% | 3 |
| FY 95 | 38 | 22 | 58% | 37 | 97% | 38 | 100% | 38 | 100% | 0 |
| TOTAL: | 267 | 160 | 60% | 256 | 96% | 267 | 100% | 267 | 100% | 4 |
| **EL SALVADOR** | | | | | | | | | | |
| FY 90 | 60 | 32 | 53% | 60 | 100% | 60 | 100% | 60 | 100% | 1 |
| FY 91 | 22 | 10 | 45% | 22 | 100% | 22 | 100% | 22 | 100% | 0 |
| FY 92 | 30 | 10 | 33% | 25 | 83% | 29 | 97% | 30 | 100% | 2 |
| FY 93 | 30 | 8 | 27% | 30 | 100% | 30 | 100% | 30 | 100% | 0 |
| FY 94 | 35 | 10 | 29% | 31 | 89% | 35 | 100% | 35 | 100% | 2 |
| FY 95 | 36 | 18 | 50% | 36 | 100% | 36 | 100% | 36 | 100% | 0 |
| TOTAL: | 213 | 88 | 41% | 204 | 96% | 212 | 100% | 213 | 100% | 5 |
| **GUATEMALA** | | | | | | | | | | |
| FY 90 | 95 | 48 | 51% | 95 | 100% | 95 | 100% | 95 | 100% | 1 |
| FY 91 | 31 | 15 | 48% | 31 | 100% | 31 | 100% | 31 | 100% | 0 |
| FY 92 | 55 | 26 | 47% | 47 | 85% | 55 | 100% | 55 | 100% | 4 |
| FY 93 | 41 | 13 | 32% | 41 | 100% | 41 | 100% | 41 | 100% | 1 |
| FY 94 | 46 | 28 | 61% | 40 | 87% | 46 | 100% | 46 | 100% | 2 |
| FY 95 | 41 | 16 | 39% | 41 | 100% | 41 | 100% | 41 | 100% | 0 |
| TOTAL: | 309 | 146 | 47% | 295 | 95% | 309 | 100% | 309 | 100% | 8 |
| **HAITI** | | | | | | | | | | |
| FY 90 | 51 | 20 | 39% | 51 | 100% | 51 | 100% | 51 | 100% | 0 |
| FY 91 | 20 | 6 | 30% | 20 | 100% | 20 | 100% | 20 | 100% | 0 |
| FY 92 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| FY 93 | 9 | 4 | 44% | 9 | 100% | 9 | 100% | 9 | 100% | 0 |
| FY 94 | 21 | 8 | 38% | 18 | 86% | 21 | 100% | 21 | 100% | 2 |
| FY 95 | 55 | 26 | 47% | 25 | 45% | 25 | 45% | 55 | 100% | 14 |
| TOTAL: | 156 | 64 | 41% | 123 | 79% | 126 | 81% | 156 | 100% | 16 |

