

**GUATEMALA PEACE SHOLARSHIP PROGRAM**

**ANNUAL REPORT  
YEAR TWO**

**October 1, 1991 - September 30, 1992**

**Submitted to:**

**The Agency for International Development  
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**Submitted by:**

**Development Associates, Inc.  
and  
META, Inc.**

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# GPSP ANNUAL REPORT

Year Two - October 1, 1991 - September 30, 1992

## TABLE OF CONTENTS

	<u>Page Number</u>
LIST OF TABLES AND FIGURES	i
PREFACE	ii
INTRODUCTION: A Year in Review	1
CHAPTER 1: Description of Training Programs	3
Short-term Technical Training	
Long-term Technical Training	
Academic Training	
Summaries of all FY '92 Training Programs	
CHAPTER 2: A Review of Project Activities in Guatemala	47
Recruitment and Selection Process	
Short-term Training Programs	
Long-term Training Programs	
Pre-departure Orientation	
Arrival De-briefing	
Follow-on Training	
CHAPTER 3: A Review of Project Activities in the United States	54
Selection of Training Institution	
U.S. Orientation	
Monitoring	
CHAPTER 4: Financial Management	56
Participant Costs vs. Administrative	
CHAPTER 5: Lessons Learned	59
Field Office	
Home Office	
CHAPTER 6: Looking Forward to Project Year Three	64
APPENDICES: A & B	

## LIST OF TABLES AND FIGURES

**Table I: Guatemala Peace Scholarship U.S. Training Programs FY 1992**

**Table II: Placement Rate at Historically Black Colleges and Universities**

**Figure 1: U.S. Map with GPSP Training Site Locations FY 1992**

**Figure 2: GPSP Technical and Academic Training by Gender FY 1992**

### Financial Data

**Table III: Administrative vs. Participant Costs**

**Table IV: Average Training Cost of Training Components**

**Table V: Cost per Participant Month for FY 1992**

**Table VI: Total Cost per Participant Month per Year**

**Table VII: Guatemala Peace Scholarship Proposed Training Programs FY 1993**

**GPSP ANNUAL REPORT**  
**Year Two - October 1, 1991 - September 30, 1992**

**PREFACE**

The Guatemala Peace Scholarship Project (GPSP), initiated October 1, 1990 has the overall goal of promoting broad-based economic and social development in Guatemala while encouraging free enterprise within a system of democratic pluralism, thus establishing the conditions necessary for sustained development. Toward that end, project activities focus on equipping leaders and potential leaders from various fields of work with relevant academic and technical training and with an appreciation and understanding of the workings of a free enterprise economy in a democratic society.

Consistent with the present objectives of USAID/Guatemala, the GPSP emphasizes community and municipal development in the rural areas. During Project Year One (October 1, 1990 - September 30, 1991), priority sectors for training included natural resources, education, agriculture and rural road construction. Activities during Project Year Two have built on and expanded training in these same sectors while also embracing new training areas: community leadership, extensionism, vegetable production and entrepreneurship.

This is a report of the Project's second year, covering the period from October 1, 1991 through September 30, 1992. During this time period, Development Associates and its subcontractor META have programmed 15<sup>\*</sup> short-term technical training groups, one long-term technical training group and three groups of academic students, for a total of 437 fellows (participants). A total of 597 fellows have entered training since the beginning of the project in 1990.

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<sup>\*</sup> NOTE: For financial purposes, short term training group S023 Community Leaders XI is being counted in FY 92 since it began 9/30/92 and expenses were incurred in FY 92. However, because it was primarily implemented in FY 93, this group is not being discussed in this Annual Report.

## **INTRODUCTION - A Year in Review**

Year Two of the GPSP has been characterized by rapid and regularly-paced expansion of activity, both in the Guatemala Field Office and Arlington, Virginia Home Office. Fifteen short-term training groups totaling 386 scholars started training this year. Short-term technical training consists of six weeks of specially designed training. The first long-term technical training program was conducted for 24 participants. Long-term technical training consists of nine months of specially designed technical training conducted in Spanish with an English Language Training (ELT) component. The academic (16 months of ELT and academic coursework) training strategy for 27 students was also initiated.

The technical training, both short-term and long-term, provides structured skill training directly related to specified objectives utilizing a highly participatory and practical methodology. All technical programs contain the following elements: a pre-departure orientation, technical skill development, exposure to the North American way of life and understanding of basic democratic processes through an Experience America component, leadership development training, an orientation and varied field experiences. In addition, returning fellows of the short-term training benefit from a series of follow-on training sessions that support and expand upon the skills learned in the U.S. training.

The multiple-award format for procuring U.S. short-term technical training continued to provide cost-savings and ease of management. GPSP training specialists designed and supervised short-term programs in integrated pest management, rural road construction, educational administration, business skills for women artisans, rural extensionism and a series of eight programs in Community Leadership. The long-term program, conducted entirely in Spanish, focused on vegetable production and the academic fellows pursued coursework at three universities in three technical areas: international business, food sciences and agriculture production. During this year, preparations for two additional long-term technical training groups began.

To implement all training programs, Home Office and Field Office staff have worked closely together. Home Office activities revolved around RFP development, training vendor research, proposal evaluation, contract negotiation, program set-up, conducting orientations, monitoring the programmatic and financial aspects of each training program and informing USAID/Guatemala of project and participant progress.

Eleven separate training institutions, from private training entities to universities to community colleges, provided training this year. Contributing to this were several historically Black colleges (HBCU) that either provided the training as primary contractors or teamed with other institutions to provide a portion of the training. A total of 195 participants received training at HBCUs in this year.

In addition to the ongoing recruitment and selection processes conducted by the Field Office in Guatemala in coordination with USAID/Guatemala and the Guatemalan co-sponsoring agencies, in-country activities included presentation of 20 Pre-departure Orientations. Half-day re-entry sessions were conducted for each of the 16 groups that returned during this time period. Furthermore, the Follow-on training component, intended to support returned fellows in their endeavors to implement and apply new skills, was initiated. Five 5-day follow-on training sessions were conducted this past year with the participation of approximately 220 ex-fellows. As a network tool, a newsletter was developed and distributed to all ex-scholars.

Changes in the project's management personnel occurred during this year. Dr. Robert Ewigleben, Chief-of-Party, retired, but continued to provide some on-going technical assistance to both Home Office and Field Office staff. He was replaced in the Guatemala Field Office by Scott Goldman, the GPSP Project Manager who had been based in Arlington, Virginia. The Project Manager position in the Home Office was filled by Luisa Montero-Díaz, who had been functioning as Senior Program Officer for the CLASP II/El Salvador project, also managed by Development Associates. Filling these two important positions with in-house personnel made for a smooth and efficient transition.

## **CHAPTER ONE: Description of Training Programs**

### **I. Short-term Technical Training**

The GPSP conducted 15 short-term technical training programs in fiscal year 1992. Of these 15, eight were Community Leadership programs (four more Community Leadership programs were scheduled for fiscal year 1993). The participants of these Community Leadership groups included elected municipal officials and non-governmental community leaders, such as heads of voluntary organizations, specific project organizers, leaders in business associations, cooperatives, labor unions, school leaders and marginal community leaders from municipalities across Guatemala. Virtually every department in Guatemala has been represented. This training promoted behavioral change by instilling skills that encourage effective community development and thus strengthen the municipal system as a whole. Participants were exposed to a variety of problems, processes and solutions found in U.S. local governments and communities. Five training institutions conducted the eight programs, with three of these coordinating two programs each.

The remaining seven short-term programs were as follows:

- Integrated Pest Management (two programs)
- Rural Roads Construction (one program)
- Educational Supervision (one program)
- Business Skills for Women Artisans (two programs)
- Advanced Extensionism (one program)

All these short-term programs provided integrated components in technical skill training, leadership training and Experience America. As part of a training outcome that integrated all the training components, participants prepared Action Plans on a topic of their choice relevant to their situation in Guatemala. Through guided instruction, participants designed, prepared and presented for comments small projects implementable in Guatemala. The development of these Action Plans provided a tangible link to the Follow-on training component.

The Experience America component of these training programs exposed fellows to democratic ideals and processes while involving them in everyday U.S. life. There was active participation in town council meetings, working alongside staff of volunteer agencies, visits to historic and recreational sites, exposure to a variety of community services, both public and private. Participants also spent time with North American families through homestay programs. Many of these bonds continue to develop and grow.

## **II. Long-term Technical Training**

The long-term technical training program components are similar to short-term training components: technical skill training with integrated leadership training and Experience America activities. Although these programs are conducted entirely in Spanish, they contain 10 weeks of English Language Training to allow participants to take advantage of spontaneous interaction in an English-speaking environment and to ease their adaptation to U.S. life.

While similar to short-term programs in the goal to train Guatemalan leaders who will influence and train others, program management issues and specific problems that arise can be very different between these two types of training formats. Further analysis of long-term technical programs and recommendations for future long-term technical programming can be found in Chapter 5: Lessons Learned.

During FY '92, one long-term technical program (nine months in length) was conducted, Vegetable Production training for 24 agriculturalists and extensionists. Recruitment/selection and program set-up for two more long-term technical programs, Manufacturing Technology and Administration of Maternal and Child Healthcare Programs, was completed in FY 1992; however, the U.S. training for these two groups of participants did not begin until early FY 1993.

## **III. Academic Training Strategy**

Technical training topics for the academic program were identified: Agriculture Production, Food Science Technology and International Business. Students were selected and began their 16 months of non-degree academic studies at Ferris State University, University of Nebraska at Lincoln and Texas A & I University. The first six months were spent on English as a Second Language. DA/META contracted with these universities to provide Experience America opportunities, i.e., host families, field visits, special cultural and leadership sessions.

Summaries of each training program which appear in this chapter contain information on the stateside technical training participants received, Experience America activities and specific highlights of the training. First, short-term training programs are described, followed by long-term technical training programs and then the academic programs. Before the summary narratives, several tables and figures are presented. A summary chart (Table I) of all training programs conducted this year can be found on page 5. A summary chart (Table II) of HBCU participation is found on page 6. On page 7 is a U.S. map indicating the varied locations where GPSP training occurred. A breakdown of participant numbers by gender is provided in Figure 2 on page 8.

TABLE I

**GUATEMALA PEACE SCHOLARSHIP  
U.S. TRAINING PROGRAMS FY 1992  
STATISTICAL INFORMATION**

GROUP #	# OF PARTI.	# OF W/M	PROGRAM TITLE	START DATE	END DATE	TRAINING INSTITUTION	COURSE LENGTH IN MONTHS **	NO. OF PARTIC. MONTHS IN FY '92	NO. OF PARTICIPANT MONTHS **
S008	23	10/13	Community Leaders I	10/17/91	11/29/91	American Cultural Exchange	1.47	33.7	33.81
S009	24	12/12	Integrated Pest Management	10/26/91	12/07/91	Arizona-Sonora Field School	1.4	34.4	33.60
A001	11	10/01	International Business	01/06/92	16 months	Ferris State University	16	100.2	176
A002	10	06/06	Food Science	01/10/92	16 months	Univ. of Nebraska	16	68.0	160
A003	06	03/03	Agricultural Production	01/13/92	16 months	Texas A&I University	16	59.4	103.4 *
S010	24	12/12	Rural Roads Construction	01/23/92	03/05/92	ASFS	1.5	34.4	36
S011	23	12/11	Integrated Pest Management	02/19/92	04/02/92	ASFS	1.4	33.7	32.2
S012	24	12/12	Community Leaders II	02/22/92	04/04/92	Univ. of Louisville, Kentucky	1.43	34.4	34.32
S013	25	10/15	Community Leaders III	04/23/92	06/03/92	Prairie View A&M University	1.4	35	35
S014	26	13/13	Educational Supervision	04/29/92	06/11/92	Univ. of Louisville, Kentucky	1.47	38.1	38.22
L100	24	0/24	Vegetable Production (9 months)	05/01/92	01/31/93	UCA & Winrock	9.16	120.1	219.84
S015	25	12/13	Community Leaders IV	05/27/92	07/09/92	California State Univ. (CHICO)	1.43	35.8	35.75
S016	22	22/0	Women Artisans I	05/30/92	07/10/92	Mississippi Consortium - MCID	1.36	30.8	29.92
S017	23	11/12	Community Leaders V	07/16/92	08/27/92	ITD - Tucson, AZ	1.43	33.0	32.89
S018	26	26/0	Women Artisans II	07/29/92	09/09/92	MCID	1.43	37.3	37.18
S019	24	10/14	Community Leaders VI	08/05/92	09/16/92	Univ. of Louisville, Kentucky	1.43	34.4	34.32
S020	24	24/0	Home Economists Extension	08/26/92	10/07/92	ASFS	1.43	28.8	34.32
S021	25	13/12	Community Leaders VII	09/10/92	10/22/92	ITD	1.43	17.5	35.75
S022	26	13/13	Community Leaders VIII	09/16/92	10/28/92	CSU/CHICO	1.43	13.0	37.18
S023	22	11/11	Community Leaders IX	09/30/92	11/11/92	Prairie View A&M University	1.43	.7	31.46
<b>TOTAL</b>	<b>437</b>	<b>241/196</b>					<b>78.60</b>	<b>842.7</b>	<b>1,205.16</b>

\* 6 participants completed FY '92  
2 participants who transferred to the L100 program were counted as Academic participants for 3.7 months.

