

PD-ABP-950
95936

**AGUIRRE INTERNATIONAL
CLASP-II EVALUATION STRATEGIES
EVALUATION INSTRUMENTS
AND
SAMPLE DELIVERABLES**

FEBRUARY, 1992

TABLE OF CONTENTS

CLASP-II Evaluation Strategies
Information Memoranda
Site Visit Reports
Individual Program Exit Reports
CLASP Mid-Term Questionnaire
CLASP Exit Questionnaire
CLASP Returnee Interview Questionnaire

CLASP-II EVALUATION STRATEGIES

INTRODUCTION

The accompanying table, "CLASP-II Evaluation Matrix," depicts in tabular form the range of possibilities in CLASP-II evaluation research, to indicate to USAID Missions and other interested parties the degree to which evaluations can be tailored to their needs and interests.

- The first column suggests the various potential *audiences* of CLASP-II evaluations.
- The second column provides a list of *issues* particular to CLASP training. The list is only a representative indication of themes, and will evolve as evaluation needs change.
- The third column summarizes the varying *methodologies* which are used to realize the evaluation. Survey research has long been a part of CLASP evaluation; many qualitative methods have been added to the repertoire of research methods. These methods are described below.
- The fourth column sketches the *scope* of evaluation of CLASP Trainees. The scope can range from a consideration of Trainees sponsored by several countries (for example, from a geographical region or Missions which have adopted similar program focuses) to an individualized selection of evaluation subjects.
- Finally, the fifth column furnishes a list of the different products that can be supplied under CLASP-II evaluation. As noted, some of these are provided to the Missions at no cost through the core evaluation contract, while others result from a cost-sharing arrangement between A.I.D./Washington and the Missions.

This table offers a "menu" of how evaluation research can provide particular insights into training initiatives throughout the CLASP program.

An Example of the Evaluation Matrix in Action

Small enterprise development has been a training emphasis in the CLASP programs of many participating Missions. As a hypothetical case, a Mission decides to focus on the impact of microenterprise training with respect to the accomplishments of Trainees in the marketplace as well as changes in their role in the community. Under CLASP-II, the Mission contracts an evaluation under the "buy-in" provision of the central monitoring and evaluation contract.

In the attached matrix, the *scope* of the evaluation is "Trainees from a single training theme," and the primary *issues* are entrepreneurship and community activities. *Methods* to be adopted would depend on the scale of the evaluation and could include:

- focus groups with selected microenterprise Trainees, to discuss their views on how they have applied their training to their businesses;
- case studies of particular Trainees (for example, with successful Trainees, or with Trainees who employ more than five persons);
- a quantitative survey of a sample of small business Trainees to investigate commonalities of application and experience; and

-
- a case study of a small businessman's association in which Trainees have been active.

Similarly, Missions can combine the various elements of evaluation research to tailor evaluation research to their programming requirements.

Types of Evaluations and Reports

The last column in the matrix groups evaluation reports under the following headings:

Country Impact Evaluations

Country Impact Evaluations are multi-disciplinary field studies that examine the impact of CLASP training among different categories of the CLASP population in a specific country or within several countries, and which articulate the broad range of outcomes and impacts that Trainees and others attribute to training. Sources of information can include: a survey drawing on concrete, quantifiable questions relating to the usefulness and applicability of training in the work place; focus groups conducted on the impact of U.S. training in the community and on the job; case studies on specific activities and initiatives taken on by the Trainees; and open-ended interviews with Mission personnel and others involved in the program. The analysis looks for proposed linkages between CLASP training and a broad range of changes in behavior and attitude identified by CLASP Trainees and others as a consequence of their U.S. experience.

Country specific impact evaluations will be conducted utilizing the "buy-in" mechanism to the CLASP evaluation contract.

Country Process Evaluations

The process evaluation is a field study that assesses a specific Mission's progress in implementing key elements of the CLASP program. Areas evaluated include: recruitment, screening and selection of CLASP Trainees; predeparture orientation; training in the U.S.; "Experience America"; Follow-on; Mission management; and the effects of training. Sources of information include: The CLASP Information System (CIS) which comprises Trainee biographical data; Mid-term Questionnaires (administered to long-term Trainees midway through their program); Exit Questionnaires (administered to all CLASP Trainees prior to the completion of their US training experience); and field data which include one-on-one interviews with returned long-term and short-term Trainees (following their return to country), interviews with Mission project staff, selection committee members, counterpart agencies, in-country contractors, and selected employers of Trainees.

The analysis reflects the extent to which Missions are meeting the goals of CLASP and suggests further improvements in implementing the project. Unless specifically requested through the "buy-in" mechanism, Country Process Evaluations, as a specific type, will conclude with the Andean Region process evaluations of the first quarter of FY 1992.

Country Evaluation Updates

Updates are field studies which build on the results of a previous evaluation of a specific Mission's work. They are intended to complement earlier evaluation findings. Additional features include an examination of the development of a Mission's Follow-on program, and a

comparison of the findings of the update with the previous evaluation so as to assess the progress and suggest recommendations for further improvement.

Site Visit Reports

U.S. site visits are carried out at the U.S. training site and describe the implementation of the training and Trainees' perceived applicability of their studies. These reports also can address specific areas of concern to both the Trainees and the trainers. Various methodologies and protocols are used (focus groups, interviews, questionnaires, observation of training, etc.) These reports are primarily qualitative, but can be supplemented with quantitative data (exit questionnaire data and or questionnaire specific).

The CLASP-II evaluation contract allows for an estimated six site visits to be carried out during each fiscal year. Missions may submit requests to LAC/DR/EHR for the CLASP evaluation contractor to conduct U.S. site visits. Based on requests, LAC/DR/EHR will select certain sites based on justification and available funds. Missions are encouraged to use the "buy-in" mechanism to have their own site visit evaluations conducted.

In-country site visits are conducted in the Trainees' home country when they are grouped for the purpose of predeparture orientation, Follow-on activities or training, English Language Instruction, etc.

Individual Program Evaluations

This is an evaluation report on short-term technical training groups, based on information contained in the Exit Questionnaires. Information from contractor/trainer responses may be included in these reports.

The CLASP-II evaluation contract allows for six Individual Program Evaluations (IPEs) each fiscal year. Missions are encouraged to submit requests and justifications to LAC/DR/EHR for particular groups. LAC/DR/EHR will review requests and select certain short-term groups for IPEs. Missions are encouraged to utilize the "buy-in" mechanism for IPEs for groups in which they are particularly interested. Individual Program Evaluations for Missions using the OIT contractor, PIET, are not available, since PIET conducts its own evaluation of short-term groups.

An expansion of the IPE could be provided as "enhanced" IPEs, which could cover more than one group (e.g., all-women groups, training-theme groups, groups in some particular training institution or which permit comparing institutions; groups for which the primary objectives related to democratic initiatives or leadership). By using the Exits for several groups, we could compare them, draw conclusions and make judgments; in sum, provide a more analytical document). A redesigned Trainers' Questionnaire will provide useful information to be incorporated into the analysis.

Information Memoranda

These reports are topical and contain information useful to Missions and their contractors. Topics are suggested by program implementers as the program evolves. Areas of interest addressed in FY 91 included:

Skills Training: Traditional or Non-Traditional Methodology

Preparation for Cultural Understanding
Current CLASP Follow-On Efforts
Contractors Look at Follow-on
Leaders and Potential Leaders in CLASP

Missions can communicate to LAC/DR/EHR areas or topics of interest or need that the CLASP evaluation contractor might address during the current fiscal year.

Annual Reports

The Annual Reports provide a compendium of information about CLASP accomplishments, and its key elements are presented in graphic and text formats. The CLASP Sixth Annual Report is presently under review and should be finalized soon for circulation to the Mission.

Evaluation Planning

In the second quarter FY 1992, CLASP Missions will have the opportunity to discuss with the CLASP evaluation contractor their objectives and requirements in designing an appropriate evaluation plan. Through the CLASP evaluation contract, additional resources are provided to complement Mission capabilities to develop a CLASP evaluation plan to be realized over the life of CLASP-II. Contractor assistance includes discussions with the Missions to:

- review the Mission Country Training Plan for the upcoming year;
- review and select certain U.S. training sites for visits;
- discuss Mission-specific questions to supplement the AID Exit Questionnaire administered by the evaluation contractor;
- review the Mission CIS for possible enhancements related to evaluation data;
- review Mission debriefing and Follow-on programs to determine if in-country evaluations would be useful for certain groups;
- establish the parameters for country impact studies; and
- review the “buy-in” mechanism to the CLASP evaluation contract.

CLASP-II EVALUATION MATRIX

Audiences	Issues*	Methods	Scope	Products
U.S. Congress	"Impact"	Surveys: Returnee Questionnaire	Trainees from Several CLASP Countries	Country Impact Evaluations†
AID/Washington Program Managers	Leadership	Surveys: Tailored to Mission Interests	Trainees from a Single Country	Country Process Evaluations†
USAID Missions	Democratic Initiative Support	Surveys: Exit Questionnaire	Trainees from a Single Region or Economic Sector	Country Evaluation Updates†
Other Interested Parties:	Community Action	Case Studies	Trainees from Mission Emphasis (Leaders, Women)	Limited Special Reports: (Case Studies, Focus Groups, etc.)†
Host Government Institutions	Training Applicability for Employment	Focus Groups	Trainees from a Single Training Theme	In-country Site Visit Reports†
U.S. Placement Contractors	Career Advancement	Open-ended Interviewing	A Single Training Group	U.S. Site Visit Reports‡
In-country Contractors	Entrepreneurship	"Town Hall Meetings"	Trainees Chosen at the Individual Level	Video Programs†
Alumni Associations	Women	Key Informant Interviews		"Enhanced" IPEs (Individual Program Evaluations)†
Regional Organizations	Environmental Issues	Life Histories		"Standard" IPEs‡
	Follow-on and Impact	Participant-observation		Information Memoranda‡
	"Process"	Direct Observational Indicators		CLASP Annual Reports‡
	Recruitment and Selection	Document Analysis		Ad hoc Reports‡
	Predeparture Orientation	Videotaping of Case Studies, Focus Groups, Events		CLASP Quarterly Reports‡
	Training Implementation	Site Visits		
	Experience America/ Perceptions of U.S.			
	Follow-on Implementation			

* This list of issues is not meant to be exhaustive, but only to suggest a range of issues commonly mentioned.

† Products available through cost-sharing arrangements between the Missions and the core contract.

‡ Products available through the core contract at no cost to the Missions.

CLASP-II Methodologies.

THE QUANTITATIVE APPROACH TO CLASP EVALUATION

The CLASP Information System (CIS)

A foundation CLASP instrument has been the CIS Trainee biographical database, maintained in each field Mission and submitted quarterly to Aguirre International via diskette for updating of new Trainee starts. Aguirre International processes the data, aggregates it, and reports the information quarterly to the LAC Bureau. In addition to biographical and demographical data, the Missions maintain records of home and work addresses, return dates, and data on which to base assessment of achievement of target populations. The CIS biodatabase is the place to start when assessing the achievement of objectives and the selection of populations for in-country sampling of returned Trainees. The current CIS maintains data in nearly 100 fields and has the capability of producing twenty-two special reports. Special customized reports can be requested by field Missions to fulfill specific needs.

The Mid-Term Questionnaire

The Mid-Term Questionnaire is completed at the training site by Trainees enrolled in long-term academic and technical programs. The mid-term protocol, which serves as a diagnostic tool, is a twenty-two question, five page self-administered questionnaire. The Mid-Term questionnaire is mailed to scholars approximately midway through their long-term program.

The purpose is to determine how students are viewing the program at that immediate point in their training program, to recommend interventions if serious problems are reported, and to make recommendations for mid-course corrections and adjustments should they be necessary. Aguirre International evaluators review the questionnaires and, if serious or repeated difficulties are expressed by the Trainees, a report with suggestions or recommendations is prepared and forwarded to the LAC Bureau which, in turn, contacts the respective field Mission or U.S. contractor responsible for monitoring the Trainee while in the United States. To date, the CIS contains records for 2,285 Mid-Term Questionnaires.

The Exit Questionnaire

An Exit Questionnaire is completed by short- and long-term Trainees at their final training site at the end of U.S. training. The exit protocol is a self-administered, thirty-eight question instrument which has as its primary purpose the assessment of the overall training experience of the individual Trainee. The focus is on the actual training experience and adjunct activities or actions that contributed to its success. The departing Trainee is asked about the training program, the administrative support structure, the preparation for the training before departure for the U.S., and whether he or she expects this learning experience to be relevant upon return home.