# CLASP II/CASS TRAINEES THROUGH FOURTH QUARTER FY 1995

| COUNTRY | TOTAL TRAINEES | FEMALE NO. | FEMALE % | ACADEMIC NO. | ACADEMIC % | LONG-TERM NO. | LONG-TERM % | DISADVANTAGED NO. | DISADVANTAGED % | HBCU NO. |
|---|---|---|---|---|---|---|---|---|---|---|
| **HONDURAS** | | | | | | | | | | |
| FY 90 | 72 | 36 | 50% | 72 | 100% | 72 | 100% | 72 | 100% | 0 |
| FY 91 | 26 | 15 | 58% | 26 | 100% | 26 | 100% | 26 | 100% | 0 |
| FY 92 | 44 | 20 | 45% | 36 | 82% | 44 | 100% | 44 | 100% | 3 |
| FY 93 | 54 | 37 | 69% | 54 | 100% | 54 | 100% | 54 | 100% | 0 |
| FY 94 | 34 | 20 | 59% | 31 | 91% | 34 | 100% | 34 | 100% | 1 |
| FY 95 | 39 | 29 | 74% | 39 | 100% | 39 | 100% | 39 | 100% | 0 |
| TOTAL: | 269 | 157 | 58% | 258 | 96% | 269 | 100% | 269 | 100% | 4 |
| **JAMAICA** | | | | | | | | | | |
| FY 90 | 49 | 28 | 57% | 49 | 100% | 49 | 100% | 49 | 100% | 0 |
| FY 91 | 7 | 3 | 43% | 7 | 100% | 7 | 100% | 7 | 100% | 0 |
| FY 92 | 20 | 11 | 55% | 19 | 95% | 20 | 100% | 20 | 100% | 1 |
| FY 93 | 22 | 16 | 73% | 22 | 100% | 22 | 100% | 22 | 100% | 0 |
| FY 94 | 22 | 13 | 59% | 16 | 73% | 22 | 100% | 22 | 100% | 1 |
| FY 95 | 25 | 8 | 32% | 25 | 100% | 25 | 100% | 25 | 100% | 1 |
| TOTAL: | 145 | 79 | 54% | 138 | 95% | 145 | 100% | 145 | 100% | 3 |
| **NICARAGUA** | | | | | | | | | | |
| FY 90 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| FY 91 | 90 | 49 | 54% | 0 | 0% | 90 | 100% | 90 | 100% | 0 |
| FY 92 | 36 | 14 | 39% | 31 | 86% | 36 | 100% | 36 | 100% | 1 |
| FY 93 | 98 | 41 | 42% | 36 | 37% | 98 | 100% | 98 | 100% | 0 |
| FY 94 | 83 | 39 | 47% | 22 | 27% | 83 | 100% | 82 | 99% | 1 |
| FY 95 | 73 | 32 | 44% | 26 | 36% | 73 | 100% | 73 | 100% | 0 |
| TOTAL: | 380 | 175 | 46% | 115 | 30% | 380 | 100% | 379 | 100% | 2 |
| **PANAMA** | | | | | | | | | | |
| FY 90 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| FY 91 | 12 | 5 | 42% | 12 | 100% | 12 | 100% | 12 | 100% | 0 |
| FY 92 | 18 | 10 | 56% | 17 | 94% | 18 | 100% | 18 | 100% | 0 |
| FY 93 | 22 | 7 | 32% | 22 | 100% | 22 | 100% | 22 | 100% | 0 |
| FY 94 | 20 | 8 | 40% | 15 | 75% | 20 | 100% | 20 | 100% | 1 |
| FY 95 | 24 | 8 | 33% | 24 | 100% | 24 | 100% | 24 | 100% | 0 |
| TOTAL: | 96 | 38 | 40% | 90 | 94% | 96 | 100% | 96 | 100% | 1 |
| **RDOC** | | | | | | | | | | |
| FY 90 | 61 | 28 | 46% | 61 | 100% | 61 | 100% | 61 | 100% | 0 |
| FY 91 | 23 | 9 | 39% | 23 | 100% | 23 | 100% | 23 | 100% | 0 |
| FY 92 | 41 | 23 | 56% | 34 | 83% | 41 | 100% | 41 | 100% | 7 |
| FY 93 | 53 | 32 | 60% | 53 | 100% | 53 | 100% | 53 | 100% | 0 |
| FY 94 | 43 | 24 | 56% | 29 | 67% | 43 | 100% | 43 | 100% | 4 |
| FY 95 | 1 | 1 | 100% | 0 | 0% | 1 | 100% | 1 | 100% | 1 |
| TOTAL: | 222 | 117 | 53% | 200 | 90% | 222 | 100% | 222 | 100% | 12 |
| **GRAND TOTAL** | | | | | | | | | | |
| FY 90 | 546 | 274 | 50% | 545 | 100% | 546 | 100% | 546 | 100% | 5 |
| FY 91 | 278 | 140 | 50% | 188 | 68% | 278 | 100% | 278 | 100% | 0 |
| FY 92 | 332 | 158 | 48% | 289 | 87% | 331 | 100% | 332 | 100% | 23 |
| FY 93 | 409 | 193 | 47% | 347 | 85% | 409 | 100% | 409 | 100% | 1 |
| FY 94 | 383 | 195 | 51% | 273 | 71% | 383 | 100% | 382 | 100% | 19 |
| FY 95 | 332 | 160 | 48% | 253 | 76% | 302 | 91% | 332 | 100% | 16 |
| TOTAL: | 2,280 | 1,120 | 49% | 1,895 | 83% | 2,249 | 99% | 2,279 | 100% | 64 |

