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UNCLASSIFIED

UNITED STATES INTERNATIONAL DEVELOPMENT COOPERATION AGENCY
AGENCY FOR INTERNATIONAL DEVELOPMENT
Washington, D. C. 20523

Guatemala

PROJECT PAPER

Guatemala Peace
Scholarship (GPS)

AID/LAC/P-583

Project Number: 520-0393

UNCLASSIFIED

PROJECT DATA SHEET

1. TRANSACTION CODE

A = Add
 C = Change
 D = Delete

Amendment Number

DOCUMENT CODE
 3

2. COUNTRY/ENTITY

Guatemala

3. PROJECT NUMBER

520-0393

4. BUREAU/OFFICE

Latin America and the Caribbean

5. PROJECT TITLE (maximum 40 characters)

Guatemala Peace Scholarship (GPS)

6. PROJECT ASSISTANCE COMPLETION DATE (PACD)

MM DD YY
 04 15 97

7. ESTIMATED DATE OF OBLIGATION
 (Under 'B' below, enter 1, 2, 3, or 4)

A. Initial FY 90 B. Quarter 3 C. Final FY 94

8. COSTS (\$000 OR EQUIVALENT \$1 =)

A. FUNDING SOURCE	FIRST FY			LIFE OF PROJECT		
	B. FX	C. L/C	D. Total	E. FX	F. L/C	G. Total
AID Appropriated Total	4,283,000		4,283,000	37,000		37,000
(Grant)	(4,283,000)	()	(4,283,000)	(37,000)	()	(37,000)
(Loan)	()	()	()	()	()	()
Other U.S.						
1.						
2.						
Host Country						
Other Donor(s)						
TOTALS	4,283,000		4,283,000	37,000		37,000

9. SCHEDULE OF AID FUNDING (\$000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH. CODE		D. OBLIGATIONS TO DATE		E. AMOUNT APPROVED THIS ACTION		F. LIFE OF PROJECT	
		1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan
(1) ESF	600	600				35,000		35,000	
(2) ARDN	600	600				2,000		2,000	
(3)									
(4)									
TOTALS						37,000		37,000	

10. SECONDARY TECHNICAL CODES (maximum 6 codes of 3 positions each)

690

11. SECONDARY PURPOSE CODE

12. SPECIAL CONCERNS CODES (maximum 7 codes of 4 positions each)

A. Code BR BU BW

B. Amount

13. PROJECT PURPOSE (maximum 480 characters)

To equip a broad base of leaders and potential leaders with technical skills, training, and academic education and an appreciation and understanding of the working of a free enterprise economy in a democratic society.

14. SCHEDULED EVALUATIONS

Interim MM YY MM YY Final MM YY
 1 0 9 2 1 0 9 4 1 0 9 6

15. SOURCE/ORIGIN OF GOODS AND SERVICES

000 941 Local Other (Specify)

16. AMENDMENTS/NATURE OF CHANGE PROPOSED (This is page 1 of a page PP Amendment)

"I certify that the methods of payment and audit plan are in accordance with the Payment Verification Policy."

Richard F. Harger
 Richard F. Harger
 Controller

17. APPROVED BY

Anthony J. Cauterucci
 Signature
 Anthony J. Cauterucci
 Title
 Director, USAID/Guatemala

Date Signed MM DD YY
 9 0 5 9 0

18. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION

MM DD YY

Project Authorization

Name of Country: Guatemala
Name of Project: Guatemala Peace Scholarship (GPS)
Number of Project: 520-0393

1. Pursuant to Sections 531 and 103 of the Foreign Assistance Act of 1961, as amended, I hereby authorize the Guatemala Peace Scholarship Project for Guatemala, involving planned obligations of not to exceed Thirty-Seven Million United States Dollars (US\$37,000,000) in grant funds over a five year period from date of authorization subject to the availability of funds in accordance with the AID OYB/allotment process, to help in financing foreign exchange and local currency costs for the project.

The planned life of the Guatemala Peace Scholarship Project is seven years from date of initial obligation.

2. The project will equip a broad base of leaders and potential leaders in Guatemala with technical skills, training and academic education and an appreciation and understanding of the workings of a free enterprise economy in a democratic society. The Guatemala Peace Scholarship Project, along with 12 other Mission projects and the LAC Regional Project, the Caribbean and Latin American Scholarship Program (CLASP) II.

Within the general framework of CLASP II, the Guatemala Peace Scholarship (GPS) project has three country-specific sub-purposes:

- 1) strengthen the democratic process in Guatemala by exposing trainees to democratic decision-making processes;
- 2) facilitate Guatemala's social, economic and political development by providing relevant skills and knowledge to leaders and potential leaders via training so that they can lead communities to solve their own problems through organization and community action; and
- 3) strengthen individual understanding and friendship and develop or strengthen direct business, institutional and/or social relationships between Guatemala and the United States.

The GPS/CLASP II Project will consist of short-term technical training, long-term technical training, long-term

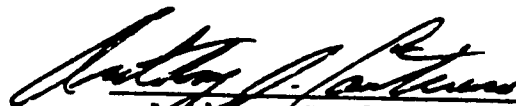
a

academic training and communications support. All trainees will attend training programs in the United States that include two components: 1) the basic skills and attitudes necessary to participate effectively in a democratic system, and 2) the technical skills needed for economic development.

3. The Project Agreements which may be negotiated and executed by the officer to whom such authority is delegated in accordance with A.I.D. regulations and Delegations of Authority shall be subject to the following essential terms and Covenants and major conditions, together with such other terms and conditions as A.I.D. may deem appropriate.




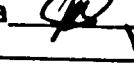

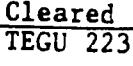


a) Source and Origin of Commodities, Nationality of Services

Commodities financed by A.I.D. under the Project shall have their source and origin in the United States, the cooperating country, or other countries included in the Central American Common Market, except as A.I.D. may otherwise agree in writing. Except for ocean shipping, the suppliers of commodities or services shall have the United States, the cooperating country, or other countries included in the Central American Common Market as their place of nationality, except as A.I.D. may otherwise agree in writing. Ocean shipping financed by A.I.D. under the project shall, except as A.I.D. may otherwise agree in writing, be financed only on flag vessels of the United States.


Anthony J. Caunterucci
Director, USAID/Guatemala

4/15/90
Date

Clearances:

OHRD, LAyalde	
PDSO, DBoyd	
PRM, DAdams	
OEPA, SSkogstad	
CONT, JHill	
OPED, FManteiga	
ORD, GStraub	
ADM, EAker	
DDIR, SWingert	
RLA, MWilliams	Cleared by cable
	TEGU 22330

Date
<u>12/13/89</u>
<u>12/15</u>
<u>11/2/90</u>
<u>1-3-90</u>
<u>12/19/87</u>
<u>1/3/90</u>
<u>1/3/90</u>
<u>12/13/89</u>

b

CARIBBEAN AND LATIN AMERICAN SCHOLARSHIP PROGRAM II (CLASP II)
GUATEMALA PROJECT PAPER
520-0393

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GLOSSARY OF TERMS

ADC	Advanced Developing Countries
AID/W	Agency for International Development, Washington
APSP	Andean Peace Scholarship Program
CA	Central America Regional Programs
CAI	Central America Initiative
CAPS	Central America Peace Scholarship Program
CASP	Central America Scholarship Program (Georgetown)
CASS	Cooperative Association of States for Scholars
CBSF	Caribbean Basin Scholarship Program
CDIE	Center for Development Information and Evaluation (PPC)
CLASP	Caribbean and Latin American Scholarship Program
CSLA	Consortium for Service to Latin America
CTP	Country Training Plan
DA	Development Assistance account
EOPS	End of Project Status
ESF	Economic Support Fund account
FSN	Foreign Service National
GAO	U.S. General Accounting Office
HBCU	Historically Black Colleges and Universities
IG	A.I.D. Inspector General
ISEP	International Student Exchange Program (Georgetown University)
IVP	International Visitor Program (USIA)
LAC	Latin America and Caribbean Bureau
LAC/DR	Latin America Bureau Development Resources
LAR/DR/EHR	Education, Science and Technology in LAC/DR
LAC II	LAC Regional Training Initiatives II Project
LCA	Leadership Center of the Americas
LOP	Life of Project
NBCCA	National Bipartisan Commission on Central America
OYB	Operating Year Budget
PACD	Project Assistance Completion Date
PIO/P	Project Implementation Order/Participant Training
PPC	Program and Policy Coordination, AID
PTIIC	Presidential Training Initiative for the Island Caribbean
RDO/C	Regional Development Office for the Caribbean
RTAC II	Regional Technical Aid Center II Project
S+T/IT	Office of International Training, Bureau of Science and Technology
SIF	Social-Institutional Framework
USIA	U.S. Information Agency

I. SUMMARY AND RECOMMENDATIONS

A. Recommendation

The Project Committee recommends that \$35,000,000 in Economic Support Fund grants and \$2,000,000 in ARDN grants for a total of \$37,000,000 be authorized for the Guatemala Peace Scholarship (GPS) project to provide long- and short-term technical and academic training programs in Guatemala and the United States for qualified Guatemalans. The project will have a five year obligation period and a seven year implementation period to allow adequate time for trainees who initiate training in FY 1994 to complete their programs, return to Guatemala, become members and benefit from the Alumni Association and its activities and benefit from follow-on activities.

B. Summary Project Description

The GPS Project is a continuation of the \$282.7 million Caribbean and Latin American Scholarship Program (CLASP) which was initiated in 1985 as a response to the scholarship recommendation of the National Bipartisan Commission on Central America report. Under CLASP I, USAID/Guatemala obligated \$36.1 million, from 1985 to 1989, which funded U.S.-sponsored training programs to approximately 4,000 Guatemalans from disadvantaged backgrounds. The GPS Project will obligate \$37 million in grant funds, from FY 1990 through FY 1994, which will support training for approximately 2,100 leaders and potential leaders from socially and economically disadvantaged classes in selected priority sectors.

The goal of the Guatemala Peace Scholarship/CLASP II Project is to promote broad-based economic and social development in Guatemala. The project sub-goal is to encourage and strengthen free enterprise within a system of democratic pluralism to establish the conditions necessary for sustained development.

The CLASP II Program purpose is to equip a broad base of leaders and potential leaders with technical skills, training, and academic education and an appreciation and understanding of the workings of a free enterprise economy in a democratic society. Within this general framework, the Guatemala Peace Scholarship project has three country-specific sub-purposes:

1) strengthen the democratic process in Guatemala by exposing trainees to democratic decisionmaking processes;

2) facilitate Guatemala's social, economic and political development by providing relevant skills and knowledge to leaders and potential leaders via training so that they can lead communities to solve their own problems through organization and community action; and

3) strengthen individual understanding and friendship and develop or strengthen direct business, institutional and/or social relationships between Guatemala and the United States.

The GPS/CLASP II Project will consist of short-term technical training, long-term technical training, long-term academic training and communications support. All trainees will attend training programs in the United States that include two components: 1) the basic skills and attitudes necessary to participate effectively in a democratic system, and 2) the technical skills needed for economic development.

The U.S. training institutions and Guatemalan candidates for training will both be selected approximately one-year in advance of scheduled call-forwards in order to permit significant in-country preparatory training, including English language training, and it will, where appropriate, permit selected training providers to actively participate in curriculum development, candidate screening/selection, in-country preparatory training and pre-departure orientation sessions.

The general target group for the GPS/CLASP II project will be members of the rural community leadership. Within this broad group, leaders from sectors of programmatic importance to USAID/G will be included in the project. All of the groups hold either a formal position of authority or influence at the local or municipal level or are influential in the community because of their knowledge, initiative or occupation. The following occupations were identified in the Social Institutional Framework (SIF) for each targeted sector (refer to Annex K):

Health: Community health volunteers
 Family Planning Volunteers
 Health Education/Communications

Rural Development: Development Committee Volunteers
 Community Service Providers
 Artisan Enterprises
 Nutrition Workers

Local Government: Mayors
 Municipal Administrative Officials
 Village Councils
 Development Committees

Education: Bilingual Educators
 Primary School Teachers
 Secondary School Teachers
 Training of Trainers

Agriculture: Farmer Leaders
 Agricultural Outreach Workers
 Cooperative Leaders and Members

Private Sector: Small Business
 Tourism
 Drawback workers

The GPS project will utilize a direct contracting mode for project implementation with USAID/Guatemala exercising administrative oversight for all project activities. A project-funded U.S. personal services contractor (PSC) will be hired to work in the Mission and will be responsible for all day-to-day project implementation, management and monitoring activities. The PSC will provide overall guidance for the project and will act as the contract manager. The FSN training officer will provide general support to the PSC for the implementation of the project and will ensure that relevant AID rules and regulations are followed.

The GPS project will meet or exceed all CLASP II program guidelines which include: at least 70% of the trainees must be socially and/or economically disadvantaged; at least 40% of all trainees must be female; all CLASP II trainees must attend technical or academic programs in the U.S. lasting no less than 28 days. At least 20% of all trainees will attend programs lasting nine months or longer;

and, no fewer than 10% of all trainees will be trained in Historically Black Colleges and Universities (HBCU's).

It is expected that by the end of the project there will be a significant increase in the number of economically and socially disadvantaged Guatemalans receiving U.S.-sponsored training. It is also expected that these leaders or potential leaders will advance in their careers and at the same time utilize their newly-acquired skills and learned experiences by assisting their communities in solving their own problems through organization and community action, by demonstrating to their communities their new-found appreciation/understanding of democratic institutions and the free enterprise system, and promoting/strengthening their personal professional and institutional linkages with the U.S.

SUMMARY COST ESTIMATE, PROJECT
SUMMARY AND FINANCIAL PLAN

(U.S. \$ Millions)

	FY 90	FY 91	FY 9	FY 93	FY 94	TOTAL
Number of Trainees	402	436	448	448	330	2,064
Training Cost	5.4	6.0	6.7	6.9	5.8	30.8

(U.S. \$ Millions)

Training/Administrative Costs	=	\$31.8
Project Management/Institutional Contract	=	\$ 3.9
Evaluations/Audits	=	\$ 0.3
Inflation/Contingency	=	\$ 1.0
Total GPS Costs	=	\$37.0

Counterpart Contribution: This project does not require a counterpart contribution for the following reasons: the project will obligate mostly ESF funds; and 2) the project will be obligated through direct A.I.D. contracts.

II. PROGRAM RATIONALE AND DESCRIPTION

A. Background and Rationale

1. A.I.D. Participant Training Programs, 1949-1984

History. Participant training has been an integral part of the foreign assistance program since the Marshall Plan in 1949. More than 250,000 foreign nationals have received U.S. government scholarships for training in the U.S. or third countries, over 30% of whom have been from Latin America and the Caribbean. Between 1958 and 1984, 38,387 people from the LAC region were trained in the U.S. by A.I.D. or its predecessor agencies in virtually every important development field. Although no formal tracking of the participants has been conducted, informal surveys have found that many leaders and influential people in LAC countries have received U.S. government (USG) scholarships.

Funding levels for the A.I.D. participant training program, and consequently the number of people trained annually, has fluctuated significantly over the past four decades. The largest program was in the immediate postwar years (1944-1957), when over 8,700 scholarships were awarded each year. Since then, training levels fluctuated between a low of 3,440 participants a year in the early 1960s to a high of almost 6,200 in the early 1970s. By the early 1980's, approximately 5,400 participants were being trained each year.

In the late 1970s and early 1980s, the LAC Bureau initiated a series of regional training projects to increase the number of participants from the LAC region. Although the impact on the total numbers trained was modest, these projects incorporated new approaches which would be expanded under the Caribbean and Latin American Scholarship Program (CLASP). The "Training for Development" project (598-0580) was authorized in FY 1979 to provide training for 647 participants, with an emphasis on people from lower economic status groups. The LAC Training Initiatives I (598-0622) was authorized in FY 1982 to train 670 individuals. In FY 1983, the Caribbean Basin Scholarship Fund (CBSF) (598-0626) sponsored 500 participants from the private and public sectors, again focusing on people from socially and economically disadvantaged groups.

Evaluations and Lessons Learned. Despite the substantial scale of the participant training program over

the years, A.I.D. has had limited success in evaluating the impact of the program on development. In 1984, PPC/CDIE sponsored a study to review A.I.D. evaluations of participant training projects conducted over a 30 year period ("Review of Participant Training Evaluation Studies," Tom Moser and Laurel Elmer, PPC/CDIE 1984). The study found that A.I.D. has conducted relatively few evaluations of participant training programs, virtually all of which focused on operational issues rather than the eventual use of the training. The only systematic, worldwide evaluation of the utilization and effectiveness of participant training, conducted in the early 1960s, recommended the following (in order of importance):

- (1) more follow-up activities with returned participants are needed;
- (2) participants should have more involvement in predeparture program planning;
- (3) longer term training ensures better utilization than does short-term training;
- (4) supervisors should be involved in selecting participants and planning the program;
- (5) plans for using the training should be formulated during the planning stage; and,
- (6) participants should be better informed and satisfied with their training programs before departure.

In 1967, A.I.D. initiated an ambitious evaluation that was to include three phases of systematic interviews with participants-- predeparture interviews, exit interviews in the U.S., and follow-up interviews in country. Although over 10,000 exit interviews were conducted, neither of the other two phases was implemented. In 1974, the American Institutes for Research was contracted to develop criteria and methodologies for an impact assessment, but A.I.D. never accepted or used the methodology.

The other notable finding of the Moser and Elmer study was the frequency with which the same recommendations were repeated over the years, often in the same country or region. All of the recommendations from the 1960s study cited above were among the eleven most frequent recommendations in other evaluations over the next 25 years, indicating a continuing inability to incorporate such findings in new projects.

2. Reports and Evaluations Leading to CLASP

The conceptual origins of the CLASP program are found in three key studies: the Report of the National Bipartisan Commission on Central America (NBCCA); a GAO audit, "U.S. and Soviet Bloc Training of Latin American and Caribbean Students: Considerations in Developing Future U.S. Programs;" and an audit conducted by the A.I.D. Inspector General (IG) office, "A.I.D.'s Participant Training Program Can Be Made More Effective," (Audit Report No. 85-08).

The NBCCA, chaired by Dr. Henry Kissinger, was appointed by President Reagan to propose solutions to the political and economic crisis in Central America. The Commission's 1984 report outlined a broad program of support for the region and highlighted the need to deal with the social and economic underpinnings of the political problems. A primary conclusion was that the human resource base must be strengthened to provide an adequate foundation for viable democratic societies and social and economic development. The Commission recommended that 10,000 Central American students be given scholarships for training at U.S. academic and vocational/ technical training institutions. It further recommended that (1) the program encourage participation of young people from all social and economic classes; (2) students receive adequate predeparture preparation in English and remedial academic training; (3) graduates be encouraged to return to their home countries; (4) Central American countries bear some of the cost; and (5) some of the scholarships be made available to mid-career public servants and university faculty exchanges.