\*\* Through end of program; reflects some FY 1993 participant months.

TABLE II  
**PLACEMENT RATE AT HISTORICALLY BLACK  
 COLLEGES AND UNIVERSITIES**  
 FY 1992

GROUP #	# OF PARTI.	PROGRAM TITLE	TRAINING INSTITUTION	HBCU SUBCONTRACTOR	HBCU PART. MONTHS
S012	24	Community Leaders II	University of Louisville	Kentucky State University	2.2
S013	25	Community Leaders III	Prairie View A&M University		35
S014	26	Educational Supervision	University of Louisville	Kentucky State University	6.9
L100	24	Vegetable Production	University of Central Arkansas	University of Arkansas at Pine Bluff	23.2
S016	22	Women Artisans I	Mississippi Consortium for International Development		32.64
S018	26	Women Artisans II	Mississippi Consortium for International Development		37.18
S019	24	Community Leaders VI	University of Louisville	Kentucky State University	4.0
S020	24	Home Economists Extension	Arizona-Sonora Field School	Prairie View A&M University	8.8
<b>TOTAL</b>	<b>195</b>				<b>149.92</b>

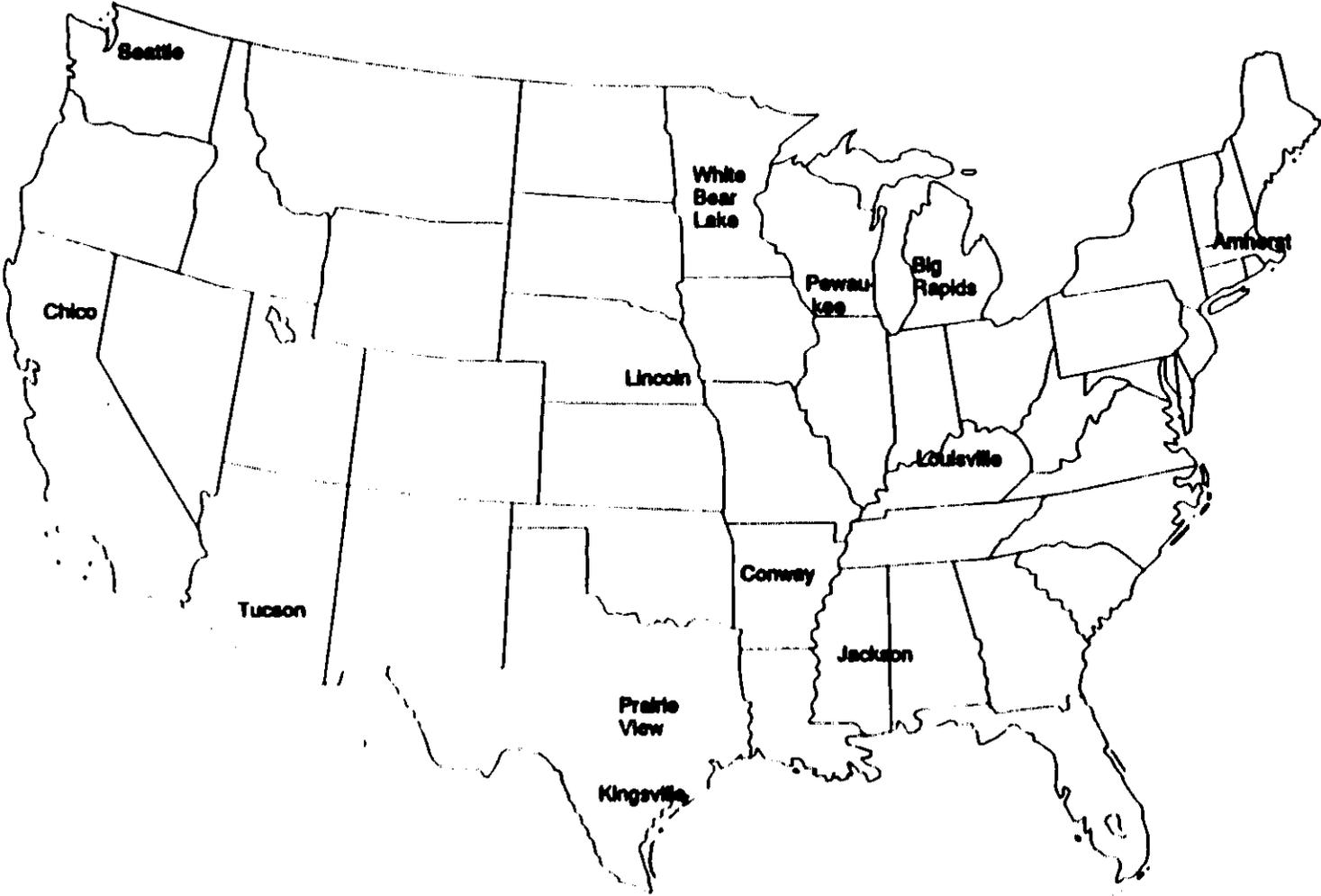
Total FY '92 Participant Months = 842

HBCU Participant Months = 149.92

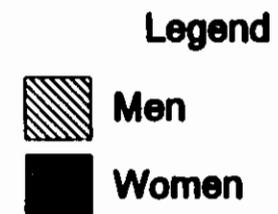
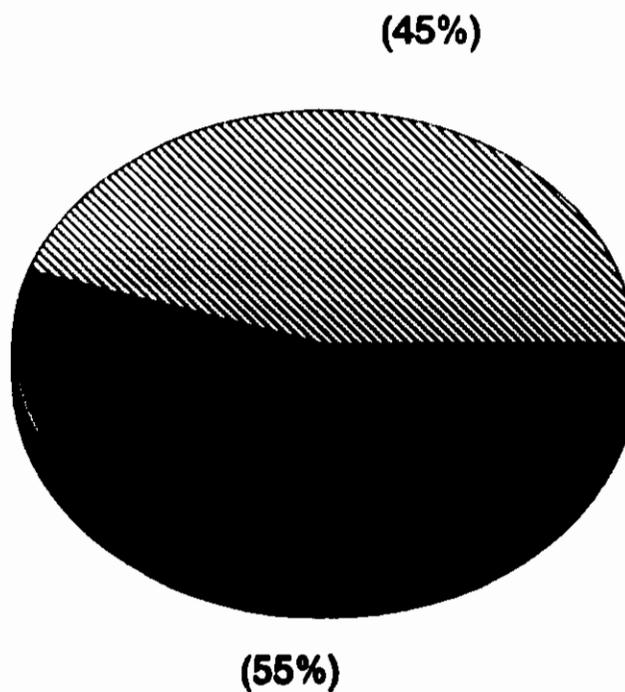
HBCU Placement Rate = 18%

**FIGURE 1**

**U. S. MAP WITH GPSP TRAINING SITE LOCATIONS FY 1992**



**FIGURE 2**  
**GPSP TECHNICAL & ACADEMIC TRAINING BY GENDER FY 92**



#### **IV. Summaries of All FY '92 Training Programs**

### **COMMUNITY LEADERS I**

**American Cultural Exchange  
Seattle, Washington**

**October 17, 1991 - November 29, 1991**

#### **Technical Training**

Twenty-three participants from the departments of Jutiapa, Jalapa, Santa Rosa and Guatemala City, attended the first program in community leadership training. The program was conducted in central Washington in two locations, the city of Ellensburg, home of Central Washington University (CWU), and Yakima Valley, a region with a large Hispanic population. Technical topics included U.S. local government, the municipal tax base, role of community leaders in development, accounting and budgeting, leadership development and community participation mechanisms.

The Ellensburg community provided an appropriate rural backdrop that demonstrated how governmental institutions support regional needs. While there, participants discussed mutual interests with their Ellensburg counterparts at the city, county and state levels. Scholars attended several local government meetings allowing them to observe government procedures and analyze financial infrastructure. They also visited the Incubator of Ellensburg Business, an example of municipal, university and private collaboration for small business development.

Following the Ellensburg component, participants travelled to Yakima Valley where they focused on community organization, municipal and community leadership, project design, economic development and public/private collaboration. Participants visited several migrant education programs and the Yakima Indian Nation to investigate how these populations work with local government entities. The group learned project design skills via a workshop entitled "Technology of Participation" in which they learned to promote community participation in project planning. Each participant chose a project to design based on community needs in Guatemala. This enabled participants to apply needs assessment techniques and develop proposals and budgets.

### Experience America

Participants spent two weeks with families in the Yakima Valley area. Both the families and the participants found the experience to be extremely beneficial in terms of cultural enrichment.

Participants' afternoon at the Yakima Indian Nation was especially relevant for the group. They learned about Native American culture and observed the Nation's furniture factory which employs 70 indigenous people. In addition, participants enjoyed interacting with their Hispanic counterparts in Yakima Valley. A favorite site visit was Radio KDNA (cadena) that focuses on Hispanic issues.

On several occasions the Guatemalans organized cultural nights for their homestay families and friends from Central Washington University (CWU). These cultural "forums" were enjoyable for both the participants and the attendees. The group also made presentations on Guatemala to several Spanish classes at CWU.

### Comments/Highlights

This group was extremely interested in environmental concerns. Trainers organized a trip to a local landfill during which time participants discussed water treatment in relation to the cholera epidemic in Guatemala. Participants had another environmental surprise -- snow which amazed everyone.

Participants gave favorable evaluations regarding the program. One participant commented:

"I am leaving with more motivation, more strength and more desire to respond to the needs of my community. This has occurred little by little, like when one takes vitamins, one day you realize that something in yourself has changed."

Another participant reported:

"We are going to make changes at home, little by little, like a pebble in a pond, beginning with ourselves, our families, our communities and later, the nation."

## **INTEGRATED PEST MANAGEMENT III**

**Arizona-Sonora Field School  
Tucson, Arizona  
October 26, 1991 - December 7, 1991**

### **Technical Training**

This training group consisted of agricultural extensionists. Training topics dealt with the food chain, plant diseases, growth cycles of weeds, an overview of pesticide usage and control and introduction to various types of insects. Participants took part in a variety of field visits to observe pesticide use, learn about U.S. laws and regulations regarding pesticide use, farm chemical safety and usage, and adult training techniques.

Biological controls of pesticides as an alternative to chemical usage were stressed. The scholars visited an organic farm, and were quite interested by techniques to control pests. They felt that it was a viable option on a small scale in Guatemala. The Guatemalans prepared and presented group projects on an aspect relating to pesticide management, which involved extensive preparation of written materials and posters as visual aids.

### **Experience America**

Participants spent an afternoon at the Mission San Xavier Del Bac. One of the first Spanish missions established in the Americas, it is located on an American Indian reservation. Participants learned about the unique problems faced by the indigenous communities on the reservation and how these problems are being addressed. They visited the Flandreau Planetarium, the Arizona-Sonora Desert Museum, Old Tucson, and met with representatives from a neighborhood association, who discussed the history and development of this type of organization and its role in local government. They visited the Arizona Historical Museum and attended a mariachi mass, the Pima Air Museum, Kitt Peak Observatory, a flea market, Saguaro National monument and a barbecue.

### **Highlights/Comments**

Experience America highlights included the opportunity to spend Thanksgiving Day with host families, which was reported to be a very pleasant experience. A trip to the Grand Canyon, where participants viewed an IMAX film, spoke with park service personnel, and observed the topography was described by all as unforgettable. An important training highlight for all participants was passing the State of Arizona Pesticide Applicator examination and being awarded this recognized certification.

## **RURAL ROAD TECHNICIANS II**

**Arizona-Sonora Field School  
Tucson, Arizona**

**January 23, 1992 - March 5, 1992**

### **Technical Training**

This training group consisted of engineers, engineer assistants, social workers and social worker assistants who are employed by the Dirección General de Caminos (DGC). The participants received training in general principles of ecology and environmental protection, and environmental education techniques. Ecological and environmental principles were related to principles in rural road construction. Additional training topics dealt with principles of communication, leadership techniques, adult education, wildlife management and environmental mitigation efforts.

The participants learned to use environmental impact assessments in determining road construction needs. They made individual presentations on related topic areas, the engineers focusing on the technical aspects of road construction and the social workers on the community education aspect of a road construction project. The group was divided into two teams and worked on a case study involving road construction, as an exercise in team-building skills. Numerous practical exercises, such as using a compass and topographical maps and learning to make water level measurements were built into the program.

### **Experience America**

The participants met with representatives from a local neighborhood association, where they discussed methods of community action and fundraising. At the Arizona State Historical Museum, they discussed the state's history, as well as the integration of the various indigenous cultures in the state. The group visited Kitt Peak National Observatory and attended a mariachi mass.

The Guatemalans spent part of a day at a recycling center, where they participated in recycling efforts and observed the concrete results of commitment to environmental protection. All participants had a host family experience.

They took part in a second service project at the Primavera Foundation, which provides meals to economically disadvantaged clients. They had the opportunity to see the Tucson Gem and Mineral Show, and visit the twin cities of Nogales, AZ and Nogales, Mexico.