## CAPS TRAINEES THROUGH FOURTH QUARTER FY 1995

| COUNTRY | TOTAL TRAINEES | FEMALE NO. | FEMALE % | ACADEMIC NO. | ACADEMIC % | LONG-TERM NO. | LONG-TERM % | DISADVANTAGED NO. | DISADVANTAGED % |
|---|---|---|---|---|---|---|---|---|---|
| **BELIZE** | | | | | | | | | |
| FY 85 | 19 | 3 | 16% | 4 | 21% | 4 | 21% | 16 | 84% |
| FY 86 | 82 | 48 | 59% | 18 | 22% | 18 | 22% | 82 | 100% |
| FY 87 | 76 | 28 | 37% | 15 | 20% | 15 | 20% | 70 | 92% |
| FY 88 | 50 | 18 | 36% | 14 | 28% | 13 | 26% | 50 | 100% |
| FY 89 | 43 | 21 | 49% | 11 | 26% | 10 | 23% | 41 | 95% |
| FY 90 | 1 | 0 | 0% | 1 | 100% | 1 | 100% | 1 | 100% |
| FY 91 | 20 | 8 | 40% | 0 | 0% | 0 | 0% | 20 | 100% |
| FY 92 | 6 | 5 | 83% | 2 | 33% | 2 | 33% | 6 | 100% |
| TOTAL: | 297 | 131 | 44% | 65 | 22% | 63 | 21% | 286 | 96% |
| **COSTA RICA** | | | | | | | | | |
| FY 85 | 44 | 9 | 20% | 12 | 27% | 12 | 27% | 44 | 100% |
| FY 86 | 386 | 181 | 47% | 31 | 8% | 33 | 9% | 373 | 97% |
| FY 87 | 366 | 144 | 39% | 53 | 14% | 53 | 14% | 343 | 94% |
| FY 88 | 249 | 134 | 54% | 61 | 24% | 61 | 24% | 234 | 94% |
| FY 89 | 483 | 204 | 42% | 95 | 20% | 237 | 49% | 444 | 92% |
| FY 90 | 380 | 134 | 35% | 81 | 21% | 203 | 53% | 362 | 95% |
| FY 91 | 21 | 3 | 14% | 1 | 5% | 1 | 5% | 18 | 86% |
| FY 92 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 93 | 92 | 45 | 49% | 2 | 2% | 2 | 2% | 91 | 99% |
| FY 94 | 3 | 0 | 0% | 3 | 100% | 3 | 100% | 1 | 33% |
| FY 95 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| TOTAL: | 2,024 | 854 | 42% | 339 | 17% | 605 | 30% | 1,910 | 94% |
| **EL SALVADOR** | | | | | | | | | |
| FY 85 | 342 | 98 | 29% | 53 | 15% | 51 | 15% | 147 | 43% |
| FY 86 | 247 | 89 | 36% | 51 | 21% | 51 | 21% | 135 | 55% |
| FY 87 | 285 | 100 | 35% | 137 | 48% | 138 | 48% | 209 | 73% |
| FY 88 | 68 | 26 | 38% | 0 | 0% | 15 | 22% | 37 | 54% |
| FY 89 | 280 | 113 | 40% | 0 | 0% | 180 | 64% | 248 | 89% |
| FY 90 | 194 | 147 | 76% | 0 | 0% | 95 | 49% | 148 | 76% |
| FY 91 | 188 | 118 | 63% | 0 | 0% | 20 | 11% | 152 | 81% |
| FY 92 | 240 | 142 | 59% | 0 | 0% | 0 | 0% | 165 | 69% |
| TOTAL: | 1,844 | 833 | 45% | 241 | 13% | 550 | 30% | 1,241 | 67% |
| **GUATEMALA** | | | | | | | | | |
| FY 85 | 337 | 132 | 39% | 22 | 7% | 22 | 7% | 295 | 88% |
| FY 86 | 798 | 187 | 23% | 4 | 1% | 4 | 1% | 794 | 99% |
| FY 87 | 1,037 | 589 | 57% | 0 | 0% | 0 | 0% | 1,034 | 100% |
| FY 88 | 932 | 504 | 54% | 72 | 8% | 198 | 21% | 798 | 86% |
| FY 89 | 1,048 | 531 | 51% | 22 | 2% | 300 | 29% | 1,005 | 96% |
| FY 90 | 406 | 231 | 57% | 0 | 0% | 0 | 0% | 406 | 100% |
| FY 91 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 92 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| TOTAL: | 4,558 | 2,174 | 48% | 120 | 3% | 524 | 11% | 4,332 | 95% |