The GAO audit, released soon after the NBCCA report, documented the scale of Soviet Bloc training programs worldwide and the sharp increase in scholarships for Caribbean Basin countries between 1977 and 1982. In 1982, the Soviet Bloc countries sponsored 83,500 participants worldwide while the U.S. sponsored only 12,500 individuals. The GAO noted, however, that government-sponsored students comprised only a fraction of the estimated 240,000 foreigners studying at U.S. universities in the 1981-1982 school year: the remainder were supported by family resources or nongovernment sponsors. The audit also found that individuals receiving Soviet Bloc scholarships were usually from less affluent families than those sponsored by the U.S.

In December of 1984, the AID/IG concluded an audit to identify major recurring problems in participant training projects. The audit found that many participants did not have

adequate English language or academic qualifications to complete the training, that missions did not adequately follow-up on returned participants to assure utilization of their new skills, and that AID lacked the comprehensive and up-to-date information needed to manage the programs and control costs. The IG also noted that despite spending billions of dollars on participant training over three decades, AID had no information or means of evaluating the impact and effectiveness of the training.

3. CLASP I Project History and Description

History. The Caribbean and Latin American Scholarship Program (CLASP) was initiated in 1985 as a response to the NBCCA report and incorporated many of the findings of the audits, reports, and evaluations discussed above. The CLASP program was authorized under two separate regional projects, the Central American Peace Scholarships Program (CAPS) (597-0001) and the Latin American and Caribbean Training Project II (LAC II) (598-0640), which included participant training in the Caribbean and Andean regions and in selected advanced developing countries (ADCs). The LAC II authorization was subsequently amended to include two subregional training projects--the Presidential Training Initiatives for the Islands Caribbean (PTIIC) and the Andean Peace Scholarships Program (APSP).

The CAPS project was authorized in 1985 to provide U.S.-based training for 7,000 Central Americans and subsequently amended to increase the training targets to 12,200. PTIIC, initiated in late FY 1986, provides U.S.-based training for approximately 1,525 people from the Dominican Republic, Jamaica, Haiti, and the Eastern Caribbean Islands. APSP was initiated in 1987 to provide similar training for 1,750 people from Colombia, Peru, Ecuador, and Bolivia. Participant training in four ADCs--Brazil, Mexico, Paraguay, and Colombia--was included in the LAC II authorization in 1985. In 1986, AID moved the funding for CAPS, PTIIC, and APSP from LAC and CA regional accounts to mission bilateral accounts, thus creating bilateral programs under a regional authorization.

CLASP was originally authorized at \$161 million and through a series of amendments gradually increased to \$282.7 million. The final CAPS obligations under CLASP I are scheduled in 1989 and the final APSP obligations are scheduled for 1990. The PACD's are in 1993 and 1994 respectively to allow adequate time for the long-term participants to complete their studies and return home.

Three Congressional earmarks have been funded under the CLASP umbrella: the Central American Scholarship Program (CASP) which began in 1985; the Cooperative Association of States for Scholars (CASS) which began in 1988; and the Leadership Center of the Americas (LCA) which also began in 1988. The International Student Exchange Program (ISEP) in Georgetown University administers the \$34 million CASP project to train Central Americans in U.S. community colleges. Georgetown also administers the \$7 million CASS project to train 116 Central America and Caribbean youth through a pilot cost-sharing program. CASS is intended to develop the capability of participating U.S. institutions to provide suitable, cost-effective education and training programs for disadvantaged youth. The LCA program, administered by the Consortium for Services to Latin America (CSLA), consists of mid-winter seminars and summer internships in transnational corporations for 200 undergraduate students to establish a Pan American network of potential future leaders.

Unique Elements of CLASP. The CLASP program was different from most traditional training programs both in concept and implementation. CLASP combined economic development and strategic objectives and made a significant effort to incorporate recommendations from previous evaluations. The parallel objectives of the program were to counter Soviet bloc training in the region and to increase the number of U.S. trained individuals in planning, implementation, technical, management, and administrative levels. The strategic objective is met by careful recruitment and selection of Peace Scholars from socially or economically disadvantaged groups. CLASP program guidelines required that at least 70% of all Peace Scholars be disadvantaged and at least 40% be women. Subgroups within the overall target group, such as youth, rural people, community leaders, and the private sector, had no numerical targets. To meet these target group requirements, missions established recruitment procedures based on peer review and selection criteria that included economic means testing. This primary emphasis on selection of participants rather than field of training marked a significant departure from traditional participant training programs.

CLASP guidelines also required that at least 20% of all Peace Scholars be sent for long term training and that missions strive toward achieving a 30% long term target. Gray Amendment concerns were addressed by a program requirement to place at least 10% of the Peace Scholars in historically black colleges and universities (HBCUs). CLASP implementation concerns included substantial predeparture preparation and orientation, non-academic enrichment programs in the U.S. (Experience America), post-training follow-on programs in the home country, and systematic cost analysis and cost containment efforts.

The CLASP program has unusual administrative features stemming in part from the combination of regional and bilateral projects under a regional authorization and project design. LAR/DR/EHR established several project support mechanisms to assist missions and contractors in understanding and implementing this new approach to participant training. These mechanisms include a process evaluation, monthly contractor meetings in Washington to discuss implementation problems, and annual CLASP subregional conferences in the field. USAID field missions were required to develop a Country Training Plan (CTP) with mission-specific objectives to provide a focus for the country program. While all CTPs conform to the overall CLASP goals, each mission was able to determine the most appropriate target groups and types of training for the host country.

Experience to Date. By September 30, 1988, 9,652 CLASP Peace Scholars had initiated training in the U.S. Approximately 26% of the Peace Scholars had been enrolled in long-term training, 41% had been female; and 82% have been socially or economically disadvantaged. By the end of the CLASP program on September 30, 1994, an estimated 17,500 people will have been trained.

Missions have developed specialized training programs for many nontraditional participants, including journalists, rural youth, rural mayors, and members of women's cooperatives. Missions have also developed a variety of innovative Experience America programs, including regular meetings with local government officials, community volunteer work, living on a farm, home stays and family sponsorships, and participation in team sports. Development of follow-on programs has lagged other components and is a recent innovation. Several missions have initiated interesting activities, including follow-up workshops, alumni associations, job banks, and small community project funds. Missions have also experimented with a variety of cost containment strategies, including group placement, negotiated tuition and fees, use of free public education, use of resident tuition rates with state university systems, cost sharing, long-term training in Spanish, and selective placement in low cost schools. The use of an improved training cost analysis (TCA) system has significantly increased mission awareness of and ability to control training costs.

As this brief summary indicates, the CLASP program has made a significant start in improving participant training and incorporating broader social objectives. The program has benefitted considerably from the diversity and creativity of

mission programs. Significant improvements in program management have been achieved through the use of training cost analysis and information systems and missions have demonstrated that savings can be achieved through systematic efforts at cost containment.

Lessons Learned. These achievements notwithstanding, there are several operational areas in which missions continue to experience difficulties. Most of the problems stemmed from the need to introduce and implement a number of new concepts simultaneously, including the focus on disadvantaged groups, Experience America, follow-on, cost containment, and training cost analysis. The initial 1985 project design, which was concerned with training non-traditional target groups, has been refined by PP amendments and Bureau guidance as experience was gained. Numerical and target group quotas were introduced during project implementation. Some new components, such as Experience America and follow-on programs, were not clearly defined or budgeted and have required continuing supplementary guidance. As a result, some missions have had difficulties in implementing these components and meeting the numerical training targets without sacrificing program quality.

The combination of relatively general objective statements and a number of highly specific implementation requirements encourages missions to develop programs to meet the guidelines rather than to meet the needs of the country and participants. The problem of adhering to the structure without a clear sense of purpose is often manifested in weak or non-specific training plans, confusion about what should be included in the Experience America and Follow-on components, and inadequate lead time to prepare high quality programs for scholars.

There are many people involved in the project from participant selection through follow-on. Some people are continuously and directly involved while others, such as mission staff, change with some frequency. The people at U.S. training institutions are often removed from both the country of origin and the conceptual underpinnings of the project. CLASP is sufficiently different from traditional training programs that special orientation and training is required for mission staff and contractors if the objectives are to be achieved.

The implications of these lessons for the CLASP II design are fairly clear. The program should rely on clear and concise objectives rather than numerical targets to guide mission implementation. The Experience America and follow-on components must be explicitly planned, programmed, budgeted and fully integrated into individual and group training plans. In addition,

regional oversight and training is needed to assure continuity and adherence to the program concept. The LAC Bureau needs to develop a concise description of what is expected from academic and technical training, Experience America, and Follow-on and distribute it to all missions and training institutions.

While the process evaluation has proven to be useful for AID/W, missions, and contractors, the summative evaluation was neither adequately funded nor planned and was in any case subject to evolving project objectives. The CLASP II project will establish an approved methodology and criteria for a summative evaluation based on a well articulated purpose and EOPS indicators, provide a realistic budget commensurate with the scope of the project, and integrate appropriate data collection into project implementation and monitoring.

In addition to these general lessons learned, AID/W and the missions have gained many insights into the details of program implementation, including recruitment and selection, pre-departure preparation, development of appropriate training requests, Experience America, and follow-on activities. These insights will be discussed in the CLASP II project paper in the appropriate section.

4. Rationale for CLASP II

The basic structure and intent of the CLASP program will remain unchanged in the transition to CLASP II. The primary changes involve clarification of objectives and implementation guidelines, an increased emphasis on selecting and training current and potential leaders, and increased mission responsibility for country needs analysis and program implementation.

The CLASP II program is designed to have a long-term impact on two factors which are critical to lasting improvement in the economic and social conditions in the region--(1) a stable social, political, and economic environment that is conducive to economic development; and (2) an educated and skilled population with capable leaders to manage and implement programs and policies.

The root causes of many problems in Latin American and Caribbean countries can be traced to historical development patterns and the prevailing social, political, and economic policies and institutions. Economic and political systems can either facilitate participation of the poor majority in economic progress or can limit broad-based social and economic growth, thus sowing the seeds for future upheaval. Many LDCs fail to develop leaders with a clear understanding of the relationship between a

pluralistic society, free enterprise, opportunities for all citizens, and economic growth. The resulting limited access to opportunity for the poor majority is an important factor in the social and political instability of the region.

The importance of human resources to any country, whether industrialized or developing, cannot be overstated; everything from the broad directions of public policy to the management of individual firms and productivity of individual laborers rests on the skills, knowledge, and values of people. A nation's development potential is directly dependent upon the ability of its leaders to create an economic and political environment that encourages individual initiative and the ability of the people to understand and act upon the opportunities.

One of the most effective means of countering Soviet Bloc influence in Latin America and the Caribbean is to promote long-term stability through broad-based economic and social development. The foundation for such stability and growth, and the driving rationale behind the U.S. foreign assistance program, are national systems of free enterprise and democratic pluralism. Creation of adequate policy environments for development has been an explicit objective of A.I.D.'s program for the past eight years. The CLASP II program supplements the policy dialogue and supports this fundamental foreign policy objective by training leaders in LAC countries who are committed to developing and strengthening such systems.

U.S.-based participant training is a particularly appropriate and effective vehicle for strengthening societal commitment to and understanding of free enterprise and democratic pluralism. Participant training in the U.S. can expose foreign leaders to the values and mechanisms of democratic pluralism, volunteerism, equal opportunity, the free enterprise system, a free press, and respect for human rights. Furthermore, U.S. institutions can provide highly specialized training and practical experience that often cannot be obtained in-country. In addition to the quality of the training, a U.S. education can provide a significant career boost for talented young people, moving them into leadership positions from which they can work for change. Finally, the contacts and relationships established can strengthen cultural, commercial, political, personal, and institutional linkages between the U.S. and its closest neighbors. This combination of exposure to democratic values and institutions and their practical application in economic development, technical skills transfer, and establishment of human and institutional linkages can be a potent force for social and economic change.

The CLASP II project takes full advantage of the potential of U.S.-based training to develop technical skills, expose Peace Scholars to values and practices, and establish lasting relationships. The experience to date in implementing this innovative program has provided many insights about planning Peace Scholar training programs to realize this potential and provide trainees with values as well as a technical education. These lessons learned have been incorporated into the CLASP II program design.

The primary refinement in CLASP program design for CLASP II is that the leadership criterion has been elevated from one of several factors to the primary consideration for Peace Scholar recruitment and selection. This change is designed to clarify the purpose of the program and to maximize the impact of high cost U.S.-based participant training by concentrating on individuals with the greatest potential for influencing the direction of their communities and societies. The project will provide leaders and potential leaders with training to significantly enhance their technical skills, leadership capabilities, career potential, and appreciation for the value of democratic institutions and free enterprise economies. This change requires a greater emphasis on Peace Scholar selection and program quality and relevance than on the number of participants.

A basic premise of CLASP which will not change is that opportunities must be provided to those people in LAC countries who have traditionally lacked access to economic and social advancement. The objective of strengthening democratic processes can only be achieved by encouraging economic and political participation of such groups. Another program element which will remain unchanged is that AID/W will continue to play an active role in monitoring program activities and assuring compliance with program objectives.

The CLASP II program is primarily concentrated in four Central American countries--Costa Rica, El Salvador, Guatemala, and Honduras--which collectively account for about 75% of the total mission (non-AID/W) funding. This concentration of program funding reflects the historical development of the CLASP program, starting with the NBCCA, and the continuing U.S. foreign policy interest in a peaceful transition to democracy the region. Three of the priority target countries have fragile democracies, recently installed in the midst of civil strife, and a long history of military interference in politics. Only Costa Rica has a long history of stable, democratic government with productive, market-based economic policies. These countries have been the

focus of U.S. foreign policy in the LAC region for the past decade, with concomitantly high levels of foreign assistance and will continue to be for the foreseeable future. Should U.S. funding levels in the region change drastically during the implementation of the project, the CLASP II funding allocations may be appropriately adjusted to reflect these changes.

Scholarship assistance for Nicaraguan refugees in Costa Rica and Honduras was proposed by USAID/Costa Rica to prepare for the eventual democratic restructuring of Nicaragua if and when political reforms are instituted. The proposal, to provide CAPS or CASP type training for refugees and families of ex-combatants, was not included in this project because no source of funding is available for assistance directed toward Nicaragua. USAID/Costa Rica was directed to consider seeking funds through the Nicaraguan Humanitarian Assistance Act and was advised that scholarship assistance such as that proposed would require Congressional approval. USAID/Costa Rica was also advised that similar refugee programs in South Africa resulted in large numbers of participants failing to return home.

B. Program Objectives

PROGRAM GOAL: To promote broad-based economic and social development in the LAC countries. Within this general long-term goal, the program has a specific sub-goal to encourage and strengthen free enterprise economies and democratic pluralism in the Latin American and Caribbean region. The goal level objectives are long term in nature. However, they provide the driving rationale for project design, participant selection, and nature of training under the CLASP II program.

PROGRAM PURPOSE: To equip a broad base of leaders and potential leaders in LAC countries with technical skills, training, and academic education and an appreciation and understanding of the workings of a free enterprise economy in a democratic society.

By the end of the program, the returned Peace Scholars are expected to be employed in their respective fields of expertise, applying the skills learned in the U.S., and to have benefitted from the program in terms of either finding an appropriate job or having increased responsibility or salary in an existing one. Furthermore, it is expected that returned Peace Scholars will be active and influential in community or professional affairs and that they will maintain some relationship with the U.S. Finally, Peace Scholars are expected to develop an understanding of some aspects of U.S. life, values, and institutions relevant to their own occupation or situation.

C. Program Description

CLASP II is a regional program consisting of 13 mission projects and an AID/W regional project. The participating missions are Belize, Bolivia, Colombia, Costa Rica, Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Honduras, Jamaica, Peru, and the Regional Development Office for the Caribbean (RDO/C). The AID/W regional project, a subproject of the CLASP II design, will consist of training activities established by Congress and directly managed by AID/W, program support, and program monitoring and evaluation services. The country projects will consist of short- and long-term participant training of host country nationals in U.S. educational and training institutions.

In order to establish a consistent regional framework of objectives and policies within which missions can adapt the project to country conditions, the project design responsibilities are shared between AID/W and the field missions. AID/W is responsible for establishing and ensuring adherence to program objectives and policies. USAID missions are responsible for developing and implementing projects that are responsive to the needs of the host countries and consistent with program objectives and policies.

This section of the Project Paper establishes the program policies and procedures that will be common to all mission projects and the AID/W project. These policies and procedures will be approved by the AA/LAC and this section will be incorporated in each mission project paper. The program goal and purpose stated above apply to all CLASP II projects in AID/W and field missions. Each country project under the CLASP II program may establish a project-specific purpose if needed, related indicators of achievement, and a five-year CTP to achieve the program objectives. In addition, every CLASP II project will include the following program elements and will conform to the following implementation guidelines. The common program elements are: Peace Scholar recruitment and selection; pre-departure orientation; technical and academic training programs; Experience America activities; follow-on activities; and evaluation.

1. Peace Scholar Recruitment and Selection

The CLASP II program has as its primary objective the training of current and potential leaders from fields judged as critical to the successful social and economic development of each country. Therefore, the recruitment and selection of appropriate

individuals for training is of the highest priority. On the program level, leaders are broadly defined as those people who can influence the thoughts and actions of others through their skills, activities, or position. Such individuals can and should be found in all segments of society and in institutions which can influence economic development and the growth of democratic institutions in accordance with the program objectives. They may be found in community or popular groups, professions, ethnic groups, private sector businesses, scientific and intellectual circles, voluntary organizations, public sector and educational institutions, and cooperatives. Leaders may have direct influence through their actions as community organizers or indirect influence through teaching or journalism. In some cases, the focus may be on individuals who are already leaders. In others, potential leaders may be sought or developed in institutions whose effective functioning will contribute to economic development and stabilization of democratic institutions in the country. Given the diversity and complexity of leadership development, missions will have substantial latitude to define and identify leaders and potential leaders within the social and economic context of the host country.

Consistent with the intent of the program to provide opportunities for and develop leadership capability in less advantaged members of society, a minimum of 70% of the CLASP II Peace Scholars will be from socially or economically disadvantaged groups. In furtherance of the Agency's commitment to equal opportunity for women, at least 40% of the Peace Scholars must be female. In no case will long-term academic training be provided to individuals from economically or politically "elite" families who could reasonably be expected to attend U.S. schools using private resources.

The social and economic structures of the LAC countries are highly diverse; therefore no single definition of "disadvantaged" is appropriate for all missions. Under the CLASP I program (CAPS, PTIIC, and APSP projects), all of the participating missions have established working definitions and financial means criteria for selection of disadvantaged Peace Scholars. Missions may continue to use these existing definitions or may choose to refine them, if needed, based on experience or the results of the social- institutional study conducted for this project paper. It should be noted that the intent of the program is not to provide U.S.-based training opportunities exclusively to the "poorest of the poor", but rather to provide such opportunities to leaders in social and economic groups who would otherwise not have access to such training. Furthermore, socially disadvantaged groups need not also be economically disadvantaged--in some societies, middle income women and/or members of some ethnic groups may have limited economic and political participation.