The Guatemalans attended a flea market and viewed the Pima Air Museum, and a rodeo. They visited the Arizona-Sonora Desert Museum and Old Tucson, where they learned how western movies are made.

**Highlights/Comments**

An Experience America highlight was a trip to the Grand Canyon, where this group learned about the geology of this area, noting how road construction efforts are designed with tourist access in mind. The participants viewed an IMAX film, which greatly impressed them.

## **INTEGRATED PEST MANAGEMENT IV**

**Arizona-Sonora Field School  
Tucson, Arizona**

**February 19, 1992 - April 2, 1992**

### **Technical Training**

The twenty-three trainees, selected from the highlands and other regions, work as agriculture extension agents, home extension agents, and provide assistance to agriculture exporters. As members of field extension units, they are responsible for communicating skills and knowledge regarding the proper use and management of pesticides, herbicides, and fungicides. Through this training, they increased their understanding of the benefits of proper pesticide use and the deleterious effects on health and the environment if used inappropriately. The trainees also learned and implemented non-formal teaching and leadership techniques in order to better disseminate information to semi-literate and illiterate people working in rural Guatemala.

The trainees conducted field visits to farms, private businesses, and to agencies and organizations involved with pest management. Each trainee completed an individual project on the subject of their choice, comprised of writing an Action Plan, designing a related poster or brochure, and conducting a field workshop.

### **Experience America**

Each trainee spent time with an American family over one weekend and all were able to speak with American professional counterparts in the field of pest management. The group participated in two community volunteer activities which changed their perspective of life in the U.S. In the first they planted twenty-five trees through Habitat for Humanity, and in the second they pooled their money to purchase and prepare a meal for homeless people through the Primavera Foundation.

U.S. social and political history was examined through visits with the city administrator of South Tucson, the Arizona Historical Society, the Heard Museum, Montezuma's Castle, the Pima Air Museum, Old Tucson, and the San Xavier Mission.

The trainees were also able to visit many of Arizona's sites of natural beauty, including the Sabino Canyon, Sedona and Oak Creek, and the Church in the Rocks. Their view of the Grand Canyon was obstructed by clouds but the Guatemalans all experienced a snow fall for the first time. Other sites visited included the Arizona-Sonora Desert Museum, Kitt Peak National Observatory, the Flandreau Planetarium,

and the Tanque Verde Swap Meet. Two special events included attending a Mariachi Mass and watching the Tucson Rodeo Parade.

**Highlights/Comments**

The highlights of the six-week training program were the visits to farms and produce packing and exporting companies. These included a biocontrol workshop at ARBICO, import-export companies, USDA, and FDA, organic farms, and the Ak-Chin Indian Reservation farms. Also, the participants were able to take and pass the State of Arizona Certified Pesticide Applicators exam, one of the most stringent IPM certification procedures in the country.

## **COMMUNITY LEADERS II**

**University of Louisville  
Louisville, Kentucky**

**February 22, 1992 - April 4, 1992**

### **Technical Training**

The trainees, selected from the departments of Izabal and Zacapa, currently work as school teachers, principals, municipal employees, mayors, homemakers, veterinarians, and rural health technicians. As community leaders, they are in positions to act as "change agents" within their respective organizations as well as counterpart organizations. To enhance their potential as leaders in and beyond their communities, participants learned project design and management skills, public administration and community development procedures, and effective leadership techniques.

The group travelled to Eastern Kentucky, an extremely rural and impoverished region in the state, to meet with rural development organizations. Participants commented that many of the problems faced in Eastern Kentucky were similar to those in Guatemala. By observing the approaches used in Eastern Kentucky, the scholars developed their own ideas as to how they might apply similar practices.

Participants worked in four groups representing their respective regions (Morales, Río Hondo, Los Amates and Gualán) to develop action plans for two potable water projects, one reforestation project and one cultural education initiative. The action plans were a culmination of all of the training topics and allowed the scholars to apply their skills to a final, take-home product.

### **Experience America**

Participants took part in a diversity of Experience America activities including two homestays, meetings with local business and civic leaders, and tourist attractions. The first homestay was in Columbus, Indiana. Some of the hosts included a former mayor, a doctor, a store manager, a nurse, several Spanish teachers and a retired National Geographic photographer. The second homestay was conducted during the participants' trip to Eastern Kentucky and was coordinated by The Peacemaker Group, an organization that focuses on Central American issues. While in Eastern Kentucky, the group was able to experience the beauty of the rural United States.

Round-table discussions were held with local business and civic leaders with whom participants discussed ideas of mutual interest. These leaders included a University of Louisville professor who is also a city council member, an environmental planning director and the director of Goals for Greater Louisville, a community development

organization. Some of the local tourist attractions participants enjoyed included the University of Louisville basketball games, the Kentucky Derby Museum, the local zoo, the Museum of History and the IMAX theater.

Particularly noteworthy of the Experience America component was the relationship participants developed with their dorm companions at Spalding University where they resided. On one occasion the Guatemalans and North American students each prepared a traditional meal native to their respective countries. After dinner, the Guatemalans taught the North American students how to dance folkloric Guatemalan dances and the Americans taught the Guatemalans how to dance to country, heavy metal and pop rock. Another fun activity was the "Beach Party" the American students organized (inside) for the Guatemalans when winter temperatures dropped below zero. Needless to say, both cultures made many new friends and memories that will last a lifetime.

### Highlights/Comments

A special highlight of the program was the formalization of the organization DIZAC (Desarrollo Integral Izabal-Zacapa). Participants got the idea from one of the Eastern Kentucky community groups they visited. DIZAC established an executive board and four committees, each with their own director. The committees included: Health and Environment; Education; Socio-Economic Development; and Sports, Culture and Tourism.

At program closure, participants stated that they were extremely pleased with the outcome of the project, the training staff and the program content. With regards to the practical hands-on methodology utilized, participants commented, "We saw, we heard and we understood." Mario Marin, mayor of Rio Hondo, said, "The key is to organize people and unite the human resources as well as the institutional ones. For too long we have been trying to organize at the community level without assistance from the community itself."

As a post script, Mario Ramirez, mayor of Morales who amused the group with his constant efforts to obtain a firetruck during his stay, actually succeeded. Before his departure last April, one of the local fire stations agreed to donate a truck to the Morales community if Mario would make arrangements to get the truck to Guatemala. After a great deal of back and forth correspondence that appeared fruitless, a representative from Morales arrived at the Louisville airport unannounced in February 1993 in the middle of a snowstorm to claim "Mario's" firetruck. After the appropriate sources were contacted and the arrangements made with the Louisville firefighters, a small ceremony was held to officially award the firetruck to the community of Morales.

## **COMMUNITY LEADERS III**

**Prairie View A & M University  
Prairie View, Texas**

**April 23, 1992 - June 3, 1992**

### **Technical Training**

Twenty-five community leaders from the department of San Marcos participated in the leadership training program conducted by Prairie View A & M University with support from the Arizona Sonora Field School. The training site was the town of Bellville, a small agricultural community. Participants were involved in conceiving, planning, organizing and administering community development projects to meet specific community needs. Through leadership training, they learned community mobilization techniques, specifically ways to recruit and direct volunteers. They also developed their own skills as trainers in order to disseminate information to volunteers and other community members. In addition, participants observed the socio-political dynamics of the U.S. including democratic processes, social systems, free market economics as well as cultural traditions.

Individual and team projects supported program themes. Each participant selected an individual project of his or her interest and developed an action plan to implement the project. Towards the end of the program, each participant led a workshop on his or her individual topic thereby utilizing presentation skills relevant to their responsibilities as community leaders.

The team project segment was also a valuable learning experience. Participants were divided into two teams each of whom were to work on a housing restoration project. The two teams visited the house to determine repairs that were both feasible and necessary. After tasks were agreed upon, the teams organized into small groups to work on specific assignments. Participants spent two days working on the house in order to implement their recommended changes. The group was amazed at the amount of work they were able to accomplish by employing a teamwork approach.

### **Experience America**

Participants experienced rural, small town life in the United States in Bellville and surrounding communities. Surprising to participants was the amount of German influence in the area. They had expected to find mainstream U.S. culture with some Hispanic influence. However, during their first week, they attended a German festival. Not only did the festival consist of traditional German food and dancing, many of the attendees spoke German.

Participants also enjoyed their homestay opportunities. Some stayed with African-American families and commented that it was a very valuable experience which gave them a greater understanding of African-American culture in the U.S. Other homestay providers included Prairie View faculty members and community organizers.

The group travelled to San Antonio where they visited the Alamo, the riverwalk and local caverns outside the city. They also spent a couple of days in Houston and Bryan-College Station, home of Texas A & M University. While in Bryan-College Station, they learned about the university's role in serving the community through its agriculture extension network.

### Highlights/Comments

The participants, who became known for their motivation and enthusiasm, formed their own association, "Asociación Marquense de Amigos para el Desarrollo" (AMAD) to continue their own follow-on efforts. In addition they established a "sister cities" relationship with Bellville which the group planned to formalize with Sister Cities International.

The home restoration project fulfilled multiple purposes. Not only did participants learn valuable group organization techniques, they made a significant contribution to the members of the Bellville community, thereby enhancing the Experience America component. This was a source of great pride for the scholars. Participants stated that the team and individual project activities helped them to be "more cohesive and capable of working together to achieve common goals."

## **EDUCATIONAL ADMINISTRATORS III**

**The University of Louisville  
Louisville, Kentucky**

**April 29, 1992 - June 11, 1992**

### **Technical Training**

**This training group consisted of educational administrators at various levels, who hold a variety of teaching/administrative responsibilities. The group received an introduction to the U.S. educational system, comparing it with the Guatemalan system, and visited school councils and planning meetings to observe the roles of these organizations. They received training in the use of simple instructional aids, and learned strategies in administrative planning, as well as an experimental method of lesson planning used in the U.S.**

**The administrators participated in a workshop on democratic decision making, used new learning/teaching evaluation tools, received hands-on practice in formal and non-formal adult education techniques, and leadership skills training. They met with a representative from the State House of Representatives, who discussed educational reform at the state level.**

**The participants visited various types and levels of educational facilities, viewing specialized programs such as the drug education program and special programs for learning disabled individuals. They developed action plans for implementation in their institutions upon return home.**

### **Experience America**

**At the Louisville Museum of Science and History, participants viewed an IMAX film and had the opportunity to discuss how this museum was designed to serve families, as well as the educational role it promotes through its numerous hands-on activities.**

**The administrators enjoyed Kings Island amusement park and the Kentucky Horse Park. They participated in two weekend homestays with families and took part in a cultural performance. One afternoon was spent on the historic sternwheeler, the Belle of Louisville. In the city of Frankfort, participants toured the capitol building, visited the tomb of Daniel Boone and toured two historical homes.**

### **Highlights/Comments**

One training highlight during this program was the opportunity to speak with Dr. Mary Smith, the president of Kentucky State University, who spoke of the goals of her institution. The participants were impressed that a minority female could hold such an elevated position in education, and were very encouraged by her achievement.

In this program, participants had the unique opportunity to attend the Kentucky Derby. This activity was quite meaningful to them; in particular, they expressed admiration at the obvious community support and attendance at the event.

## **COMMUNITY LEADERS IV**

**California State University - Chico  
Chico, California**

**May 27, 1992 - July 9, 1992**

### **Technical Training**

Twenty-five elected and non-elected community leaders from the southwestern coastal areas of Guatemala focused on the role of their communities in development and how the community can best use their resources; creating community networks, increasing their democratic leadership skills and learning interpersonal and group communication strategies.

The participants were exposed to a large number of successful community projects in the areas of community outreach and education, health service programs, immigration, food distribution, and homeless shelters. They visited the Katalysis organization and learned about the process of creating and nurturing small businesses as a tool for development, community banking organizations (village banks), and fundraising for development projects. They also toured an interagency watershed restoration project, a community housing program, two wastewater treatment facilities, and a small town landfill.

The program devoted training time to discussing potential economic resources and development, as well as using different forms of media and networking. The trainees worked on community project action plans which they planned to implement in Guatemala.

### **Experience America**

To understand the role of municipal governments in the U.S., the trainees spoke with the mayors of Chico and Placerville, with several different senate committees in the capital building, and with a Sacramento city councilman. Due to a primary election being held in Chico, the Guatemalans were able to observe firsthand the U.S. voting process at a polling site. An unexpected political rally on the steps of the Sacramento Capital building allowed the twenty-five to participate in a large political rally attended by presidential candidate Ross Perot.

The Guatemalans integrated quite well with the Chico community and several visited their host families more than once for dinner. All the participants had opportunities for a weekend homestay with U.S. families. In return, the community leaders gave a presentation on Guatemala which included dancing and singing, for two local elementary schools.

Other unique events included an unusual June snowfall on Mt. Lassen, the Sacramento Zoo, a tour of Historic Sacramento, a jazz concert, a circus sponsored by the Chico police officer's association (to raise money for community projects) and a large flea market. One afternoon was spent touring the "gold rush" area and panning for gold near Sutter's Mill.