# CAPS TRAINEES THROUGH FOURTH QUARTER FY 1995

| COUNTRY | TOTAL TRAINEES | FEMALE NO. | FEMALE % | ACADEMIC NO. | ACADEMIC % | LONG-TERM NO. | LONG-TERM % | DISADVANTAGED NO. | DISADVANTAGED % |
|---|---|---|---|---|---|---|---|---|---|
| **HONDURAS** | | | | | | | | | |
| FY 85 | 209 | 70 | 33% | 31 | 15% | 17 | 8% | 106 | 51% |
| FY 86 | 288 | 88 | 31% | 62 | 22% | 65 | 23% | 159 | 55% |
| FY 87 | 403 | 135 | 33% | 125 | 31% | 132 | 33% | 326 | 81% |
| FY 88 | 409 | 130 | 32% | 117 | 29% | 113 | 28% | 345 | 84% |
| FY 89 | 350 | 159 | 45% | 110 | 31% | 110 | 31% | 322 | 92% |
| FY 90 | 150 | 71 | 47% | 0 | 0% | 0 | 0% | 144 | 96% |
| FY 91 | 100 | 62 | 62% | 0 | 0% | 0 | 0% | 99 | 99% |
| FY 92 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 93 | 157 | 57 | 36% | 0 | 0% | 0 | 0% | 111 | 71% |
| FY 94 | 215 | 121 | 56% | 0 | 0% | 0 | 0% | 210 | 98% |
| FY 95 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| TOTAL: | 2,281 | 893 | 39% | 445 | 20% | 437 | 19% | 1,822 | 80% |
| **PANAMA** | | | | | | | | | |
| FY 85 | 73 | 9 | 12% | 21 | 29% | 72 | 99% | 55 | 75% |
| FY 86 | 246 | 70 | 28% | 169 | 69% | 235 | 96% | 211 | 86% |
| FY 87 | 49 | 20 | 41% | 24 | 49% | 24 | 49% | 49 | 100% |
| FY 88 | 59 | 27 | 46% | 59 | 100% | 58 | 98% | 59 | 100% |
| FY 89 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 90 | 58 | 18 | 31% | 58 | 100% | 57 | 98% | 58 | 100% |
| FY 91 | 17 | 10 | 59% | 0 | 0% | 0 | 0% | 17 | 100% |
| FY 92 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 93 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 94 | 66 | 46 | 70% | 0 | 0% | 0 | 0% | 27 | 41% |
| FY 95 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| TOTAL: | 568 | 200 | 35% | 331 | 58% | 446 | 79% | 476 | 84% |
| **ROCAP** | | | | | | | | | |
| FY 85 | 41 | 6 | 15% | 1 | 2% | 1 | 2% | 1 | 2% |
| FY 86 | 241 | 34 | 14% | 3 | 1% | 8 | 3% | 177 | 73% |
| FY 87 | 107 | 27 | 25% | 3 | 3% | 4 | 4% | 100 | 93% |
| FY 88 | 104 | 31 | 30% | 0 | 0% | 6 | 6% | 66 | 63% |
| FY 89 | 139 | 28 | 20% | 2 | 1% | 25 | 18% | 98 | 71% |
| FY 90 | 32 | 1 | 3% | 3 | 9% | 3 | 9% | 25 | 78% |
| FY 91 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 92 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| TOTAL: | 664 | 127 | 19% | 12 | 2% | 47 | 7% | 467 | 70% |
| **GRAND TOTAL** | | | | | | | | | |
| FY 85 | 1,065 | 327 | 31% | 144 | 14% | 179 | 17% | 664 | 62% |
| FY 86 | 2,288 | 697 | 30% | 338 | 15% | 414 | 18% | 1,931 | 84% |
| FY 87 | 2,323 | 1,043 | 45% | 323 | 15% | 366 | 16% | 2,131 | 92% |
| FY 88 | 1,871 | 1,056 | 46% | 323 | 17% | 464 | 25% | 1,589 | 85% |
| FY 89 | 2,343 | 1,056 | 45% | 240 | 10% | 862 | 37% | 2,158 | 92% |
| FY 90 | 1,221 | 602 | 49% | 143 | 12% | 359 | 29% | 1,144 | 94% |
| FY 91 | 346 | 201 | 58% | 1 | 0% | 21 | 6% | 306 | 88% |
| FY 92 | 246 | 147 | 60% | 2 | 1% | 2 | 1% | 171 | 70% |
| FY 93 | 249 | 102 | 41% | 2 | 1% | 2 | 1% | 202 | 81% |
| FY 94 | 284 | 167 | 59% | 3 | 1% | 3 | 1% | 238 | 84% |
| FY 95 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| TOTAL: | 12,236 | 5,212 | 43% | 1,553 | 13% | 2,672 | 22% | 10,534 | 86% |