The questionnaire contains both closed and open-ended questions. The Exit Questionnaire serves as a management tool for the LAC Bureau in its oversight of program implementation. The Exit Questionnaires are mailed to Trainees at their training site approximately one month before the end of the training program; Trainees are encouraged to complete the questionnaires and return them to Aguirre International in pre-addressed, stamped envelopes. The database of Exit Questionnaires excludes some Trainees who completed the program during its first two years, and, as with any direct mail survey, the response rate is less than 100 percent. To date the CIS contains information obtained from 6,699 Exit Questionnaires.

The Exit Questionnaire has recently been revised to increase the focus on the applications of training and to investigate in greater depth the Trainees' understanding of the U.S. and of democratic processes.

The Returnee Interview Questionnaire

The Returnee Interview Questionnaire is administered by local, trained data collectors in the Trainee's home country six months or more after the Trainee has returned from training in the United States. For in-depth country process evaluation reports in the larger Missions large samplings of returned participants were drawn; for smaller Missions, data collectors attempted to contact and interview the entire returned Trainee population.

This evaluation protocol continues to seek the Trainee's appraisal of the training experience and its usefulness after he or she has had experience in the process of applying the U.S. training in the home environment. This fifty-four question follow-up instrument probes the Trainee's overall evaluation of the training experience with the retrospective viewpoint of elapsed time. Also introduced in this Returnee Interview Questionnaire are issues relating to the experience of the Trainee in attempting to apply the benefits of training. The Trainee is also asked to evaluate the Follow-on program and whether he or she has any suggestions that might contribute to the enhancement of impact of training through Follow-on activities. To date, the CIS database contains the data of 2,168 Returnee Interview Questionnaires.

The new Returnee Questionnaire examines education, employment, community participation, and Follow-on. It examines leadership in the community and measures Trainee applications in the workplace.

THE QUALITATIVE APPROACH TO CLASP EVALUATION

A central goal in introducing the qualitative approach into the ongoing CLASP evaluation activity has been that of providing new methodologies which improve the flexibility of data collection on topics of special concern and which afford a more timely analysis and presentation of that work. During FY 1991, these new methodologies have been employed in buy-in studies of the mid-winter seminar of the Leadership Center of America, Guatemala Follow-on and impact of training on selected groups, and CLASP Follow-on in El Salvador. A brief description of various qualitative methodological strategies follows.

The Case Study

The case study is a delimited, issues-oriented, short-term research effort in support of specific program needs. Case studies, while drawing on the quantitative CLASP database compiled by Aguirre International in the CIS, will generally employ qualitative data collection and analysis. By virtue of the flexible and adaptable methods that the qualitative approach provides, case studies can be tailored to the changing needs of Missions and A.I.D./Washington.

The case study implies a focus on a set of issues with a reduced range of respondents, with the assumption that the detailed information gained about a particular case will provide useful insights about general processes. Because the study of one case or a subset of related cases does not provide the rigorous statistical base for generalizations about larger populations, it is important to maintain a mutually supporting relationship between case studies, which will often employ qualitative methodologies, and the quantitative data that will continue to be the basis of the CLASP Information System.

The case study is also well suited to situations where detailed knowledge, rather than overall representativeness, is the paramount concern. A Mission may feel that some aspect of its CLASP program (such as Guatemala's interest in the effectiveness of its Follow-on efforts) could benefit from an external view, which by virtue of having evaluated parallel CLASP programs in other countries, can bring that wider experience to a set of recommendations for greater effectiveness. The delimited nature of case studies is one of its primary virtues; a case study will generally require a small team working for a relatively short time in order to accomplish its ends. This means that case studies can serve as cogent responses to pointed questions, provided in a timely manner.

Focus Groups

A focus group is a carefully selected group (8-12 persons) chosen to reflect a particular view, orientation, background, history, or sensitivity to be "focused" on a problem, issue, or other subject to elicit responses which would not otherwise be generated outside the group dynamics. This technique is effective in generating normative attitudes, which suggests that the careful selection of Trainees provides a means by which the group represents the larger population from which they are chosen. Through careful moderation, the group serves to restructure questions, issues, and cultural constructs, which leads to deeper insights into the questions at hand than is possible through the use of a structured interview instrument. Various focus groups are conducted around a single topic, with group composition oriented by the requirements of the research (that is, groups might be formed according to gender, economic class, ethnic identity, or vocation, according to the issues being examined). The Aguirre team has also videotaped focus groups to increase the richness of the data to be analyzed and for subsequent editing for Mission use.

Group Interviews and Town Hall Meetings

The group in question—returned trainees, their families or employers, or any relevant group involved in the evaluation process—participates in a guided meeting in which a facilitator asks questions, raises issues, and develops topic areas in an interactive process with the group. Necessarily, these are "open-ended" questions in which responses can range widely. A limited informal survey can also be incorporated into this process if the questions lend themselves to a yes/no show-of-hands kind of response.

Open-ended Interviewing

Data collected in initial discussions can be analyzed to lead to the formulation of a key set of questions for further investigation. In contrast to the closed instrument of a statistical survey, however, the open-ended interview permits a wide range of substantive responses to be incorporated into the data base.

Key Informant Interviews

One kind of open-ended interviewing focuses on "key informants." The evaluator uses knowledge of the social context of the Trainees to identify, not a random sample of interviewees, but a delimited list of persons who can provide differing substantive views from a range of structural perspectives, whether this be within a community or within a particular institution. In sum, the idea behind "key informant interviewing" is that the evaluators, through preliminary contacts and available knowledge, construct a model of the range of social positions in the group under consideration. (In such cases, it is clearly very important to have a national social science

counterpart to provide a broader base of local-level knowledge.) They then interview a limited but representative range of persons who occupy a variety of those positions, usually adopting an open-ended question guide. While this approach does not provide statistically valid range of responses, it gives a rough-and-ready view of the range of understandings, opinions, and attitudes. If quantitative data exists to support the conclusions (such as information that may be extracted from the CIS or from the Missions' specialized data bases), the results are naturally even more reliable.

Life Histories

The life history is a technique especially appropriate for assessing perceived impacts of training on returned Trainees. Conducted as an interview (or as several linked discussions), the informant is led, through a guided series of questions, to articulate the sequence of events, persons, and opportunities which have brought him/her to the present moment. Here, the Program's emphases on leadership, attitudes, and career advancement can be highlighted.

Informal Surveys

The informal survey draws on a smaller base of respondents in order to focus on a delimited set of issues under consideration. Usually the informal survey, like the more formal survey instrument, allows for only certain responses; it works best when the pool of respondents is thought to be homogeneous. The informal survey normally serves as a second methodological step to test and confirm, with a wider population, the preliminary conclusions drawn from either a focus group, open-ended interviewing, or life histories.

Direct Observational Indicators

This technique is best suited to site visits, especially in-country, in which the evaluators are sensitized to specific cultural manifestations of socially significant differences. The formalization of a social indicators list could be useful, for example, in confirming economically disadvantaged status of Trainees in their home communities. Drawn from the "rapid rural appraisal" approach, direct observation requires considerable sensitivity on the part of the observer; to be useful it must be regularized through detailed check lists and standardized recording.

Participant-observation

This is the standard field research approach adopted within the discipline of anthropology, and implies a longer-term study either in home communities of returnees or in an institutional setting—two to four months might be suitable for the specific kinds of issues to be investigated in CLASP II monitoring. Participant-observation requires that the field worker take part in the daily life of the subject community or institution, usually participating fully in the round of work and social activities of the group studied. While it is time-consuming and could only be used sparingly, participant-observation is uniquely suited to answering certain kinds of questions, such as, for instance, looking at the ongoing expression of returnee leadership in its true sociocultural expression, that is, in the life of the community.

INFORMATION MEMORANDUM

PREPARATION FOR CULTURAL UNDERSTANDING

Most Trainees in the Caribbean and Latin American Scholarship Program (CLASP) express satisfaction, and often a great deal of satisfaction, with their social interaction with U.S. citizens. However, in response to open-ended questions to Exit Questionnaires, Mid-Term Questionnaires, and Returnee Interviews, some CLASP Trainees express dismay and concern at the behavior of some U.S. citizens with whom they come in contact in the course of their travels and training programs in the United States. CLASP data show that the process of cultural adaptation may be a source of dissatisfaction for Trainees. "Twenty-two percent of Trainees claim that one of their 'least-liked' aspects of the program had to do with cultural adaptation or cultural aspects of the U.S." (*The Fourth Annual Report of the Caribbean and Latin American Scholarship Program*, Aguirre International, April 1990, p. 4-7). A recommendation of that report suggests that "because this (cultural adaptation) appears to be a significant factor, it should be investigated more closely."

THE NEED TO PROVIDE CULTURAL ORIENTATION

While most Trainees appear to be willing to acknowledge and accept their cultural differences with U.S. citizens, others find them distasteful and annoying to the degree that it interferes with their learning progress and leaves them with a less than satisfactory impression of the U.S. and U.S. citizens. Among those who express unhappiness, the words, "cold, rude, disrespectful, and inflexible" are commonly-used negative words to describe the offending behavior. It is not surprising that some Trainees are uncomfortable or distressed when they perceive affronts to what for them are the basic values (respect for authority, parents and teachers, personal integrity, traditions, etc.). The problem lies, of course, in the differing value systems of the cultures.

Trainees may be helped in the orientation component of their training program to understand the origins of U.S. values and helped to develop a tolerance or acceptance of those things that offend their sensibilities. This understanding may help them to reduce their distress over the actions of people they will meet in the U.S. by giving them a framework from which to appreciate these actions (if only an intellectual appreciation).

If the predeparture orientation can assist in this understanding, two things may be accomplished. First, the Trainees' degree of surprise at actions by U.S. citizens may be reduced, and secondly,

they will be given some framework by which to make sense of it all (hopefully reducing confusion and maybe even the degree to which they are distressed). **Aguirre Information Memorandum Vol. V, No. 90-05**, April 1990, reports a finding that confirms that reducing the surprise level is very helpful to Trainees.

The goal of this discussion of cultural adjustment is not to try to change the values or ideals of CLASP Trainees, but rather to prepare them for some of the cultural behaviors that they might experience during their sojourn in the United States so that they might be better able to understand and cope with these different expressions of values and behaviors. The first and most opportune occasion for beginning the discussion of these cultural differences is in the predeparture orientation sessions. Further sensitizing should be done as part of the U.S. orientation program, and on-going discussion should take place throughout their stay in the United States through regularly scheduled discussion groups with counselors, coordinators, or program administrators. A thorough and continuing dialogue throughout the training experience should prove a valuable forum for assisting the Trainees in their understanding and tolerance, if not acceptance, of U.S. cultural patterns.

The following discussion incorporates some suggestions from a variety of sources which may be helpful in thinking about and dealing with the problem of cross-cultural adjustment of CLASP Trainees.

Control of One's Fate

While not uniquely a U.S. value, there is a strong and pervasive belief held by many of the groups comprising U.S. culture that the individual has a great deal of control over his or her own environment. Grounded in this belief, most U.S. citizens tend to be more proactive rather than passively allowing fate or "the powers that be" to work. This eagerness to take control, to seize the opportunity, to shape things to one's own desire may be perceived as presumptive, aggressive, or acquisitive behavior by some participants whose cultural traditions lead them to believe that the possibility of such control or manipulation of their environment is implausible.

This issue may be related to the idea of the uniqueness of each individual, which research has shown is another concept strongly held and jealously guarded by many in the U.S., especially in the middle classes. Aligned with this notion is the idea that there are few limitations to what a person can accomplish, such that each person should, as the military recruiters' motto suggests, "be all that you can be." Dreams of becoming the president, a movie or television star, a professional athlete, or a millionaire are rarely discouraged for middle class children and even among the poor. More often than not they are encouraged by the success and fame of such people who may have risen from humble beginnings. Visitors from other countries, unused to giving credence to such expectations, may consider this characteristic pretentious or simplistic.

Coupled with the ideas of controlling one's own life and the uniqueness of each individual is the basic optimistic outlook held by U.S. citizens that anything is possible. "If you can conceive it, you can achieve it" is a current cliché that expresses that optimism. Foreign visitors may define this optimistic outlook in negative terms: proud, boastful, arrogant.

An outgrowth of the optimistic tendencies in the outlook of many U.S. citizens is their view of change. Change happens. Change is usually embraced rather than feared, because, for the most part, people of the U.S. believe that change is healthy and usually for the good of society or the betterment of their lives. Some visitors coming from countries in political, social, and economic turmoil long for some stability in their lives and do not necessarily consider change a positive force. In other societies where social and economic structures may more rigidly define social roles and expectations, the U.S. openness to change may be viewed as destructive of valued cultural patterns.