### Highlights/Comments

The trainees felt that the sessions in leadership development, communications, and project management were extremely beneficial and relevant to the projects they hope to implement in their Guatemalan communities. Almost all commented that seeing snow and the snowball fight on Mt. Lassen was one of the highlights of the training program, since it had been so unexpected.

"It was an excellent program which may contribute indirectly to the economic development of my community. However, it will be the leaders that will have to implement all the skills we have learned in this program and to utilize these techniques for our community's development and education."

## **WOMEN ARTISANS I**

**Mississippi Consortium for International Development  
Jackson, MS**

**May 30, 1992 - July 10, 1992**

### **Technical Training**

This participant group consisted of 22 women artisans who specialize in ceramics, clothing manufacturing and weaving. The training focus consisted primarily of business topics, with the groups being divided into three sub-groups to receive specialized advanced training in their craft. Technical training included general accounting, product pricing, quality control, production theory, negotiation and leadership skills development.

Participants set up a display of their products at a local crafts store, and revised their displays periodically based on concepts they learned in the program. The artisans received training on marketing an export product and the quality control standards which are required in an export market. They discussed differences between wholesale and direct sale marketing, as well as the role of a middleman.

The artisans visited a Choctaw Indian reservation, and discussed the economic development of the reservation, which depends to a large extent on native crafts, small businesses, and initiatives with private companies to develop production sites at the reservation.

Other field visits included one to a company which distributes home craft kits. The crafts of the artisans were critiqued, and they learned more about this unique market. In New Orleans, the artisans visited the international market in the French Quarter, speaking with the craftspersons on export marketing opportunities.

### **Experience America**

The artisans took part in a variety of Experience America activities. They visited the Agricultural and Forestry Museum, where they had an opportunity to view technological developments and the role of Mississippi in development. Scholars attended a blues club, viewed a show at the Jackson Planetarium and visited the Jackson municipal zoo.

An afternoon in the historic town of Natchez on the Mississippi river allowed participants to view exhibits celebrating the hundredth anniversary of the landing of Christopher Columbus. At the Smith Robertson Museum, they learned about the history of African-Americans in Mississippi and in the United States. They toured

historic Vicksburg, visiting the Old Courthouse museum and an antebellum home. They had various opportunities to share Guatemalan culture, both formally and informally, with Jackson State University students.

The Experience America highlight was a technical training trip to New Orleans which included participation in craft shows and analysis merchandise in stores. As part of the trip, the group viewed the Aquarium of the Americas and visited the French Quarters.

The participants traveled to Memphis, where they were exposed to the history of the civil rights movement in the U.S. An afternoon was spent at the Civil Rights Museum where participants learned about the influence of Dr. Martin Luther King on the country's race relations. In Jackson, they took part in a discussion at a local Episcopal church on the church's food aid projects. Participants were surprised to learn that extreme poverty also exists in the U.S.

They experienced a petrified rainforest on the 4th of July and viewed crafts created especially for this holiday, as well as evening fireworks. Throughout the training, they took part in volleyball and basketball games and went bowling.

#### Highlights/Comments

An Experience America highlight was a day at the Mississippi Food Network, where the participants prepared food and transported it to the Catholic Charities Center for distribution. Representatives of the center shared information on the center's efforts to meet local needs, such as assistance to victims of domestic violence. The women were surprised to hear that such a problem exists here, as in Guatemala, and were impressed by the community efforts to address the issue of domestic violence.

## **COMMUNITY LEADERS V**

**Institute for Training and Development (ITD)  
Tucson, Arizona**

**July 16, 1992 - August 27, 1992**

### **Technical Training**

These community leaders, primarily selected from Guatemalan regions and towns near the El Salvador border, focused on border community and environmental issues. During field visits to the Arizona-Mexico border towns of Douglas, Naco, and Nogales, health and environmental problems and community organization efforts were emphasized. In addition to meeting the mayors and council members of each town, participants visited water purification plants, low-income housing projects, and health clinics. In Tucson the leaders met with Senator John McCain's office and Tucson City council members to discuss the role of citizen participation in community policy development.

Teaming with Pima Community College in Tucson, the Guatemalans spoke with community leaders who have initiated programs in social services, such as for Hispanic youths, literacy, and community libraries. The group traveled from Tucson to Phoenix and along the way visited four small, rural towns which are very similar to the trainee's towns in Guatemala. They collected information on development and environmental projects, and met with community leaders and town council members.

The community leaders participated in three days of Leadership Training workshops, which focused on training-of-trainers, the use of non-visual aids, and communication techniques. They also had training sessions on project development, networking, inter-agency cooperation, action plan development and prepared case study reports based on their visits to the border communities.

### **Experience America**

This group was very successful in integrating with the Tucson community and formed close friendships with North Americans during their six week stay. Their programmed activities focused on the roles of local governments, community organizations, and service programs. A highlight for all the group was a morning spent volunteering at the Tucson Clean and Beautiful recycling center. They also enjoyed their overnight host family stay, and giving an elaborate presentation of Guatemalan culture to the Tucson community.

Emphasizing the importance of environmental awareness and conservation, participants visited the Sonora Desert Museum and the Saguaro National Park. Visits

focusing on U.S. and Arizona culture and history included the San Xavier del Bac Mission, the Heard Museum of Native American art, a tour of Copper Queen Mine, the City of Tombstone, open-air markets, a Mariachi Mass, and several community bar-b-ques.

### Highlights/Comments

The trainees were intrigued by the similarities of issues surrounding the border towns they visited, with those in Guatemala. In small groups the participants conducted border case studies and research, and then each group reported on issues that would be of interest in their own communities. The Guatemalans learned new strategies from local government officials and community leaders and interchanged ideas. Each of their case study reports reflected considerable insight on ways to confront social and environmental concerns.

**"We now have a wider vision of the problems in our communities; we are fully realized as leaders and have greatly increased our technical skills. We have the material and the ability to plan our own development projects."**

**Dora Pineda Martinez**

**"We learned how to make the people both understand and participate in the solution of their problems, principally through prioritizing their needs...I also learned that there are different types of leaders in each community - it is important to know which one of these we each are, so as not to create any type of community conflicts."**

**Mario Rene Recinos Sarceño**

## **WOMEN ARTISANS II**

**Mississippi Consortium for International Development  
Jackson, Mississippi**

**July 29 - September 9, 1992**

Twenty-six women artisans took part in the second program on Small Business Skills Development. They represented the following departments: A) Zacapa and Chiquimula; B) San Miguel and Baja Verapaz; C) Sacatepéquez and Chimaltenango; D) Quetzaltenango, Sololá and Totonicapán and E) Retalhuleu. While it was a diverse group consisting of trainers and craftswomen, they all had similar training needs, specifically basic business theory. Other training topics included leadership skills development, training of trainers, marketing (with a special emphasis on the export market), basic accounting practices and quality control.

A workshop format was utilized to allow the participants to focus on special areas of interest. After a review of the group's interest and needs, the following workshops were organized: primary colors; crochet; tailoring; t-shirt painting; Native American necklaces; wool and cotton dyeing; quilting; and basketry.

The group went on several field visits designed to provide the participants with real life scenarios in which they could analyze topics discussed in the classroom. They travelled to Houston where they visited Pueblo to People, an importer of Latin American crafts and to New Orleans where they organized an exhibition of their products. The visit to New Orleans was especially relevant because it gave the participants the opportunity to negotiate with potential U.S. buyers.

In addition to the New Orleans exhibition, the women organized a local display at "Southern Crafters," a craftpersons' exhibition area in Jackson. This task required that the women travel to the site to determine how to display their crafts in order to maximize their products' marketing potential.

### **Experience America**

The scholars participated in an extensive variety of Experience America activities during the program. They had opportunities to develop friendships and professional contacts with local handcrafters during their workshops as well as various Experience America activities.

The program had a very strong Experience America component in that it brought in the resources of several women leaders and women's organizations in the Jackson

area. The participants found these visits to be relevant to their experiences in Guatemala. Examples of such activities are: an exchange with Mississippi's first African-American mayor in her rural town of Tchula (pop. 2,000) to discuss her role as a female community leader; the visit to a shelter for battered women; meeting with a representative for the National Organization for Women (NOW); and meeting with two female political activists, one from the Republican party and one from the Democratic party.

Each participant took part in a homestay. According to the women, this was a great experience which they wanted to repeat. They kept in touch with their North American families during the whole project and developed close relationships with them. Other Experience America highlights included trips to New Orleans and Houston, the visit to Vicksburg, and the Choctaw Reservation.

### Highlights/Comments

The program was extremely successful from both a technical standpoint and a cultural one. The women, with their colorful dress and native language, touched many lives in the Jackson area. At the close of training participants made the following comments:

"We know now, how to respond to the buyers when they want to do an international transaction using letters of credit or any other documentation."

"The women who made presentations were of extraordinary quality and personal motivation and courage to us. The most powerful role models were the mayor of Tchula, the small business owner and the manager of the Shelter for Battered Women."

## **COMMUNITY LEADERS VI**

**The University of Louisville  
Louisville, Kentucky**

**August 5, 1992 - September 16, 1992**

### **Technical Training**

**This training group consisted of a variety of elected and non-elected community leaders from a wide variety of professions and educational backgrounds. The group predominantly comes from Escuintla, La Gomera and Tiquisate. The technical training topics included community development, implementation of community service projects, the role of volunteerism, fundraising strategies, collaboration between government and the private sector, and loan and cooperative programs.**

**The participants had the opportunity to view a riverfront development project and learned how the river is used to transport materials and how the area is being developed to attract local businesses.**

**Community and rural education initiatives designed to address the needs of the economically disadvantaged and youth with special needs were highlighted. These topics were covered through classroom lectures, presentations by community leaders and a number of interactive field trips in Louisville and the rural area of eastern Kentucky.**

**The participants took part in a seminar on training of trainers, and learned a variety of formal and non-formal adult education techniques.**

### **Experience America**

**The participants visited the Museum of History and Science in Louisville. They discussed the philosophy of this museum, which seeks to have both an educational focus and be a center which offers family activities. They especially noted the creation of hands-on children's exhibits and the impressive IMAX movie shown on the large screen.**

**The Guatemalans took a ride in a historic sternwheeler, the Belle of Louisville, and visited the Kentucky Derby Museum, where they learned about horses and the important horse industry in the state. The participants spent two weekends with host families and participated in a variety of activities such as horseback riding and country dancing.**

The Kentucky State Fair provided the group with a chance to observe a typical American summer entertainment event. The participants also visited the capital building in Frankfort, attended an outdoor music concert, toured a flea market, visited the Natural History Museum in Cincinnati and attended a baseball game, where the guest of honor was George Bush. This was a highlight for the Guatemalans, who photographed him, albeit from a distance.

#### Highlights/Comments

A technical highlight of this program was a visit to the Mud Creek Clinic, a medical clinic which treats low-income clients in Appalachia. This clinic was initiated by a woman with only a fifth grade education, who educated herself and, through her tireless leadership efforts, found state and private support for her programs. She described the clinic's gradual economic growth, as well as its expansion to provide other needed services such as pre-natal care, a clothing bank and a water purification system.

## **ADVANCED EXTENSIONISTS**

**Arizona-Sonora Field School/Prairie View A&M  
Tucson, Arizona/Prairie View, Texas**

**August 26, 1992 - October 7, 1992**

### **Technical Training**

Twenty-four DIGESA extension workers received six weeks of extension training at both Prairie View A&M University (PVAMU) in Prairie View, Texas and ASFS in Tucson. Their technical program was divided into presentation of information, field site visits, and the direct application of their training in Guatemala. In Prairie View the women reviewed extension techniques and education methodologies, training of extension trainers, networking, resource surveys, pricing, and communication techniques. Leadership training was integrated into daily activities but also included separate training sessions. In the area of public health, they learned about new methods of disease prevention, nutrition, environmental sanitation, infectious diseases (including AIDS), substance abuse, and personal and home safety.

The field visits reinforced the above themes in extension training, agriculture, and public health. They included visiting and meeting with personnel from extension and municipal or county offices, farms, private businesses and agencies and organizations involved with extension programs. The Guatemalans received several days of training from the Arizona Border Health Foundation which focused on community health and prevention education issues, from nutrition and prenatal care to waste water and trash disposal methods. The trainees visited several rural health clinics with extension programs. While in Tucson, each trainee prepared an individual project which included an action plan for a field activity to be used by extension personnel in Guatemala, a poster and brochure as a communication strategy. They also led a field workshop based on their action plan.

### **Experience America**

Activities were selected which would enhance the technical objectives and underscore the positive effect of extension programs in the U.S. There were also several opportunities for cultural exchange, such as the Labor Day Picnic and an overnight stay with a U.S. family. The Guatemalans enjoyed an afternoon meeting with ten Latin American women leaders discussing issues common to all Latin American women and the improvement of women's positions in Guatemala.