# PTIIC TRAINEES THROUGH FOURTH QUARTER FY 1995

| COUNTRY | TOTAL TRAINEES | FEMALE NO. | FEMALE % | ACADEMIC NO. | ACADEMIC % | LONG-TERM NO. | LONG-TERM % | DISADVANTAGED NO. | DISADVANTAGED % |
|---|---|---|---|---|---|---|---|---|---|
| **DOM. REPUBLIC** | | | | | | | | | |
| FY 86 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 87 | 48 | 19 | 40% | 27 | 56% | 40 | 83% | 36 | 75% |
| FY 88 | 79 | 33 | 42% | 17 | 22% | 65 | 82% | 65 | 82% |
| FY 89 | 1 | 1 | 100% | 0 | 0% | 1 | 100% | 1 | 100% |
| FY 90 | 41 | 17 | 41% | 0 | 0% | 0 | 0% | 40 | 98% |
| FY 91 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 92 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 93 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| TOTAL: | 169 | 70 | 41% | 44 | 26% | 106 | 63% | 142 | 84% |
| **HAITI** | | | | | | | | | |
| FY 86 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 87 | 78 | 31 | 40% | 5 | 6% | 5 | 6% | 57 | 73% |
| FY 88 | 104 | 37 | 36% | 49 | 47% | 49 | 47% | 63 | 61% |
| FY 89 | 20 | 17 | 85% | 3 | 15% | 3 | 15% | 14 | 70% |
| FY 90 | 44 | 30 | 68% | 2 | 5% | 2 | 5% | 35 | 80% |
| FY 91 | 2 | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 100% |
| FY 92 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 93 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| TOTAL: | 248 | 115 | 46% | 59 | 24% | 59 | 24% | 171 | 69% |
| **JAMAICA** | | | | | | | | | |
| FY 86 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 87 | 108 | 72 | 67% | 63 | 58% | 18 | 17% | 11 | 10% |
| FY 88 | 70 | 43 | 61% | 21 | 30% | 22 | 31% | 27 | 39% |
| FY 89 | 15 | 9 | 60% | 14 | 93% | 14 | 93% | 7 | 47% |
| FY 90 | 41 | 28 | 68% | 32 | 78% | 11 | 27% | 25 | 61% |
| FY 91 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 92 | 1 | 0 | 0% | 1 | 100% | 0 | 0% | 1 | 100% |
| FY 93 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| TOTAL: | 235 | 152 | 65% | 131 | 56% | 65 | 28% | 71 | 30% |
| **RDOC** | | | | | | | | | |
| FY 86 | 71 | 38 | 54% | 7 | 10% | 7 | 10% | 61 | 86% |
| FY 87 | 286 | 156 | 55% | 58 | 20% | 58 | 20% | 277 | 97% |
| FY 88 | 90 | 41 | 46% | 55 | 61% | 64 | 71% | 75 | 83% |
| FY 89 | 72 | 32 | 44% | 46 | 64% | 47 | 65% | 67 | 93% |
| FY 90 | 56 | 25 | 45% | 47 | 84% | 47 | 84% | 53 | 95% |
| FY 91 | 22 | 5 | 23% | 0 | 0% | 0 | 0% | 17 | 77% |
| FY 92 | 58 | 17 | 29% | 0 | 0% | 0 | 0% | 37 | 64% |
| FY 93 | 73 | 34 | 47% | 0 | 0% | 0 | 0% | 59 | 81% |
| TOTAL: | 728 | 348 | 48% | 213 | 29% | 223 | 31% | 646 | 89% |
| **GRAND TOTAL** | | | | | | | | | |
| FY 86 | 71 | 38 | 54% | 7 | 10% | 7 | 10% | 61 | 86% |
| FY 87 | 520 | 278 | 53% | 142 | 29% | 121 | 23% | 381 | 73% |
| FY 88 | 343 | 59 | 45% | 142 | 41% | 200 | 58% | 230 | 67% |
| FY 89 | 108 | 59 | 55% | 63 | 58% | 65 | 60% | 89 | 82% |
| FY 90 | 182 | 100 | 55% | 81 | 45% | 60 | 33% | 153 | 84% |
| FY 91 | 24 | 5 | 21% | 0 | 0% | 0 | 0% | 19 | 79% |
| FY 92 | 59 | 17 | 29% | 1 | 2% | 0 | 0% | 38 | 64% |
| FY 93 | 73 | 34 | 47% | 0 | 0% | 0 | 0% | 59 | 81% |
| TOTAL: | 1,380 | 685 | 50% | 447 | 32% | 453 | 33% | 1,030 | 75% |