A by-product of this U.S. attitude toward change is the faith and hope that most U.S. citizens have in the future, that the future will be better than the present or the past. Most U.S. citizens want a better future for their children and work hard to give them the educational and material foundations they feel are necessary to give their children a competitive edge in the future. This emphasis on the future may be a cultural obstacle that some foreign students, if unprepared, may find difficult to understand and appreciate.

Equality

Unlike some of the societies from which our Trainees come, U.S. society professes and, in many ways, reflects the notion that "all men are created equal." While the social reality of this emphasis on equality has always fallen short of its expression as an ideal, this concept has long been noted by observers of U.S. culture. For example, there appears to be an aversion on the part of many U.S. citizens to giving deference to people in positions of power, money, or "high society." This is especially true in many of the service industries. Taxi drivers, porters, waiters, and store clerks often show disdain and sometimes disrespect and rudeness to customers and clients. Trainees must be made aware of this possibility and realize that the treatment they receive is not directed at them; it is, in reality, no different from that experienced by the typical U.S. customer or client. What they are more likely to encounter, in fact, is somewhat better treatment than many members of U.S. society receive, although it may not be the extent of courtesy which they might experience at home.

Another manifestation of this focus on equality is typically the atmosphere of informality in U.S. citizens' relationships with one another and with superiors. This may contrast with a visitor's own more formal interaction patterns; but Trainees should not consider it demeaning nor insulting if experienced or witnessed in U.S. relationships.

The Time Factor

A recurring comment on Exit Questionnaires, in Returnee Interviews, and in discussions with Trainees is the U.S. citizens' preoccupation with time. They are continually amazed at the control exerted by time over the private and public lives of most U.S. citizens whom they encounter. Timeliness in reports, deadlines, appointments, dates, timesheets, and clock-punching may appear to the visitor as a compulsive U.S. trait. "Time is money" is an aphorism that encapsulates this perception. Foreign visitors may view this characteristic as "driven", "grasping", "greedy", and "controlling", and symptomatic of an impersonal and almost mechanical approach to business and relationships, public and private. Most U.S. citizens, on the other hand, perceive timeliness as businesslike, efficient, and courteous. Time is something to be valued, used wisely, and utilized to the utmost whether in work or play.

The Work Ethic

That "people in the U.S. work a lot" is often noted by Trainees. Several factors seem to underlie this observation, including the U.S. work ethic, and the belief in competition and free enterprise. While recent social research has questioned the extent to which these concepts can still be said to characterize the attitudes of the average person in the U.S., certainly most of the people that Trainees encounter in their stays will reflect these tenets.

For many people their job title continues to define their lives. "Where do you work?" or "What do you do for a living?" are often among the first questions to arise in a conversation between U.S. citizens meeting for the first time. The expression "business before pleasure" characterizes many U.S. lifestyles in which relaxation and leisure time are considered rewards for an "honest day's work." In contrast, visitors to the U.S. may find questions about work upon a first meeting, or even casually, intrusive and not respectful of individual privacy.

U.S. workers operate in a competitive atmosphere. Competition is valued in itself, since it is thought to be stimulating, productive, and may result in creative or innovative thinking. This spirit of competitiveness begins in the U.S. classrooms and moves from there throughout the society. Visitors to the U.S. may come from societies where cooperation is valued above competition, and where competitive attitudes are seen as demonstrating hostility. This sudden thrust from a cooperative value system to a competitive one can be jarring to a newcomer who is unprepared for the prospect.

Free enterprise is an outgrowth of the competitive U.S. economic system. Proponents promise that free enterprise will result in great growth, advancement, and improved lifestyles for the citizenry. Foreign visitors, from cooperative society backgrounds, may find this competitiveness and struggle for advantage perplexing and threatening.

The Spirit of Volunteerism and Group Efforts

The tendency of U.S. citizens to band together in group efforts and their penchant for volunteerism is noted with surprise by many Trainees. These traits may seem to be contrary to the spirit of competitiveness discussed previously, but when there are group needs or common threats, competitiveness is often set aside in favor of cooperation and group effort. People in the United States volunteer in large numbers for community service efforts. These volunteers may be members of church groups, service clubs, and social organizations, but it is not unusual to find people from different social stations, ethnic groups, religions, and political philosophies joining together in group efforts to achieve common goals, combat common enemies, or struggle against natural disasters. An awareness of this phenomenon is not lost on the returned Trainees who frequently mention their observation of it in interviews about U.S. lifestyle and culture. It is one of the positive aspects of U.S. culture than can be pointed out and emphasized with Trainees preparing for their U.S. training.

Directness and Openness

This topic has been dealt with briefly in two of the earlier headings, but it deserves a heading of its own because of its impact on cultural adjustment. In one-on-one interactions between U.S. citizens and foreign visitors, the openness and directness of U.S. citizens in terms of questions and statements addressed to foreign visitors can be not only disarming but also alarming. Students from other cultures may not have the custom or opportunity of expressing their likes, dislikes, feelings, concerns, and fears in open and direct ways with people whom they do not know well, and often are not comfortable with being addressed about them.

Many other cultures have formal, more subtle, and less direct approaches than U.S. citizens in speaking, writing, and conducting conversations, observing certain conventions and processes. People in the United States tend to value the more informal and direct approach because of its suggestion of openness and honesty, and the tendency to keep everything "out in the open" and "aboveboard." Most U.S. citizens, by and large, favor candor and a straightforward approach and dismiss subtle and less direct approaches as evasive or insincere. The direct U.S. approach can be disconcerting and offensive to foreign visitors if they are not aware of this facet of U.S. behavior.

Trainees who have homestays with U.S. families frequently comment with dismay on their observation of family relationships, especially the perceived lack of respect children display toward parents and other authorities. The casual and direct give-and-take between parent and child is an outgrowth of the open democratic approach where views and opinions are freely expressed even in familial situations. The interaction and freedom of exchange between the U.S. parent and child may be totally outside the visitor's experience of more formal and respectful conventions, and he or she should be alerted to its existence.

United States Materialism

A recurring negative comment from students having difficulty understanding U.S. culture is that the "U.S. society is very materialistic." The source of this attitude is most likely a comparative one, in terms of identification with lifestyles and possessions of people in the home country. One example frequently given of U.S. materialism is the number of appliances and electrical equipment found in the homes of middle-class U.S. citizens. Students who have homestays tell of three and four television sets in the U.S., and often there is one for every person in the family. A second instance cited is the disposable or "throw-away" mentality of so many U.S. citizens. This occurs when people are observed discarding broken objects when, in their society, they would be repaired, or throwing away articles of clothing that may require only simple repairs or buttons to make them serviceable. Other examples offered by foreign students are the use of disposable dinnerware and flatware, the waste of foods, and, to another degree, the replacement of workable cars with newer models or trading up for newer computers or homes.

Many Trainees, whose lifestyles are more austere and less oriented to material possessions, are bewildered by these displays of U.S. commercialism and materialism and are critical of the excessive concern for worldly goods that they observe in U.S. culture. Most U.S. citizens, on the other hand, look upon such acquisitiveness as the fruits of their hard-earned labor.

Providing a Balanced Orientation

Not in all cases do Trainees form negative opinions about U.S. values due to inadequate predeparture preparation. In some instances, Trainees have commented that they were very nearly panicked into dropping out of the training program by predeparture orientation that, in the Trainees' retrospective view, was overly alarmist in its characterization of U.S. society. This represents instances of carrying the need to adequately prepare Trainees to an extreme. One Trainee noted that the briefing on U.S. society had warned him that U.S. citizens are very cold, unfriendly, and difficult to meet. This Trainee noted that he had come prepared to learn, but not to enjoy the experience. However, he was returning home with a very positive attitude toward his personal interactions with the people he had met in the U.S.

Trainees in another group commented that they had been strongly warned about crime in the U.S., and that, without proper precautions, they were likely to be mugged and/or sexually assaulted. This group of female teachers noted upon their departure from home that they had no experience in the U.S. with criminality and thought that they might have been more relaxed at the outset of their program if their orientation had not been so ominous.

These two cases represent the other extreme of Trainees who have not been well oriented toward what they were likely to experience in the U.S. It should be noted that the Trainees who have been provided an overly negative preparation for their exposure to the U.S. appear to have

M

recovered from it and returned home in a positive, if somewhat bemused, frame of mind. Others, however, may have not been so outgoing and may have refrained from social interactions to avoid rejection or worse problems and returned home with their predeparture orientation as the operative message about what life in the U.S. is like.

This reflection on the extremes underscores the adage that "forewarned is forearmed." At the same time, it recalls to mind another adage: "all things in moderation." If the orientation is too alarmist, it may detract from some of the social interactions that often are rated by Trainees as their most enjoyable experiences in the U.S.

Concluding Thoughts

Perceptions can be, and often are, misleading or deceiving. The perceptions of the United States and U.S. society by CLASP Trainees remains a concern of AID/Washington, the Missions, training providers, and contractors.

The extent to which students are aided in understanding some basic U.S. attitudes and values, and how they motivate U.S. citizens, will go a long way in helping the students to adjust and to gain more positive outlooks on U.S. society. For some Trainees, who are unwilling to understand or who have had an unpleasant experience with a U.S. citizen, little or nothing can be done to overcome the situation. Most Trainees, however, come to the United States with limited knowledge of the people and some pre-conceived or distorted, but often not fixed, ideas about U.S. society.

A thorough predeparture program and U.S. orientation program that helps to prepare Trainees for their encounters with U.S. culture will assist in the adjustment process and may forestall or soften some problems that might have developed if the Trainees had not been prepared in this regard. A valuable tool to assist the Mission with the cultural component of its predeparture and orientation program is the participation in the orientation process of returned Trainees who can share their experiences and perceptions of their stay in the United States as well as the feelings they had and adjustments they had to make in order to live in a different society.

NOTE: This Information Memorandum is produced by Aguirre International. It does not reflect Agency policy or procedures; rather it is provided to increase communication between our offices and other CLASP parties. Comments or inquiries may be addressed to John L. Martin, CLASP Evaluation Project Director, Aguirre International, 1735 North Lynn Street, Suite 1000, Rosslyn, Virginia 22209-2019, 703/525-7100, Fax Number 703/525-7112.



AGUIRRE INTERNATIONAL

1735 North Lynn Street, Suite 1000 • Rosslyn, VA 22209-2019 • 703/525-7100 • FAX 703/525-7112

411 Borel Avenue, Suite 402 • San Mateo, CA 94402 • 415/349-1842 • FAX 415/513-6299 • Telex 237400486 Main Office

SITE VISIT REPORT

COUNTRY: Jamaica
PIO/P #: 532-0169-1-00126
GROUP: Diabetes Group (6 women)
CONTRACTOR: P.I.E.T.
DATE: June 28, 1991
SITE: Washington, D.C.
EVALUATOR: William T. Judy, Jr.

INTRODUCTION

On Friday, June 28, 1991, six female Jamaican Trainees, participating in a series of diabetes conferences at three sites in the U.S., were interviewed and administered pilot CLASP Exit Questionnaires at The Hampshire Hotel in Washington, D.C., on the final day of their training program. The group had arrived in the United States on June 2 and were departing on June 29.

When Aguirre International learned that this group was ending its training program in Washington the week of June 22, it was decided that it would be helpful to have a Caribbean perspective on the draft revised Exit Questionnaire. Future plans include piloting the questionnaires with Central American and Andean groups in order to get feedback across the whole region where CLASP scholarships are offered. After some complications in locating the group, it was contacted and arrangements were made to meet at the hotel where the Trainees stayed on the morning of June 28.

The six women, all professionals in the Health Services field of Diabetes, represented the Diabetes Association of Jamaica and its various components: doctors, nurses, nurse practitioners, primary caregivers, and administrators. Their objective was to learn the latest information about diabetes treatment and caregiving in order to return to Jamaica and transmit the information to co-workers and others in the field of diabetes in an effort to improve treatment of the disease in Jamaica.

THE PROGRAM

The program was structured to give the group experiences in three different settings. The first site was in Minneapolis, Minnesota, from June 2 to June 16 where they visited the International Diabetes Center, observed clinical procedures, and worked directly with staff. The second site was Boston, Massachusetts, where the participants attended classes and observed doctors and nurses making medical rounds at the Joslin Center from June 16 to June 22. At the final site in Washington, D.C., the group attended the International Diabetes Federation Conference from June 22 to June 29. The conference of 8,000 diabetes professionals from around the world gathered at the Washington Convention Center and three hotels for a week of lectures, seminars, workshops, and networking.

The experiences at each of the three sites and observations made by the participants are the focus of this report.

The group in general highly praised their Minneapolis experience both in terms of what they learned and how they were treated. They had very positive things to say about the International Diabetes Center and the arrangements that were made for their comfort and convenience. They felt very welcome and found the people in Minneapolis with whom they came in contact very friendly and hospitable.