The trainees met and spoke with members of the Nogales, Arizona City Council and spent several hours learning about the U.S. legal system with a female judge in

**Nogales. In Tucson the group toured the Republican Party headquarters and learned about voter registration drives and the U.S. presidential campaigning process. To emphasize the spirit of volunteerism, the extensionists spent a morning with volunteers sorting out recycling materials for the Tucson Recycling Program, and later cooked and served a lunch for residents of a homeless shelter.**

**Opportunities to see the beauty of Arizona and learn about the state's history included visiting the popular Grand Canyon National Park, the San Xavier Mission, the Arizona-Sonora Desert Museum, and a tour of historic Tucson with Neighborhood Historical Society.**

### **Highlights/Comments**

**The extensionists gained great insight into both extension techniques, such as training of trainers, and the importance of their role which can vary from conducting training in agriculture to health promotion to environmental protection. The trainees gained a broader base of technical knowledge in these areas, and each felt she had developed self-confidence and leadership characteristics.**

**"This training will help me in my work as an extensionist, not only to share my knowledge with my compañeras, but also to share this training experience with my family and to personally develop into a stronger leader."**

**"Everything I learned has direct application in Guatemala, and especially in my area of extension work. In the twelve years that I have worked for DIGESA, I have never received such intensive training."**

## **COMMUNITY LEADERS VII**

**Institute for Training and Development - ITD  
Tucson, Arizona**

**September 10, 1992 - October 22, 1992**

### **Technical Training**

Participants came to Tucson from the departments of Las Minas, Chiquimula, Esquipulas, and Jocotán. Their program, which centered around three themes of community leadership, included the following: 1) Participatory Community Development in a Democratic Society (planning, managing, monitoring and evaluating community-based development projects); 2) the Role, Responsibilities and Skills Required of the Community Leader in a Democratic Society (personal leadership styles, working with volunteers, group facilitation techniques, and conflict resolution) and 3) Building Cooperative Networks for Community Development Resources and Integration of Projects and Services.

Activities which supported these themes included: case studies of towns along the Mexico and Arizona border; observation and analysis of needs assessment methodology to initiate the project design process; development of leadership potential through practical exercises; development of training skills by applying adult education methodology; and budget preparation exercises.

Of particular interest to this group were health and environmental issues. The group requested a visit to a local landfill and wastewater treatment facility where they observed the garbage cycle process. Health topics received special emphasis during the group's trip to Phoenix. There they met with Maricopa County Health officials and healthcare representatives who work primarily with Hispanic populations. In Tucson they had a very interesting discussion with a local nurse on nutrition and disease prevention, including AIDS. For many of the participants, this was their first open discussion of the AIDS epidemic.

### **Experience America**

The cultural component focused on the role of government, community organizations and service programs in the United States within the context of U.S. political, economic, social, familial and cultural practices. Participants observed a city council meeting and attended orientation sessions on the structure of government in the U.S. They also had an opportunity to observe the workings of the judicial system through attendance at a trial.

Participants met many members of the Tucson community through social activities and homestays. Towards the end of the program, the participants organized a cultural night in which they shared elements of their own culture with their Tucson friends.

They learned about environmental awareness and conservation when they visited the Saguaro National Monument to study its ecosystem. They toured the Arizona Sonora Desert Museum and learned the value of preservation of natural areas. The group also spent one morning working as volunteers at the city's recycling project.

### Comments/Highlights

One of the many program highlights was the involvement of Pima County Community College (PCC). Participants spent three days on the PCC campus and were impressed with the role of community colleges in the U.S. Since many of the participants work in education, they had much in common with the PCC representatives. The college is responsible for several successful community projects. Some of these include: Project FUEL, an anti-drug and literacy project that uses Pima students to work with at-risk youth; the development of community libraries and a police training program. Participants were very interested in these PCC sponsored community programs.

Visits to the border communities in Mexico and in Arizona were also eye-openers for participants. In addition to being a tremendous cultural experience, participants had meaningful exchanges with border counterparts and found many similarities with Guatemalan border communities. At the end of the training program, participants commented that the border/case study component gave them many ideas for their own communities.

## **COMMUNITY LEADERS VIII**

**California State University  
Chico, California**

**September 16, 1992 - October 28, 1992**

### **Technical Training**

The participants, selected from the Baja Verapaz region, are elected and non-elected community leaders, representing a wide range of interests and professions. The training program provided them with increased leadership skills and included sessions on interpersonal communication, group dynamics, project development and administration. The community leaders participated in small-group projects which included developing an Action Plan addressing a need in their communities. Implementation of the Action Plans will produce concrete products of benefit in these communities.

The community leaders observed community projects in three sites: a small, rural area, a university town and a large metropolitan area. A variety of community development efforts were observed and discussed: water and sewage treatment, stream restoration, forest conservation, community services and social service projects, such as a food bank and day-care center for low-income clients. The role of local government in project development was a focus area, as well as the impact of agriculture on municipal infrastructure and economic development.

### **Experience America**

Participants attended a variety of activities often found in an American university town: outdoor public concerts, a barbecue and a football game. They had the opportunity to share Guatemalan culture during discussions with a university international relations class and with church groups. The community leaders spent a weekend with host families, participating in a variety of activities such as fishing, shopping and visiting work places.

The highlight of the Experience America component was a trip to San Francisco. Participants observed the economic progress of the state through pictorial documentation at the California Museum of History and at the Train Museum. They viewed the Golden Gate Bridge, and attended a Spanish mass at the Mission San Dolores. In addition, the Guatemalans visited the Natural Science Museum in Golden Gate Park.

### Highlights/Comments

This group, coming from an agriculture region, had a particular interest in the economic impact of agriculture. A variety of activities dealt with agriculture, such as a visit to an organic fruit and vegetable market, a discussion with the Cooperative Extension agency on their role in supporting the small farmer, and the role of 4-H programs in developing an interest in agriculture at the elementary and secondary school levels.

The participants observed salmon ladders at a fish hatchery and learned how to gradually introduce an unknown agricultural product to the U.S., using the kiwi as an example. They returned home with a clearer understanding about the multi-level benefits of agriculture, as well as new ideas to promote environmentally sound agricultural practices.

**LONG-TERM TECHNICAL TRAINING**  
**VEGETABLE PRODUCTION**  
**FOR GUATEMALAN AGRICULTURALISTS**

**University of Central Arkansas**  
**Winrock International Institute for Agricultural Development**  
**Conway, Arkansas**

**May 1, 1992 - January 31, 1993**

**Technical Training**

This program for 24 Guatemalan agriculturalists was administered by the University of Central Arkansas's (UCA) Office of International Programs. The technical and leadership segments of the program were conducted by the Winrock International Institute for Agricultural Development, an international agriculture consulting firm contracted by UCA. The initial internship segment, in which the participants spent one month working at farms and agricultural research institutions, was conducted by the University of Arkansas at Pine Bluff (UAPB), an HBCU, also under contract to UCA.

The program was designed to achieve two primary goals: increase participants' knowledge base in key vegetable production topics, technologies and techniques; and develop the scholars' ability to teach and disseminate that knowledge to their counterparts in Guatemala. The technical training component consisted of classroom and field activities using an experimental garden plot, leadership development, and two internships, one conducted by UAPB, May 9 - June 7, 1992, and the second by UCA and Winrock International, September 23 - October 21, 1993.

The majority of the participants came from private sector firms, the Dirección General de Servicios Agrícolas (DIGESA) and regional universities. They had approximately three years of academic training in agriculture at a regional university level and approximately two years or more of experience in crop production. Participants came from the departments of Quetzaltenango, Chiquimula, San Marcos, San Juan Sacatepéquez, Huehuetenango, El Progreso, Chimaltenango, El Quiché, Santa Rosa, Alta Verapaz, Suchitepéquez, Totonicapán, Escuintla and the federal district.

Six sub-topics in specific technical areas were the focus of the agriculture component. These included soil-water-plant relationships; on-farm integrated pest management (IPM); appropriate irrigation systems; harvest and post-harvest management; marketing of vegetable crops with specific emphasis on the export market; and farm management and budgeting. Participants conducted a variety of vegetable trials in the experimental plot which gave them excellent hands-on experience with the identified

topic areas. Some of the experiments were the focus of individual and group research projects which participants completed as take-home products.

An extensive field visit program also supported the above agricultural topics. Some of the sites visited included local family-run farms, large commercial farms, orchards, sustainable agriculture centers, extension offices and substations, the nationally recognized Agricenter in Memphis, supermarkets, farmers markets, and vegetable storage facilities. A highlight of the field visit segment was a trip to Texas where participants observed large-scale commercial vegetable producers and their import/export procedures. Of particular interest was the USDA Plant Protection Quarantine station in Hidalgo where they observed produce from Central America being inspected for importation.

In addition to the agriculture topics, participants also developed their own training skills, specifically their ability to disseminate technical knowledge and develop instructional materials. This was done in a variety of ways: participating in a "training of trainers" course; conducting presentations on research topics and analyzing the presentation techniques of the many guest lecturers who participated throughout the program. The two week leadership development component dealt with individual leadership styles, factors that inhibit leadership, group dynamics and community organizing.

### Experience America

The Guatemalans made quite an impact on the Conway community which had never hosted such a large group for this length of time. Participants made many friends, both North Americans and internationals. They took part in a variety of local activities including UCA football games, basketball games and soccer games. Many of the participants joined the UCA international soccer team and travelled the state to participate in competitions.

The group donated produce from their garden to area homeless shelters and assisted Conway with its local recycling initiative. They also made presentations to UCA Spanish classes and became close friends with their language partners -- UCA students who wished to practice their Spanish and assist the Guatemalans with their English.

During their internships, participants stayed with farm families. This experience allowed participants to both observe family life in the U.S. and take part in the daily operation of small and large family farms. Most scholars participated in Christmas International House in which they spent the holidays with families in Atlanta, Georgia.

The extensive field visit component for the technical program also produced opportunities to "experience" America. When the group travelled to Memphis to the

Agricenter, they spent the evening on Beale Street enjoying local jazz and blues music. During their trip to Texas, they saw a cross-section of U.S. life while observing one of the nation's top vegetable production regions.

### Comments/Highlights

Participants saw a great deal of the U.S. during their nine month stay. Early in the program they travelled to Tennessee and over Christmas they went to Atlanta, Georgia. During their Texas journey they toured Oklahoma, New Mexico, San Antonio, Dallas, and El Paso where they crossed the border into Mexico.

Clearly, a highlight of their cultural experience in the U.S. was the 1992 presidential election. Participants' visits to the state capitol and the election night celebration in Little Rock gave them extensive exposure to the U.S. legislative and electoral process. Most of them heard President Clinton's victory speech on election night and were pleased to be part of an exciting moment in U.S. history.

## **LONG-TERM NON-DEGREE ACADEMIC TRAINING**

### **FOOD PROCESSING**

**University of Nebraska/Lincoln  
Lincoln, Nebraska**

**January 10, 1992 - May 17, 1993**

#### **Academic Training**

Ten participants arrived on January 10, 1992 to study food processing. Of the ten, four were working full-time in Guatemala in either dairy processing or aquaculture. The other six participants were obtaining or just finishing their bachelor's degree in either agriculture processing or food science. The universities represented are Universidad de San Carlos and Universidad Del Valle in Guatemala City.

Although these academic programs are non-degree, three participants arrived with a high level of English and were able to enter immediately into full-time academic coursework. The others began in full-time English Language Training and began taking academic courses either at the end of the first semester or in the second (fall) semester. One participant who did not pass the TOEFL requirements, audited academic courses into the fall semester. The focus of their coursework, depending on individual interests, has been either on aquaculture and fisheries (3), dairy processing (4), or technical courses in the areas of food technology (3).

All ten have participated in some type of internship in their field of study, for which they have received academic credit. The three aquaculture students spent one semester at a brine shrimp plant near campus and over the summer interned at a large, technically-innovative trout farm in western Nebraska. Two of the dairy processing students worked in the UNL dairy plant for one month where they learned new methods for flavoring ice cream which was then sold by the university in the campus store. Two participants received credit for several weeks of studying a potato chip plant in Lincoln, and several have worked on research projects with their professors.

The aquaculture trainees attended the International Aquaculture Conference in May held in Orlando, Florida. The other seven were able to attend the June International Food Technology Conference and Exposition in New Orleans.

Two trainees attended the Leadership Center of the Americas seminar in August, held in Denver. The seminar focused on the U.S.-Mexico Free Trade Agreement and the implications for the economies of the U.S. and Latin America and the Caribbean. The two women felt it was an invaluable experience.

### **Experience America**

Students have participated in cultural exchanges, through exhibiting Guatemalan handicrafts at the International Bazaars on campus and working with the International Student Association. Three of the women have made Guatemalan cultural presentations in the dorms.

Soon after their arrival most of the students met local host families with whom they have remained in contact and visit on the holidays and weekends. One participant is very active with the church, and while attending weekend retreats, was able to visit different parts of the neighboring states.

### **Highlights/Comments**

The emphasis among these Guatemalan trainees has been academics and most are taking demanding courseloads. They find the work challenging and enjoy all their research and internship opportunities. It now appears that several trainees may have enough credits with which to graduate from the university with a bachelor's degree, by the time their scholarship ends. The group has been encouraged to maintain a healthy balance between the technical portion of this scholarship program, and the social and cultural aspects.