# APSP TRAINEES FINAL

| COUNTRY | TOTAL TRAINEES | FEMALE NO. | FEMALE % | ACADEMIC NO. | ACADEMIC % | LONG-TERM NO. | LONG-TERM % | DISADVANTAGED NO. | DISADVANTAGED % |
|---|---|---|---|---|---|---|---|---|---|
| **BOLIVIA** | | | | | | | | | |
| FY 87 | 20 | 20 | 100% | 0 | 0% | 0 | 0% | 20 | 100% |
| FY 88 | 77 | 36 | 47% | 0 | 0% | 0 | 0% | 51 | 66% |
| FY 89 | 99 | 30 | 30% | 2 | 2% | 27 | 27% | 79 | 80% |
| FY 90 | 102 | 38 | 37% | 41 | 40% | 41 | 40% | 100 | 98% |
| FY 91 | 116 | 33 | 28% | 10 | 9% | 20 | 17% | 88 | 76% |
| FY 92 | 19 | 11 | 58% | 0 | 0% | 0 | 0% | 8 | 42% |
| TOTAL: | 433 | 168 | 39% | 53 | 12% | 88 | 20% | 346 | 80% |
| **COLOMBIA** | | | | | | | | | |
| FY 87 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 88 | 40 | 31 | 78% | 0 | 0% | 0 | 0% | 40 | 100% |
| FY 89 | 153 | 70 | 46% | 29 | 19% | 43 | 28% | 153 | 100% |
| FY 90 | 101 | 53 | 52% | 23 | 23% | 32 | 32% | 101 | 100% |
| FY 91 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 92 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| TOTAL: | 294 | 154 | 52% | 52 | 18% | 75 | 26% | 294 | 100% |
| **ECUADOR** | | | | | | | | | |
| FY 87 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 88 | 67 | 30 | 45% | 4 | 6% | 13 | 19% | 48 | 72% |
| FY 89 | 108 | 29 | 27% | 5 | 5% | 18 | 17% | 69 | 64% |
| FY 90 | 80 | 25 | 31% | 11 | 14% | 16 | 20% | 72 | 90% |
| FY 91 | 158 | 98 | 62% | 26 | 16% | 43 | 27% | 124 | 78% |
| FY 92 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| TOTAL: | 413 | 182 | 44% | 46 | 11% | 90 | 22% | 313 | 76% |
| **PERU** | | | | | | | | | |
| FY 87 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| FY 88 | 84 | 51 | 61% | 8 | 10% | 8 | 10% | 76 | 90% |
| FY 89 | 96 | 50 | 52% | 3 | 3% | 17 | 18% | 86 | 90% |
| FY 90 | 89 | 56 | 63% | 6 | 7% | 52 | 58% | 82 | 92% |
| FY 91 | 131 | 66 | 50% | 0 | 0% | 0 | 0% | 92 | 70% |
| FY 92 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| TOTAL: | 400 | 223 | 56% | 17 | 4% | 77 | 19% | 336 | 84% |
| **GRAND TOTAL** | | | | | | | | | |
| FY 87 | 20 | 20 | 100% | 12 | 0% | 0 | 0% | 20 | 100% |
| FY 88 | 268 | 179 | 55% | 12 | 4% | 21 | 8% | 215 | 80% |
| FY 89 | 456 | 179 | 39% | 39 | 9% | 105 | 23% | 387 | 85% |
| FY 90 | 372 | 172 | 46% | 81 | 22% | 141 | 38% | 355 | 95% |
| FY 91 | 405 | 197 | 49% | 36 | 9% | 63 | 16% | 304 | 75% |
| FY 92 | 19 | 11 | 58% | 0 | 0% | 0 | 0% | 8 | 42% |
| TOTAL: | 1,540 | 727 | 47% | 168 | 11% | 330 | 21% | 1,289 | 84% |