Whatever the criteria established by the missions, it must be emphasized that the financially and politically privileged will not be sponsored for CLASP II training. While the definition of "privileged" will vary among countries in its specifics, some basic concepts will apply to all missions. The "politically elite" will include the immediate family of all high level elected or appointed government officials and their immediate families with whom A.I.D. or the USG has such mutual interests that the appearance of conflict of interest would be likely. In most countries, this would include ministers of state and their subsecretaries or vice ministers, governors of central banks, heads of political parties, and other sensitive, highly placed individuals. Other USG resources, including the USIS International Visitors Program (IVP) program, are more appropriate mechanisms for sponsoring these individuals. It is emphasized that this criteria should not exclude elected officials at the municipal, provincial, state, or national levels from rural communities, disadvantaged urban areas, and/or those who are personally eligible under the financial means tests. In financial terms, the privileged consist of individuals who could reasonably be expected to finance a U.S. college education using personal or family resources. Individuals from financially privileged families will not be eligible for long-term U.S. training.

Given the nature of the target group, the procedures utilized in each mission to recruit and select Peace Scholars will be crucial in meeting program objectives. While each mission may establish its own administrative mechanism for recruitment and selection, a common element should be the active participation of local communities, institutions, and supervisors in selecting Peace Scholars, establishing training objectives, and planning training programs.

2. Training Objectives

The second major element, technical or academic training, is fully as important as Peace Scholar selection to the success of the program. Technical training can include on-the-job training, technical courses at community colleges or universities, short-term technology transfer, or a combination of these. Academic training includes any program at a college or university which will result in a degree. The program emphasis for academic training should be on undergraduate rather than graduate programs. Ph.D. level training is generally inappropriate. Observational tours, seminars, or conferences may be included as a component in either technical or academic programs.

All CLASP II Peace Scholars will attend technical or academic training programs in the U.S. lasting no less than 28 days. At least 20% of the Peace Scholars in each mission will attend long-term training programs of nine months or more. Each mission will establish placement procedures to comply with existing legislation and Agency policy to place at least 10% of all U.S.-trained participants in historically black colleges and universities (HBCU).

The training to be provided will be appropriate to the needs of the Peace Scholar and make a substantive contribution to the Peace Scholar's career and leadership ability. The appropriateness of training must be considered within the context of the individual's occupation and leadership role. In some occupations, academic training may not be appropriate, while in others a degree may be a sine qua non of leadership. The high cost of U.S. training is justifiable only if missions assure that all training meets these criteria of appropriateness and substantive contribution.

In order to meet the requirements of being appropriate and substantive, training programs must be customized to meet individual or group needs. Missions will assure that every program meets all of the following training objectives for each individual or group:

- (1) Career advancement or enhancement of leadership role;
- (2) Enhancement of leadership and professional and technical skills that will contribute to economic development;
- (3) Substantial exposure to the workings of free enterprise economies and democratic pluralism as they relate to the Peace Scholar's own occupation as well as to national systems; and
- (4) Opportunities to build lasting personal and professional relationships with American citizens and institutions.

The contribution to career and leadership status may be the result of specific skills transferred, credentials obtained through the program, or the prestige associated with the program. In a long-term academic program, for example, the contribution may result both from the credentials obtained and the skills and

knowledge transferred. A recurring problem in CLASP I has been the lack of accreditation of U.S. academic degrees in some countries. In those countries, missions will make every effort to facilitate transfer of academic credits and recognition of degrees and to assure that all Peace Scholars are fully aware of the problems, required procedures, and potential lack of accreditation. In the absence of recognized credentials, the need to assure that the training provides Peace Scholars with appropriate and immediately applicable and employable skills is of even greater importance. Missions in countries with accreditation problems will review and justify all academic training to assure that the skills transferred are valuable in and of themselves and that the follow-on program is specifically oriented to assisting these Peace Scholars in transferring credits or finding appropriate employment in the field of training.

Short-term programs must be carefully planned to assure that the skills are relevant and appropriate to the Peace Scholar's situation. Case studies have shown that immediate results and application of knowledge are more likely with short-term Peace Scholars because they, unlike long-term Peace Scholars, are returning to an established position in the community. This also implies that the community judgement on the value of U.S. training will be relatively immediate. Therefore, it is particularly important that short-term training programs transfer specific technical skills to the Peace Scholars that are immediately applicable in the local community setting. This will be an important factor in enhancing the Peace Scholar's leadership status in the community. In some cases, it may be possible to enhance leadership status through prestige as well as specific skills - for example, a local teacher or principal who represents the country in an important international conference to discuss educational improvement may find his or her status in the community heightened just by participating in the program.

The enhancement of leadership qualities and skills can be combined with either or both of the technical skills transfer and Experience America activities. This objective can be achieved through activities which are appropriate to leadership development in the Peace Scholar's occupation. These activities may include workshops in parliamentary procedures, conflict resolution, managing cooperative and volunteer groups, setting priorities and objectives, improving public speaking skills, developing relations with funding organizations, project planning, management principles, time management, communication skills, career planning, or similar leadership skills as well as advanced technical training in an occupational area. All participants will attend group dynamic leadership training appropriate to the length of the training period.

Exposure to the principles and mechanics of democratic pluralism and free enterprise systems is a crucial but difficult component of the program. Experience in CLASP I has indicated that such ideas are transferred most effectively when viewed in the context of the Peace Scholar's own occupation or area of career interest. This component will be discussed at greater length in the Experience America section below.

Development of personal or professional relationships is one of the most challenging aspects to program but it is also one of the most important factors in Peace Scholar satisfaction with the program and understanding of the U.S. While it is not possible to program personal interactions, missions do need to take the necessary steps to maximize the probability of friendships and minimize the potential for conflict. This can be done by carefully screening and orienting potential roommates or host families and providing opportunities to meet with Americans who share personal or professional interests.

Achievement of all of these objectives for every Peace Scholar and group requires an emphasis on the quality of the training programs rather than on total numbers to be trained. In each mission project design, and in planning and implementing individual or group training programs, missions will maintain this emphasis on provision of appropriate, high quality training and educational experiences for each Peace Scholar with corresponding numerical targets. While cost containment will continue to be a management concern, it will be considered in the context of appropriate, high quality programs rather than in terms of relative cost only.

3. Detailed Training Requests

In order to program the requirements discussed above, missions will prepare adequate documentation for placement contractors and training institutions to plan a high quality program. This documentation will include all relevant background information as well as a training plan to specify the type and length of training to be provided, the nature and purpose of the Experience America activities expected, and the required follow-on activities to supplement the program.

The importance of adequate advance planning to assure high quality training programs cannot be overemphasized. Therefore, all missions will comply with the existing LAC Bureau program planning requirements, which are as follows:

- 1). Short-term technical training programs will require at least three months advance written notification consisting of a completed PIO/P or training request with all of the information discussed below.
- 2). Long-term technical and academic training require a minimum of six months advance written notification. For advanced acceptance at accredited institutions, full documentation of certified transcripts, letters of recommendation, medical clearances, and other required documentation must be received by the institution three to four months prior to the beginning of the program.

It is emphasized that the three and six month advance notification requirements are minimum planning requirements. The degree of detail and amount of advance planning needed may exceed this depending on the nature of the training program and the degree to which customized curriculum development is needed. In some cases, missions may require the training institution to make a site visit to better identify skill needs in the host country context. While this element of advance planning is often crucial to the design of an appropriate program, adequate lead time for planning must be provided to the trainers.

The training requests, prepared in collaboration with the Peace Scholar and his/her supervisors, will include all data relevant to the training program, such as language skills, background, literacy in the training language, level of academic qualifications, employment history, specific experience relevant to the type of training to be conducted, home country working conditions, and expectations of the program. The training plan will also specify the expected outcomes in terms of institutional collaboration, eventual use of the training, cost-containment guidelines, and other relevant data needed for planning purposes.

In addition to the information pertaining to the technical training component, each training request or PIO/P will include full information and clear instructions about Experience America and follow-on activities. The request for the Experience America component should specify the goal and desired content of the activities, relationship of the activities to the technical component and any relevant background information about the home country situation. The training request should also include any relevant personal information about the Peace Scholar, including

interests, hobbies, or special skills, which may be useful in programming appropriate and interesting activities. The section on follow-on should specify the goal and content of expected follow-on activities and explain the relationship to the training component. If follow-on is to be contracted separately, this discussion should be included for information purposes to assist the placement contractor in program planning. (See Annex F for sample model PIO/P's for short-term and long-term programs).

As part of sound management of participant training, all missions will institute procedures to assure that Peace Scholars, their supervisors, and A.I.D. training personnel are fully aware of and in agreement with the objectives and content of the training and how it will be used when the Peace Scholar returns. Ideally, Peace Scholars and supervisors will actively participate in planning the training program. Particular care should be given to identifying how the training will be used after returning home in order to include appropriate training objectives. For example, if the Peace Scholar is expected to train co-workers or give technical presentations in the community, an important program component would be materials and practice in training others.

Training plans for groups of Peace Scholars present special challenges for training institutions and must be adequately documented and planned to assure appropriate and high quality programs. The composition of the group must be adequately homogeneous in terms of background, level of expertise, and professional interests to enable the training institution to offer training which is relevant to each person in the group. Excessive diversity in training groups has been a recurring problem in CLASP I and missions should pay particular attention to group composition in the future.

All training programs will be fully funded prior to initiation of training activities. Each mission will assure that all Peace Scholars be reported to S+T/IT via the Participant Data Form (PDF). Missions will also assure that the required medical examination forms are submitted to provide enrollment in the health insurance coverage.

4. Pre-program Orientation

All Peace Scholars will receive appropriate and adequate orientation and pre-program training necessary to benefit fully from the training program. Such pre-program activities must include English language training if needed, remedial or preparatory academic training, cultural orientation to the U.S.,

familiarization with the institutions in which the Peace Scholar will be working, or other elements as needed. It is important that the Peace Scholars be prepared for what they will experience, emotionally as well as intellectually, and sensitivity training is encouraged particularly for disadvantaged rural Peace Scholars who may not be familiar even with urban life in their home country. The training institution or placement contractor who will be working with the Peace Scholars in the U.S. will be involved in the orientation whenever possible. Although all programs must include an orientation component in the host country, some pre-program training may also be conducted in the U.S. when appropriate and cost-effective.

Pre-program orientation is also appropriate and necessary for host families, roommates, and host communities or institutions. The cultural exchange and sensitivity is a two way street with requirements on both ends. Intercultural relationships are more likely to be successful if each party has some understanding of the other's situation.

All pre-program expenses, whether incurred in the home country or in the U.S., may be financed with program funds. While there is no specific limit on the length and content of pre-program training, it is emphasized that all in-country training must be preparatory for a substantive U.S. training program.

5. Experience America

All training programs will include exposure to American life and values, particularly as they relate to democratic institutions, free enterprise, and the development of personal and institutional relationships between Peace Scholars and Americans. Each participating mission will develop appropriate Experience America (EA) activities for each Peace Scholar or group of Peace Scholars which will complement and supplement the technical and leadership skills components. For programming purposes, the EA component will be a formal component of all contracts and training requests and will be fully integrated into the overall training plan.

Experience America is an experiential and participatory, rather than observational, approach to understanding the United States. These activities should make the exposure to values, principles of democratic government, American lifestyles, and U.S. institutions a personal and relevant experience. It is for this reason that visits to shopping malls and sporting events, while enriching, should not comprise the whole Experience America component.

The importance of developing personal relationships with Americans cannot be overemphasized, as these contacts often make a strong impression on Peace Scholars. While such relationships cannot easily be programmed, opportunities to develop friendships can be provided through homestays, American roommates, and mentor or host family relationships. Experience has shown that Peace Scholar placements in homes or with American roommates are particularly effective, but must include adequate advance planning for the selection and orientation of the participating Americans. Missions should emphasize to placement contractors that Americans who are hesitant or doubtful should never be "talked into" participating in the program, particularly for long-term homestays. Finally, some CLASP Peace Scholars from disadvantaged backgrounds will find assimilation difficult in middle class American communities. Therefore, Experience America planners should be sensitive to the cultural adjustment required and make the activities as personalized as possible.

In addition to the personal relationships established, the EA activities should illustrate the mechanics of how democratic values and a free enterprise system work together to provide opportunity and development. Each mission will identify particular values or institutions which are particularly relevant in the host country context. Among those that may be appropriate are the following:

- 1) The importance of individual initiative in the U.S. economy and social/political system;
- 2) Volunteerism as a cornerstone of democratic participation at all levels (community, state, and national);
- 3) Social mobility as a result of individual effort and achievement;
- 4) Local community organization and control as the first step in the political process;
- 5) The free market and its interrelationship with democratic institutions and processes;
- 6) The relationship between citizens rights and responsibilities (taxes and voting, etc);
- 7) The melting pot and ethnic diversity as a richness and challenge;

- 8) Social responsibility of the private sector;
- 9) The role of constitutional protection of basic rights in facilitating economic and social participation; and
- 10) Mechanisms for fostering public-private partnerships to address key concerns, such as environmental issues, low-income housing, and economic development.

Although the values and institutions discussed above are presented in general, even theoretical terms, in most cases the training program will not be structured solely as a lecture or academic presentation. Rather, the Experience America activities can illustrate these values and principles through interaction with American organizations or individuals and supplemented with discussions. These experiences can be made more meaningful if they are associated with the Peace Scholar's area of expertise. Visits to or on-the-job training in community development corporations, health clinics, business firms, day care centers, cooperatives, or farms can help to make the experience relevant.

The intention is to present a balanced view of the U.S., of the common American situation, with an emphasis on the positive. Therefore, while exposure to the less attractive aspects of American life probably cannot and should not be avoided, it is appropriate that they not be emphasized. The Experience America activities should not present a overall negative impression of the US. For example, home stays, when appropriate, should be with mainstream, middle class American families.

It goes without saying that no training program of any length can enable Peace Scholars to experience all of America: the cultural, political, geographical, and institutional diversity of the U.S. is far too vast. Therefore, each mission should identify those areas that are most appropriate or applicable to the host country. Relevant Experience America activities for one country may not be appropriate for others. For example, the developing democracies of Central and South America may have particular interest in and need for learning about the forms and procedures of institutional interaction in a democratic society. The relationship of local and national government to public opinion and local organizations, the social and economic role of the private sector on all levels, or the functioning of the press are all potential topics of interest. However, in countries with long

traditions of democratic government, a more appropriate program might focus on the differences in systems, or the role that progressive private companies can play in social and economic development.

In every case, it is important that the observations and discussions include not only what is done, but why. A focus on the values and principles that underlie democratic pluralism is essential to understanding how the system works. Finally, programs should help Peace Scholars relate their experience in the U.S. with their home country situation. This is most effectively done by emphasizing basic values and approaches rather than the surface differences in wealth or resource levels.

In-country Follow-on Programs. One of the most common findings of evaluations of Peace Scholar training programs over the years has been the importance of providing follow-on support to help Peace Scholars use their training after returning home. The inclusion of such programs was an integral part of CLASP I and will be expanded under CLASP II. As with the Experience America component, follow-on programs will be incorporated into the overall training plan for each Peace Scholar or group of Peace Scholars.

A basic component of all follow-on programs will be an institutional mechanism for maintaining contact with returned Peace Scholars. This may consist of an alumni association, periodic reunions organized by USAID or a local PVO, attendance at occasional U.S. community functions, Embassy receptions, a newsletter, maintenance of address lists, or similar tracking activities. An imaginative way of keeping track of former Peace Scholars is being tested in USAID/El Salvador's "Book of the Month Club". This program encourages returned Peace Scholars to maintain their current address on file in order to receive an appropriate technical book each month. Whatever system is used, each mission will maintain some minimal level of effort to assure that all Peace Scholars maintain periodic contact with Americans and other returnees. The CLASP II follow-on activities will be integrated to the maximum extent possible with CLASP I follow-on.

Beyond this basic level, follow-on programs should be designed to meet the needs of returned Peace Scholars. Since each country program will be somewhat unique in terms of the target groups and types of training, no one design for a follow-on program will meet every mission's needs. In general terms, follow-on programs should assist the returned Peace Scholars to overcome obstacles to applying their new skills or should facilitate their exercise of leadership roles in their communities.

Most country projects will include both short-term technical and long-term academic programs in a number of technical fields. Consequently the follow-on programs will include different activities for each type of Peace Scholar as appropriate. Long-term academic Peace Scholars, for example, may require the services of a job bank or former Peace Scholar networking to find employment in his or her field of expertise. In some countries, specialized assistance in transferring U.S. academic credits for home country accreditation will be necessary.

Most short-term Peace Scholars will already be employed and will therefore require different types of follow-on assistance. Projects may provide materials or even technical assistance to facilitate application of the new knowledge in a host country institution. In some countries, follow-on in-country training may be provided to the Peace Scholar to facilitate acceptance and implementation of new approaches. Some missions have established special funds to finance community improvement projects initiated by returned Peace Scholars, while others have encouraged linkages to appropriate existing mission projects, such as the RTAC book project.

The follow-on programs should be integrated into the overall training request and be consistent with the program objective of enhancing the leadership potential of the Peace Scholars. The follow-on activities should also be concerned with maintaining personal, professional, and institutional relationships with American individuals and institutions as appropriate.

The successful development and implementation of appropriate follow-on activities will require continuous and directed effort. Therefore, each mission will establish a full-time position, financed either with operating expense (OE) or project funds, dedicated to follow-on activities. In some missions with small projects, a part-time position may be adequate. Whenever possible, follow-on programs should be integrated into the activities of participating host country institutions and businesses to provide an institutional base for continuing support after the end of the project. In all cases, the follow-on program must be planned and initiated during project start-up.

6. Cost Containment

The containment of training costs has been an important component of the CLASP I program from the beginning and will continue to be integrated into all program activities. Cost

containment comprises the use of Training Cost Analysis (TCA) methodology as well as placement in lower cost training institutions, negotiation of preferential or concessional tuition rates, and cost-sharing arrangements with training institutions.

All missions will use the Training Cost Analysis (TCA) methodology for estimating training costs, preparing RFPs and evaluating bids, and monitoring contractor compliance. Most missions are already using TCA as was mandated by the Agency in October 1988. AID/W will continue to refine the TCA methodology and assist missions in implementing it for this project. A description of TCA and sample TCA reporting forms are included in Annex G.

Cost containment measures instituted by missions have included cost sharing, negotiated reduced or in-state student tuition, and placement in less expensive colleges and universities. Some missions have focused on reducing program preparation costs by encouraging in-country English language training or in some cases providing long-term training in Spanish. Conceivably, one of the most effective cost containment measures has been the use of TCA to increase the competitiveness of bids and the missions' ability to analyze them.

Cost containment should be considered in goal-oriented project level terms, keeping in mind the maxim "penny wise, pound foolish". For example, cost-cutting measures which adversely affect the Peace Scholars' comfort or health or the technical quality of the program are illusory if they result in the project objectives not being met. Conversely, increased expenditures and effort in Peace Scholar selection, preparation and orientation which reduce the number of failures in long-term programs may represent an overall cost savings.

While cost containment will continue to be an important element of the project, it is a management tool rather than an objective in itself. Missions will keep this distinction in mind to assure that program quality is not sacrificed for cost savings. Missions should continue to emphasize to placement contractors and training institutions that living allowances established in Handbook 10 are not to be reduced for purposes of cost containment without an allowance waiver from OIT. Furthermore, placement in a low-cost training institution is only justified if that institution offers appropriate training in the subject required. The participation of leaders and potential leaders requires that program quality be maintained.