## **INTERNATIONAL BUSINESS**

**Ferris State University  
Big Rapids, Michigan**

**January 6, 1992 - May 17, 1993**

### **Academic Training**

Ten international business students arrived in Big Rapids, Michigan on January 6, 1992. Almost all of these students have completed a technical degree in business administration/management, or international commerce, and five were working towards a bachelor's degree at University of Rafael Landívar. One of the scholars who did not require any English language training arrived in November 1991 and immediately began academic courses. Except for this participant, all were immediately enrolled in the English Language Training program on campus and remained in these classes through March. Three were able to enter academic classes in the spring quarter, and two more left ELT in the summer. In September, those who had yet to pass the minimum English proficiency test for credited courses, left the English program and began auditing academic courses in International Business, Advertising, and Management departments.

The majority of these scholars have had internship opportunities either on campus or in the community. One scholar spent three months of the summer in Grand Rapids, working with the U.S. Department of Commerce, Office of Foreign Trade. Four others worked closely with the West Michigan Development Center on campus, assisting local small businesses with trouble shooting and market research. Another trainee worked in a small gift shop in Big Rapids, assisting the owner with sales, marketing, and inventory development.

In May eight of the scholars attended a two-day international trade conference in Battle Creek, Michigan which gave them the opportunity to network with international business and government representatives in the Michigan area. In July five trainees attended a seminar on international business opportunities organized by the Michigan Department of Commerce and learned how international investment is affected by the political and economic situation of a given country.

### **Experience America**

Since the Ferris dormitories are often closed for holidays, the scholars have all developed very close ties with their host families. Some of the Guatemalans actually have three or four families that they visit regularly and see every weekend. Activities with their host families have ranged from waterskiing and camping to attending a speech by Jesse Jackson and a town hall debate with then presidential candidate Bill Clinton.

One participant has been volunteering regularly at the Mecosta County Department of Social Services since March. She conducts biographical interviews with applicants to the social service and food stamp programs and enjoys her interaction with the clients. Another trainee volunteered over the summer with the Big Rapids Boys and Girls Club, working both with group activities and with one young girl.

In August the eleven Guatemalans went on a two-day trip to Toronto, Canada, sponsored by the Intensive English Institute. Several have had opportunities to visit relatives or friends in other states during their quarter breaks.

Highlights/Comments

This group has been very active, academically, professionally and culturally. Although there are five participants with lower English proficiency test scores, they have adjusted well to the academic courses which they audit. All feel that they are learning valuable skills in international business and that they have learned more English than they had hoped.

## **AGRICULTURE PRODUCTION**

**Texas A&I University  
Kingsville, Texas**

**January 13, 1992 - May 17, 1993**

### **Academic Training**

**Eight trainees with technical degrees and work experience in the area of agriculture production arrived in the U.S. on January 13, 1992. The trainees arrived with a low level of English and all entered the Intensive English Institute Beginner's class on the Texas A&I campus. After four months two trainees opted to move from this program to the GPSP nine-month technical program in vegetable production. The remaining six scholars continued with English language training through the summer. In September they continued with one course at the IEI, and audited two to three academic courses in agriculture production.**

**In August Development Associates and the Intensive English Institute staff reached a decision to move one participant who was not progressing in English, to a six week dairy processing internship. On September 8, upon receiving USAID concurrence, this participant began a six-week internship at the Cabot Dairy Creamery in Cabot, Vermont, after which she returned to Guatemala.**

**Two trainees became very involved in a greenhouse research project on six types of chili peppers. Under the guidance of a professor of horticulture, they have been cross breeding the chili since March. Another trainee spent the summer assisting a research team investigating the use of waste-water for irrigation of cilantro fields.**

### **Experience America**

**Soon after their arrival in Kingsville the trainees became enthusiastic about volunteer opportunities in the community. As a group they regularly visit a senior citizen home, where they read aloud or just talk to the residents. Several volunteer at the Kingsville Red Cross office and two are regular volunteers at the Boys and Girls Clubhouse, assisting with the after school meal program.**

**The scholars are active with the International Student Association and with their church communities. Three are members of a group called Club Quetzal which promotes Mayan cultural awareness.**

**A few of the Guatemalans went water skiing and fishing several times over the summer and all five purchased bicycles which they use every day for transportation.**

Several of the scholars made a trip to New Orleans and all have made several visits to Houston, San Antonio, Corpus Christi, and the nearby Padre Island beaches.

Highlights/Comments

To the five who remain at Texas A&I, arriving in the U.S. without any English was a challenge which they accepted and feel they have mastered. They are currently confident of their language abilities and have been dedicating themselves to learning as much as possible in their field of professional training. The agriculture and agribusiness staff at the university have been very supportive of these participants and the trainees feel they will continue to be encouraged to fully participate in research projects and classes.

## **CHAPTER TWO: A Review of Project Activities in Guatemala**

### **I. Recruitment and Selection Process**

Recruitment and selection of participants under the GPSP is undertaken in conjunction with the Guatemalan institutional counterpart agencies whose personnel will receive training, both in the U.S. and in Guatemala through the Follow-on training component. In formulating the recruitment strategy with the counterpart, several recruitment criteria are considered. (See Appendix A for sample selection criteria for Community Leaders and Preparation of Participant's Curriculum Vitae).

GPSP seeks candidates generally between 25 and 45 years of age, at least 40% of whom are female candidates. The candidate must possess a job or work function in which he/she will be able to project new knowledge and skills within their organization (to co-workers) and within the local communities in which they reside.

Seventy percent of candidates are classified as "disadvantaged" in that they are of modest economic means, and have not travelled outside of Guatemala or to the United States.

Candidates are generally from rural communities outside of Guatemala City, who work in positions which serve a predominantly rural clientele. In coordination with the institutional counterparts, a geographic region or region is selected for recruitment. Efforts are made to recruit participants who are concentrated in one or two regional areas and to develop a training group which allows a degree of regional (departmental) or even municipal concentration. This is done so that potential multiplier training effects can be concentrated in a targeted area and so that participants can potentially develop networking relationships with other GPSP trained personnel in their same region.

Although the recruitment and selection strategy varies somewhat between subprojects, the general characteristics as described above hold true in most cases. The following is a brief description of how recruitment and selection activity was performed for several subgroups trained during project year II.

#### **SHORT TERM TRAINING PROGRAMS:**

##### **Integrated Pest Management (IPM)**

The participant profile for the two IPM groups who received training during the reporting period consisted of Agricultural Extensionists, (men) Home Economists

(women) and 4H (4S) youth club promoters. All participants with the exception of six (a total of 47 were trained) work with DIGESA - the Agricultural Extension Service of the Ministry of Agriculture (the GPSP Institutional Counterpart) as field based extensionists with work responsibilities in rural areas. Short lists of candidates were generated by the Regional DIGESA offices and the USAID-funded PDA Project, Peace Corps and the non-traditional export guild. GPSP staff carried out interviews in the field in order to determine candidates who would likely make the best participants. Work function, oral communication skills and leadership potential (human relations) were elements rated during the actual participant interviews. Participants were selected from 20 different departments of the country.

### Advanced Extensionists

One group of female home economist extensionists working with DIGESA was also formed during this year. The agricultural extension service of the Ministry of Agriculture as the GPSP counterpart made it clear that a reinvigoration of the extension service was a policy priority within the ministry. As a result, GPSP formed a group of female extensionists whose training program emphasized issues relating to non-formal adult education extension methodologies, home health and sanitation issues and small income generation projects. An all female group was formed to address historic lack of training opportunities for women within the ministry and to strengthen the role of the female extensionist within the ministry of Agriculture. The group was recruited from two regions IV and VI which corresponds to seven departments.

### Community Leaders

During project year II, the major recruitment and selection emphasis undertaken by the field office staff was directed toward establishing the Community Leaders groups. A total of eight groups departed for U.S. training during the period totaling 195 participants.

Recruitment and selection for these groups differed from the above mentioned process in the fact that short lists of participants were generated primarily through efforts of the mayors' offices in municipal areas and to a lesser extent on personal references of Peace Corps volunteers or other community-based individuals or organizations known to GPSP.

Key municipalities within the country had been previously selected by USAID/Guatemala in a strategy which stressed important commercial/transportation corridors, principal border regions - Mexico and El Salvador, areas of high agricultural production and municipalities in which port facilities were located.

The municipalities which were included in the training program were contacted through personal visits by the GPSP field office coordinator to explain in detail to the mayor the principal objectives of the GPSP and to solicit direct support for identifying key leaders, male and female, within the community.

USAID/Guatemala and GPSP agreed that the mayors were to be automatic selectees - subject to security clearance and medical certification, but not the remaining formal selection process undertaken by GPSP. However, their responsibility to identify key leaders in diverse sectors within the community was clearly reinforced. The mayors were given a worksheet in which basic biographic information regarding pre-candidates were listed and were asked to complete the pre-candidate biographical worksheets. Name, address, age, educational background and job title were requested.

From these completed worksheets the GPSP then reviewed the lists of potential candidates and in each municipal area selected a group of approximately twenty persons, men and women who fulfilled the basic selection criteria of age and provided a sample of individuals within the community who approximate the human resource characteristics of the given municipal area.

GPSP then notified the mayors office as to the persons who were selected as pre-candidates and a date and time was established to conduct interviews with these individuals. GPSP traveled to conduct interviews in the municipality with each candidate. Those candidates who demonstrated an established experience of community participation, as well as other evidence of recognized "leadership" activities, were selected as GPSP participants.

A unique aspect of this recruitment and selection strategy was that no one "applies" for the scholarship, rather, individuals are recognized for their previous capacity and future potential in the democratic development of local communities.

### Women Artisans

Two groups of women artisans were formed during project year II. The objective of this program was to provide technical skills in small business development and leadership skills training to specific groups of women who are involved in artisanry in Guatemala. GPSP developed counterpart relationships with several Guatemala-based private voluntary organizations which are involved in artisan promotion, small business and community development promotion activities. These included: FUNDAP, (Highlands Development Foundation), AMO/OCAS, (Western Highlands Association of Mayan Women), GENESIS EMPRESARIAL, (Small Business Development) and ANDAR (National Association of Artisans). Traditionally, leadership and training opportunities are not afforded to females in artisan groups. This training was

targeted to specifically address this issue. Contacts were made with the various organizations, interviews were conducted and two groups of participants were selected and sent to the United States for training.

#### **LONG TERM PROGRAMS:**

Three long-term technical programs were formed during project year II although two of the groups departed for the U.S. in project year III.

##### **Vegetable Production**

The recruitment strategy for this long-term group focused on agricultural extensionists from the Ministry of Agriculture (DIGESA), teaching staff in agricultural sciences at regional university centers and private sector agricultural engineers working in the fresh vegetable export sector. The first two participant profiles were selected based on the fact that they lent themselves to multiplier effect activity through the formal extension service and through university-level didactic activities in the classroom and field-based educational activities. The third participant profile was aimed at supporting private initiative in the growing vegetable export sector. Production and export have become important sources of foreign exchange for Guatemala. Participants came from six different regional areas, a total of 12 different departments. This nine month training program sought to support the human resources dedicated to vegetable production activities.

##### **Manufacturing Technology**

USAID/Guatemala supports the non-traditional export promotion organization, GEXPRONT. (Gremial de Exportadores no-tradicionales). In recent years the clothing assembly manufacturers, "maquilas", have become a large industry group in Guatemala exporting most of their products to the United States for both large and small retailers. In response to the need for well-trained mid-level managers which are lacking in the local industry, GPSP designed a training program to train Industrial Engineers and other technical (university level) personnel in Manufacturing Technology. GEXPRONT assisted in placing a series of advertisements in the national daily newspaper seeking candidates for a nine month training program. Through this mechanism, 19 participants (including six women) were selected for a series of interviews with project staff which lead to final identification of the training group members. The group profile was somewhat diverse with several industrial and commercial fields represented, primarily urban-based from Guatemala City with several candidates from Quetzaltenango as well.

## Nurse Supervisors

The final group recruited in project year II was made up of nurse supervisors working in the Ministry of Public Health (MOH). The National Association of Professional Nurses was recruited as the GPSP counterpart. Through this organization, notices regarding the scholarship opportunity were posted in several regional areas specifically designated by USAID. Direct contact was also made at the Health ministry level in order to respond to the specific training needs determined by the MOH. Resumes were reviewed and interviews conducted with over 50 potential candidates. Sixteen maternal child health nurse specialists were selected and approved by the vice minister's office with paid leaves of absence. The group left for training in November, 1992.

## II. Pre-departure Orientation

GPSP in-country staff conduct a pre-departure orientation training program in Guatemala City for each exiting group of GPSP trainees. (See sample agenda Appendix B). For short term, six-week programs, the pre-departure program's principal goal is to provide participants with:

1. basic survival English and cross cultural skills;
2. review of U.S. training program goals and objectives;
3. administrative and travel-related information.

The pre-departure program consists of two and one half days of sessions utilizing interactive, adult education training methodologies. Emphasis is given to practical hands-on activities as a process which involves all participants in their own learning. The program is carried out at a Guatemala City hotel where the participants are provided room and board. Participants routinely evaluate the pre-departure program very highly and comment that they are kept so busy that they hardly sense that two and one-half days have passed.