# CASP TRAINEES FINAL

| COUNTRY | TOTAL TRAINEES | FEMALE NO. | FEMALE % | ACADEMIC NO. | ACADEMIC % | LONG-TERM NO. | LONG-TERM % | DISADVANTAGED NO. | DISADVANTAGED % |
|---|---|---|---|---|---|---|---|---|---|
| **BELIZE** | | | | | | | | | |
| FY 85 | 9 | 1 | 11% | 5 | 56% | 4 | 44% | 9 | 100% |
| FY 86 | 56 | 15 | 27% | 40 | 71% | 39 | 70% | 56 | 100% |
| FY 87 | 55 | 23 | 42% | 31 | 56% | 30 | 55% | 55 | 100% |
| FY 88 | 52 | 29 | 56% | 48 | 92% | 45 | 87% | 52 | 100% |
| FY 89 | 47 | 17 | 36% | 47 | 100% | 47 | 100% | 47 | 100% |
| FY 90 | 10 | 6 | 60% | 10 | 100% | 10 | 100% | 10 | 100% |
| TOTAL: | 229 | 91 | 40% | 181 | 79% | 175 | 76% | 229 | 100% |
| **COSTA RICA** | | | | | | | | | |
| FY 85 | 15 | 0 | 0% | 8 | 53% | 8 | 53% | 15 | 100% |
| FY 86 | 45 | 19 | 42% | 30 | 67% | 30 | 67% | 45 | 100% |
| FY 87 | 24 | 12 | 50% | 14 | 58% | 14 | 58% | 24 | 100% |
| FY 88 | 52 | 20 | 38% | 52 | 100% | 51 | 98% | 52 | 100% |
| FY 89 | 51 | 24 | 47% | 51 | 100% | 50 | 98% | 51 | 100% |
| TOTAL: | 187 | 75 | 40% | 155 | 83% | 153 | 82% | 187 | 100% |
| **EL SALVADOR** | | | | | | | | | |
| FY 85 | 14 | 0 | 0% | 7 | 50% | 7 | 50% | 14 | 100% |
| FY 86 | 49 | 19 | 39% | 30 | 61% | 29 | 59% | 49 | 100% |
| FY 87 | 38 | 18 | 47% | 30 | 79% | 30 | 79% | 38 | 100% |
| FY 88 | 50 | 34 | 68% | 35 | 70% | 35 | 70% | 50 | 100% |
| FY 89 | 42 | 27 | 64% | 42 | 100% | 42 | 100% | 42 | 100% |
| TOTAL: | 193 | 98 | 51% | 144 | 75% | 143 | 74% | 193 | 100% |
| **GUATEMALA** | | | | | | | | | |
| FY 85 | 15 | 3 | 20% | 9 | 60% | 10 | 67% | 15 | 100% |
| FY 86 | 41 | 21 | 51% | 29 | 71% | 29 | 71% | 41 | 100% |
| FY 87 | 28 | 14 | 50% | 22 | 79% | 22 | 79% | 28 | 100% |
| FY 88 | 48 | 12 | 25% | 48 | 100% | 48 | 100% | 48 | 100% |
| FY 89 | 54 | 26 | 48% | 54 | 100% | 52 | 96% | 54 | 100% |
| TOTAL: | 186 | 76 | 41% | 162 | 87% | 161 | 87% | 186 | 100% |
| **HONDURAS** | | | | | | | | | |
| FY 85 | 14 | 5 | 36% | 9 | 64% | 9 | 64% | 14 | 100% |
| FY 86 | 43 | 18 | 42% | 28 | 65% | 28 | 65% | 43 | 100% |
| FY 87 | 25 | 7 | 28% | 18 | 72% | 17 | 68% | 25 | 100% |
| FY 88 | 80 | 45 | 56% | 65 | 81% | 64 | 80% | 80 | 100% |
| FY 89 | 45 | 22 | 49% | 45 | 100% | 43 | 96% | 45 | 100% |
| TOTAL: | 207 | 97 | 47% | 165 | 80% | 161 | 78% | 207 | 100% |



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# CASP TRAINEES FINAL

| COUNTRY | TOTAL TRAINEES | FEMALE NO. | FEMALE % | ACADEMIC NO. | ACADEMIC % | LONG-TERM NO. | LONG-TERM % | DISADVANTAGED NO. | DISADVANTAGED % |
|---|---|---|---|---|---|---|---|---|---|
| **PANAMA** | | | | | | | | | |
| FY 85 | 7 | 0 | 0% | 4 | 57% | 4 | 57% | 7 | 100% |
| FY 86 | 37 | 16 | 43% | 33 | 89% | 33 | 89% | 37 | 100% |
| FY 87 | 18 | 5 | 28% | 18 | 100% | 18 | 100% | 18 | 100% |
| FY 88 | 65 | 28 | 43% | 65 | 100% | 65 | 100% | 65 | 100% |
| FY 89 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| TOTAL: | 127 | 49 | 39% | 120 | 94% | 120 | 94% | 127 | 100% |
| **GRAND TOTAL** | | | | | | | | | |
| FY 85 | 74 | 9 | 12% | 42 | 57% | 42 | 57% | 74 | 100% |
| FY 86 | 271 | 108 | 40% | 190 | 70% | 188 | 69% | 271 | 100% |
| FY 87 | 188 | 79 | 42% | 313 | 71% | 131 | 70% | 188 | 100% |
| FY 88 | 347 | 116 | 48% | 313 | 90% | 308 | 89% | 347 | 100% |
| FY 89 | 239 | 116 | 49% | 239 | 100% | 234 | 98% | 239 | 100% |
| FY 90 | 10 | 6 | 60% | 10 | 100% | 10 | 100% | 10 | 100% |
| TOTAL: | 1,129 | 486 | 43% | 927 | 82% | 913 | 81% | 1,129 | 100% |