Their experience at Boston's Joslin Center was less than enthusiastic. They were not made to feel welcome. They felt abandoned in that they were not offered assistance in getting settled nor assistance with transportation and logistics. They observed that the Joslin Center appeared to be unprepared for them; there was not a specific program to follow, and they often felt that they were "in the way" of the Center staff.

In Washington, they again expressed the feeling of abandonment. They said that no one contacted them; no information was provided for them at the hotel; they had to figure out where the Convention Center was and determine the best way to get there. They were hungry for West Indian food, but had not been provided with the information that there are a number of West Indian restaurants in the Washington area. They said that they wished they had known this. The group expressed satisfaction with the conference itself and felt that from the multitude of offerings they had no problem in finding meetings that were consonant with their needs and interests.

An example of the kind of unanticipated situation that can arise for which a coordinator would be helpful involved the hotel mix-up in Washington. The group was given the name of one hotel (The Hampshire Suites Hotel) with the address of a second hotel (The Hampshire Hotel). When taxiing in from the airport, they asked to be taken to the Hampshire Suites Hotel). When they found out they were not registered there, they had to take another taxi to the address given them (1310 New Hampshire Avenue, NW) which was The Hampshire Hotel where they were booked. This evaluator had a similar problem in locating the group. Having been given the hotel (Hampshire Suites) and phone number by the contractor, an attempt was made to telephone the group to set up an appointment; however, by checking around it was determined that they were registered at the other nearby hotel with the similar name.

THE SITE VISIT

The six women were very bright and articulate; they were very cooperative and willing to talk about their program and to complete the revised Exit Questionnaire. Five of the six were from Kingston, and the sixth was from nearby St. Ann. They were all members of the Diabetes Association of Jamaica and knew one another before the training program was organized. They had all previously traveled to the United States, but this was the first training that they had received in the States. Three of the six had family members in the States with whom they were able to make contact and, in some instances, visit.

They felt that they had been adequately prepared by the Mission for their training in the U.S., and mentioned that they had been addressed by Jerry Wood, the Chief of EHR in the USAID Mission.

Although the group was very sophisticated and able to cope with the situation, all expressed concern about not being provided with an individual to facilitate and advise them during their stays in Boston and Washington. They were quite happy with the individual who assisted them in Minneapolis. One suggested that at least an information sheet about Washington, the Convention Center, restaurants, etc., could have been left for them at the reservation desk in Washington. When asked if they had a name or phone number to contact should they need assistance, they stated that they had such a number, but assumed that it was for serious or emergency situations, and they did not want to bother anyone because their concerns were not of an emergency nature.

RECOMMENDATIONS

Recommendations for the Mission and the Contractor involve the program itself, the logistics, and the Trainees.

1. Candidate selection: The Mission should work toward meeting its CLASP target of 70 percent disadvantaged Trainees. Without having access to background information for verification, it would appear from discussion that the Trainees were not from disadvantaged backgrounds. All were professionals, and all had traveled to the United States on their own before.
2. Rural-urban selection: Although this kind of atypical CLASP training group in a specialty field may not lend itself to a greater geographical spread, the Mission should strive whenever possible for more representation from the rural areas. It may be due to the nature of this program that these Trainees were primarily from an urban area rather than representative of rural regions of the country. Five of the six candidates were from Kingston, and the sixth was from St. Ann.

3. Experience America: Every CLASP training program should incorporate an Experience America element. From discussions with the Trainees, they were not aware of any formal or organized effort in this regard.
4. Logistics and Coordination: Each group should have a contact person who welcomes them to the program, facilitates their visit, and assists with their logistics. According to their statements, this training group had no contact with anyone from the program during their stays in Boston and Washington.

AGUIRRE INTERNATIONAL

SITE VISIT REPORT

October 28 – 29, 1991

Training Group:

Haitian Teachers (PIO/P 521-0227-10187)

Number of Trainees:

18

Field:

Civic Education

Training Period:

09/28/91 – 11/09/91

Location:

Florida State University
Tallahassee, Florida

Contact:

Dr. Joshua Muskin

Placement Contractor:

PIET

Aguirre Evaluator:

John L. Martin

SUMMARY

The overriding issue of the Site Visit was the relationship of the training group, and their field of training, to the post-coup environment in Haiti. The prevailing attitude of most of the Trainees is that they face a very questionable future in Haiti if they were to return as scheduled. Rather than seeing their status vis a vis the military-backed government as less a problem because of their rural teaching positions, they characterize it as a greater problem, because of the "big fish in a little pond" relationship. Nevertheless the group voices a strong desire to return home to be with their family, friends and colleagues, even though they consider it impossible to apply their training under present circumstances.

With regard to the training per se, the group appears to have been well chosen, well oriented, motivated in their approach to the experience, and likely to have a beneficial impact on the field of teaching participatory government, if they have the chance to do so. FSU appears to have designed a very appropriate curriculum, with a healthy balance of lectures, site visits, homestays, other outside activities and inter-active dialogue on the learning process and its relevance to Haiti.

The Trainees give very high marks to the training program and express the hope that others could share in the same experience, if conditions in Haiti permit it. Their primary fear at present is of the unknown. If they were to receive information on other Trainees who had returned without problem, it would help relieve their anxieties with regard to their own return home. They believe that it would be helpful to them upon their return to be met by someone from the U.S. Government.

During the Site Visit, Dr. Muskin, the training program coordinator, announced to the Trainees that approval had been received via PIET for the Trainees to prolong their program in a form of practicum. The Trainees voiced some concern about how that would work given their problem of communication in English. Dr. Muskin replied that they could simply monitor classrooms or civic organizations, so that their active participation would accommodate whatever level of ability to participate might be the case. Those students who might wish to hold to the original schedule for return to Haiti, were told that arrangements would be made for them to do so. The issue was subsequently clarified by Dr. Muskin as simply a reaffirmation of the ongoing process

of seeking approval of the extension rather than the announcement of a *fait accompli*.

THE SETTING

Prior to the Site Visit, information was gathered from USAID/Haiti (Mary Ann Cusack), PIET (Debbie Mix-Gould and Jennifer Ewald), and Dr. Joshua Muskin at FSU. The purpose of the Site Visit was described as an effort to evaluate the situation with regard to the impending end of the program and the Trainees scheduled return to Haiti. This issue was understood by all concerned to be sensitive in the current circumstances of a coup imposed government and the problem the Trainees see in their role of promoters of civic education in Haiti. Also an objective of the Site Visit was an appraisal of the program in terms of its design and implementation.

The preparatory conversations continued in Tallahassee, on the afternoon of October 28, in a meeting by the evaluator with Dr. Muskin and two of his assistants. The arrangements for the evening meeting with the Trainees were discussed, and Dr. Muskin furnished a copy of his Mid-Term Report on the training program.

The meeting with the Trainees and with their Escort, Mrs. Florestan, was held in a conference room at the motel where they were housed. Dr. Muskin explained the nature of the evaluation process and the role of Aguirre International as a process evaluator.

I explained that my objective was twofold: to obtain the Trainees' views on their training program, and secondly to discuss with them how they view their situation in Haiti in light of the coup d'etat. I was helped in a few instances by Mrs. Florestan and Dr. Muskin when my Spanish-influenced French (Frañol) needed clarification. I noted that our evaluation allows us to follow in-country the ability of the Trainee to apply the training. I was asked by the Trainees

how soon they might expect to be contacted by an Aguirre International evaluator in Haiti. I replied that there had been a recent in-country evaluation, and that it was unlikely that there would be another one for a couple of years.

After explaining the nature of the Exit Questionnaire and that the Trainees' identities would be protected in terms of any specific responses, I distributed the questionnaires. The Trainees exchanged a fair amount of information *sotto voce* during the process of completing the questionnaires, but they were two at a table, and were for the most part working on their own. The only requests for assistance in completing the questionnaire related to questions that had a grid for the response, where finding the appropriate box to check depended upon identifying the appropriate row and column.

At the end of completing the questionnaire I asked if there were any observations about the questionnaire that the Trainees wished to make. I asked if they had found it difficult to complete. The response was that it was not too hard to complete, but that it had too many questions, i.e. that it took too long. Many of the Trainees appeared to agree. One Trainee took exception by noting that the area covered in the questionnaire, i.e. from the beginning of their orientation through the training process, was very broad and "two hundred questions wouldn't have been too much."

DISCUSSION OF THE TRAINING PROGRAM

Dr. Muskin left the room while I explored issues related to the pre-departure and training processes. I asked the students how they felt about the selection process, and if it appeared to them to be fair. I noted that most of them worked for the government, and wondered whether the government had a role in the selection process. The Trainees replied that the selection process had been long and fair, they thought, and the

government had no role in their selection. One student explained that the process had also included persons, like himself, who were in private education. He said his school was sponsored by a cooperative. I asked them what they understood was the criteria used in their selection. The response was that they understood that they had been selected for their "leadership" ability.

I asked about the training program at FSU and if they had any issues of concern to express. There was no concern expressed. Several mentioned that the program is excellent. I asked about the homestays, and the response was that these were especially welcome.

DISCUSSION OF THE POLITICAL CONTEXT

Rejoined by Dr. Muskin, I asked how the Trainees viewed their situation upon returning to Haiti. Did they think that they would face a situation any different from their colleagues as a result of their participation in the training program in the U.S.? Most of the Trainees expressed grave concern about their future in Haiti because of the coup. They expressed the view that there is no way that they could teach the lessons of civic involvement in the governmental process without it placing them in danger. I asked whether the fact that all of them are teaching in rural areas wouldn't offer them greater security than if they were working in Port-au-Prince. The response was that they considered themselves to be more vulnerable, because their travel to the U.S. and the nature of their training program was known locally, and the local military would be particularly focussed on them when they return to that local environment.

One Trainee explained that she is active in the unrecognized teachers' union that is contemplating a national strike to protest the coup. She said that, if she were back in Haiti, she would be a target for the government in responding to the strike.

One student defied the majority opinion and insisted on the fact that he anticipated no problem on returning to Haiti and planned to do so. He was one of the private school teachers, and he also said that he would be able to teach the civics curriculum that they had been developing in the FSU training program. Other students clearly wanted me to understand that his was a minority view, which they did not share.

Other comments that were voiced made it clear that the Trainees want to return to Haiti, that they are concerned about their families, friends and colleagues, and that this makes their current situation very difficult. I asked whether there is anything they would suggest that AID might be able to do to help them. They responded that they would be assisted by information on what had happened in the case of the Haitian journalist training group that was supposed to have already returned. Both Dr. Muskin and I responded that we had no current information on the journalist group. I said that I would endeavor to obtain information and to relay it back to them (after learning on 10/30 from Mary Ann Cusack that the journalists had returned without incident, and that they had been met by a person from the Mission, I relayed that information to FSU to pass on to the students). The Trainees indicated that they would like to have a representative of the Mission meet them upon their return, if that were possible.

OTHER OBSERVATIONS

On the morning of 10/29 I accompanied the Trainees from the motel to the FSU training site, which is a very excellently designed teaching/meeting facility near the campus, to sit in on a roundup discussion of lessons learned from the training process. The session was conducted by Dr. Muskin in French and his assistant contributed to the process in Creole. The purpose of this discussion, according to Dr. Muskin, was to focus the Trainee's observations of how civic activities take place in the U.S. in a form

that would be useful in designing a curriculum that could be use to train others in Haiti upon the Trainee's return. The teaching process involved dividing the Trainees into small groups to identify the attributes (skills, knowledge, and attitudes) which were important to the success of volunteers, organizers, leaders, and the public. This session was a useful gauge of the involvement of the Trainees, how well they were absorbing the course material and the group dynamics. All of the Trainees appeared to be committed to the learning process and had a clear concept of what the material they had been studying and observing was intended to accomplish.

The subsequent session was a presentation on "participation" presented in French by a FSU professor with extensive experience in Francophone Africa. This instructor and Dr. Muskin both spoke very fluent French. Dr. Muskin made an effort during his dialogue with the Trainees to introduce some Creole words and expressions that he has picked up. During this second session, I left for the airport.

The FSU Mid-Term Report, dated 10/25/91, provides a very thorough description of the curriculum development and activities to the mid-point in the program. There was nothing in my observations that was at variance with that very positive report on the dedication of the Trainees and the effectiveness of the training program to the mid-point. Specific information gathered during the previous evening's discussion with the Trainees on homestays, and during the morning session related to the program of site visits, coincided with information presented in the report.