For long-term programs, both academic and technical, a slightly modified pre-departure program was developed. Since both long-term groups were to receive English language training in their U.S. programs, this segment was eliminated. Other information relevant to the academic training environment in the U.S. was substituted in order to tailor the orientation to the needs of the participants and the type of training they were to receive. These pre-departure orientations were 2 - 3 days in length.

### **III. Arrival Debriefing**

Since almost all GPSP training groups are from interior regions of the country and most return flights arrive Guatemala too late to allow participants to return to their homes that evening, GPSP provides return participants with hotel accommodations the evening of their return and a breakfast the next morning. During the breakfast, GPSP staff informally debrief participants regarding their U.S. training experience. This period is also used to remind participants regarding their obligations to participate in the follow-on training program. Seminar dates are provided to participants so they can begin to plan ahead to attend the program.

### **IV. Follow-on Training**

In project year II, GPSP established the general strategy for development of the follow-on program and also initiated the first training seminars.

Discussions were held with USAID in regard to the overall design of the follow-on training program. This design took into account general program issues, theme and content development, including role of counterpart agencies; number of follow-on sessions to be programmed for each training group and other issues such as staff distribution, responsibilities for training seminars.

#### **TRAINING DESIGN/THEME DEVELOPMENT**

During this period the essential follow-on training design and thematic elements were developed. An essential element of the design was to utilize local training resources (Guatemalan) to the maximum extent possible. The training design was developed to utilize participatory adult education methodologies to the extent that these would support project objectives. The following GPSP Project objectives form the conceptual basis of the follow-on program:

- Strengthening democratic process through the exercise of participatory decisionmaking and promoting leadership development; providing technical skills and knowledge aimed at assisting communities to solve their own problems through organization and community action. These GPSP project objectives are developed with a focus on applicability to the Guatemalan context.

#### **COUNTERPART AGENCIES**

A basic principle upon which the GPSP project has been based is the active participation of the institutional counterpart in important phases of GPSP project activity. The follow-on program is no exception, as it follows in a logical fashion from

counterpart involvement in training need and theme identification through recruitment and selection activity. In order to build the basis for post GPSP ownership of counterpart training/multiplier effect activities, the project actively seeks counterpart agency participation in the design and implementation of the follow-on seminars. Counterparts are involved in the training design process by suggesting technical training themes for introduction and or reinforcement. They are also asked to provide trainers or expositors to develop these sessions in the implementation of the seminars. This institutional counterpart participation is critical to maintaining post GPSP institutional initiative and a sense of ownership or validity of the training activity as a model for continued counterpart support.

## SEMINAR STRUCTURE

In order to develop formal follow-on training groups it was decided that two U.S. trained groups would generally be combined to form one training unit for each follow-on seminar. This would permit the participants trained in similar theme areas - Educational Supervision for example - to join with colleagues from different geographic areas allowing participants to share both their U.S. training experiences and also their professional experiences working in Guatemala. The structure of the follow-on program was developed as follows: three workshops of one week duration - Monday noon through Friday noon, scheduled over a period of 12 -18 months following U.S. training.

Participants made clear to the GPSP staff their preference for seminars to be held during the week as intercity transportation is better on weekdays and family oriented weekend activities would make weekend seminars more difficult to attend.

In order to provide participants with consistent GPSP staff identification, the follow-on program coordination and implementation responsibilities were assigned to the same staff member involved in the initial development of the U.S. training program component. GPSP program planning instruments were developed during project year II and staff were instructed in their use.

A total of four follow-on programs were designed and implemented during the second project year. These included:

Group	#Part.	Program Title	Prog. Dates	Location
S003/06	52	Ed. Supervision	1/06-10/92	Panajachel
S002/05	52	Park Guards	5/03-07/92	Tikal, Peten
S007/10	42	Rural Roads	8/10-14/92	Rio Dulce
S003/06	51	Ed. Supervision	8/24-28/92	Antigua
S008/12	34	Community Leaders	9/23-27/92	Cobán

### Note:

A review of the follow-on training component initiated during FY 93 will serve to strengthen the programs scheduled for the remainder of the project.

## **CHAPTER THREE: A Review of Project Activities in the United States**

### **I. Selection of Training Institution**

Once the USAID/Guatemala Mission in coordination with the GPSP Field Office has defined the general parameters of the training, the Home Office begins researching training institutions in the U.S. that may be qualified to conduct the specialized training program. Based on the final training specifications from Guatemala, a Request for Proposal is prepared and mailed to prospective training organizations (anywhere from 15 to 35 institutions).

Development Associates/META has regularly included HBCUs in the solicitation process. This past year in order to elicit more HBCU participation, Development Associates representatives have given presentations to individual HBCUs, used the assistance of the National Association for Equal Opportunity in Higher Education (NAFEO) in researching potential vendors and used the sole source authorization to build a relationship with an HBCU. For two Community Leaders programs, an innovative approach was used where an HBCU in Texas as the primary contractor, teamed with an experienced training institution in Arizona to provide training. In this way, the HBCU was able to benefit from the experiences of a capable training institution to strengthen their own institutional capability.

Training institutions respond to the RFP with proposals that include a preliminary budget. A proposal evaluation panel consisting of three to four Development Associates staff, is convened to review and analyze the competing proposals. After discussion, the panel selects two to four finalists who are sent clarification questions. Answers are reviewed and the training institution deemed most capable of conducting an integrated program most relevant to the participants' needs is selected. All else being equal, the factors of cost and the inclusion of an HBCU may determine the winner.

The panel's decision is forwarded to USAID/Guatemala for concurrence. With USAID concurrence, the staff proceed to negotiate and finalize a contract. Throughout this process, close communication is maintained between the Home Office, the Field Office and the training institution to ensure that all programmatic and logistical details are in order prior to the participants' arrival.

This year just as last year, for most programs, training providers were invited to bid on two identical programs in one RFP solicitation. This again resulted in a high degree of vendor interest and a reduction in development time as well as training costs. While the option to award a second program to the same vendor remained open based on performance during the first program, in all cases, Development Associates opted to contract with one institution to

provide both programs. Due to the high quality and number of proposals submitted for one Community Leaders program RFP solicitation, training institutions for seven Community Leaders programs were selected from this one competition. Four of these seven programs were conducted in FY 1992; the other three were completed in FY 1993.

## **II. U.S. Orientation**

Each group has been met at the U.S. port of entry by a DA/META representative who then escorts the group to the training site. Contact has been established with airport assistance services in Miami, Houston and Dallas which has facilitated participants' passage through Immigration and Customs. Once at the training site, the DA/META representative conducts Orientation sessions in coordination with the training institution. This visit has ensured that all necessary program elements are in place for a smooth start. It has also given the DA/META staff person, who is responsible for monitoring the program, an opportunity to establish a rapport with participants and training staff. Topics included in the Participant Orientation are: review of the training program, administrative details such as allowances, insurance, taxes, health and safety issues, cultural adjustment, roles of the key players and a tour of the training facilities. The DA/META representative has also met with training vendor representatives to ensure understanding and compliance of contractual obligations, to review administrative details, and to set up the monitoring system that will be used throughout the program.

## **III. Monitoring**

The Orientation is the initial step and sets the stage for the monitoring process. The DA/META representative establishes a weekly communications schedule with both participants and the key training staff contact via phone and written progress reports. Emergency situations are reported immediately. Information gleaned from participants and training staff during the monitoring phone calls is organized into monitoring reports which are sent to USAID/Guatemala. This information includes updates on progress of the technical portion, the technical topics being covered, Experience America activities, leadership activities, field visits, special health or behavioral concerns, special requests and the highlights of the training. The monitoring call has also proven to be a vehicle for DA/META to provide technical guidance to the training staff and to review any proposed training program modifications.

The monitoring system DA/META has in place, while time-consuming, has contributed to the success of the training programs. It allows for rapid notification of emerging problems and in turn, quick responses. For example, inconsistent or confusing information provided in a monitoring call may alert us to a growing internal management problem within the training institution, which can then be confronted and resolved.

## **CHAPTER FIVE: Lessons Learned**

Based on participants' evaluations of programs, training vendor inputs and DA/META staff's observations, below is a list of observations and recommendations divided into "I. Field Office: Administrative, Selection and Participant Expectations;" and, "II. Home Office: Short-term Programs, Long-term Technical Programs and Academic Programs."

### **I. Field Office**

#### **ADMINISTRATIVE**

Project year II was characterized by a very high level of recruitment and selection activity. The number of training programs undertaken during the year required that the participant document processing activity be well-organized and completed in a timely fashion. An important lesson learned as a result of the level of training group formation is that the security clearance memo be completed at least five weeks prior to the group departure date.

#### **SELECTION**

Important lessons have been learned in regard to the participant selection process. It is necessary to establish clear and direct lines of communication between GPSP and a representative within the counterpart agency who has the proper authorization to approve the offering of the scholarship opportunity.

#### **PARTICIPANT EXPECTATIONS**

GPSP has learned that it is very important to include within the predeparture seminar a session regarding participant program expectations. Unrealistic or erroneous participant expectations can lead to serious difficulties in accepting course content, training philosophies and methodologies, individual or group projects or adapting to social-cultural conditions at the training site in the U.S. Participant expectations must be discussed openly among fellows and with GPSP staff to ensure that they have an understanding of what the program can provide as well as what it cannot. Along these lines participants need to clearly know what is expected of them, during the U.S. program as well as in the Guatemala-based follow-on program.

## **II. Home Office**

### **SHORT-TERM**

For the most part, all short-term programs (six weeks in length) have functioned smoothly and met all training objectives. Training vendor staff have consistently reported that participants have been well-selected and that they have been impressed with their dedication and motivation. These training programs have all been intensive and packed full of relevant experiences. They have consistently ended with high degrees of satisfaction from the perspectives of the participants, the training institution staff and DA/META staff. Specific observations follow:

- Groups that are made of highly heterogenous fellows as regards to work background, educational levels, age, etc. continue to pose a challenge. It is important that training methodology take into account these differences. However, it has been the general experience this past year that the very heterogeneity of a group, especially in the Community Leadership groups, has been an asset to the training program by providing an opportunity for participants who may never have come in contact with each other to work together toward similar goals. The rich diversity of these groups has also allowed participants to share varying perspectives with each other.
- Homestays with North American families continue to be a valuable Experience America activity. While participants may feel initial tension regarding this activity, for the most part, all participants report this as a highlight of their U.S. experience. Many continue to communicate with their North American families long after they return home. It is important to prepare both participants and families properly for this activity.
- Participants and vendor training staff have requested more information prior to initiation of training. Participants would like more information on the training objectives and activities; on the logistics, especially allowances; on the training site and what to expect. Training staff desire more information earlier on participant bio-data and training needs. DA/META staff have attempted to respond to these requests by 1) Home Office sending Field Office a summary of the training activities, logistical and training site information in writing to be disseminated during the Pre-departure Orientation; 2) likewise, the Field Office has provided the Home Office bio-data on each participant as soon as possible before their arrival to allow this information to be sent to the training staff for review.

- A valuable outcome of most of the short-term training programs has been participants' development of Action Plans for implementation in Guatemala. The Action Plan applies the new information and skills gained in the U.S. training to address a relevant "problem" in the participant's community. It also forms a bridge between the U.S. training and the Follow-on Training component.

## ACADEMIC

- Some of the participants selected for the Academic program had little or no English skills prior to the program's start. This resulted in having to devote more time than had been anticipated to English Language Training and thus, delaying students' movement into academic coursework. Some were able to begin auditing academic classes while they continued ELT or individual tutoring.
- DA/META selected universities and made final decisions based not only on costs and appropriate field of study, but also on assurance that the university could offer support to the Guatemalan fellows, including transportation, field visits, counseling when needed, Experience America activities and internship programs.

In some cases, this support was stronger than in others. Having the commitment of a person or department on campus to advise and assist participants, especially during the early months, proved to be valuable. As participants became more independent and formed their own support systems, it became less necessary to use the university-established supports.

- Seventy-five percent of the fellows had internship experiences on and off campus. These experiences gave them worthwhile hands-on opportunities to apply their technical skills.
- In one case, where a participant did not meet sufficient English levels to continue at the university, a six-week internship in her field was arranged by DA/META before her departure to Guatemala. This experience was extremely valuable for this participant. It enhanced knowledge and practical skills directly relevant to her field of study and work.

## **LONG-TERM TECHNICAL**

The long-term technical programs provide ELT, technical training and Experience America activities over a nine-month period. There are advantages to this type of program. Participants are more likely to establish permanent linkages with North Americans and technical topics can be covered more extensively. However, these programs present certain challenges and difficulties not experienced or experienced to a lesser degree in the short-term program or academic program. Below are some observations and comments based on experiences this past year with one long-term program and early FY 1993 experiences with two additional long-term programs.

- The presence of group heterogeneity and difficult group dynamics due to personality or professional differences are compounded the longer the training. Therefore, in long-term technical training programs where participants are trained together for nine months, the recruitment and selection of participants with close adherence to established selection criteria is critical.