7. Summary of Program Requirements

- * At least 70% of Peace Scholars will be socially and/or economically disadvantaged. Each mission will determine appropriate definitions of what constitutes disadvantaged in the host country.
- * At least 40% of all Peace Scholars will be female.
- * All CLASP II Peace Scholars will attend technical or academic programs in the U.S. lasting no less than 28 days. At least 20% of all Peace Scholars will attend programs lasting nine months or longer.
- * No fewer than 10% of all Peace Scholars will be trained in Historically Black Universities and Colleges (HBCUs).
- * Advance planning of at least 3 months is required for short-term programs and 6 months is required for long-term programs.
- * Although cost containment continues to be an important management consideration, program quality is not to be limited to achieve cost savings.
- * All CLASP II training programs will include significant and appropriate Experience America and Follow-on activities.
- * All participating USAID missions will implement TCA in program planning, contracting, and reporting.

III. GUATEMALA PROJECT DESCRIPTION

A. Country and Program Background

The dominant factor in social, political, and economic life in Guatemala today is the fragile emergence of a progressive, democratically elected government. The country is recovering from the serious socio-political problems caused by the

leftist insurgency of 1978-1983 which was mainly focused in the rural highlands. In January, 1986, a democratically elected government assumed power, a new Constitution was enacted, and recovery began. The new government initiated rapid and long overdue reforms in economic policies and has explicitly recognized the need to better incorporate the Indigenous population in the country's economic life.

The U.S. Government development assistance program in Guatemala is committed to solidifying the democratic process and strengthening and expanding the political and economic recovery. The USAID strategy is concentrated on economic stabilization, promoting economic growth through policy reform and expanded investment in agriculture and the private sector, increased access to the benefits of growth through health, family planning, and education; and strengthening democratic institutions and processes. Special program concerns include improving environmental management, revitalizing the agricultural sector and fostering greater participation in the benefits of growth of those elements of society that have been excluded historically. While the Mission has substantial project activity in all functional areas, the primary overarching theme of the program is supporting the transition to democratic rule. The CLASP program is a key component in achieving these objectives.

The CAPS program in Guatemala has primarily concentrated on training Indigenous people from the historically neglected rural areas, especially those areas seriously affected by the civil violence of the early 1980's. As a result of the decision to target low-income rural adults and youth, the program has been heavily oriented toward the only type of training appropriate for this target group -- short-term technical training in health, education, community development, small business, and other technical fields. Long-term technical training in hotel management, tourism, public health, banking, finance and accounting has been directed primarily at younger trainees. In 1988, the Mission initiated a Junior-Year-Abroad program for qualified university students.

The last scheduled training groups under CAPS I are scheduled to leave for training during the 3rd quarter of FY 1990,. There will be 200 trainees comprising the groups and all will be recipients of short-term training. Including these additional trainees, the total of Guatemalans to be provided with scholarships under the program will reach 4,311, of which 621 will have attended long-term programs and 3,690, short-term programs. All of the trainees will have leadership capability or potential, will have come from economically or socially disadvantaged groups and over 50% will be women.

The CAPS Alumni Association (AZOPAZAC), with over 2,000 members, was formed to provide an institutional base for follow-on activities. The Association, along with PAZAC, the Government of Guatemala office which administered the CAPS Project, supports a broadly based program which includes a periodic newsletter; a job placement and support center; a special project fund for carrying out community-level projects; a system for nominating, screening, and orienting new candidates for Peace Scholarship Programs; and a "Padrino" (Godfather) system for assisting newly returned trainees to reintegrate into their communities, institutions, and/or jobs. In 1989, the Mission initiated a new phase in the follow-on component of the program through an institutional contract with the Experiment in International Living (EIL) to provide two weeks of follow-on training each year to all interested CAPS I returned short-term trainees.

The Guatemala Peace Scholarships/CLASP II project will continue to be directed toward training people in two areas: 1) the basic skills and attitudes necessary to participate effectively in a democratic system, and 2) the technical skills needed for success and economic development. GPS scholarships will be given to individuals with proven or potential leadership abilities who are in positions of influence and respect in the community or in their chosen area of endeavor.

B. Mission Objectives and Strategy

1. Project Objectives

The goal of the Guatemala Peace Scholarship/CLASP II project is to promote broad-based economic and social development in Guatemala. The project sub-goal is to encourage and strengthen free enterprise within a system of democratic pluralism to establish the conditions necessary for sustained development. A reasonable indication of achievement of this objective will be that more Guatemalan citizens have meaningful participation in the social, economic, and political development of the country. Because the measurement of success for any training project requires a longer time frame than that of the project, it will be difficult to fully measure impact and success during the life of the GPS Project.

The basic GPS Project assumption on the goal level is that if a critical mass of capable leaders selected

primarily from Guatemala's rural areas share a belief in democracy and free enterprise and an understanding of how they function, the societal commitment to those institutions will be strengthened. The intent of the Guatemala Peace Scholarship is to identify these leaders and potential leaders, enhance their professional and leadership skills, and encourage an appreciation and understanding of democratic institutions and values.

The CLASP II Program purpose is to equip a broad base of leaders and potential leaders with technical skills, training, and academic education and an appreciation and understanding of the workings of a free enterprise economy in a democratic society. Within this general framework, the Guatemala Peace Scholarship project has three country-specific sub-purposes:

- 1) to strengthen the democratic process in Guatemala through the introduction and encouragement of participatory decisionmaking;

- 2) to facilitate Guatemala's social, economic and political development by providing relevant skills and knowledge to leaders and potential leaders so that they can assist communities to solve their own problems through organization and community action; and

- 3) to strengthen individual understanding and friendship and develop or strengthen direct business, institutional and/or social relationships between Guatemala and the United States.

The measurement of success or impact of any training project usually requires a long time frame. This is particularly true of a project such as the GPS project which attempts to address long-standing social, economic, and political conditions through human resource development. However, some measurements of more immediate effects of training impact can serve as indicators of the potential for longer term change. The End of Project Status (EOPS) indicators for the Guatemala Peace Scholarship project are:

- 1) Communities served by the Project will be better able to solve their own problems through organization and community action;

2) Returned trainees will use participatory rather than authoritarian methods in their chosen professions and will also influence peers not directly benefitting from the training to also use such approaches;

3) For those trainees not continuing their education upon return to Guatemala, at least 80% will be employed in their chosen field one year after completing U.S. training;

4) GPS trainees will be exercising significant leadership in their communities, regions or nationally within five years of completing training;

5) GPS trainees will exhibit a much strengthened personal commitment to the principles of democracy and free enterprise as a result of the GPS training experience; and

6) Returned GPS trainees will maintain personal and institutional relationships with U.S. individuals and institutions.

The successful implementation of the GPS project depends on several conditions which are explicit assumptions of the project. These are:

1) Guatemala will continue as a functioning democracy and will continue to support a free market economy in a relatively stable political and military environment;

2) the Mission will be able to identify, recruit and send for U.S. training a core group of key Guatemalan leaders/potential leaders, especially from rural and indigeneous communities;

3) the individuals sent for training will return to Guatemala and will apply their newly-acquired skills within their workplace and/or community;

4) these leaders will be provided with relevant and effective training and Experience America experiences in the United States and in Guatemala; and,

5) the leaders will actively participate in follow-on activities upon return to Guatemala, will work to share their new knowledge and skills with others and to apply their knowledge and skill to further social, economic and political development in their communities.

2. Project Strategy

The Social Institutional Framework (SIF) is the analytical basis for the mission strategy to achieve the project objectives in the Guatemalan context. The SIF analyzes the leadership structure in Guatemala at the national, departmental, municipal and community levels and identifies institutions and positions from a broad spectrum of society that will be influential in determining the future directions of social, political, and economic development in Guatemala. The potential target groups include those considered to be leadership deficient; those that require leadership development; those that are vulnerable to leftist manipulation and influence; and finally, those that have the potential for large multiplier or spread effects.

A primary conclusion of the SIF is that much of the rural community leadership structure was substantially changed as a result of the political violence of 1978-1983. Many village-level leaders were brutally killed and the social instability prohibited the existence of community organizations and leadership structures for fear that they would be unduly influenced by the left. This phenomenon created a leadership void at the local level. The SIF further concludes that there are formal and informal systems presently in place through which the rural leadership structure can be strengthened and rebuilt.

Consistent with this analysis, USAID/Guatemala has determined that community and municipal level leadership strengthening primarily in but not limited to the rural areas shall be the primary focus for the GPS project. Other mission activities, including democratic initiative projects and the Development Training and Support (DT&S) project reach decision-makers and leaders from the urban and higher-level institutions. The GPS Project will complement these key sector project-related activities.

Within the overall context of rural community leadership, the GPS project will give priority to leaders in sectors which will contribute to the achievement of overall

U.S. goals and objectives in Guatemala and their relevance to Guatemalan goals and objectives. Such training, while not project related, will be broadly complementary to the overall Mission program. These priority sectors include health, education, agriculture, private sector, community development, and local government. The SIF identified leadership and influential positions in each sector. While the major emphasis of the GPS Project is initially on targetting the rural poor, analyses of priority needs will be conducted throughout the life of the project with subsequent reallocation among the sectors in order to incorporate, where appropriate, the urban poor.

The CAPS I project focused on informal community leadership which included teachers, health workers, agriculture and rural development volunteers. The GPS Project will continue to target these sectors, but will be expanded to include Guatemalans in formal positions of political leadership at the community level such as municipal mayors, cooperative managers, and village council members. For the most part, the beneficiaries will be employed adults who are already in positions of leadership in their community or occupation, and to a lesser degree, youth with leadership potential. All groups targetted under the GPS Project will be socially and economically disadvantaged in the Guatemalan context. Under CAPS I, Guatemala achieved a participation rate of 50% for women. This indicates that there will not be a problem in reaching the CLASP II minimum requirement of 40% women.

During the development of the SIF, the relative value of different types of formal and non-formal training affecting the leadership potential and/or career potential of the identified leaders was assessed and democratic values and principles relevant to each group were identified. This needs analysis will be continually reviewed and refined based on experience during project implementation and results of evaluations/assessments of development sectors available to the Mission.

In both short- and long-term training programs, the trainees will be expected to return to Guatemala and actively work to share their newly acquired skills and knowledge with their colleagues and co-workers, contributing directly to the social, economic and political development of their communities. The returned Guatemalan trainees will also be encouraged to participate in the alumni association and assist in recruiting and orienting new peace scholars. Short-term trainees will also be invited to attend bi-annual

project-funded follow-on programs for two years after their return to Guatemala to strengthen their network, to keep their acquired knowledge fresh and to provide innovative ideas on ways to impart this knowledge within their communities.

3. Key Definitions

Several definitions which were used in CAPS I also serve as a base for the Guatemala Peace Scholarship Project. The definitions which are outlined below are necessary for understanding the concepts discussed in the SIF:

1) Leader: Individuals who exercise influence over the thoughts and actions of others. The leader may not necessarily be in a formal position of authority but rather may be recognized by his/her peers as someone who initiates actions and whose opinion is respected.

2) Potential Leader: Individuals whose actions, achievements, attitudes and communication skills indicate a potential for leadership. In some cases, the individual may already exhibit many of the traits of a leader but may not be widely recognized as such due to his/her age. Broad participation in organizational activities is one indication of potential leadership.

3) Socially Disadvantaged: Following the definition in CLASP I, non-Ladino groups such as indigeneous Guatemalans or Caribbean Blacks, and women as a group, are considered to be socially disadvantaged.

4) Economically Disadvantaged: Families with incomes below the minimum taxable income level in Guatemala (approximately Q 1,500 per month) are considered to be economically disadvantaged.

5) Rural: All areas outside of Guatemala City are considered rural for purposes of the GPS project (urban therefore being any resident of Guatemala City).

6) Elite: Individuals from upper class families, whether in the public or private sector, who with their own or family resources can afford to go to the United States or Europe for training or a university education.

7) Indigenous: An individual who speaks a native language, wears Mayan dress and/or identifies himself/herself as a member of a Mayan ethnic group.

8) Youth: An individual twenty-five (25) years of age, or younger.

C. Project Activities

1. General Description

The Guatemala Peace Scholarship project is a continuation of the Guatemala component of the Central American Peace Scholarship project (CAPS). As a follow-on project, the GPS Project will continue the current CLASP activities while building on lessons learned to improve project implementation and impact. The GPS/CLASP II project consists of special purpose development training with three distinguishing characteristics:

1) All GPS trainees will be selected on the basis of existing or potential leadership ability primarily from the socio-economic subset of disadvantaged people. The GPS project emphasis on rural leadership development and community development will result in participation of disadvantaged people considerably in excess of the 70% CLASP II requirement. Participation in the project will not be limited to individuals residing in rural areas. Although the major emphasis of the GPS Project is on targetting the rural poor, continued analyses of priority needs will be conducted throughout the project with subsequent reallocation among the sectors in order to incorporate, where appropriate, the urban poor.

2) To strengthen democratic pluralism and grass-roots participation, the GPS project will program exposure to democratic values and institutions into all training activities. This special emphasis will directly provide the Guatemalan leaders who are trained under this project, and through multiplier effects to an even larger population, the opportunity to experience the benefits of participatory decisionmaking. Exposure to U.S. democratic institutions such as a free market economy, a free press, freedom of speech and movement and individual initiative will serve to promote better understanding of democratic processes.

3) Every Guatemalan Peace Scholar will benefit from a customized training program for each group or individual based on a training needs assessment. This training, whether academic or technical, will be assessed based on its relevance to the foreign policy objectives of the United States, the social, economic and political priorities of Guatemala together with the appropriateness of the proposed training level to Guatemala's requirements, as well as to those of the individual trainee.

The primary target group for GPS Project training will be adults already in positions of leadership in their communities and/or occupations. The majority of these trainees will have pressing occupational, financial, and family responsibilities that limit their ability to attend long-term programs. Furthermore, many will have limited formal education and no knowledge of English -- for many, Spanish will be a second language. In recognition of these factors, the program will be heavily oriented toward the short-term training appropriate for this target group. An estimated 67% of the trainees will attend short-term programs and 33% will attend long-term programs. During the first year of project implementation, a critical assessment of the length of training programs and required skills objectives will be performed in order to ensure that the project meets the needs of the trainees as well as being receptive to the special needs of Guatemala.

In each of the training categories except for local government, there will be opportunities to train leaders in longer-term (nine-month) programs. Selection criteria for the long-term program will include formal education levels and high potential for transferring the knowledge to others, coupled with noted achievements and demonstrated leadership ability. For the most part, this longer-term training will fall into two categories -- training for trainers and academic years abroad.

The project will consist of the following four components: short-term technical training, long-term technical training, long-term academic training, follow-on and communications support. It will be implemented through a U.S. contractor responsible for all phases of the project from recruitment and screening through U.S. training and follow-on activities. While each of the three training modalities will have unique aspects, some elements of implementation will be common to all types of training. These common project elements are described below:

Recruitment and selection procedures: Following the SIF's methodology, USAID/G will recruit Guatemalan leaders from socially and economically disadvantaged backgrounds who work at the local or community level in any of the following sectors or concern areas: health, education, agriculture, private sector, rural development, youth and local government. In addition, trainees will be recruited from the educational community -- primarily from Universities -- for the Academic Year Abroad (AYA) Program. Promotion and recruitment activities will be carried out through open advertising, where appropriate, and by using broad-based committees from private sector organizations that have significant development programs in rural, indigenous areas (e.g., Peace Corps and other international and local Private Voluntary Organizations (PVO's) etc.). Different committees will be established for different sectors, geographic areas, and ethnic groups and will include participation of returned Guatemalan Peace Scholars and CAPS Scholars, acting through the Alumni Association for promoting the program and recruiting new candidates. This description applies primarily to the short- and long-term technical training programs. A separate process with distinct selection criteria will be established for the long-term academic trainees.

Screening will take place in a two-tiered manner -- first, by the private sector committees described above and later by the project-funded institutional contractor. The broad-based private sector committees and/or institutions will use the criteria established in the SIF to carry out an initial identification of appropriate candidates. During this initial stage, no applicant will be screened out; rather, the committees will prioritize candidates into groups who are highly recommended, recommended, and not recommended. Careful documentation of decisions taken at these meetings will be kept by official "acta" (minutes) or letters of each meeting. The "actas" or letters will be signed by each attending member. All applications reviewed by the recommendation committees will be forwarded to the institutional contractor's local office for screening and processing.

The institutional contractor will establish a local administrative office which will be responsible for final screening, interviewing, documenting and informing candidates of their status -- whether they were selected, rejected or put on a waiting list. This office will also maintain the automated training information system with detailed files on the selection and composition of each group as well as each trainee. Most of the systems and procedures developed for CAPS I will be continued and revised as needed.

Screening procedures will consist of a series of activities, including reviewing records to assure that the trainee has not benefitted from prior U.S. Government scholarships and meets the selection criteria for economic need and leadership as well as specific criteria for each target group or occupation. Candidates meeting the basic eligibility criteria will then be jointly interviewed by the administrative office and the USAID/Guatemala GPS Personal Services Contractor (PSC) to determine their reasons for having applied for training and to assess their willingness to return to Guatemala immediately after the training program, their eagerness to work for the benefit of their institution or community and their commitment to adhere to other program requirements. Based on individual data and information/opinions gathered at the interview, USAID/Guatemala will make the final selection of trainees. Upon final selection, training candidates will complete the final administrative processing, which includes obtaining medical clearances, passports, and visas.

In addition to the involvement of Mission and contractor staff in the candidate selection process, returned CAPS I and GPS trainees will also participate in the screening committees and interviewing panels. This screening and selection process, however, will be monitored periodically by the A.I.D. PSC project manager and the project evaluation specialist (described in Section V, Implementation and Evaluation Plan) to assure that the process is open and fair, is being implemented as planned, and is efficiently and effectively approving the kinds of candidates contemplated in the SIF and other planning documents.

Pre-departure Orientation: Pre-orientation and pre-departure orientation are integral parts of all USAID/G training programs. Program orientation begins during the interview stage of the selection process. During this full day of activity, candidates are given a pre-orientation which covers many of the administrative aspects of receiving an AID scholarship, the technical and Experience America content of the program, and expectations of what the scholars will do upon their return to Guatemala.

After being notified of final approval for training, candidates will be brought together in training groups for two days of pre-departure orientation. This orientation will explain in more detail administrative procedures and program expectations. Also, information will

be presented on U.S. culture and institutions, allowing the candidates to openly discuss their fears/apprehensions regarding their adjustment to life in the United States. The candidates will also be given the opportunity to meet with the U.S. Ambassador and A.I.D. officials at which time the USG's role in financing the scholarship program will be fully discussed. The pre-departure evaluation questionnaire will be administered at this time.