OTHER DEVELOPMENTS

At the outset of the 10/29 morning training session, Dr. Muskin conducted some housekeeping activities such as passing out living allowances and discussing his impending absence on a trip. I was surprised

to hear him tell the Trainees that their expressions of interest in having their stay in the U.S. extended had been accepted by PIET. He also discussed the issue of those who might wish not to avail themselves of this possibility and want to return on schedule, and he indicated that arrangements would be made to accommodate their travel plans. This announcement was followed by a discussion with the Trainees as to how an extension in the U.S. would be used by the Trainees. He explained that he had already been in contact with the Director of Education of the Leon County school system, and that the latter had assured him that opportunities would be provided to the Trainees to participate in classroom activities. Others who might want to participate in the activities of a volunteer organization, such as the meals-on-wheels program, would have that possibility.

One Trainee voiced the concern that their participation in these activities would be constrained by their lack of ability to communicate in English. Others appeared to have the same concern. Dr. Muskin responded that the Trainees would be able to participate in these activities as observers, and would have no obligation to do more. He also gave a vote of confidence in the Trainees' ability to make a contribution and to continue their learning process in this fashion.

After this discussion, while the students were working on a small group exercise, I asked Dr. Muskin how this extended period of training would work and whether there would be any specified length to the period of extension. He responded that at this point the proposal was for an indefinite period. I asked if the students would continue the same lodging and weekend homestay arrangements. He indicated that would be the case. I asked if the group would continue to come together to exchange experiences, and he said that the plan that he had proposed called, in addition to his own continuation as coordinator, for the continuing involvement of two of his

assistants and one other professor. Among them they would continue to work with the Trainees one and one half days a week to coordinate the extended training process.

I also discussed the news about an extension with Mrs. Florestan, the escort, as this appeared to involve additional requirements for her. She said that she had no communications with the Mission or PIET. She said, however, that she would stay with the group to facilitate their efforts to benefit from an extension. I asked whether she would be able to help the Trainees with their communications problems if, as I understood the idea, they would all be going off in several directions. She responded that she would plan to travel around to several different sites to help out where she was needed most. She noted that she had experience in the U.S. with voluntary activities, and thought that this would be helpful.

After relating the discussion of this planned extension with Mary Ann Cusack early on 10/31, I was informed that she was aware of no such authorization. I spoke also with Debbie Mix-Gould (PIET) on the same morning and was informed that the extension of stay was only a concept, which had just been submitted to the AID Mission the previous day, and that it is not yet approved. Subsequently, also on the same morning, I received a call from Dr. Muskin, who informed me that his discussion with the Trainees on the previous morning regarding the provisions for an extended stay were part of a series of discussions he had with the Trainees about their situation. He said the students were told later, after I had departed for my return trip, that final approval of the extension plan depended on a favorable decision by the AID Mission. He said that he had told the Trainees that the decision would be a response to the Trainees' letters, which Dr. Muskin had requested of those students who were concerned about returning to Haiti under the present circumstance, and which had now been forwarded to the Mission. Dr. Muskin did

not suggest to me that my understanding of his announcement to the students, i.e. that the extension would be implemented, was incorrect, but he noted that I would not have been aware of contextual remarks that were made later by him.

OVERALL OBSERVATIONS

The overall impression received from the Trainees is of an homogeneous, dedicated group intent on getting the most out of a training program which became problematic because of the coup d'etat that took place the day after their arrival in the U.S. They seem genuinely torn between their desire to return home and their concern over what they see as the potential danger which they think may accrue to them because of the training program in which they are participating.

The training program appears in general to be well designed to meet the training objectives and to be well executed. Dr. Muskin and his training staff appear to be very competent and dedicated as well as enthusiastic about their work. Dr. Muskin appears to be a talented educator, and to have established a warm rapport with the Trainees. It was apparent that his efforts to promote the possible extended stay in the U.S. for the Trainees was related to his concern for their welfare.

QUESTIONNAIRE ANALYSIS

The responses provided by the Trainees in the Exit Questionnaires are in accordance with the above observations. In general, and in comparison with other training groups, this group rated the training program highly. In response to a question of whether the Trainee would recommend a similar program to others, 16 (89%) responded that they "absolutely" would do so. The two who responded that they "maybe" would recommend a similar program may have been influenced by reservations about this

program being repeated in the current political context.

In response to a question as to how the Trainees would evaluate the quality of the training program, eleven (61%) accorded it a rating of "excellent," another six (33%) responded "good," and one responded "OK (*passable*)." In reply to a question about the utility of the classroom activities for meeting the training objectives, about nine in ten of the Trainees responded that they found these activities either "very appropriate" (56%) or "extremely appropriate" (33%). Similarly, views were very positive about the out of classroom activities. Seven (39%) described them as "extremely appropriate," and another nine (50%) replied "very appropriate." Asked what they thought of the total learning process, all Trainees responded either that they were "satisfied" (39%) or "very satisfied" (61%).

The questionnaire also explored the issue of the pre-departure orientation and their feeling of preparedness for the training program. Most of the Trainees rated the predeparture orientation highly, and all but one expressed feeling "prepared" (61%) or "very prepared" (33%). The remaining Trainee expressed feeling "somewhat prepared." In response to a question about to how the Trainee compared the training received with what was expected, the Trainees responded that it measured "very high" (67%) or "extremely high" (28%). One Trainee responded "somewhat high."

Considering that the Trainee's did not for the most part speak English (they had received three weeks of ELT at the Haitian-American Institute), their program appeared to be well designed to overcome this handicap. In response to a series of questions about potential language problem areas, about two-thirds of the respondents said that they had no language problems associated with classroom activities. Another quarter of the Trainees responded that they had "very little difficulty." The only aspect of classroom instruction that caused "some

difficulty" for about 22 percent of the Trainees was understanding lecture presentations. For outside the classroom activities, where normally greater communication problems are experienced, an average of 28 percent responded that they had "no difficulties" in response to four normal areas (transportation, shopping, tourism, restaurants). Those who responded "not too difficult" averaged half of the Trainees. The others indicated that they "somewhat" encountered difficulty. Two Trainees had noted that they had encountered some problem language in telephone conversations (presumably in international calls home).

RECOMMENDATIONS

This program appears to be well worth keeping in mind for replication if the appropriate political conditions are restored in Haiti. I would recommend that the Trainees be offered the opportunity to extend their stay, although I would do so only to demonstrate the compassion of the U.S. for their situation, and because taking a hard line that the Trainees must return could be counter-productive. My best judgment is that the Trainees, on their own, will decide to return if they have information that others such as the journalists have returned without hardship. (I understand that arrangements are being made for one or more of the journalists to speak with the FSU group via conference call. This is exactly the type of initiative that appears to be needed.)

The one potential problem at the present time, in my view, would appear to be the possibility of letting the group separate and go in individual directions. This would be avoided to as great an extent as is possible by continuing them in an extended training status, if possible. I think it very likely that any Trainees who were to extend their stay in the U.S. would be channelled into productive further learning activities by FSU.

INDIVIDUAL PROGRAM EXIT REPORT

CLASP MONITORING AND EVALUATION

PIO/P Number:	90176
Mission:	El Salvador
Field of Study:	Citizenship/Civic Activities
Dates of Training:	09/28/91 to 11/09/91
Contractor:	NAPA
Training Institution:	Latin Americ Area Center University of Arizona, Tucson
Number of Trainees:	25
Number of Respondents:	18

SUMMARY

For the most part, this group of 18 Salvadoran Trainees (14 males and 4 females) had a successful experience in the United States. They reported having received predeparture orientation, but suggested that the orientation include more information about the content of the program. Fifteen Trainees were satisfied with the overall quality of the program; one did not express any satisfaction or dissatisfaction with the program, and one was dissatisfied. Eleven Trainees (70%) said that they definitely would recommend the program to others, and the others (five Trainees) said that maybe they would recommend it. Trainers' complained about one Trainee asking for constant medical attention without apparent reason. They suggested that the selection of participants could be improved.

OBJECTIVES OF TRAINING (as supplied by the Trainer)

1. To expose Trainees to U.S. democratic processes.
2. To help Trainees to learn how to plan and implement a project.
3. To learn elements and aspects of U.S. culture and society through contact with citizens and participation in events.

HOW TRAINEES FELT ABOUT THE PROGRAM

Orientation: All respondents said that they received predeparture orientation in El Salvador, and the information received about the program, according to the majority (13 Trainees), was "useful." Five Trainees found the English language preparation "not very useful." These Trainees felt that more English preparation was needed to enable them to better communicate with the people of the United States. Often this problem is voiced by short-term Trainees; however, it is still not known how much survival English

language skills these Trainees need to feel comfortable during their stay in the United States.

Two Trainees felt that the segment of orientation about the U.S. culture needed to be expanded.

The majority (13 Trainees) of the respondents reported being "somewhat prepared" for their training in the United States, while the remaining four felt "prepared." It is interesting to note that the Trainees who felt unprepared also felt that the preparation about English language and U.S. culture were only "somewhat useful." Overall, CLASP data show that Trainees' level of satisfaction is positively correlated with feelings of preparedness.

Teaching Strategies: Seven of the 18 respondents (41%) felt that small group discussions were "of considerable use" or "extremely useful" in accomplishing their training goals; nine (50%) found them of "some use", and the other two Trainees felt that these were "of no use." Twelve of the 17 respondents (70.6%) said that classroom lectures were "of considerable use", and seven (29.4%) said that they were of "some use."

Content of the Program: Forty-seven percent of the Trainees felt that classroom activities were somewhat relevant in meeting their training goals; 33% had a neutral opinion, and the rest (20%) said that these were "somewhat relevant." With regard to whether or not the Trainees got what they expected, 61 percent stated that they received about what they expected; 33 percent reported that the training they received was better than expected, and the rest (6%) said that it was worse than expected. Fifteen Trainees (88%) were "satisfied" or "very satisfied" with the overall quality of the program, and two Trainees were "dissatisfied." This program received similar ratings to the overall CLASP programs.

Difficulty with English: Although all respondents reported that Spanish and English were used in the classroom, some Trainees stated having "some difficulty" in understanding lectures (seven Trainees), following classroom discussion (six Trainees), understanding informal conversation (three Trainees), reading assignments (three Trainees), being understood in discussions (four Trainees), being understood in informal conversations (five Trainees), writing reports (four Trainees) and taking notes (three Trainees).

Housing Arrangement: All but two Trainees reported being satisfied with the housing arrangements. The two dissatisfied Trainees did not state any reason for their dissatisfaction.

Amount and Punctuality of Stipends: Seven of the 18 Trainees who responded to the questionnaire said that they were "neither satisfied nor dissatisfied" with the amount of stipends, while another four were "dissatisfied" or "very dissatisfied" (the remaining seven were satisfied).

All 18 respondents reported being "satisfied" or "very satisfied" with the punctuality of their stipends.

The Best of the Program: Trainees stated that learning about U.S. people and their culture was the best aspect of the program; other Trainees said that they enjoyed most learning about the organization and functioning of municipalities. Visiting the Grand Canyon was also highlighted by some Trainees.

The Worst of the Program: When asked what they liked least about their experience, some Trainees regretted that they did not know enough English to communicate with people. Other issues mentioned were the climate being too hot, and having too little money for their expenditures.

3. Trainee Recommendations

The program will be even more interesting if Trainees were encouraged to speak about the socio-economic conditions and culture of El Salvador; "People in the United States also will benefit from learning about our culture," three Trainees stated.

4. Trainer Observations and Recommendations

Without going into any detail, Trainers complained that one Trainee did not want to participate in any activity. The Trainee complained of being sick at all times; "A doctor was visited five times by this student", one instructor said. Trainers thought that through a better selection process the Trainee's physical or emotional conditions could have been detected.

AGUIRRE INTERNATIONAL OBSERVATIONS

Trainees' evaluations gave mixed reviews to this program. The idea of the Trainees talking about the socio-economic conditions and culture of El Salvador seems to be a good one. Considering that the mayors come from different departments in El Salvador, they could have learned even more if the exchange of experiences, e.g., project implementation, obstacles, and solutions, among the members of the group was facilitated.

The difficulty with English language of some Trainees needs to be further investigated. Often in short-term training, Spanish is used in the classroom, and when that is not possible interpreters are used. It is not clear whether or not interpreters were available to facilitate Trainees' understanding of lectures and discussions in the classroom, but if that is not the case, the contractor and training institution should be strongly encouraged to include this element as part of the program.

INDIVIDUAL PROGRAM EXIT REPORT
CLASP MONITORING AND EVALUATION

PIO/P Number:	00132
Mission:	El Salvador
Field of Study:	Citizenship/Civic Activities
Dates of Training:	09/29/91 to 11/10/91
Contractor:	Development Assoc.
Training Institution:	Consortium for Service to Latin America
Number of Trainees:	25
Number of Respondents:	25

SUMMARY

The 22 male and three female Trainees from El Salvador who received training in citizenship/civic activities at the Consortium for Service to Latin America gave good reviews to this training program. All Trainees completed the Exit Questionnaire, and all said that they received predeparture orientation in El Salvador. Twenty-four Trainees rated the program as "good" or "excellent," and one said that it was "very poor." Twenty-three Trainees were very satisfied with the quality of the program, and said that they would definitely recommend the program to others. Some Trainees were critical of their limited English language skills. Instructors were somewhat concerned with the heterogeneity of the group, and the tardiness in receiving the information about the participants.