In addition to the USAID participant eligibility requirements that guide participant selection (gender, leadership potential, socio-economic disadvantage, and rurality) attention must also be given to configuring a group that is trainable and whose needs and interests match the training design. A principal criterion for participant selection should be candidates' receptivity to training. Participants who appear not to have a positive attitude toward the training, will not only not gain any benefit, but may also adversely affect the entire group. It is also important to eliminate any potential participants who may have a private agenda that may clash with the training goals. Although it may require more time and money initially, it is advisable to err on the side of caution if doubts of a candidate's acceptability arise during the selection process.

- Developing the training design is a responsibility borne by both USAID and DA/META with the co-sponsoring agencies also playing a role. Training objectives must be refined so that they are achievable and realistic and respond to targeted participants' needs, keeping in mind a feasible number and breadth of objectives developed around a single focus.

Long-term technical programs should have a clearly defined structure. A loosely planned training schedule with numerous optional sessions and no mechanism for evaluating participants' progress and attitude, can lead programs into difficulties. While long-term programs should encourage and promote opportunities for participants to develop independence through technical activities as well as cultural ones, it is also important

that the program be structured enough so that participants maintain a cohesive group identity whose goal is to disseminate acquired technical knowledge upon return to Guatemala.

Attempts must be made to strike a healthy balance between established parameters and flexibility. Identifiable and measurable outcomes such as written action plans, research projects, and development and presentation of workshops, instill accountability into the training process and give participants tangible products they can take home. This should be encouraged. It has been found that providing sufficient written technical material, as much as possible in Spanish, is an asset to any program.

It is recommended to schedule leadership training early in the program to avert or address difficult group dynamics. Sessions on conflict resolution, group dynamics, team building and group management can be provided early in the training to give participants the tools to deal with issues that may arise.

- Selection of a training institution is a several-tiered, detailed process, both for short-term and long-term programs. The evaluation for a long-term technical program also requires more time and effort. It is crucial that potential training providers of long-term technical programs, understand the special challenges and be capable of addressing these. In selecting a training institution, DA/META staff give special attention to adequate staffing, appropriate type of technical expertise, availability of counseling services, adequate training facilities, sufficient written technical material, comfortable housing arrangements, the managerial sophistication required for a large group, adequate pacing of activities and ability to address culture shock. Long-term technical programs cannot be problem-free, but DA/META has experienced that with careful management, thorough preparation and attention to the above areas, problems have less chance of escalating.
- In order to provide participants of long-term programs with adequate training program information prior to departure from Guatemala, DA/META has developed a pre-departure orientation agenda that differs somewhat from the PDO given to short-term participants. In the former, there is more emphasis on clarifying participants' expectations and on their responsibilities. Issues such as culture shock, dealing with group dynamics, and the reality of participants' motivations are addressed. Once participants have been made aware of the training objectives, the methodology and what to expect from the program, each person should be encouraged to reflect on the appropriateness of the particular training program for them personally and professionally. They should be allowed to de-select themselves from the program.

## **CHAPTER SIX: Looking Forward to Project Year Three**

The GPSP training schedule for Project Year Three reflects the completion of three additional Community Leaders short-term groups, which will bring the total number of Community Leadership training programs to 12. Additionally, three programs, conducted in FY 1992, will be repeated: Rural Road Technicians, Advanced Extensionists and Business Skills for Women Artisans. A new program area will be developed: Civic Education. A total of six short-term technical training programs in Civic Education will be planned for FY 1993.

The Vegetable Production long-term technical program will be completed the early part of FY '93. Two more long-term technical training groups will begin U.S. training the early part of the fiscal year: Manufacturing Technology and Administration of Maternal and Child Healthcare Programs. A fourth long-term technical program has been identified in Sustainable Agriculture and will begin later in the year.

Monitoring of participants in the three academic programs, International Business, Agriculture Production and Food Science Technology, will continue. Table VII on the following page lists the tentative training schedule for FY '93 (Project Year Three), including all new programs to be initiated in FY 93.

In-country activities will continue to focus on development and refinement of training objectives for each program, recruitment/selection of participants and Pre-departure Orientations for these new training groups. Fiscal Year 1993 will see an increase and enhancement of Follow-on training activities as more training groups return to Guatemala. Follow-on training sessions are scheduled regularly (1 - 2 times per month) and continuously throughout the year. Approximately 20 training groups will receive Follow-on training in this year. To accommodate this increase in activity, an additional staff person will be hired for the Follow-on component. Furthermore, local and international resources will be identified and enlisted to enhance this important GPSP component.

**APPENDIX A**

## **SAMPLE**

### **BASIC CRITERIA AND STEPS FOR THE SELECTION OF SHORT-TERM SCHOLARSHIP CANDIDATES FOR THE SUB-PROJECT: COMMUNITY LEADERS**

**Participants:**           Municipal Council Members  
                                  Municipal Administrative Employees  
                                  Community Leaders

- a) Be in good health
- b) Be over 25 years old, and under 45.
- c) Be a native of the municipality or have resided there during the last five years.
- d) Have not previously received a scholarship from AID.
- e) Be an honorable person with a moral prestige within the community.
- f) Have completed at least sixth grade, and preferably be able to speak the local indigenous language.
- g) Not have a blood or first degree affinity relationship with the Municipal Mayor or with any other of the proposed candidates.
- h) Possess a high level of leadership which is beneficial to the community, demonstrated by an advisory role or active and verifiable participation in projects or local development committees in areas relating to economic development, social, cultural, sport activities, etc.

The steps to take are the following:

- 1. The Municipal Mayor of each selected municipality will be in charge of filling out the basic information packet for the recruitment of pre-candidates, previously named by the Peace Scholarship Project, and which refers to members of the Municipal Employees Corporation, leaders and directors.
- 2. Based on the information packet presented by the Municipal Jurisdiction, the Project will make an initial selection of candidates and will request each person's Curriculum Vitae for review, analysis and study.
- 3. Based on the above, the Project will inform the Municipal Jurisdiction which are the preferred candidates who will then be invited for a personal interview. In case the Project is not satisfied with the quality of the curriculums received, the Project will ask the Municipal Jurisdiction to forward names.
- 4. The Project will indicate the date, time and place for personal interviews for initial candidates.
- 5. Lastly, the Project will provide the Municipal Mayor the names of the accepted scholars, in order to expedite the corresponding medical and administrative procedures.

**NOTES:**

1. For the initial documentation, the Municipal Mayor must act with complete honesty and must exclude any political or religious sectarianism.
2. The objective is to train 50% females and 50% males.
3. Municipal Mayors should send all the documentation and direct any procedural concerns to the Peace Scholarship Project/AID at: 6a. Avenida 11-76, zona 10, Guatemala, 01010. The telephone numbers are: 310585 and 346281.

**SAMPLE FOR THE PREPARATION OF THE CURRICULUM VITAE  
PEACE SCHOLARSHIP PROJECT/SHORT-TERM**

**CURRICULUM VITAE**

**A. General Data**

- Full name
- Age
- Sex
- Marital Status
- Social Security number
- Place and Date of Birth
- Present Occupation
- Employer Address
- Present Home Address

**B. Education**

- Pre-Primary School
- Elementary School
- Jr. High School
- High School
- College

**C. Degrees and/or diplomas received (only for completed studies)**

**D. Employment, work responsibilities, tasks performed (dates and places, up to most recent)**

**E. Volunteer positions or duties for Community Service:**

1. Name the organizations, groups, committees, clubs, foundations, cooperatives, associations, etc., in which you have been a member in the past. State whether you only were a member or if you held a position on the board. (President, vice-president, adviser, coordinator, secretary, etc.)
2. Organizations, committees, clubs, etc. in which you are presently a member; state if you are a member or if you hold a position on the board.

- F. **Honorary diplomas, medals, plaques, trophies, etc. acquired for your work or service to the community. (Photocopies can be attached, if you wish).**
- G. **Observations: Leave a space to add comments that highlight other aspects that you consider important.**
- H. **Please sign, date and note location.**

**APPENDIX B**

SAMPLE

## PROGRAMA DE ORIENTACION PRE-SALIDA

### PROGRAMA DE BECAS PARA LA PAZ GUATEMALA

Arribo de Becarios de fuera de la ciudad al Hotel Cortijo Reforma, Ave. Reforma 2-18, Zona 9/Tel: 320712 . GRUPO: LIDERES COMUNITARIOS V

#### **DIA 1** DOMINGO 21 DE JUNIO DE 1992

HORA	ACTIVIDAD
16:30 - 17:00	Registrarse en el Hotel
17:00 - 18:00	Una persona miembro del Proyecto de Becas Para La Paz estará en el Hotel para responder a sus preguntas y ayudarlo. Además proveerá información sobre su estancia en el hotel
18:00 - 19:00	Lección 1 en inglés de supervivencia (se dará un manual de trabajo)

#### **DIA 2** LUNES 22 DE JUNIO DE 1992

HORA	ACTIVIDAD
07:00 - 07:45	Desayuno en el Hotel
08:00 - 09:00	Bienvenida a cargo de persona de Proyecto de Becas para la Paz. Descripción de Proyecto. Distribución de agenda de día 2.
09:00 - 10:00	Lección 2 en inglés de supervivencia.
10:00 - 10:30	Bienvenida de Representates de EMBAJADA, AID, INAP.
10:30- 10:45	Receso. Café
10:45 - 11:45	Descripción del Entrenamiento, el cual incluirá los objetivos e itinerario del programa. Localización y descripción del lugar de entrenamiento. Distribución del plan de entrenamiento.
11:45 - 12:30	Lección 3 en inglés de supervivencia.
12:30 - 14:00	Almuerzo
14:00 - 15:00	Procesos administrativos e información útil. En esta sesión los participantes recibirán información básica sobre su estancia en los Estados Unidos, su regreso, viáticos, gastos.
15:00 - 16:00	Lección 4 en inglés de supervivencia.
16:00 - 16:30	Orientación conductual con grupo A y el Lic. Juárez. Problemática de Desarrollo local con Dr. Aguilar y grupo B.
16:30 - 17:00	Orientación conductual con grupo B y el Lic Juárez. Problemática de desarrollo local con Dr. Aguilar y grupo B.

# DIA 3 MARTES 23 DE JUNIO DE 1992

HORA	ACTIVIDAD
07:00 - 07:45	Becarios desayunan en el Hotel
08:00-09:00	Lección 5 en inglés de supervivencia.
09:00 - 10:00	Choque Cultural. Becarios y personal de GPS facilitarán una sesión en base a experiencias previas de los becarios sobre las similitudes y diferencias de la vida en los Estados Unidos y Guatemala. Y como responder positivamente al choque cultural. Lección número uno sobre relaciones interculturales.
10:00 - 10:15	Receso. Café
10:15 - 11:15	Lección número dos sobre relaciones interculturales, se tratará sobre el manejo de las diferencias culturales y choque cultural
11:15 - 12:15	Mesa redonda con ex-becarios y becarios.
12:15 - 13:15	<p>Arreglos del viaje: GPS personal y personal de la línea aérea.</p> <ol style="list-style-type: none"> <li>1. <b>Transportación al aeropuerto: personal de GPS</b> a) a qué hora b) medio de transporte c) horario</li> <li>2. <b>Personal de GPS: Documentación necesaria al llegar al aeropuerto</b> Pasaportes, visa, boletos aéreos, impuesto de salida de Guatemala e impuesto de salida de U.S.A., dinero en efectivo que será distribuido como viáticos.</li> <li>3. <b>Personal de la línea aérea: equipaje (cantidad, tamaño, peso)</b></li> <li>4. <b>Personal de la línea aérea: El avión</b> a) arreglos de abordaje y sillones en el avión b) cinturones de seguridad c) áreas de fumadores y no fumadores d) uso de baño e) máscaras de oxígeno f) comidas y bebidas en el avión g) señales y signos en el avión h) llenado de documentos de migración y aduana.</li> <li>5. <b>Personal de GPS: Arribo a los Estados Unidos</b> Indicaciones sobre qué hacer al llegar al aeropuerto en los Estados Unidos. Indicaciones sobre cómo pasar las formalidades de Migración y Aduana.</li> <li>6. <b>Personal de GPS: Se repetirá qué no debe traer a los Estados Unidos.</b> Se explicará por qué estas restricciones.</li> </ol>
13:15 - 14:45	ALMUERZO
14:45 - 15:45	Lección 6 de inglés de supervivencia.
15:45 - 16:45	Diferencias entre US y Guatemala. Aspectos culturales específicos, información sobre: seguro, reglas, etc.

16:45 - 17:30	Detalles de última hora. PREGUNTAS!
17:30 - 20:00	CENA

## **DIA 4** MIERCOLES 24 DE JUNIO DE 1992.

HORA	SALIDA A LOS ESTADOS UNIDOS
	Después de el desayuno del día miércoles deben recoger sus valijas, deben entregar la llave de su cuarto en recepción del Hotel.
	Revise en el Hotel si debe algo por teléfono o bebidas
	Reciba su anticipo de dinero en dólares
	Listo para salir del Hotel
	Aborde el taxi hacia el aeropuerto
	Proceda a la línea aérea y entregue su equipaje al empleado de la línea aérea. Pague el impuesto de salida Q20.00.
	Proceda a la salida de el aeropuerto y dirjase al personal de migración en el aeropuerto. Muestre su pasaporte y su boleto de abordaje del avión.
	Proceda a la puerta que le indicaron y aborde el avión