A particularly important element of the pre-departure orientation is dealing with the expectations, hopes, and fears of the trainees. Particular care will be taken to assure that false or inflated expectations of the program, training content, and follow-on are corrected. During this time, the trainees will learn about their individual training program and training institution. The orientation sessions will provide an overview of each training institution, will review the technical training content/program schedule, and answer trainees' questions. Individual interests or concerns of the group will be noted and communicated to the training institution. Sensitivity training techniques, such as role-playing, writing letters to oneself, and small group discussions will be used to help trainees prepare for the program. To the extent possible, the orientation program will work to foster a sense of group solidarity, collaboration, and mutual support. For youth groups, and others as appropriate, the trainees' families will be included in some of the activities.

The pre-departure orientation session will also provide an opportunity for the training officers to make a final check on the important information about the group and the individuals attending the training. Any discrepancies between the information provided to the training institution and the reality of the group should be resolved immediately and communicated to the training institution. Key factors will be group size and composition, educational levels, technical capability, language skills, and group expectations. This will be an important point in the quality control process to assure that trainees and training programs are well matched.

Training Programs: All training programs will be customized to meet the needs of the trainees and to achieve the following objectives: (1) enhancement of leadership skills; (2) professional and career advancement; (3) improved understanding of the workings of a democratic and free enterprise system as it relates to the occupation of the

trainees and to Guatemala's system; (4) provision of quality contact time with individual Americans and with U.S. institutions. The training plans will be based on the SIF and will be refined on a continual basis according to the various training assessments which will be carried out over the life of the project. All training programs will be designed to have a discernable impact on the skills, attitudes, future leadership capabilities and career aspirations of the trainees. USAID/G will continue to place emphasis on educational and Experience America program quality rather than on meeting numerical targets.

The development of high quality, specific training requests is an essential element for the provision of relevant participant training and will be appropriately emphasized. USAID/G experience in CAPS I has shown the importance of adequate training requests both for program quality and an adequate document trail if problems arise. The improvement of mission training requests is a specific USAID management objective under the new GPS project. The training requests will provide all relevant information of the trainees and group size, requested training, cost containment guidelines, Experience America activities, reporting requirements and follow-on technical training requirements. The placement contractor will prepare all such documents subject to review and approval by the AID PSC project manager. Early in the project, the project will fund needs assessments for each type of training to identify specific technologies appropriate to the trainees and develop training objectives for each program.

In order to simplify project management and improve program quality in the U.S., once the GPS institutional contractor has identified primary training institutions for each type of training, including follow-on, where appropriate, the mission will continue to use these institutions throughout the life of the project. This relationship with the training provider will allow for a more integrated approach to training, by allowing the training provider to participate in all phases of the training process -- from orientation through follow-on. Furthermore, this will provide the opportunity to monitor performance more closely and make relevant comparisons among training institutions.

Training institutions will "bid" on the desired training program, and the institutional contractor will rank them based on program quality, responsiveness, cost, Experience America and follow-on programming. Given the large

numbers of trainees in each group, the mission will identify 2-3 institutions for each type of training. Prior to each training group, the training institution will provide the mission with a revised curriculum to meet the specific needs of each group and to improve the program based on experience, if necessary.

All training programs will include specific activities to improve leadership awareness and capability, develop project planning and management skills (problem identification, objectives, proposal development, implementation planning, etc), and encourage participatory management approaches to problem solving. Furthermore, all programs will include activities to help trainees adjust to life in the U.S. and to help them prepare for the return home. Programs will include periodic activities to help trainees deal with the predictable stages of adjustment and problems of homesickness, loneliness, adjustment to U.S. academic institutions, re-entry anxiety, and other stages.

The following exhibit breaks down by project year the number of trainees to receive short-term technical training, long-term technical training and long-term academic training. These numbers are illustrative and are based on short-term training programs of five weeks duration:

Training Plan Summary

TRAINING TYPE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	TOTAL
S-T TECH	0	270	300	300	310	200	1,380
L-T TECH	68	62	75	70	55	0	330
ACADEMIC	73	66	75	70	70	0	354
TOTAL	141	398	450	440	435	200	2,064

Experience America: High quality Experience America programming is of highest priority to USAID/Guatemala. The GPS Project will individually program these activities for each group, making them an integral part of every training program. Experience America activities will be based primarily on the professional and technical interests of the trainees rather than on tourism, sports and cultural events or shopping. While these kinds of recreational activities will be included to round out the trainees'

experience, they will be supplemental rather than primary elements of the Experience America component.

The Experience America component of each training program will have specific objectives, just as the technical component will have. The objectives will focus on American values, institutions, or culture of particular relevance to the group of trainees. The SIF identifies some specific concerns for each group to be addressed through Experience America activities, many of which include participatory decisionmaking. In addition, every group will have programmed opportunities to get to know Americans, particularly those with similar occupations or interests, through homestays and internships.

Follow-on: The focus of the GPS project is the application of training after the trainees have returned to Guatemala. The program will play a key role in providing returned scholars with information regarding employment opportunities, planning community projects, providing a mechanism for keeping in touch with each other and through the reinforcement training program, upgrading technical skills and maintaining contact with other Americans and Mission personnel. The follow-on program under the GPS Project will consist of follow-on training for short-term trainees, an active alumni association that provides a variety of services to returned scholars, and a book club.

All stages of the GPS Project prepare the trainees for their return to Guatemala and their role in grass-roots development. All program activities will reinforce the idea that the trainees can make a difference in Guatemala by providing leadership in their communities and applying what they have learned to Guatemala's development.

During CAPS I, an Alumni Association was organized at the local, regional and national levels. This Association achieved legal status in Guatemala in 1989 and in collaboration with the CAPS I administrative office (PAZAC), supported a program which to date includes a periodic newsletter; a job placement and support center; a special project fund for carrying out community-level projects; a system for nominating, screening and orienting new candidates for Peace Scholarship programs; and a "padrino" (godfather) system for assisting newly returned trainees re-integrate into their communities, institutions, and/or jobs. Also included are semi-annual one week training programs which refresh the training experience all short-term trainees received in the

U.S. and renew linkages with Americans. The Association also helps in fostering relationships among Guatemalans from different social, economic, and geographic backgrounds through the job placement and information service and the alumni newsletter which has wide distribution.

All of these activities will be continued in the GPS/CLASP II project, except for administration of the community project fund. Based on evaluation findings and experience to date with the administration of the program, the Mission has determined that the Alumni Association does not have the necessary expertise required to directly administer the fund. Furthermore, there exist numerous other sources of funding for small community projects, including the USAID-funded Special Development Fund, a \$500,000 USAID-funded program administered by CARE, and a cooperative USAID/Peace Corps program, as well as programs financed by other donor countries. The Alumni Association will therefore limit its activities in this area to acting as an information clearinghouse for grant programs and by providing technical assistance to the returned trainees in preparing grant proposals.

While it is clear that the Guatemala/CAPS I Alumni Association has contributed to the overall success of the follow-on program in particular and the Guatemala CAPS project in general, the Mission has determined, based on evaluation findings, that the long-term viability and sustainability of the association after the end of project requires that it be more independent of the GOG implementing office (PAZAC) and the CAPS Project. Accordingly, in the GPS/CLASP II Project it is planned that the follow-on program will be administered through a sub-contract with the Guatemalan-American Binational Center (Instituto Guatemalteco-Americano -- IGA). As an outcome of this new relationship, the Alumni Association will be invited to become affiliated with the Binational Center, in which case, it would be required to revise its charter.

Through the arrangement with the Binational Center, the Alumni Association will have a permanent base of operation and all alumni will have access to the services provided through IGA such as the library, the bookstore and special IGA-sponsored events. Also, this relationship will enable the Mission to coordinate alumni activities for all U.S.-trained Guatemalans, including those from other programs such as CASP, CASS, CAMPUS, Humphrey and Fulbright as well as enable the Alumni Association to continue activities after the GPS/CLASP II project is finished.

All follow-on staff, to be administered by the institutional contractor, will work out of the Binational Center and will include one project-funded follow-on coordinator/public information specialist, two local training specialists, an evaluation specialist plus administrative and clerical staff. Project-funded technical assistance will be provided to the Alumni Association to strengthen its institutional capabilities and to provide assistance in communications and publications development, proposal development and grant administration. Also, project funding will be provided for the follow-on staff to coordinate with the alumni association in providing one national meeting and six regional meetings per year.

Other components of the follow-on program will include reinforcement training and a book club. A follow-on training activity, which provides an additional four weeks of training over two years and a self-directed study program to all short-term returnees, was initiated in 1988 to train 2,000 returned trainees in both technical and Experience America aspects of the program. This additional training brought the total amount of training received by the trainees from the original five weeks U.S.-sponsored training to a total of four months U.S./In-Country combination training.

This type of follow-on training will also be programmed into the GPS Project for the estimated 1380 recipients of short-term training. Where feasible, the in-country training portion will be negotiated by the institutional contractor with U.S. training providers as an in-country portion of the technical training program. The U.S. training institution will provide the reinforcement training with all necessary logistical support coming from the institutional contractor.

A new follow-on initiative being contemplated under the GPS Project is the provision of Spanish translations of technical and relevant popular books on management, social change, and technology. The "book club" will provide small resource libraries of approximately 20 books for all short term CAPS I and GPS trainees who are members of the alumni association and who are recipients of either CAPS I or GPS follow-on training programs. Project funds are provided for this activity which will be administered by the institutional contractor follow-on staff.

2) Short-Term Technical Training

Short-term technical training will be offered to approximately 1,380 Guatemalans, primarily from but not limited to rural backgrounds. Training will be programmed for approximately 14 groups of 15 trainees each and 12 groups of 10 trainees each. The predominant mode for short-term training in CLASP I was five week programs in Spanish, based on the knowledge that many low-income adults have pressing family, financial, and job responsibilities that preclude longer term training. During the implementation of GPS/CLASP II, USAID/G will review the validity of this assumption for each target group and evaluate the ability of the training institutions to meet meaningful training objectives in this limited time period. The length of short-term training programs, along with their skills objectives, will be reassessed on a continual basis throughout the Project in order to ensure optimum training length along with relevancy of training programs for each target group.

Target groups: The primary target group for short-term training programs will be established community leaders especially among but not limited to the Indigenous population in rural areas. Training groups for this component will include people in informal positions of influence in the community, such as voluntary health workers, family planning volunteers, farmer leaders and micro/small scale entrepreneurs as well as individuals in more formal positions of leadership in cooperatives, local or municipal government, development committees, and education. In addition to established leaders, a limited amount of short-term training will be offered to youth who have exhibited leadership potential in youth organizations such as school councils, 4S clubs, and scouts. A complete listing of potential target groups is included in the SIF. While the major emphasis of the GPS Project is initially on the rural poor, analyses of priority needs will be conducted throughout the project, with subsequent reallocation among the sectors in order to incorporate, where appropriate, the urban poor.

Recruitment and selection procedures: Recruitment and selection of the short-term scholars will follow the basic procedures as described in Section C, Recruitment and Selection Procedures. Because the focus of the short-term training will be on established community leaders, particular emphasis in the selection process will be given to evidence of leadership capability, individual

initiative in addressing community problems and balanced recommendations from several sources familiar with the candidate. The specific selection criteria described for each group in the SIF will be continually assessed and revised based on experience.

Pre-departure preparation: Pre-orientation and pre-departure orientation for the short-term groups is particularly important, as many members of rural communities will have limited experience with different cultures and may never have travelled even as far as Guatemala City before. For all of these groups, pre-departure preparation will include some orientation to urban life, life in the U.S. and administrative concerns related to receiving a U.S. Government-sponsored scholarship.

Youth groups will receive a special orientation session to which their families will be invited. This will provide an opportunity for the families to resolve some of their own concerns about their childrens' experience. Similar types of special sessions will be provided to other groups, enabling community representatives or sponsors to attend, as appropriate.

Types of Training: Short-term technical training will consist of the "group training in Spanish" model successfully programmed under the Guatemalan component of CLASP I. For short-term training, group size will be limited to 10 - 15 persons, except under exceptional circumstances. Group training in Spanish permits selection of trainees from the local- and community-level socially and economically disadvantaged target group without having to program for expensive English language training. The experience in CAPS I has proven that high quality programs in Spanish can be obtained in the United States.

The importance of an adequate training experience cannot be overemphasized. Therefore, the training plan for each type of training (health volunteers, cooperative members, local government, etc) will be developed a year before the scheduled training, and will take into consideration training material used under CAPS I with a view to incorporating/modifying relevant information. Individualized training plans will also be based on needs assessments conducted by U.S. training institutions during site visits to Guatemala.

The needs assessment will identify a small number of specific and concrete technologies, appropriate to

the level of the trainees, that can be taught in the five week period and that will be immediately applicable after return. The needs assessment will also assess the adequacy of the five week training period and will develop a relevant follow-on technical training program for each target group, increasing the initial amount of technical training by four weeks, plus an additional three weeks of self-directed study. The training institution will also develop for each group alternative training objectives for a 2-3 month short-term program and a nine month long-term program. The needs assessments will be conducted prior to the first group training session in the project.

Experience America: Experience America activities for the short-term trainees will be focused on activities related to the technical content of the training, such as meeting with Americans in the same occupation, opportunities to discuss common activities and problems, and encouragement of institutional linkages whenever possible. Opportunities for the groups to address interested community groups, particularly in small towns, will also be provided.

Follow-on. The follow-on activities for the short-term trainees will include one-week training programs twice a year for the first two years after return to Guatemala and alumni association activities, including a newsletter, periodic meetings/special activities to maintain contact with Americans and GPS alumni and assistance in planning community development projects. An addition to the GPS follow-on program for short-term trainees is membership in a book club, which will provide small resource libraries of approximately 20 books for all short-term alumni who are members of the alumni association and who are recipients of the follow-on reinforcement training programs.

3. Long-term Technical Training

Long-term technical training will be offered to approximately 330 trainees, primarily from but not limited to rural backgrounds, to be programmed for approximately 33 groups of 10 trainees each. These groups, which are smaller than those in the CAPS I program, will permit more effective individual treatment and will enhance the Experience America component. These long-term programs, all of which will be in Spanish, will last nine months and will include home-stays and Experience America activities which will be directly related to the professional aspirations/technical interests of the trainees.

Target Groups: Long-term technical training will be offered to most of the same target groups receiving short-term technical training except for local and municipal government officials, who will be the recipients of mostly short-term training. Membership in the target groups under the GPS Project will be expanded to include a balance of partisan political representation of individuals in formal positions of leadership at the community and local levels, primarily municipal mayors and village councils and to a lesser degree, youth with leadership potential. The emphasis of the long term programs will be on training of trainers, particularly in education, and will in general include younger trainees i.e., potential leaders.

Recruitment and Selection Procedures: The same recruitment and selection procedures as are used for short-term technical programs will be used for the long-term technical program. Additional selection criteria will include ability to be away from home, adequate educational level to successfully attend a longer-term, more intensive technical program, the ability and position to train others and finally, language capability.

Pre-departure Orientation: In general, this group will be younger than will the short-term trainees. Given the youth and the longer period of training, each orientation program will include a special session for families of the trainees. The long-term trainees will receive a one-month survival English course in Guatemala prior to departure and two weeks of intensive English after arrival in the U.S., preferably at U.S. training provider.

Types of Training: The long-term technical training will cover the same technical fields of the short-term training in greater depth and with a specific orientation toward training of trainers. All long-term training will be in Spanish but will include English as a specific course of study. Long-term technical trainees will be expected to return to Guatemala with a working knowledge of English.

Experience America: All long-term trainees will receive a one week orientation at the Washington International Center (WIC), a seven to ten day mid-winter seminar, visits to U.S. institutions and corporations relevant to the technical field, a homestay, and quality contact with North Americans from all walks of life in order to expose the trainees to U.S. democratic values and institutions and to provide equal opportunities to North Americans to learn about the culture, values and institutions of Guatemala.

Follow-on: The follow-on program for long-term trainees will be centered around Alumni Association activities, including the employment network and interview skills, a newsletter, regional meetings, and technical assistance in planning community development projects.

4. Long-Term Academic Training

Long-term academic training in the Academic Year Abroad (AYA) program will be offered to approximately 350 Guatemalans. The CAPS I component of Junior Year Abroad (JYA) has been renamed to reflect a broader program that will include technical teachers and junior university faculty as well as students.

Target Groups: Participation in the AYA program will be focused primarily but not exclusively on undergraduate students in Guatemala's universities. Efforts will be made to recruit trainees from the regional branch campuses of Guatemala's universities on a priority basis, but students from the Guatemala City campuses are also a target group. In addition to students, junior faculty and instructors will be eligible for participation in the AYA program for special studies. Given the higher educational levels needed for the academic program, trainees will necessarily represent a broader, relatively more affluent cross-section of Guatemalan society than does the technical training.

Recruitment and Selection: Recruitment of academic candidates will be conducted through formal advertising, nominations from returned alumni, and recommendations from faculty and administration committees at the universities. Selection criteria will include level of involvement and leadership in school and community activities, communication skills, academic qualifications, and language capability. Where applicable, AYA trainees will attend approximately three months of English language training in Guatemala to achieve an adequate capability in English to attend a U.S. university.

Predeparture Orientation: Preparatory training will include English language training and/or academic or technical preparation, to be determined by the nature of the training program and the needs of the trainees. Trainees placed in long-term academic programs which require knowledge of English language will be provided with approximately three months of in-country English language training prior to departure.

Type of Training: The AYA training programs will consist of nine month training courses conducted in English, except in programs where Spanish is the normal teaching language (e.g. University of New Mexico Education Administration and Public Administration programs, Puerto Rico-based programs). English language training in Guatemala prior to departure will last approximately 3 months.

For the most part, the academic year in a U.S. college, university, community college, technical institute or other educational institution will be at the undergraduate level in such areas as Engineering, Business Administration, Agriculture, Health Education and Nutrition, Computer Science/Finance Administration, Secondary Education, etc. In special circumstances, a year of study leading toward a graduate-level degree will be considered for inclusion under the AYA Program.

Under CAPS I, USAID/G gained experience in programming cost-effective combination training utilizing in-Guatemala training to prepare trainees so that they could maximize a shorter but high-quality U.S. training experience. Similar combination training will be programmed under the GPS/CLASP II project. Such in-country training would include both academic and English language training.

Experience America: Long-term academic trainees will be programmed for numerous and continuing Experience America activities that are relevant to and integrated into their course of studies. All long-term academic trainees will attend the WIC orientation in Washington upon arrival, attend a 10 day mid-winter seminar during the winter break, have homestays with American families, and have the opportunity to live with American roommates in the dormitories. Other Experience America activities will be programmed around the participant's field of study to the degree possible.

The academic trainees will have an opportunity to contribute as well as receive knowledge while they are in the U.S. through the Young Ambassador Program. All AYA trainees will be encouraged to participate in Latin American Student Clubs, present cultural presentations to the college or local community, and other means of sharing their knowledge with Americans and other Latin Americans. USAID/G experience in the CAPS I program is that such programs offer a valuable forum for developing leadership skills and confidence and developing a dialogue with Americans about Latin American issues and similarities and differences in values and cultures.

Follow-on Program: The follow-on activities for trainees in the AYA program will center around such alumni association activities as job information/support services and technical assistance in the planning of community development projects.