OBJECTIVES OF TRAINING (as supplied by the Trainer)

1. To provide participants with technical and academic understanding of leadership and municipal administrative skills to improve their roles as mayors.
2. To equip participants with specific skills to assume leadership roles in their municipalities and communities.
3. To foster permanent bonds of friendship, mutual understanding, and interaction between Salvadoran scholars and the people of the United States through participating in activities about "American Lifestyle" and democratic institutions.

HOW TRAINEES FELT ABOUT THE PROGRAM

Orientation: All Trainees said that they received predeparture orientation in El Salvador. The information that they received about the U.S. culture, the program content, and the English language, according to the Trainees, was of extremely useful for accomplishing the training goals. Seventeen Trainees (68%) stated that they felt

"prepared or very prepared" to initiate their training in the United States, six were "somewhat prepared", and two said that they were "unprepared." The two unprepared Trainees, attributed their unpreparedness to lack of knowledge of the English language.

Teaching Strategies: Twenty-three of the 25 Trainees found the teaching strategies used by the instructors in the classroom to be very helpful. Regarding other learning approaches, some 76 percent found on-site observations and on-the-job training to be considerably, or extremely, helpful for accomplishing their training objectives; the rest found these activities of "some" utility.

Content of the Program: Eighty-four percent of the Trainees said that the expectations about the training objectives were met "to a great extent", and the remaining four reported his or her expectations being fulfilled to "some extent."

Punctuality of Stipends: All Trainees were very satisfied with the punctuality of their stipend.

Amount of Stipends: Four Trainees were "very dissatisfied" with the amount of their stipend, and three had no opinion. The main reason for these Trainees' dissatisfaction with the amount of stipends appears to have been the unexpected high prices of certain articles in Louisiana. One Trainee, for example said, "The money was too little to buy anything... I could hardly cover my expenses."

Housing Arrangement: Without going into any detail, four Trainees complained about the housing arrangement; three did not express any satisfaction or dissatisfaction with the living arrangements (18 Trainees were "satisfied" or "very satisfied" with the living arrangements).

The Best of the Program: Most positive comments were given to the intercultural exchange, and the opportunity to have learned about U.S. municipalities, and how they function. The organization and activities of the program were also found to be very satisfactory.

The Worst of the Program: When asked what they liked least about the U.S. experience, some Trainees said that they did not like having such limited English language skills. This limitation, they felt, did not permit Trainees to communicate and learn first hand from people of United States. Others stated their dissatisfaction with the U.S. food.

3. Trainee Recommendations

- a. It would have been reassuring if the participants had known well in advance the topics that the instructors were to cover in the classroom so they could be better prepared.
- b. The Trainees thought that their stay was too short to obtain an in-depth knowledge of the culture, lifestyle of the U.S. people, and the language.
- c. Trainees suggested more English language training during the program would facilitate the Trainees' understanding about the culture and democratic institutions of the United States.

4. Trainer Observations and Recommendations

One instructor in the program observed that the institution did not receive pertinent information on the participants until a week before the training began. It is suggested that the information about the participants be sent at least one month in advance.

Other issues mentioned that caused some difficulties were:

- the heterogeneity of the group;
- the tardiness of receiving information about the participants; and
- the contract being awarded only a week before the training began.

AGUIRRE INTERNATIONAL OBSERVATIONS

Trainees' evaluations gave good reviews to this training program, and their observations merit attention. In order for the training institutions to provide a program that meets the educational levels and needs of the Trainees, it is important that the Trainers receive sufficient lead time regarding information about the Trainees. With regard to the Trainees' concerns about their limited English skills, inadequate language skills is often a complaint of short-term groups. It has not been established how much English language training is needed before short-term Trainees feel sufficiently comfortable to communicate at a minimal level in the language.

Although the Trainers found the heterogeneity of the group to be only a minor problem, their observation, that homogeneous group in terms of education and experience is more trainable, is well taken.

INDIVIDUAL PROGRAM EXIT REPORT
CLASP MONITORING AND EVALUATION

PIO/P Number:	90175
Mission:	El Salvador
Field of Study:	Citizenship/Civic Activities
Dates of Training:	09/28/91 to 11/09/91
Contractor:	NAPA
Training Institution:	Academy for State and Local Government
Number of Trainees:	23
Number of Respondents:	22

SUMMARY

The 23 Salvadoran municipal leaders (21 males and 2 females) who received training at the Academy for State and Local Government gave the program an excellent review. All reported receiving predeparture orientation, and the majority found it useful in preparing them for their training in the United States. The majority of the Trainees felt prepared to initiate their training. All 22 Trainees who responded to the Exit Questionnaire were "satisfied" or "very satisfied" with the overall quality of the program, and they all said that they definitely would recommend the program to other Salvadoran Trainees. The program, and experience in general, exceeded their expectations. They all rated the program as "good" or "excellent." There were no major difficulties encountered in the program.

OBJECTIVES OF TRAINING (as supplied by the Trainer)

1. To expose Trainees to U.S. democratic models and ideas for furthering democracy in El Salvador.
2. To meet with local Hispanic leaders, elected officials, and Hispanic Chamber of Commerce.
3. To learn about local democratic processes, public administration and community development through visiting local community government and private organizations.

HOW TRAINEES FELT ABOUT THE PROGRAM

Orientation: All respondents stated they received predeparture orientation in El Salvador, and the information received about the program, according to the majority (18 Trainees), was "quite useful." Two Trainees found the English language preparation, and the information about the U.S. culture "not very useful."

Although the majority of the Trainees found the predeparture orientation "quite useful", five Trainees felt that they were "somewhat prepared" for their training in the United States, and two felt "unprepared." The remaining 15 stated they were "prepared."

The Trainees who felt "somewhat prepared" or "unprepared" thought that the preparation about the culture and lifestyle of the people of the United States could have been expanded.

Teaching Strategies: Twenty-one of the 22 respondents (95%) felt that classroom lectures, and small group discussions were "of considerable use" or "extremely useful" in accomplishing their training goals, and one Trainee found them of "some use." All other inside and outside classroom activities were found to be "of considerable use" by all Trainees.

Content of the Program: Ninety percent of the Trainees felt that classroom activities were "very relevant" in meeting their training goals; one Trainee had a neutral opinion, and another said that these were "somewhat relevant." With regard to whether or not the Trainees received what they expected, all Trainees stated that the training exceeded their expectations. All agreed that the training was "better than expected." All members of the group stated being "satisfied" or "very satisfied" with the overall quality of the program. This program received unusually high ratings compared to the overall CLASP programs.

Difficulty with English: Typical of short-term Trainees, six Trainees in this group reported having "some difficulty" with English language when going to stores. In no other instance, did the Trainees report having any difficulty with English.

Housing Arrangement: All respondents reported being "satisfied" or "very satisfied" with the housing arrangements.

Amount and Punctuality of Stipends: Eighteen of the 22 respondents said that they were "satisfied" or "very satisfied" with the amount of stipends, while another three were "neither dissatisfied or "satisfied." Although the reason was not expressed, one Trainee reported being "very dissatisfied."

Nineteen of the 22 Trainees reported being "satisfied" or "very satisfied" with the punctuality of their stipends, and three did not voice any opinion.

The Best of the Program: The majority stated that learning about citizen's participation in the local government was the best aspect of the program. Trainees also pointed out that learning about the organization and functioning of municipalities was very important, and found that the new information could be applied to their municipalities in El Salvador.

The Worst of the Program: Although the majority of the Trainees stated there was no dissatisfaction with their experience, two voiced some discomfort with the food, and their limited English language skills.

3. Trainee Recommendations

- More Salvadoran municipal leaders should be encouraged to participate in this program.
- Trainees need a little more of time in English language training.

4. Trainer Observations and Recommendations

Although the size of the group caused only minor problems, Trainers suggested training with a smaller group (12 to 15 participants) would have been more effective. Trainers also complained that the information about the Trainees arrived late (two weeks before the training began). "The Academy needed at least three months in advanced to prepare and design the program," one Trainer said.

AGUIRRE INTERNATIONAL OBSERVATIONS

Trainees' evaluations suggest that this training program was very successful. The fact that Trainees did not report any difficulty with any aspect of the program suggests that Trainees had an excellent experience in the United States. The information acquired through inside and outside classroom activities were found very informative, and applicable to their municipalities in El Salvador. It will be interesting to closely examine this program with the objective of sharing the success factors with other training institutions.

4. What training institutions are you attending? List all U.S. training institutions, the cities and states, and approximate length of attendance.

<u>Training Institutions</u>	<u>City and State</u>	<u>Length of Attendance</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

5. When did your U.S. scholarship begin? _____/_____/_____
Day Month Year

6. When do you expect to finish your scholarship? _____/_____/_____
Day Month Year

7. a. Are you studying for an academic degree in the U.S.?

_____ Yes _____ No

b. If yes, please specify the degree _____

TRAINING PROGRAM COMPONENTS

8. Did you receive orientation prior to leaving your home country?

_____ Yes _____ No

9. When you left your country how prepared were you for your trip and program in the U.S.? (Check one.)

- _____ Unprepared
- _____ Somewhat prepared
- _____ Prepared
- _____ Very prepared

10. a. When you began your training did you understand the objectives of your program?

_____ Yes _____ No

b. If yes, what are these objectives?

11. a. Do you think that these objectives are being achieved?

_____ Yes _____ No

b. If no, why are these objectives not being achieved?

12. a. Do you think that you will be able to finish your scholarship program by the date originally planned?

_____ Yes _____ No

b. If no, please explain

13. How would you characterize the level of difficulty of your training? (Check one.)

_____ Too easy
_____ About the right level
_____ Too difficult

14. a. Are you experiencing any problems with your studies at this time?

_____ Yes _____ No

b. If yes, please describe

15. a. Have you had any difficulties in communicating in English?

_____ Yes _____ No

b. If yes, please explain

16. During the course of your training have you received any information about the following: (Check all that apply.)

	<u>Yes</u>	<u>No</u>
a. U.S. political system	_____	_____
b. U.S. democratic institutions?	_____	_____
c. U.S. way of life	_____	_____
d. U.S.-style free enterprise system	_____	_____
e. U.S. private sector economy	_____	_____
f. volunteerism in the U.S.	_____	_____
g. leadership skills	_____	_____

40

17. Have you lived or are you planning to live with a U.S. family?

_____ Yes _____ No

18. Have you experienced the following? (Check all that apply.)

	<u>Yes</u>	<u>No</u>
a. visiting a U.S. family	_____	_____
b. meeting with local government officials or meeting with community leaders	_____	_____
c. interacting with private sector businesses	_____	_____
d. observing/participating in volunteer organizations	_____	_____
e. observing civic activities (city council meetings, local elections, civic ceremonies)	_____	_____
f. attending cultural events (concerts, visits to museums, etc.)	_____	_____
g. attending Church or religious services	_____	_____
h. participating in recreational activities	_____	_____
i. traveling within the U.S.	_____	_____

SUPPORT SERVICES

19. How satisfied are you with the following aspects of your program? (Check the "NA" column for those aspects not applicable to your program, and for the others, indicate whether you are dissatisfied or satisfied.)

Training Experience:

	<u>N/A</u>	<u>Dissatisfied</u>	<u>Satisfied</u>
a. Preparedness of the training institution	_____	_____	_____
b. Instructor's competence	_____	_____	_____
c. Presentation of material	_____	_____	_____
d. Course content	_____	_____	_____
e. Pace of instruction	_____	_____	_____
f. Assigned readings	_____	_____	_____
g. Group discussions	_____	_____	_____
h. Consultations with instructors	_____	_____	_____
i. Lectures	_____	_____	_____
j. Equipment, tools, instruments	_____	_____	_____
k. Work-site training	_____	_____	_____
l. Training site visits	_____	_____	_____
m. English language instruction in U.S.	_____	_____	_____

Other Services:

n. Training facilities (library, labs, etc.)	_____	_____	_____
o. Housing	_____	_____	_____
p. Local transportation	_____	_____	_____
q. Amount of stipend/allowance	_____	_____	_____
r. Timeliness of stipend/allowance	_____	_____	_____
s. Medical care	_____	_____	_____
t. Medical insurance	_____	_____	_____

41

20. If you are currently **Dissatisfied** with any aspects listed in Question 19, please explain why.

GENERAL PROGRAM APPRAISAL

21. Overall, how satisfied are you with your U.S. training experience thus far? (Check one.)

- Very dissatisfied
- Dissatisfied
- Undecided
- Satisfied
- Very satisfied

b. If **Very dissatisfied** or **Dissatisfied**, please explain why.