# CLASP I/CASS TRAINEES Final

| COUNTRY | TOTAL TRAINEES | FEMALE NO. | FEMALE % | ACADEMIC NO. | ACADEMIC % | LONG-TERM NO. | LONG-TERM % | DISADVANTAGED NO. | DISADVANTAGED % |
|---|---|---|---|---|---|---|---|---|---|
| **Belize** FY 89 | 25 | 14 | 56% | 25 | 100% | 24 | 96% | 25 | 100% |
| **Costa Rica** FY 89 | 35 | 19 | 54% | 35 | 100% | 34 | 97% | 35 | 100% |
| **Dominican Republic** FY 89 | 45 | 21 | 47% | 45 | 100% | 44 | 98% | 45 | 100% |
| **El Salvador** FY 89 | 44 | 26 | 59% | 44 | 100% | 44 | 100% | 44 | 100% |
| **Guatemala** FY 89 | 58 | 24 | 41% | 58 | 100% | 55 | 95% | 58 | 100% |
| **Haiti** FY 89 | 25 | 6 | 24% | 25 | 100% | 25 | 100% | 25 | 100% |
| **Honduras** FY 89 | 45 | 27 | 60% | 45 | 100% | 43 | 96% | 45 | 100% |
| **Jamaica** FY 89 | 17 | 9 | 53% | 17 | 100% | 16 | 94% | 17 | 100% |
| **RDOC** FY 89 | 33 | 19 | 58% | 33 | 100% | 32 | 97% | 33 | 100% |
| FINAL FY 89 | 327 | 165 | 50% | 327 | 100% | 317 | 97% | 327 | 100% |

# SUMMARY OF PROJECTS THROUGH FOURTH QUARTER FY 1995

## CLASP II

| PROJECT | TOTAL TRAINEES | FEMALE NO. | FEMALE % | ACADEMIC NO. | ACADEMIC % | LONG-TERM NO. | LONG-TERM | DISADVANTAGED NO. | DISADVANTAGED % |
|---|---|---|---|---|---|---|---|---|---|
| MISSIONS | 3,978 | 1,812 | 46% | 418 | 11% | 710 | 18% | 3,431 | 86% |
| CASS-II | 2,280 | 1,120 | 49% | 1,895 | 83% | 2,249 | 99% | 2,279 | 100% |
| GRAND TOTAL | 6,258 | 2,932 | 47% | 2,313 | 37% | 2,959 | 47% | 5,710 | 91% |

## CLASP I

| PROJECT | TOTAL TRAINEES | FEMALE NO. | FEMALE % | ACADEMIC NO. | ACADEMIC % | LONG-TERM NO. | LONG-TERM | DISADVANTAGED NO. | DISADVANTAGED % |
|---|---|---|---|---|---|---|---|---|---|
| CAPS | 12,236 | 5,212 | 43% | 1,553 | 13% | 2,672 | 22% | 10,534 | 86% |
| PTIIC | 1,380 | 685 | 50% | 447 | 32% | 453 | 33% | 1,030 | 75% |
| APSP | 1,540 | 727 | 47% | 168 | 11% | 330 | 21% | 1,289 | 84% |
| CASP | 1,129 | 486 | 43% | 927 | 82% | 913 | 81% | 1,129 | 100% |
| CASS-I | 327 | 165 | 50% | 327 | 100% | 317 | 97% | 327 | 100% |
| GRAND TOTAL | 16,612 | 7,275 | 44% | 3,422 | 21% | 4,685 | 28% | 14,309 | 86% |

## CLASP GRAND TOTAL

| PROJECT | TOTAL TRAINEES | FEMALE NO. | FEMALE % | ACADEMIC NO. | ACADEMIC % | LONG-TERM NO. | LONG-TERM | DISADVANTAGED NO. | DISADVANTAGED % |
|---|---|---|---|---|---|---|---|---|---|
| CLASP-I | 16,612 | 7,275 | 44% | 3,422 | 21% | 4,685 | 28% | 14,309 | 86% |
| CLASP-II | 6,258 | 2,932 | 47% | 2,313 | 37% | 2,959 | 47% | 5,710 | 91% |
| GRAND TOTAL | 22,870 | 10,207 | 45% | 5,735 | 25% | 7,644 | 33% | 20,019 | 88% |