5. Communication Support

Throughout CAPS I, it was Mission policy to keep publicity of the program at a low level. With over 4,000 returned trainees and an active alumni association involved in community development projects, the CLASP program has become much more visible. In order to avoid misinterpretation of the purpose and activities of CLASP, particularly among the higher echelons of Guatemalan society, USAID/G has decided that the GPS/CLASP II project should include a component for communication support.

The objectives of this activity are to (1) generate a positive image of and support for the GPS Project among the general Guatemalan public; (2) generate public support for the GPS Project among "influential" Guatemalans in the private and public sectors, military and religious officials; and, (3) generate support and resources for the Alumni Association.

This activity will rely heavily on the Alumni Association, for the association will be the medium through and by which information will be shared. A project-funded communications specialist, to be hired under the institutional contract, will develop communications strategies for recruitment of candidates, internal communications in the Alumni Association and newsletter design and management for external public relations. The assistance will be coordinated with the other institutional development assistance provided such as proposal development, marketing, accounting and other activities. The Alumni Association, which will be the primary direct link with the general public will be highly profiled as an organization whose members work together with their communities and actively participate in Guatemala's social and economic development.

IV. FINANCIAL PLAN AND ANALYSIS

A. Project Budget Summary

Table 1.
CLASP II Program Summary
Country Totals by Year (US \$000)

Country	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Belize	360	360	360	360	360	\$1,800
Bolivia	700	700	700	700	700	\$3,500
Colombia	740	740	740	740	740	\$3,700
Costa Rica	4,000	4,000	3,000	2,000	2,000	\$15,000
Dom. Republic	528	525	525	525	525	\$2,628
Ecuador	1,000	1,000	1,000	1,000	1,000	\$5,000
El Salvador	8,550	8,550	5,700	2,850	2,850	\$28,500
Guatemala	7,000	7,000	8,000	8,000	7,000	\$37,000
Haiti	260	350	350	722	722	\$2,404
Honduras	1,200	4,000	5,000	3,600	3,200	\$17,000
Jamaica	2,000	875	875	875	875	\$5,500
Peru	740	740	740	740	740	\$3,700
RDO/C	1,000	1,000	1,000	1,000	1,000	\$5,000
AID/W	17,250	17,250	17,250	17,250	17,250	\$86,250
TOTAL	\$45,328	\$47,090	\$45,240	\$40,362	\$38,962	\$216,982

Table 2
GPS Budget Summary by Activity and Year

Component	Year 1		Year 2		Year 3		Year 4		Year 5		Total	
	Cost	Number	Cost	Number	Cost	Number	Cost	Number	Cost	Number	Cost	Number
Short-Term Technical	2,510,635	270	2,946,243	300	3,111,934	300	3,396,770	310	2,315,061	200	14,280,642	1380
Long-Term Technical	1,327,938	62	1,583,549	70	1,792,158	75	1,716,486	68	1,466,703	55	7,886,834	330
Academic	1,541,770	70	1,533,660	66	1,789,788	73	1,810,927	70	2,047,465	75	8,723,610	354
TOTAL TRAINING	5,380,343	402	6,063,452	436	6,693,880	448	6,924,183	448	5,829,229	330	30,891,087	2064
Project Management												
Institutional Contractor	1,173,208		630,140		690,140		690,140		690,142		3,873,770	
USAID/Guatemala	260,000		175,000		175,000		175,000		175,000		960,000	
Evaluations and Audits	73,333		40,000		73,333		40,000		73,334		300,000	
Inflation/Contingencies	113,116		91,408		367,647		170,677		232,295		975,143	
TOTAL	7,000,000		7,000,000		8,000,000		8,000,000		7,000,000		37,000,000	

Notes:

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- 1) Short-term technical training costs are estimated at \$6,520 per training month, including \$4,942 tuition, \$48 predeparture expenses, \$250 administrative, \$240 experience America, and \$1,040 follow-on. The average participant is estimated to spend 5 weeks in the U.S.
 - 2) Long-term technical training costs are estimated at \$1,990 per training month, including \$1,629 tuition, \$21 predeparture expenses, \$250 administrative, \$60 experience America, and \$30 follow-on.
 - 3) Academic training costs are estimated at \$1,750 per training month, including \$1,351 tuition, \$47 predeparture expenses, \$250 administrative, \$77 experience America, and \$25 follow-on.
 - 4) Annual compounded inflation rates of 7% for educational expenses and 5% for non-educational expenses are included in all the training cost estimates. The line item Inflation/Contingencies includes the inflation only on the non-training costs.

Table 3
Detailed GPS Project Budget by Input and Year

Component	Year 1		Year 2		Year 3		Year 4		Year 5		Total
	FX	LC	FX	LC	FX	LC	FX	LC	FX	LC	
Short-Term Technical											
Predeparture	17,861		20,837		21,879		23,739		16,081		100,397
Training	1,867,656		2,196,108		2,324,287		2,542,171		1,736,141		10,666,363
Experience America	89,302		104,186		109,396		118,694		80,406		501,984
Follow-on	386,978		451,472		474,047		514,339		348,423		2,175,259
Administrative Costs	148,838		173,640		182,325		197,827		134,010		836,639
TOTAL	2,510,635		2,946,243		3,111,934		3,396,770		2,315,061		14,280,642
Long-Term Technical											
Predeparture	13,671		16,207		18,232		17,357		14,741		80,208
Training	1,100,739		1,314,210		1,489,152		1,428,019		1,221,720		6,553,840
Experience America	40,850		48,428		54,481		51,867		44,048		239,674
Follow-on	20,507		24,310		27,349		26,036		22,111		120,313
Administrative Costs	152,171		180,394		202,944		193,207		164,083		892,799
TOTAL	1,327,938		1,583,549		1,792,158		1,716,486		1,466,703		7,866,834
Academic											
Predeparture	41,160		40,749		47,324		47,648		53,604		230,485
Training	1,235,643		1,230,595		1,437,819		1,456,543		1,648,787		7,009,387
Experience America	70,008		69,309		80,493		81,044		91,173		392,027
Follow-on	23,153		22,921		26,620		26,802		30,152		129,648
Administrative Costs	171,806		170,086		197,532		198,890		223,749		962,063
TOTAL	1,541,770		1,533,660		1,789,788		1,810,927		2,047,465		8,723,610
TOTAL TRAINING COSTS	5,380,343		6,063,452		6,693,880		6,924,183		5,829,229		30,891,087
Local Admin. Support											
Institutional Contractor	469,208		406,140		406,140		406,140		406,142		2,093,770
USAID/Guatemala	230,000	30,000	150,000	25,000	150,000	25,000	150,000	25,000	150,000	25,000	960,000
Additional Follow-on	580,000		180,000		240,000		240,000		240,000		1,480,000
Commodities	80,000		0		0		0		0		80,000
Communications Support	44,000		44,000		44,000		44,000		44,000		220,000
Evaluations/Audits	73,333		40,000		73,333		40,000		73,334		300,000
Inflation/Contingencies	113,116		91,408		367,647		170,677		232,295		975,143
PROJECT TOTAL	6,970,000	30,000	6,975,000	25,000	7,975,000	25,000	7,975,000	25,000	6,975,000	25,000	37,000,000

B. Financial Analysis

The Guatemalan Peace Scholarship (GPS) project is a continuation of the Guatemalan component of the Central American Peace Scholarship project (CAPS). As a follow-on project, the GPS project continues the current CLASP activities while building on lessons learned to improve project implementation and impact.

The project will be implemented through U.S. contractors responsible for all phases of the project from recruitment and screening through U.S. training and follow-on activities. The contractor will establish a local office and will make every effort to hire local Guatemalans to carry out such responsibilities as recruiting, screening, interviewing, maintaining the information management system, informing candidates of their status communication support and follow-on activities. The focus of the GPS project, and also the measure of its success, is on the application of the training after trainees return to Guatemala. The follow-on program will consist of follow-on training for short-term trainees, an active alumni association that provides services to returned scholars, and a book club. Technical assistance will be provided to the alumni association to develop its capabilities in fundraising, communications and publications, proposal development, and grant administration.

Tables 2 and 3 contain the project obligation summaries and details by activity, input and year. The proposed total cost of the GPS/CLASP II project is \$37 million, with no counterpart contribution required. There are two reasons why the project will not be subject to a counterpart requirement: 1) the project will obligate only ESF funds; and 2) the project will be obligated through a direct A.I.D. contract (Reference State 184672, June 1988).

Training costs budgeted for the project are derived from the Agency mandated Training Cost Analysis (TCA) budget generator developed by A.I.D.'s Office of International Training (OIT). The use of this automated TCA generator is obligatory when projects contain significant amounts of training, as is the case with the GPS Project (see Annex G).

All training costs are based on conservative estimates provided by OIT. The Mission expects that actual contract and training costs derived from the competitive procurement will be significantly lower than those estimated

and will permit an increase in the number of trainees above those budgeted. Annual compounded inflation rates of 7% for educational expenses and 5% for non-educational expenses are built into all the training cost estimates. These inflation rates start six months from the anticipated project start date. The inflation calculations have been left included in the training costs so that these are reconcilable with the TCA generator budget estimates and will permit the later tracking or monitoring of the budget line items through a standardized reporting format. The training costs will be closely monitored using TCA project reports and reduced to the extent possible through various cost-containment measures, including competition among training institutions and negotiated package rates.

The inflation calculation on the line items other than the training costs calculated by the TCA generator is based on nominal rates of 5% on dollar costs and 15% on local currency costs starting in the second year and calculated on a straight-line basis. The contingency factor is lower than would normally be calculated in that it represents 2.3% of the total project cost at historical cost rates. This is due to the compounding effect of the inflation calculation in the TCA generator which resulted in a total inflation value of \$5,730,963 which represents 23% of total participant training costs at historical rates. If calculated on the more generally accepted nominal straightline method starting in the second year of the project the inflation calculation for the participant training costs would have totalled \$1,338,660. The extra inflation factor of \$4,392,303 added to the actual contingency total of \$718,635 would total \$5,110,938, which would represent a contingency factor of 17%.

The projection of expenditures by project year is shown in Table 4 and the methods of implementation and financing are detailed in Table 5. The detailed budgets for each component are contained in Annex L, and include the calculations and assumptions on which they are based.

Table 4
 Projection of Expenditures by Project Year (\$000's)

<u>Project Year</u>	<u>Amount</u>
1	1,429,497
2	6,343,561
3	6,777,960
4	7,345,827
5	7,679,786
6	5,445,553
7	1,002,673
Inflation*	256,508
Contingencies	718,635
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TOTAL	37,000,000
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* Excludes inflation related to direct training costs.

C. Methods of Implementation and Financing

The implementing institution will be an established U.S. consulting firm or University whose financial and managerial capability will be assessed during the contractor selection process.

Funds have been provided for several mid and end of project audits to be performed under the IQCs for non-Federal audits controlled by the Inspector General's Office. In addition, it is expected that the U.S. institutional contractor(s) will undertake independent external audits on an annual basis and submit the audit report to the Mission Project Manager and the Mission Controller.

Table 5
Methods of Implementation and Financing (\$000's)

1. U.S. Institutional Contract		
Participant training	Direct Reimbursement	30,891
Local Project management	Direct Reimbursement	2,094
Additional Follow-on	Direct Reimbursement	1,480
Communications Support	Direct Reimbursement	220
Commodities	Direct Reimbursement	80
Sub-total		<u>34,765</u>
2. Personnel - PSCs	Direct Payment	960
3. Audits/Evaluations -		
Direct Contracts	Direct Payment	<u>300</u>
Sub-total		36,025
Inflation/Contingencies		975
TOTAL		<u><u>37,000</u></u>

V. IMPLEMENTATION AND EVALUATION PLAN

A. Administrative Arrangements

1. Obligation Mechanism

CAPS I/Guatemala was obligated through a Grant Agreement with the Government of Guatemala's National Economic Planning Council (SEGEPLAN) with a PACD of March 31, 1992. In order to implement the project, PAZAC ("Paz en America Central"), a special office under the auspices of SEGEPLAN, was established to manage all local operations (recruitment, screening, orientation and follow-on) under the direct supervision of the USAID/Guatemala Training Officer.

For the CLASP II Guatemala Peace Scholarship Project, USAID/Guatemala has decided to utilize an A.I.D. direct contracting mode for project implementation. This decision is consistent with the recommendation of LAC/DR/EST (see Annex F, Administrative Analysis) based on the accumulated experience of CAPS I in five countries over five years. The direct contract will be awarded using Handbook 3 mechanisms to a U.S. firm with substantial experience in

providing technical assistance and placement services for participant training. The contractor will not only make every effort to hire local Guatemalan staff, but will be expected to subcontract for such in-country activities as English language training, etc.

The CAPS I implementing organization, PAZAC, will continue operations at a reduced staff level through the PACD in order to provide support services for the follow-on training contract activities with the Experiment in International Living for returning trainees and to administer any remaining commitments made by SEGEPLAN. During this time, CAPS I will be phasing out while GPS will be commencing.

2. Implementation Arrangements

Background: Under the previous CAPS I Project, a different implementation mode was used. Funding was obligated through a Grant to the Government of Guatemala. "PAZAC", a special office of Guatemala's National Economic Planning Council (SEGEPLAN), was then established to manage local operations (recruitment, screening, orientation, and follow-on) under the supervision of the USAID/Guatemala training officer. PAZAC prepared A.I.D. paperwork required for implementation of the training, including visa requests and PIO/P's, and forwarded them to USAID/Guatemala for processing. PIO/P's were forwarded by USAID/Guatemala to A.I.D.'s centrally-funded contractor, Partners in International Education and Training (P.I.E.T.), for placement in U.S. training programs and for support services while training was under way. Upon return, trainees could join AZOPAZAC, an independent Guatemalan organization for CAPS alumni. Short-term trainees could also participate in follow-on training services offered under a separate CAPS-funded contract with the Experiment for International Living. This arrangement kept local costs low and enabled the program to process large volumes of trainees.

Rationale for GPS Implementation Plan: The decision to utilize an A.I.D. direct contracting mode for project implementation is consistent with the recommendation of LAC/DR/EST (see Annex D, CLASP I Implementation Experience and Annex E. Relative Costs of Contracting Modes) which is based on the accumulated experience of CAPS I in five countries over five years. CAPS I experience has shown that Mission contracts for training services have generally been the lowest cost way of obtaining the various services required

by the Missions to implement CAPS effectively, compared with using the global contracting mechanism offered by the A.I.D. Office of International Training.

Having a Mission institutional contract for GPS implementation offers other advantages. One additional advantage is continuity and coordination among different elements of the project. Having a single entity responsible for planning training programs, recruiting and placing trainees and providing subsequent follow-on training and services will result in overall consistency and complementarity among these different phases of training. Another advantage is streamlined Mission management of the project.

Having a single institution responsible for all implementation will free the Mission's very limited training office staff for a more "proactive" conceptual role in the project. The OHRD training staff will not be fully consumed by routine administrative and paper processing duties, but will be more actively engaged in activities such as assessing needs in different sectors, identifying beneficiary groups and individuals, designing the training objectives and programs, monitoring the quality and impact of project training and maintaining contact with trainees during follow-on activities. A third advantage of the proposed contracting mode is administrative simplicity and accountability. With a single entity responsible for all phases of implementation, the possibility of duplication of efforts or confusion concerning responsibilities for different parts of the project is reduced. A fourth advantage is clarity of monitoring and recordkeeping. CAPS has been characterized by a need for constant reporting and statistics, both for AID/Washington, for the Mission, and for the Congress. Having a single contractor responsible for all statistical activities will assure the timely reporting of activities in all the different required formats and consistency among the different required reports. Finally, a fifth advantage of the institutional contractor for project implementation is a reduction in political vulnerability. While the Mission has always been able to resist political pressures felt in the course of the CAPS I project, obligating and implementing the project through the GOG exposes it unnecessarily to political pressures which might be harder to resist in the future -- especially during a sensitive pre-electoral period. An A.I.D. direct contract gives A.I.D. firmer control over the program.

The major disadvantage of switching to an

institutional contract is the time that will be lost in procurement. A full and open competitive procurement will consume most of FY 1990, leaving little time for training during the first year of the GPS Project. Also, local operating costs in Guatemala will be higher than they are under the CAPS I arrangement with the GOG, offsetting in part the cost savings that will be achieved by lower U.S. training costs.

In view of the above, a bridge arrangement has been contemplated under the GPS Project. The Mission will negotiate a new 8(a) contract with the 8(a) firm which is presently implementing the CAPS I Junior Year Abroad Program. This one year contract will make it possible to recruit and place another group of approximately 100 students in long-term U.S. "Academic Year Abroad" and technical training programs, keeping this highly-profiled program active in Guatemala during FY 1990. Simultaneously, PAZAC will send approximately 200 trainees for short-term training programs, which will complete the Guatemala CAPS I training program. These two activities, along with long-term trainees who are still in the U.S. under CAPS I, will, to some extent, fill the gap between CAPS I and GPS. It is still anticipated, however, that there will be a slowdown in CLASP II training activities in Guatemala during FY 1990, due to the time required to complete the competitive procurement process for the GPS institutional contractor.

An important overall design principle that is reflected in the implementation plan for the GPS project is an emphasis on quality and flexibility of training. Under the institutional contract, and with strong support from a USPSC Project Manager in OHRD, the Guatemala Peace Scholarship Project will concentrate on designing training services that are highly responsive to the unique needs of different beneficiary groups. This kind of work requires an investment in in-house and contractor staff, and can be expected to raise the cost of training somewhat if it is determined that some of the short-term training programs need to be longer than the Mission's standard five week short-term training package. As a consequence, the overall number of trainees under GPS will not be as large as under CAPS I, and the average cost-per-trainee may be higher. However, the payoff will be training that is specifically tailored to the needs of the project's beneficiaries.

3. Implementation Responsibilities

AID/W Responsibilities. The unique nature of the CLASP II program as a regional program encompassing individual mission projects requires a continuing role for LAR/DR/EHR in program oversight, evaluation, training and orientation of mission personnel. LAC/DR will be responsible for the following functions:

1. In active collaboration with the missions, LAC/DR will issue policy guidance and monitor project implementation to ensure compliance with the policy guidance and program objectives. Bureau oversight functions will include review and approval of SIFs, Country Training Plans (CTPs) and CTP updates;
2. Manage a process evaluation, similar to that carried out under CLASP I, to assist both LAC/DR and the field missions in identifying and resolving implementation problems;
3. Design and implement, jointly with missions, an impact evaluation;
4. Assist in providing training and orientation to mission personnel in CIS, TCA, Experience America, follow-on, and other project activities;
5. Implement the Congressional earmark projects in close collaboration with the field missions;
6. Serve as a liaison with Congress, the press, and other outside parties; and
7. Perform standard Bureau backstopping support for mission CLASP projects.

USAID Responsibilities. USAID/G will be responsible for all other aspects of project design, implementation, monitoring and evaluation within the limits of the policy guidance. The Mission will be responsible for establishing and managing contracts for technical assistance, trainee placement, follow-on, publicity and evaluation.