22. Please give any comments or recommendations that you may have about the scholarship or your U.S. experience. (Please use the back of this page if more space is needed to respond.)

THANK YOU VERY MUCH FOR YOUR PARTICIPATION

42

5. Did you receive orientation prior to you leaving your home country?

_____ Yes (01)

_____ No (Go to Question 7) (02)

5. _____

6. If yes, how satisfied were you with the following aspects of the program? (Check in the first column any aspects not included, and in the second column, indicate how satisfied you were with the other aspects.)

	Not Included (08)	Very Dissatisfied (01)	Dissatisfied (02)	Undecided (03)	Satisfied (04)	Very Satisfied (05)
a. U.S. culture	()	()	()	()	()	()
b. Program objectives	()	()	()	()	()	()
c. Program content	()	()	()	()	()	()
d. Training organizations	()	()	()	()	()	()
e. Stipends/allowances	()	()	()	()	()	()
f. Medical insurance	()	()	()	()	()	()
g. USAID policies/regulations	()	()	()	()	()	()

6. _____

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

7. What more would you have liked to learn before beginning your program? (Please write Nothing if you think everything was covered.)

7. _____

8. When you left your country how prepared were you for your trip and program in the U.S.? (Check one.)

- _____ Unprepared (01)
- _____ Somewhat prepared (02)
- _____ Prepared (03)
- _____ Very prepared (04)

8. _____

44

SUPPORT SERVICES

9. How satisfied were you with the following aspects of your program? (Check the "NA" column for those aspects not applicable to your program, and rate the others.)

	NA (08)	Very Dissatisfied (01)	Dissatisfied (02)	Undecided (03)	Satisfied (04)	Very Satisfied (05)
Training Experience:						
a. Preparedness of the institution	()	()	()	()	()	()
b. Instructor's competence	()	()	()	()	()	()
c. Presentation of material	()	()	()	()	()	()
d. Course content	()	()	()	()	()	()
e. Pace of instruction	()	()	()	()	()	()
f. Assigned readings	()	()	()	()	()	()
g. Group discussions	()	()	()	()	()	()
h. Consultations with instructors	()	()	()	()	()	()
i. Lectures	()	()	()	()	()	()
j. Equipment, tools, instruments	()	()	()	()	()	()
k. Work site training	()	()	()	()	()	()
l. Training site visits	()	()	()	()	()	()
m. English language instruction in U.S.	()	()	()	()	()	()
Other Services:						
n. Training facilities (library, labs, etc.)	()	()	()	()	()	()
o. Housing	()	()	()	()	()	()
p. Local transportation	()	()	()	()	()	()
q. Amount of stipend/allowance	()	()	()	()	()	()
r. Timeliness of stipend/allowance	()	()	()	()	()	()
s. Medical care	()	()	()	()	()	()
t. Medical insurance	()	()	()	()	()	()

9. _____
 a. _____
 b. _____
 c. _____
 d. _____
 e. _____
 f. _____
 g. _____
 h. _____
 i. _____
 j. _____
 k. _____
 l. _____
 m. _____
 n. _____
 o. _____
 p. _____
 q. _____
 r. _____
 s. _____
 t. _____

10. If you were Dissatisfied or Very dissatisfied with any aspects listed in Question 9, above, please explain why.

10. _____

45

TRAINING PROGRAM COMPONENTS

11. Was the instruction in your native language?

Yes (Go to Question 13) (01)

No (02)

12. If no, how often did you have difficulties with English in the following areas? (Check in the first column any aspects not applicable, and in the other columns, rate those that are applicable.)

	Not Applicable (08)	Never (01)	Occasionally (02)	Frequently (03)	Very Frequently (04)
a. Lectures	()	()	()	()	()
b. Reading assignments	()	()	()	()	()
c. Writing	()	()	()	()	()
d. Class discussions	()	()	()	()	()

13. How often did you have problems communicating in English outside of the training activities? (Check one.)

Never (01)

Occasionally (02)

Frequently (03)

Very frequently (04)

14. What did you understand to be the objectives of your training program?

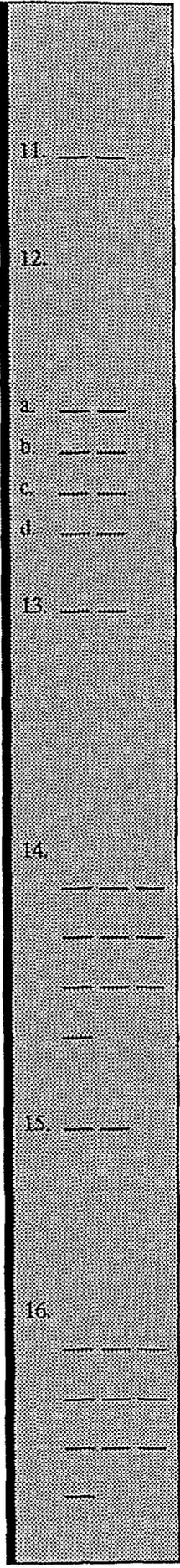
15. Were those objectives achieved? (Check one.)

Not achieved (01)

Partially achieved (02)

Fully achieved (03)

16. If the objectives were not achieved, please indicate why.



46

17. How would you characterize the level of difficulty of your training? (Check one.)

- Too easy (01)
- About the right level (02)
- Too difficult (03)

17. _____

18. How would you characterize the length of your training program? (Check one.)

- Too long (01)
- Adequate (02)
- Too short (03)

18. _____

19. How would you compare the training you received with what you expected? (Check one.)

- Worse than expected (01)
- Same as expected (02)
- Better than expected (02)

19. _____

20. a. If your training was worse than expected, please indicate why.

20.

a.

b. If your training was better than expected, please indicate why.

b.

21. a. Do you think that women experience greater difficulty in the training program than men? (Check one.)

- Yes (01)
- No (02)
- Don't know (03)

21.

a.

b. If yes, what kind(s) of difficulty do they experience?

b.

47

22. a. During the course of your training, have you received information about the U.S. political system or any of its democratic institutions?

_____ Yes (01)

_____ No (Go to Question 23) (02)

b. If yes, what have you learned?

Four horizontal lines for handwritten response.

23. a. Is the information that you have acquired about the U.S. political system and its democratic institutions applicable in your country?

_____ Yes (01)

_____ No (02)

b. If yes, please explain.

Four horizontal lines for handwritten response.

c. If no, please explain.

Four horizontal lines for handwritten response.

22.
a. _____

b.

23.
a. _____

b.

c.

48

24. What did you find to be the most important aspects of the U.S.-style free enterprise system for the following:

24.

a. your own job or occupation:

a.

b. your community:

b.

c. the development of your country:

c.

25. At any time during your program did you receive training in leadership skills?

25.

_____ Yes (01)

_____ No (02)

26. To what extent do you feel that your leadership skills have been enhanced as a result of this training? (Check one.)

26.

_____ Not at all (01)

_____ A little (02)

_____ Somewhat (03)

_____ To a great extent (04)

_____ To a very great extent (05)

27. How do you expect to use your leadership skills when you return home?

27.

UNDERSTANDING THE U.S.

28. a. Did you live (have a homestay) with a U.S. family?

_____ Yes (01) _____ No (02)

28.

a. _____

b. _____

29.

29. How frequently did you experience each of the following? (Check the box that most accurately reflects your opinion.)

	Never (01)	Occasionally (02)	Frequently (03)	Very Frequently (04)
a. Visiting a U.S. family	()	()	()	()
b. Meeting with local government officials/ meeting with community leaders	()	()	()	()
c. Interacting with private sector business	()	()	()	()
d. Observing or participating in volunteer organizations	()	()	()	()
e. Observing civic activities (city council meetings, elections, civic ceremonies)	()	()	()	()
f. Attending cultural events (concerts, visiting museums, etc.)	()	()	()	()
g. Attending Church or religious services	()	()	()	()
h. Participating in recreational activities	()	()	()	()
i. Traveling within the U.S.	()	()	()	()

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

i. _____

30. We would like to know how you felt before you came to the U.S., and how you feel now regarding the following. (For each item check the box that most accurately reflects your opinion.)

The PEOPLE of the U.S.:		(01)	(02)	(03)	(04)	(05)	
Unfriendly (cold)	a. Before	()	()	()	()	()	Friendly (warm)
	b. Now	()	()	()	()	()	
Unfair	c. Before	()	()	()	()	()	Fair
	d. Now	()	()	()	()	()	
Selfish	e. Before	()	()	()	()	()	Generous
	f. Now	()	()	()	()	()	
Prejudiced	g. Before	()	()	()	()	()	Not prejudiced
	h. Now	()	()	()	()	()	

The U.S. Government:		(01)	(02)	(03)	(04)	(05)	
Unfair	i. Before	()	()	()	()	()	Fair
	j. Now	()	()	()	()	()	
Ungenerous	k. Before	()	()	()	()	()	Generous
	l. Now	()	()	()	()	()	
Not responsive to its citizens	m. Before	()	()	()	()	()	Responsive to its citizens
	n. Now	()	()	()	()	()	
Insensitive to other countries	o. Before	()	()	()	()	()	Sensitive to other countries
	p. Now	()	()	()	()	()	

31. What are the most important impressions you have gained about the people of the United States and life in the U.S. as a result of your training program?

30.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

31.

51

GENERAL APPRAISAL

32. What did you like **Most** about your U.S. experience?

32.

33. What did you like **Least** about your U.S. experience?

33.

34. a. Overall, how satisfied are you with your U.S. training experience? (Check one.)

- Very dissatisfied (01)
- Dissatisfied (02)
- Neither satisfied nor dissatisfied (03)
- Satisfied (04)
- Very satisfied (05)

34.

a.

b. If **Very dissatisfied** or **Dissatisfied**, please explain why.

b.

35. Please give any comments or recommendations that you may have about the scholarship or your U.S. experience. (Please use the back of this page if more space is needed to respond.)

52

36. Would you recommend this program to other people? (Check one.)

- Yes (01)
- No (02)
- I don't know (03)

36. _____

RETURN HOME

37. Has your program included some preparation for applying your training when you return home?

- Yes (01)
- No (02)

37. _____

38. What preparations are you making for return to your country? (Check all that apply.)

- a. Maintaining contact with an employer
- b. Gathering resources to bring back
- c. Writing or revising resume
- d. Submitting job applications
- e. Practicing job search skills (interviewing, networking, cover letters, etc.)
- f. Preparing presentations for community groups or future Trainees
- g. Preparing to go back to school
- h. None of the above
- i. Other (explain) _____

38. _____

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

i. _____

THANK YOU VERY MUCH FOR YOUR COOPERATION.

53

**CARIBBEAN AND LATIN AMERICAN SCHOLARSHIP PROGRAM
"CLASP"
RETURNEE INTERVIEW QUESTIONNAIRE
U.S. Agency for International Development**

Aguirre International, under contract to the United States Agency for International Development (USAID), Latin America and Caribbean Bureau (LAC), is collecting information about your assessment of the CLASP scholarship program, its applicability to your home country situation now that you have returned home, and how it has benefitted your career, community, and country. This information will help USAID with world-wide training responsibilities, and the LAC Bureau in specific, to learn more about how effectively the CLASP program has worked and how it might be improved. Your response will be maintained in confidence. Only aggregated statistical data will be reported; your name will not be used. Please answer each question to the best of your ability.

PLEASE PRINT CLEARLY

First Name:	Middle Name:
Last Name:	Second Last Name (if used):

Today's Date: / /
Day Month Year

Date of Return to Country: / /
Day Month Year

1. Country of Origin: _____

2. a. Do you currently live in the same community that you lived in when you received your U.S. scholarship?

_____ Yes (01) _____ No (02)

b. If no, please explain the reason for your move.

3. Marital Status: _____ Single (unmarried) (01) _____ Married (02)
 _____ Divorced (03) _____ Other (04)

4. Field of Study/Training: _____

Date Rec'd
Coder
Data Entry
Log Number
ID Number
PIO/P Number
Proj. -- Prog.

5. What training institution(s) did you attend? List all U.S. training institutions, the cities and states, and approximate length of attendance.

	<u>Training Institutions</u>	<u>City and State</u>	<u>Length of Attendance</u>
a.	_____	_____	_____
b.	_____	_____	_____
c.	_____	_____	_____
d.	_____	_____	_____

GENERAL PROGRAM APPRAISAL

6. a. How do you compare the U.S. training you received with your expectations? (Check one.)