The Project will be managed internally by the USAID/Guatemala Office of Human Resources Development (OHRD). Project funds will be used to contract a U.S. Personal Services Contractor (PSC), to work in OHRD as the GPS Project Manager, who will be responsible for all day-to-day project implementation and management activities. In addition

to providing administrative support to the GPS Project and ensuring that all AID rules and regulations are adhered to, the Training Office, situated in OHRD will be responsible for all other A.I.D. training, i.e., project-funded training, reimbursable training with the GOG and the Development Training and Support (DT&S) Project. USAID/Guatemala will consult annually with SEGEPLAN on national training priorities to be applied to the GPS Project.

Contractor Responsibilities. Procurement of the services of the institutional contractor will begin immediately following GPS Project approval/authorization and will be accomplished as expeditiously as possible. The institutional contractor will be responsible for all phases of the Guatemala Peace Scholarship Project, including recruitment, screening, selection (with USAID/G participation and approval), orientation, preparatory English and academic training, testing, preparation of documents, placement, training, participant monitoring in the U.S., evaluation, follow-on, and publicity.

The institutional contractor will hire a U.S. Chief of Party and will make every effort to hire local Guatemalans for the remaining staffing positions, i.e., an evaluation specialist, follow-on coordinator/public relations specialist, two training specialists, administrative assistant/secretary, driver(s)/messenger(s), statistician/data entry clerk and two bilingual secretaries. The institutional contractor will also subcontract the services of an accounting firm and legal advisor, as needed.

The contractor will establish a local office in Guatemala City for all in-country activities. This office will be adequately staffed to perform, or subcontract for, recruitment and screening of candidates, orientation and preparatory training, preparation of all training requests, PIO/Ps and other required documentation, publicity and follow-on. This office will also be responsible for performing or subcontracting for the follow-on training component of the project. The institutional contractor will be responsible for all of the following GPS Project activities:

-- Needs Assessments. The contractor will work closely with OHRD and other Mission offices to identify targets of opportunity -- sectors and disciplines in which beneficiaries meeting the overall limitations imposed by the CLASP II Program can most productively be trained. Needs assessments will not be formal manpower studies, but

wide-ranging discussions with leaders in different development-related fields. Assessments will include recommendations concerning beneficiary organizations, composition of trainee groups, duration and content of training, and special follow-on support needs.

-- Recruitment and Screening. The contractor will identify prospective trainees either individually or through local organizations, review qualifications, interview candidates, and organize groups according to interest or affiliation, as appropriate. Care will be taken to treat all candidates attentively and courteously, with prompt and clear communication concerning their prospects and decisions concerning their training programs.

-- Publicity. The contractor will focus its publicity campaign on Guatemalan opinion leaders so that they will have an understanding and appreciation of the program which should in turn, generate support and resources for the Alumni Association. Publicity will also be focused on the general Guatemalan public in order to generate a positive image of and support for the GPS Project. It is the project's intention that providing communication support will generate overall support of and resources for the Alumni Association.

-- Orientation. The contractor will develop both in-country and U.S. orientation programs, as needed. The in-country orientation will, to the extent possible, involve parents of trainees and will provide a broad preparation for the U.S. training experience.

-- Placement. The contractor will design specific training packages in consultation with OHRD and identify training suppliers. A.I.D. cost containment and HBCU requirements will be essential considerations in this process. To the extent possible, ongoing relationships with a small number of highly responsive U.S. training suppliers will be maintained.

-- Training Support. The contractor will provide all support services required by trainees prior to and during their U.S. training, including further orientation and preparatory training as required, negotiating problems with training suppliers, disbursement of funds, academic counseling if needed, all logistical support, and moral support and encouragement. The contractor will also keep USAID/Guatemala informed on a regular basis of the progress and problems of all project-financed trainees and groups.

-- Experience America. The contractor will arrange meaningful, informative, and memorable "Experience America" activities for all trainees.

-- Follow-on Services. The contractor will implement a series of follow-on training seminars to supplement the U.S. training. Similar to the services provided under the CAPS I contract with the Experiment in International Living, the follow-on training will provide additional complementary technical training, English as a Second Language (ESL) and Experience America content. An effort will be made to involve the U.S. training suppliers with whom trainees have already developed a relationship in this activity. The contractor will also assume responsibility for the local Alumni Association of returned trainees, providing technical assistance and funding support for activities in Guatemala during the life of the project.

-- Recordkeeping, statistics, and reports. The contractor will keep required data bases up-to-date, will generate required reports on the program for the Mission and for AID/W, and will provide detailed financial records on a regular, periodic basis.

-- Documentation. The contractor will have clerical and other staff to produce supporting documentation required to process trainees, including visa forms, health clearances, and PIO/P's.

-- Coordination among U.S.G. Scholarship Programs. In all of the above activities, the contractor will coordinate its services and activities with those of other U.S. scholarship programs, such as the Georgetown junior college programs and the U.S.I.S. Fulbright scholarships.

B. Implementation Plan and Schedule

To maintain momentum and keep training activities under way during FY 1990, the Mission will negotiate a new 8(a) contract with the 8(a) firm which is presently implementing the CAPS I Junior Year Abroad program. PAZAC will continue to function under the CAPS I Project Grant Agreement with SEGEPLAN, using CAPS I funding, through the planned 1992 PACD. It is necessary to maintain the PAZAC arrangement throughout this time period in order to support students under CAPS I training and follow-on training activities.

It is anticipated that the last CAPS I short-term training groups will complete their training programs during mid-1990, at which time all new recruitment, screening, orientation, and support responsibilities will pass from PAZAC to the new institutional contractor for the GPS Project. The last group of long-term trainees will complete their training and return to Guatemala in mid-1991. It is anticipated that the PAZAC staff requirements will decline at this time as the need for its services diminishes. PAZAC's equipment will remain with SEGEPLAN upon the expiration of the CAPS I Project in 1992.

The mission will use the pre award period to review the existing CAPS I database, place long-term trainees, initiate review of potential training institutions for each type of training, and build a pool of qualified, pre-screened candidates for future selection for long-term training programs. The pre award phase will require mission contracts using 8a contracting procedures for the 1990 AYA program.

The illustrative implementation schedule is as follows:

PROJECT YEAR 1

Project Authorization	November 20, 1989
RFP prepared	December 15, 1989
RFP announced	December 20, 1989
PSC recruitment initiated	November 25, 1989
SOW for 1990 AYA program prepared	November 25, 1989
8A proposal for AYA program received	January 10, 1989
8a contract for AYA program completed	February 15, 1990
SOW for database review and TA to ASOPAZAC prepared	January 2, 1990
Proposals for RFP due	February 10, 1990
IQC contract for needs assessments	February 1, 1990
IQC contracted for mission database	February 1, 1990
PSC contract negotiated	February 20, 1990
IQC technical assistance to ASOPAZAC	February 15, 1990
PSC begins work	March 15, 1990
1990 AYA candidates selected	March 30, 1990
Institutional contractor selected	May 1, 1990
Institutional contract negotiated and signed	June 1, 1990
AYA trainees begin ELT and preparatory training (as needed)	June, 15 1990

Institutional contractor begins work	July	1, 1990
1990 AYA trainees depart	August	15, 1990
1991 workplan and evaluation plan submitted	October	15, 1990

PROJECT YEAR 2

Annual report submitted	December	1, 1990
Performance and financial reports submitted	Quarterly	
First ST groups leave for US	May	15, 1991
1991 AYA trainees depart	August	15, 1991
1992 workplan and evaluation plan submitted	October	15, 1991

PROJECT YEAR 3

Annual report submitted	December	1, 1991
Performance and financial reports submitted	Quarterly	
ST trainees depart	periodically	
1992 AYA trainees depart	August	15, 1992
1993 workplan and evaluation plan submitted	October	15, 1992

PROJECT YEAR 4

Annual report submitted	December	1, 1992
Performance and financial reports submitted	Quarterly	
ST trainees depart	periodically	
1993 AYA trainees depart	August	15, 1993
1994 workplan and evaluation plan submitted	October	15, 1993

PROJECT YEAR 5

Annual report submitted	December	1, 1993
Performance and financial reports submitted	Quarterly	
ST trainees depart	periodically	
1994 AYA trainees depart	August	15, 1994
1995 workplan and evaluation plan submitted	October	15, 1994

PROJECT YEAR 6

Annual report submitted	December 1, 1994
Performance and financial reports submitted	Quarterly periodically
ST trainees depart	August 15, 1995
1995 LT trainees depart	
1996 workplan and evaluation plan submitted	October 15, 1995

PROJECT YEAR 7

Annual report submitted	December 1, 1995
Performance and financial reports submitted	Quarterly
Last LT and AYA trainees return	June 1996
PACD	November 1996

C. Contracting Plan

Position	Contracting Mode	Amount
Implementation core contract TA, in-country services, placement, administration	competitive procurement AID direct contract	\$ 31,685,000
AYA program 1990 Bridge contract	8a firm non competitive AID direct contract	\$ 3,000,000
Project manager	Personal Service Contract AID direct contract	\$ 780,000
Administrative Assistant	Personal Service Contract AID direct contract	\$ 130,000
Needs analyses	IQC or 8(a) Set-Aside AID direct contract	\$ 50,000
Evaluations & case studies	Buy in to AID/W contract	\$ 200,000
Audits	AID direct contract	\$ 100,000
Commodities	AID direct contract	\$ 80,000

Sub-total	\$ 36,025,000
Inflation/contingencies	\$ 975,000
GRAND TOTAL	\$ 37,000,000

D. Monitoring and Evaluation Plan

1. Program Monitoring and Evaluation

Background. Evaluation under the CLASP I project has consisted of an ongoing set of activities carried out by a central contractor under an 8a set-aside. The contractor reports directly to LAC/DR/EHR and is financed with a combination of CA and LAC regional funds. Data from this ongoing evaluation have been invaluable to the LAC Bureau in its management and oversight of the CLASP program. Some field missions have conducted their own evaluation activities using independent contractors. Activities have varied according to the needs and interests of each mission.

Centrally funded CLASP I evaluation activities have covered the following:

a) The initiation and maintenance of the CLASP Information System (CIS), a comprehensive database that provides up-to-date information on each CLASP I trainee (including age, sex, academic background, socio-economic status, leadership status, urban/rural location) and the nature of the training program to be undertaken.

The CIS provides the LAC Bureau with an official and up-to-date tally on status of new trainee starts and on compliance with CLASP policy targets which are used for reporting purposes within and outside of A.I.D.

b) The administration of questionnaires to CLASP trainees immediately prior to their departure from the U.S. and within six months of their return to their country of origin. These questionnaires assess trainee satisfaction with the U.S. training experience, trainee attitudes toward the U.S., their views regarding specific aspects of the training experience, and follow-on.

c) Individual country reports that address mission compliance with CLASP policy guidance as well as adequacy of management and implementation of the CLASP program. Country reports also summarize country-specific data available from the exit and returnee questionnaires.

Insights from the country reports have been very helpful to individual Missions and AID/W for guidance in adjusting country-specific programs and perhaps of most significance, insights gained from the country specific evaluations have provided a useful base for sharing between missions experiences gained and lessons learned as A.I.D. enters into the second phase of this highly innovative program.

For the most part, activities initiated under CLASP I will continue under CLASP II. For example, each mission will be visited once every two years to assess adequacy of mission recruitment, selection, and screening procedures; adequacy of development and specification of individualized training plans; adequacy of pre-departure orientation; adequacy of quality of the U.S. training experience (academic/technical training as well as Experience America); and adequacy/relevance of the follow-on program. Reports, to be no more than 15-20 pages in length, will be shared with the individual CLASP mission whose program is under review. Individual country reports will highlight what each mission is doing "right" vis a vis management and implementation procedures that might be shared with other CLASP II missions. Suggestions will also be provided for areas where improvement is needed.

The CLASP II evaluation design will be dynamic and flexible in nature and will take into account the necessities of providing information on a timely basis, being sensitive to field mission needs and providing AID/W with the data that it needs for program accountability. The evaluation plan will include two distinct categories of data -- data on "process" (the way in which students are recruited, selected and oriented coupled with the way in which training is carried out in the U.S.) and data on "impact" (information obtained on the effects of the training program on the trainees after they have returned home).

1) Process Evaluation: The process evaluation contains information that permits both AID/W and field missions to track policy compliance under CLASP II, to

describe the U.S. training experience and to assess adequacy of field mission management and implementation procedures. It includes information on all CLASP II trainees collected through the CIS plus information from trainees collected in the form of exit questionnaires immediately prior to their departure from the U.S. The sample, both for CIS and for the exit questionnaires, is comprised of 100% of all CLASP II trainees. To provide continuity between the CLASP I and CLASP II databases, existing data instruments being used under the CLASP I evaluation will continue to be applied, but will be updated and revised to reflect additional/varying CLASP II evaluation data needs. Data on compliance with CLASP II policy guidelines will be made available to AID/W and field missions semi-annually.

2) Impact Evaluation: The impact evaluation contains information which permits both AID/W and field missions to assess the effectiveness of individual training programs and to take appropriate actions to apply lessons learned both to the expansion/extension of training programs that are doing well and adjustment/termination of programs that do not seem to be meeting their objectives.

CLASP I impact data gathering activities have been limited to questionnaires administered approximately six months following the return of trainees to their country of origin and the recent initiation in Central America of a series of pilot case studies to explore the feasibility of using qualitative data collection methodologies.

Under CLASP II, "impact" evaluation will be adjusted to include a series of studies -- some which will be country-specific and others which will be carried out over a sample of CLASP II countries. These studies will have a strong qualitative orientation, utilizing quantitative data collection methodologies when appropriate. They will be carried out on a "demand" basis (e.g. as AID/W or field missions have specific questions for which an immediate answer is needed). The studies will be carried out in such a way that: (a) the results will be provided in a timely fashion to the originator of the data request; and (b) data from consecutive studies will have the capacity to be compiled across countries and across studies in order to be able to make broader observations on CLASP II outcomes.

An illustrative list of generic questions to be addressed under this aspect of the CLASP II evaluation is provided in Annex M. It is important to stress that these

questions are illustrative and will be refined during the first year of CLASP II through a collaborative process which will invite field mission involvement both in identifying the questions to be posed and in guiding the procedures used to collect data to answer these questions. Data will be collected both on CLASP II trainees and on a select group of CLASP I returnees, both to document the CLASP I experience and to obtain insights useful for the implementation of CLASP II.

Implementation of CLASP II Evaluation

Activities. Overall responsibility for the CLASP II evaluation will lie with LAC/DR/EHR. One EHR staff person will be responsible for providing oversight as well as liaison with AID/W and field missions on a full-time basis and will also oversee the activities of a central contractor. The central contractor, to be selected during the first year of CLASP II (FY 1990), will be responsible for collecting data required by AID/W for purposes of program monitoring and oversight. The contractor will also be responsible for processing and implementing mission buy-ins to carry out studies to meet specific mission information needs.

The CLASP II evaluation contract will be structured in such a way that it can be accessed to design and carry out studies to address specific questions and information needs as they arise during CLASP II implementation. A careful design process, to be carried out during the first year of CLASP II with active mission involvement and participation will result in a conceptual framework that will guide the CLASP II evaluation for the ensuing five years.

Following, are anticipated outputs and/or accomplishments during the first year of the CLASP II evaluation:

1. The revision/updating of both the CIS and exit questionnaires to meet both AID/W and field information needs under CLASP I.
2. The development of a series of "constructs" (e.g. culturally relevant data categories) to guide collection of information on such aspects as "leadership", "career development", and "knowledge gained about the U.S.", as a result of the training experience.

3. A set of basic methodologies to be used both in carrying out AID/W and field funded activities that focus on examining the effectiveness of specific training programs.

4. A conceptual framework to guide CLASP II evaluation activities plus an implementation plan for year two that includes studies of specific interest to AID/W and missions that can be carried out within available funding levels.

2. GPS Project Monitoring and Evaluation

Project monitoring will be the responsibility of the PSC project manager through a number of management mechanisms, including the CIS system and reports, quarterly and annual performance and financial reports submitted by the contractor, the CLASP II process evaluation reports, site visits to U.S. and Guatemala training facilities, and mission accounting systems. All financial reports submitted by the contractor will be in TCA format.

The contractor will be responsible for performing periodic visits to U.S. training sites to interview trainees and training/education personnel to identify program strengths and weaknesses. Site reports will be submitted to A.I.D. following each such visit. In addition, the contractor will make telephone interviews midpoint in each training program to assure that participant needs are being adequately addressed. The A.I.D. project manager will be immediately notified of any serious problems and informed of actions taken to resolve the problems. Since the scholars have access to a 24 hour toll-free number, the trainees will be assured of immediate access to the contractor in the event of an emergency.

At the conclusion of each training program, the trainees will complete AID's standard training completion reports which will be submitted to USAID/G by the institutional contractor as interim reports. Each training institution will be required to conduct its own evaluation of the trainees' progress in achieving specific course objectives and present a final report to the contractor that includes specific recommendations for improving the course. Copies of these course evaluations will be provided to USAID/G upon request. The combination of the training questionnaires

completed by the trainees and the course evaluations will provide the contractor and USAID/G with information to compare the training provided by different institutions. The PSC project manager will visit in-country remedial training or English language training sites to monitor trainee progress and satisfaction with the program and selected U.S. training institutions.

Other monitoring documents will be the annual work plans to be submitted by the contractor for USAID/G approval, quarterly and end of year reports. The U.S. training institutions will monitor students' progress and submit reports to the placement contractor who will keep A.I.D. informed of student progress and any serious problems. Monitoring information will be recorded and be the primary responsibility of the institutional contractor. All project data will be entered into the participant information system (CIS) by the institutional contractor who will then provide USAID/G with diskettes on a monthly basis.

Mission Evaluation Plan. The mission will rely on the CLASP II program process evaluation for all basic information about numbers of trainees, adherence to program requirements for target groups, gender, placement in HBCU institutions, and other such general program monitoring. This process evaluation data will be used to assure that the contractor reports are accurate and appropriate.

The CLASP II impact evaluation will be used for general information about the adequacy of training programs, participant satisfaction with the programs, and broad measures of application of training, to be monitored by means of the exit surveys given to all trainees by the CLASP II evaluation contractor. The reports from these surveys will be used to identify specific concerns about training groups or institutions, type of training, relative impact of training on different types of trainees, and other issues.

The Mission will also conduct country-specific studies to address mission concerns about program effectiveness and programmatic emphasis. These country specific studies will be financed with project funds and implemented through a buy-in to the CLASP II evaluation contractor. At this time, the final methodology and scope of the CLASP II evaluation has not yet been determined, so definitive country evaluation plans cannot be made. However, based on the preliminary plans, the mission intends to conduct at least eight studies over the life of the project using case

study qualitative methodology to assess the community level effects in detail. These case studies will include both CAPS I, and GPS/CLASP II scholars to expand the sample and provide insights into the effects of the program over time.

Since the beginning of CAPS, USAID/G has collected pre-and post-program questionnaires from all trainees which include questions to reveal changes in attitudes about the US, attitudes about the program, and other impact questions. Prior to initiation of the GPS program, this entire database will be reviewed by an evaluation methodology expert to determine the value and integrity of the database, the reliability of the answers, and the relationship between this database, the CIS data, and the proposed CLASP II process and impact evaluation. If it is determined that the database is useful and adds substantively to the mission's knowledge of the program, it will be coded and entered into the computer for analysis. The survey instrument will then be modified as needed to be compatible and complementary with the program evaluation instruments and included as a continuing element in the GPS evaluation. Should the mission-level data collection and analysis be instituted, the institutional contractor will be required to enter data, maintain and clean the database and analyze the data.