- Worse than expected (01)
- Same as expected (02)
- Better than expected (03)

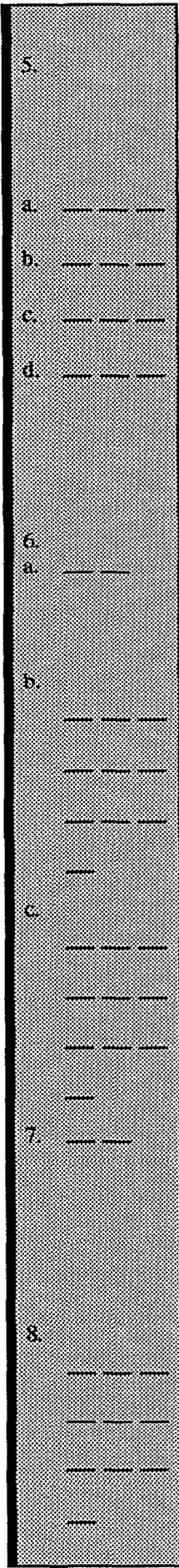
b. If your training was worse than expected, please explain why.

c. If your training was better than expected, please explain why.

7. Overall, how satisfied were you with your U.S. training experience? (Check one.)

- Very dissatisfied (01)
- Dissatisfied (02)
- Neither dissatisfied nor satisfied (03)
- Satisfied (04)
- Very satisfied (05)

8. What did you like Most about your U.S. experience?



9. What did you like **Least** about your U.S. experience?

9. _____

10. a. What aspect(s) of U.S. life would you **like** to utilize in your own community?

10. a. _____

b. What aspect(s) of U.S. life would you **not like** to utilize in your own community?

b. _____

11. a. Do you think that your expectations for the future have changed since your U.S. experience?

_____ Yes (01) _____ No (Go to Question 12) (02)

11. a. _____

b. If yes, please explain.

b. _____

12. How did your experience in the U.S. affect you in the following areas: (For each item, check the box that applies.)

	Not at all (01)	Somewhat (02)	Very Much (03)
a. Status with your co-workers	()	()	()
b. Status with your family	()	()	()
c. Status in the community	()	()	()
d. Your own self-esteem	()	()	()

12. a. _____
 b. _____
 c. _____
 d. _____

13. Would you recommend this program to other people? (Check one.)

_____ Yes (01) _____ No (02) _____ I don't know (03)

13. _____

UNDERSTANDING OF THE U.S.

14. a. What was your view of the **people** of the United States **before** you came for training?

14. a.

b. How has your view changed?

b.

c. What was your view of the **government** of the United States **before** you came for training?

c.

d. How has your view changed?

d.

15. Has your understanding increased in the following areas as a result of your U.S. training: (Check one for each item.)

15.

	Not at all (01)	Somewhat (02)	To a great extent (03)
a. U.S. family	()	()	()
b. U.S. culture	()	()	()
c. U.S. political system	()	()	()
d. U.S. democratic institutions	()	()	()
e. U.S.-style free enterprise system	()	()	()
f. Volunteerism in the U.S.	()	()	()
g. Leadership skills	()	()	()
h. The role of women in the U.S. family ()	()	()	()

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

IMPACT ASSESSMENT

I. EDUCATION

16. a. Did you have any problems getting your U.S. credits accepted? [For academic and long-term Trainees.]

Yes (01) No (02) Not Applicable (03)

b. If yes, please explain.

17. a. Are you enrolled in an educational program now?

Yes (01) No (02)

b. If yes, at what level? (Check one.)

- Primary (1-6) (01)
- Secondary (7-12/high school) (02)
- Technical/Vocational (field) (03): _____
- Bachelors Degree (04)
- Masters Degree (05)
- Doctorate (06)

18. a. Have you shared with others the knowledge and expertise you gained through your U.S. training?

Yes (01) No (Go to Question 19) (02)

b. If yes, please explain how.

c. With how many? _____

d. How often? _____

II. EMPLOYMENT

19. Was your U.S. training in your field of work, or in an area of volunteer activity? (Check one.)

- Area of Work (01)
- Volunteer Activity (02)
- Both (03)
- Other, please specify (04): _____

16. a. _____
b. _____

17. a. _____
b. _____

18. a. _____
b. _____
c. _____
d. _____

19. _____



20. a. Are you working now?
 _____ Yes (01) _____ No (If no, go to c.) (02) _____ Not applicable (03)
- b. If yes, what kind of work do you do? _____
- c. If no, why are you not working? (Go to Question 28) _____

20.
 a. _____
 b. _____
 c. _____

21. Who do you presently work for? (Check all that apply. If more than one, please rank 1-2-3 the areas to which you dedicate the largest amount of time.)
- _____ a. Self-employed (small business, farm, employer of 4 or fewer employees)
- _____ b. Private sector employer [owner, entrepreneur] (farm, factory business of 5 or more employees)
- _____ c. Private sector employee (farm, factory business of 5 or more employees)
- _____ d. Employee of a cooperative
- _____ e. Private non-profit (PVO, NGO, other)
- _____ f. Other (autonomous, mixed), please explain _____

21.
 a. _____
 b. _____
 c. _____
 d. _____
 e. _____
 f. _____

22. a. Do you have the same job you had before your training/study in the U.S.?
 _____ Yes (01) _____ No (Go to Question 23) (02)
- b. If yes, are you doing something different in that job now than you did before?
 _____ Yes (01) _____ No (Go to Question 24) (02)
- c. If yes, please describe what you are doing different.

22.
 a. _____
 b. _____
 c. _____

23. If you are in a different job or have different responsibilities, how would you compare your current job situation with the one prior to training? (Check one.)
- _____ Better (01) _____ About the same (02)
 _____ Worse (03) _____ Not applicable (did not have a job before) (04)

23. _____

24. a. Have you been able to put into practice what you learned in your U.S. training?

_____ Yes (01) _____ No (02)

b. If yes, please describe.

c. If no, please explain why.

25. a. Since you returned from training has your income increased?

_____ Yes (01) _____ No (02)

b. If yes, do you think the increase was due at least in part to the training you received in the U.S.?

_____ Yes (01) _____ No (02)

26. a. Did you lose your job or change jobs for any reason having to do with the program?

_____ Yes, lost job (01) _____ Yes, changed job (02)
 _____ No, not working then (03) _____ Not applicable (04)

b. If yes, please explain.

27. How useful was your training for the following? (For each item, check the box that applies.)

	Of no use (01)	Not very useful (02)	Somewhat useful (03)	Useful (04)	Very useful (05)
a. Improving your ability to carry out your present job	()	()	()	()	()
b. Learning new skills	()	()	()	()	()
c. Your work in the future	()	()	()	()	()
d. Meeting people from the U.S. in the same line of work	()	()	()	()	()
e. Meeting other countrymen in the same line of work	()	()	()	()	()

28. If you are not working, are you looking for work?

_____ Yes (01) _____ No (02)

24. a. _____

b. _____

c. _____

25. a. _____

b. _____

26. a. _____

b. _____

27. a. _____

b. _____

c. _____

d. _____

e. _____

28. _____

60

III. COMMUNITY PARTICIPATION

29. Before you went to the U.S. for training, did you volunteer your services in community activities?

Yes (01) No (02)

29. _____

30. Since your return from U.S. training, have you volunteered for community activities?

Yes (01) No (02)

30. _____

31. What kind(s) of community activities have you volunteered for?

31. _____

32. In the community activities that you have been most active, how have you participated? (Please check all that apply.)

- a. Attended meetings
- b. Helped to plan events/activities/projects
- c. Served as manager/director/facilitator for events/activities/projects
- d. Trained others
- e. Served as spokesperson for the group to outside audiences
- f. Took on formal leadership roles or offices
- g. Other _____

32. _____

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

33. Since your return are you participating in more, in the same number, or in fewer organizations and activities, compared with your participation before the trip? (Check one.)

More (01) The same number (02) Fewer (03)

33. _____

34. What positions of leadership do you hold in your community or workplace?

34. _____

35. a. Since your return to country, has there been a change in your leadership role in your community or in your workplace?

Yes (01) No (02)

35. _____

a. _____

b. If yes, please describe this change?

b. _____

36. a. Has your U.S. training helped you to become a more effective leader in your community or workplace?

_____ Yes (01) _____ No (02)

b. If yes, how has your U.S. training helped you to become a better leader?

37. a. Do you participate in any private voluntary organizations (PVO, NGO, non-profit organizations)?

_____ Yes (01) _____ No (02)

b. If yes, what is your position in this organization?

38. a. Do you participate in the political process of your community, district, or country?

_____ Yes (01) _____ No (02)

b. If yes, please explain.

c. If no, please explain.

36.
a. _____
b. _____
37.
a. _____
b. _____
38.
a. _____
b. _____
c. _____

39. a. Have you been involved in any kind of development projects at the city, town, community, or village level?

_____ Yes (01)

_____ No (02)

b. If yes, please describe.

c. If no, please explain.

40. a. To what extent do returned female Trainees take an active role in community activities? (Check one.)

_____ Not at all (01)

_____ Very little (02)

_____ Some (03)

_____ To a great extent (04)

_____ To a very great extent (05)

b. If very little or not at all, what hinders their participation?

c. If a great extent or a very great extent, what promotes their participation?

39.
a. _____

b. _____

c. _____

40.
a. _____

b. _____

c. _____

13

IV. GENERAL VIEWS OF IMPACT

41. a. Since your selection, U.S. training, and return to country, have your views on development changed? (Check one.)

_____ Yes (01) _____ No (02) _____ I don't know (03)

b. If yes, in what ways have they changed?

42. a. Since your return from U.S. training, have your views of the U.S. changed?

_____ Yes (01) _____ No (02)

If yes, how did they change in regard to:

b. The U.S. family _____

c. U.S. culture _____

d. U.S. volunteer organizations _____

e. U.S. political system and institutions _____

f. U.S.-style free enterprise economy _____

43. What impact has this training experience had on your life?

41.
a. _____

b. _____

42.
a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

43.

64

V. FOLLOW-ON

44. Which of the following contacts or activities have you been involved in since your return to your country? (Check all that apply.)

- a. Contact with other Trainees
- b. Reading professional literature
- c. Involvement in U.S.-related professional groups or meetings
- d. Business ties with the U.S.
- e. None of the above
- f. Other (describe): _____

44.
a. _____
b. _____
c. _____
d. _____
e. _____
f. _____

45. What Follow-on programs or activities would you find useful? (Rank at least three in order of importance, with 1 for most important, and so on.)

- a. Alumni associations
- b. Seminar (Topics: _____)
- c. Workshops (Topics: _____)
- d. Publications (AID or professional)
- e. Newsletter
- f. Other (Give examples: _____)

45.
a. _____
b. _____
c. _____
d. _____
e. _____
f. _____

46. How should the Alumni Association be organized? (Check one.)

- a. by field of training
- b. as a national organization
- c. as a regional association
- d. as a local association
- e. combination of the above
- f. Other (specify) _____

46.
a. _____
b. _____
c. _____
d. _____
e. _____
f. _____

47. a. Are you a member of an Alumni association composed of U.S.-trained individuals?

Yes (01) No (02)

b. If yes, give some examples of the kinds of activities it encourages or promotes.

47.
a. _____
b. _____
c. _____

c. Have you taken part in some activity of the Alumni Association?

Yes (01) No (02)

48. a. Have Follow-on activities in your country provided you with ways to improve your work activities or job?

_____ Yes (01) _____ No (02)

b. If yes, how have Follow-on activities helped to improve your work activities or job?

49. What Follow-on activities would be useful to you in gaining employment or improving your employment situation?

50. a. Are there any drawbacks or limitations to the participation of women in Follow-on activities?

_____ Yes (01) _____ No (02) _____ I don't know (03)

b. If yes, what are some of these drawbacks or limitations?

51. a. Are there any advantages to the participation of women in Follow-on activities?

_____ Yes (01) _____ No (02) _____ I don't know (03)

b. If yes, what are some of these advantages?

52. What other suggestions do you have for the improvement of the current Follow-on program in your country?

48.
a. _____
b. _____
49.
50.
a. _____
b. _____
51.
a. _____
b. _____
52.

106

VI. CONCLUSION

53. a. Do you have any other recommendations to improve the program?

_____ Yes (01)

_____ No (02)

b. If yes, please explain.

(For employed respondents: As part of our study we are also interviewing the supervisors of the returned participants we interview, but only if the participant agrees to the interview.)

54. a. Will you allow us to interview your supervisor?

_____ Yes (01)

_____ No (02)

b. If yes, please record your supervisor's name, title, address, and phone number.

THANK YOU VERY MUCH FOR YOUR COOPERATION.

53.
a. _____
b. _____

54.
a. _____

127