If the mission database is determined to appreciably increase the knowledge base and understanding of the project it will constitute, in combination with the CIS, a base for longitudinal analysis of the program. This mission questionnaire will extend the basic data collected by the CLASP II evaluation by providing 100% coverage of trainees on specific questions where the CLASP II evaluation covers a more limited sample. In addition, it will focus questions on issues of special concern to USAID/G, such as socio-economic impacts of training, value of very short term (five week) training compared with training of several months duration, relative impact of training in different technical fields, attitudinal changes, impact on community development, applicability of management techniques on the community level, the appropriateness of specific technical expertise and critical constraints to application of the knowledge. A key objective of the evaluation will be to assess the project's success in coordinating all phases of the program, i.e. recruitment, selection, orientation, training, Experience America, and follow-on in order to facilitate community level progress and strengthen community leadership.

The evaluation findings at all levels will be used to continually reassess the mission strategy, target groups, identified training needs and to identify strengths and weaknesses in specific training programs. Specifically, the evaluations will focus on:

-- The utility of the training programs relative to Guatemala's unique situations;

-- The relevance of the recruitment and selection process in securing candidates who can utilize training effectively;

-- The relevance of the orientation process in assuring the candidate's readiness for training;

-- The evidence of impact on individual scholar's skills, attitudes and/or behavioral changes, including how training affected job performance;

-- Improved participation of the community in socio-economic development process;

-- Improved management techniques including organization, planning and evaluation;

-- Sex-disaggregated data of trainees (from CIS);

-- Effectiveness of follow-on program;

-- Recommendations on corrective actions and/or modifications required by the project;

-- Policy changes in participating and/or benefitting institutions/organizations as a result of the project; and,

-- Documentation of cost containment practices.

VI. SUMMARY OF PROJECT ANALYSES

A. Social Analysis

USAID/G completed the Social Institutional Framework for the GPS project to identify important sources of

leadership in the Guatemalan society and to focus the training on those people whose actions will have a broader impact on society. The complete SIF is attached as Annex K. A summary is included below.

1. Methodology. The Guatemalan SIF was prepared drawing heavily on existing in-depth analytical studies, including the Cross-cutting Altiplano Evaluation (1988), Education Sector Assessment (1985), Primary Education Sub-sector Assessment (1988), Health Sector Assessment (1986), the Health Sector Sustainability Study (1987) and the Agriculture Sector Assessment (1986). The views of all senior mission managers, including the mission director and the Ambassador, were incorporated into the SIF.

2. Definitions. The key definitions used in the SIF are as follows:

1) Leader: Individuals who exercise influence over the thoughts and actions of others. The leader may not necessarily be in a formal position of authority but rather may be recognized by his/her peers as someone who initiates actions and whose opinion is respected.

2) Potential Leader: Individuals Guatemalans whose actions, achievements, attitudes and communication skills indicate a potential for leadership. In some cases, the individual may already exhibit many of the traits of a leader but may not be widely recognized as such due to his/her age. Broad participation in organizational activities is one indication of potential leadership.

3) Socially Disadvantaged: Following the definition in CLASP I, non-Ladino groups such as indigenous Guatemalans or Caribbean Blacks, and women as a group, are considered to be socially disadvantaged.

4) Economically Disadvantaged: Families with incomes below the minimum taxable income level in Guatemala (approximately Q 1,500 per month) are considered to be economically disadvantaged for short-term training programs; incomes below Q 1,500 are considered to be economically disadvantaged for long-term programs.

5) Rural: All areas outside of Guatemala City are considered rural for purposes of the GPS project. (Urban would therefore be any resident of Guatemala City.)

6) Elite: Individuals from upper class families, whether in the public or private sector, who with their own or family resources, can afford to go to the United States or Europe for training or a university education.

7) Indigenous: An individual who speaks a native language, wears Mayan dress and/or identifies himself/herself as a member of a Mayan ethnic group.

8) Youth: An individual twenty-five (25) years of age, or younger.

3. Target Groups. The general target group for the GPS/CLASP II project will be members of the rural community leadership. Within this broad group, leaders from sectors of programmatic importance to USAID/G will be included in the project. All of the groups hold either a formal position of authority or influence at the local or municipal level or are influential in the community because of their knowledge, initiative, or occupation. The following occupations were identified for each targetted sector:

Health:

Community health volunteers
Family planning volunteers
Health education/communications

Rural Development:

Development committee volunteers
Community service providers
Artisan enterprises
Nutrition workers

Local Government:

Mayors
Municipal administrative officials
Village councils
Development committees

Education:

Bilingual educators
Primary school teachers
Secondary school teachers
Training of trainers

Agriculture: Farmer leaders
 Agricultural outreach workers
 Cooperative leaders and members

Youth: School leaders
 4S members
 Scouts

Private Sector: Small business
 Tourism
 Drawback workers

All of these potential target groups can be influential in affecting the direction of social and economic development at the community level. For the most part, they work through the traditional committee approach for resolving local problems. The focus on these occupations and positions will help to rebuild the leadership structure of the rural communities that had been weakened in the civil war. These identified target groups will meet the program requirements for disadvantaged and women trainees.

4. Implementation. Recruitment of candidates for the program will rely heavily on local committees representative of the sector and institutions active in and knowledgeable about rural development in each geographic area, including PVOs and the Peace Corps. The most important considerations for selecting scholars under this program are evidence of leadership ability, commitment to the community welfare, and ability to influence others after return. The individuals sought will be those who combine the positive aspects of both the Mayan and Ladino cultures. Individuals holding local elective office or other formal positions of power will be carefully chosen to balance political representation in the project and to avoid the impression of favoring one group or another.

The target groups do not, for the most part, require higher levels of formal education, but rather specific skills to improve their technical proficiency and leadership ability. The predominant type of training provided will be short and long term technical training. The academic training component will be oriented toward students at the undergraduate level and will complement their existing course of studies rather than substitute US training for local university training.

The Guatemala Peace Scholarships/CLASP II project will be directed toward training people in two areas: 1) the basic skills and attitudes necessary to participate effectively in a democratic system, and 2) the technical skills needed for success and economic development. All GPS scholarships will be given to individuals with proven or potential leadership abilities who are in positions of influence and respect in the community or in their chosen area of endeavor. All training will include specific training to develop leadership skills and to promote participatory decisionmaking.

B. Administrative

The implementation of any participant training program, particularly one of the magnitude of the GPS/CLASP II project, is highly labor intensive. The nature of the CLASP II program, with its emphasis on careful selection of trainees and customized training to meet their needs, makes it even more so. In recognition of the needs of the project, the GPS/CLASP II project will rely heavily on contracted assistance.

The OHRD office is the largest office in USAID/Guatemala and has a large and active portfolio of projects in education, health, population, democratic initiatives, and training. The current resources of the office are not adequate to give the GPS project adequate support. Therefore, a PSC project manager will be hired to manage the project, under the supervision of a USDH project officer. The PSC will be assisted by the FSN training staff. With this contracted project manager, USAID/G will be able to adequately manage and monitor the project.

The primary implementation responsibilities will be contracted to a U.S. training contractor, who will provide all necessary services for recruitment, screening, testing, orientation, pre-departure training, placement and monitoring in the U.S., follow-on, communications support, and technical assistance to the alumni association. While the prime contractor will be encouraged to subcontract elements of the program to local firms or 8a firms, the mission will maintain a single implementation contract to keep the lines of authority and responsibility relatively straightforward and to minimize contracting actions. The experience in CAPS I with several implementation contracts, some of which were overlapping, convinced mission management to work through a single institutional contractor.

The Guatemala Peace Scholarship Project will invite the CAPS Alumni Association (ASOPAZAC) to become affiliated with it, in which case the project would provide technical assistance to the association to revise the charter and establish linkages with the Binational Center. If ASOPAZAC is amenable, the mission will work through the existing structure and transfer the institution and membership to the new institutional base. Should this not prove feasible, a new GPS alumni association will be created affiliated with the Binational Center, and ASOPAZAC will continue as a separate entity through the PACD of the CAPS I project, when it will terminate.

The mission believes that these changes in the administrative and implementation arrangements will greatly strengthen the management of the project and the quality of the training experience provided to trainees.

C. Economic

Economic analysis of participant training projects is difficult because the major outputs (improved education and skills) is difficult to measure in economic terms. Both AID Handbook 3 and the AID Manual for Project Economic Analysis recommend against the use of cost-benefit analysis for these types of projects because of the difficulty of reliably quantifying the benefits of training.

The most appropriate and relevant means of assessing the economic feasibility of training projects is cost effectiveness analysis. The key concept of the cost effectiveness approach is that the analytical focus is on accomplishing the objectives rather than the total amount of the costs per se. The purpose of the analysis is to identify the least cost (or most efficient) means of achieving those objectives. In other words, while the project should not cost more than necessary to be successful, neither should the objectives be sacrificed to reduce costs.

The CLASP program introduces complexities in the analysis that limit valid analysis to the country and training group level rather than the project or program level. First, the objectives of the program require that all training take place in the U.S., which eliminates the possibility of lower cost alternatives. Equally importantly, the diversity in the program in terms of technical fields and length and nature of

training make "effectiveness" and "efficiency" very difficult to define on a program level. The most obvious measure of efficiency would be numbers of people trained per dollar spent, but the range of short term and long term trainees in the program makes this meaningless. The other possible means of measuring effectiveness is to compare the eventual social and economic impact of different fields and types of training. However, there are no data available that would measure the relative economic benefit of, for example, six-week technical programs in basic health care, eight-month technical programs in restaurant management, and two year academic programs in machine tools. Therefore, the only appropriate level of cost-effectiveness analysis is on the country and training group level.

On the program level, the appropriate approach is to assure that cost effectiveness considerations are integrated into the design and implementation of the project. Two mechanisms for incorporating these considerations are included in the design. The first mechanism is the establishment of objectives and criteria for acceptable training programs -- that the training be appropriate for the participant and that it substantively contribute to the participant's career and leadership development. While the data still lack the rigor of scientifically significant results, these criteria offer the subjective advantage of requiring training personnel to review and justify the training in these terms.

The second, and more concrete, contribution to cost-effectiveness is the institutionalization of cost containment measures in the project. Cost containment is applied to specific training groups and contracts, so the alternatives available are more subject to analysis and comparison. For example, the alternatives of in-country and U.S. based English language training (or a combination thereof) or other preparatory training can be analyzed in relatively straightforward terms because the results (TOEFL scores) and costs are easy to measure. Similarly, the choice between equally proficient technical schools with different tuition rates is equally straightforward. In addition, the use of TCA to compare and monitor contract costs on a line item basis substantially improves the competitiveness of proposals and the mission's ability to control costs. This systematic review of alternatives on a cost basis is the single most effective means of assuring that the project is cost effective.

As the preceding discussion has shown, a definitive judgement of the cost-effectiveness of the CLASP program cannot be made in advance. The cost effectiveness of the project is in the details of implementation rather than the design. Rather, the judgement can be made that adequate measures have been built into the project to maximize the cost effectiveness of the project by emphasizing the training objectives and institutionalizing the use of cost containment approaches.

D. Technical

The primary technical issues of participant training concern those factors in the design and implementation of the program which experience has shown to be important in creating successful training programs. A.I.D. and its predecessor agencies have provided scholarships to over 250,000 foreign nationals since 1949 and the collective experience has been reviewed in numerous evaluations and audits in that period.

The evaluations of participant training programs have focused almost exclusively on the operational issues of planning, design, and implementation rather than on larger questions of impact and usefulness of training. Therefore, the technical analysis will also concentrate in these areas. A few evaluation findings have consistently and repeatedly been reported in every region and type of training program. Three key findings deal with procedures for selecting trainees and planning the training program, pre-departure orientation, and post-program follow-on activities in the home country. All of these factors discussed below, are incorporated into the Project design and will be implemented in the country training plans and activities.

1. Procedures for selecting trainees and planning the training program. The success of the program eventually rests on the ability and willingness of the trainees to adequately learn the desired skills (or to graduate) and to use the training productively after returning home. Therefore, it is not surprising that careful selection of the trainees is crucial. Many people would like to have scholarships to the U.S.-- some will be better prepared than others, more dedicated to their profession, or more in tune with the goals of the project. Selection procedures should therefore be organized to identify promising individuals by

encouraging the active participation of community groups, managers and supervisors (for those who are employed), and other people with a direct interest in the eventual use of the training. Standard criteria should be established and used in assessing the candidates.

Beyond selecting promising individuals, the adequacy of the training program in assessing the professional or training needs of the individual/group and eventual placement in an appropriate training program is essential. Therefore, program planning cannot be done in isolation, but rather should include the active involvement of the participant, his/her supervisors or managers, and community representatives, as appropriate. Because these individuals are in the best position to determine the types of skills needed and how they will be used after return to the home country, many potential problems can be avoided at this stage, when it is least difficult and costly to make changes. In addition to improving the training activities, this broad participation of interested parties in the planning stage will help assure that A.I.D., the participant, and the employer or sponsor have similar expectations of what the training program is intended to achieve. Different expectations of the program have been a common complaint in many unsuccessful training programs. As part of this cooperative program planning process, explicit plans for using the training after return should be formulated at this stage.

The adequate development of a training request is a key step in assuring a high quality training program. The training request must include all relevant data about the participant which will be needed by the training institution and trainers to orient the program to the trainees needs and expectations. While this would seem to be an obvious statement, the transmission of adequate information has been a recurring problem in many training programs. Therefore, all missions will emphasize the importance of proper planning to the contract and FSN project managers. Of course, the level of effort needed to assure adequate planning will vary considerably with the type of program. Attendance at a conference or seminar will require relatively little time and effort to arrange, while a customized 9-month training program will require substantial information, time and effort.

Training groups of people with related backgrounds and skills is attractive in terms of both administrative convenience and cost savings. However, group

training must be carefully planned in order to meet the needs of all of the trainees. One of the most important aspects of group training is assuring that the composition of the group is largely homogeneous in terms of background, professional knowledge, and position. A common problem is that groups are composed of people who are all individually eligible for the training but who have highly diverse backgrounds and training needs. This presents a significant, sometimes insurmountable, problem to training institutions in designing an appropriate training plan. The difficulty of meeting the trainees' training needs in such a group is also significantly increased by lack of timely and complete information about the composition of the group. The importance of putting together a compatible and technically or professionally homogeneous group cannot be overemphasized.

2. Pre-departure orientation. In programs which involve travel and training in third countries or in the U.S., orientation to the training program, training language, travel plans, and cultural differences are very important. While many of these activities can be expensive and labor intensive, they are a factor in the success or failure of any training program. Discomfort and confusion inhibits the learning process and creates an adverse impression of the U.S., thus reducing the degree of skill acquisition and negating one of the major side benefits of U.S. training--increasing understanding and relations between the U.S. and citizens of other countries. Inadequate language skills clearly limit skill and knowledge acquisition.

3. Follow-on. An important finding over many years has been that some continuing activities are needed with returned trainees to assure that they are able to effectively apply the training received. The relatively low additional cost of establishing job banks, employment networks, alumni associations, annual seminars to maintain or upgrade skills, or community project funds to provide seed money for initiatives can ensure that trainees maximize the potential to utilize the training received in the U.S. This type of follow-on program has not been widely implemented and successful examples are still rare. However, the need for such programs is clear--it is the single most common evaluation finding of the past 40 years.

LOGICAL FRAMEWORK

CARIBBEAN AND LATIN AMERICA SCHOLARSHIP PROGRAM (CLASP)
(598-0661, 597-0044)

GUATEMALA PEACE SCHOLARSHIP PROJECT
(520-0393)

Narrative Summary

Objectively Verifiable
Indicators

Means of Verification

Assumptions

Program Goal

To promote broad-based economic and social development in the LAC countries.

Increased per-capita income.
Increased consumption and income in poorest 50% of society.

National economic statistics.
Program evaluation.

Functioning democracies and free market economies will result in long term stability and economic growth.

Other National and international economic assistance programs continue at present levels.

Disruptive outside forces do not intensify destabilizing efforts.

Project Goal

To encourage and strengthen democratic pluralism and free enterprise market economies in LAC countries.

Greater participation in economic and social progress by poorer and disadvantaged groups in society.

Project Evaluation
National statistics

Leadership and skills training for middle and lower socio-economic classes will strengthen participation of these groups in economic and political progress.

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Narrative Summary

Objectively Verifiable
Indicators

Means of Verification

Page 2 of 5
Assumptions

Program Purpose

To equip a broad base of leaders in LAC countries with specialized skills, training, and academic education and an appreciation and understanding of the workings of democratic processes in a free advancement of Peace enterprise economy.

Returned Peace Scholars are employed in their areas of expertise and are applying the skills learned in the U.S.

Returned Peace Scholars are active and influential in community or professional affairs.

Process Evaluation
Impact Evaluation
Project Reports

The nature and length of training and Experience America has significant impact on attitudes and skill levels.

Training program facilitates career Scholars.

Association with the U.S. does not impede leadership status in community.

Active economic and political participation by targeted groups will strengthen societal commitment to pluralism and free enterprise.

Participant selection procedures successfully identify current and potential leaders.

The scholarship program advances the careers and influence of participants participants

- GP

Narrative Summary

Objectively Verifiable Indicators

Means of Verification

Page 3 of 5 Assumptions

Peace Scholars have benefitted from the program in terms of either finding a job or having increased responsibility or salary in existing one.

Democracy values can be transferred through training programs and exposure to US.

Peace Scholars have maintained some linkage with the U.S. after return home.

Missions are successful in selecting leaders and potential leaders and in developing appropriate training programs for them.

Mission Project OUTPUTS

1. Program Requirements

1a. Project is consistent with program guidelines

- 1a. At least 70% of Peace Scholars are from disadvantaged backgrounds
- 1b. All Peace Scholars meet mission criteria for leadership potential.
- 1c At least 20% of programs last 9 months or longer
- 1d. At least 10% of all Peace Scholars are placed in HBCU institutions
- 1e. At least 40% of the Peace Scholars are women.

Project records.

Selection procedures are instituted and followed.

Appropriate candidates can be found.

Project process evaluation

Process evaluation.

2. Peace Scholar selection and recruitment procedures identify leaders and potential leaders.

2. Mission strategy and procedures established and functioning.

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Narrative Summary

Objectively Verifiable Indicators

Means of Verification

Page 4 of 5 Assumptions

3. All Peace Scholars given adequate pre-departure preparation in language, skills, and remedial academic preparation.

3. Interviews and training institutions indicate that Peace Scholars are well prepared for program.

Impact evaluation

Institutional Contractor will program adequate pre-departure orientation, based on trainee needs.

4. All programs and contracts use TCA methodology and use cost-containment approach.

4. TCA used for all contract and reporting. Program costs held to reasonable levels consistent with program quality.

Project records.

Institutional contractor cognizant of TCA methodology and innovative in cost containment practices.

5. Training plans are prepared adequately in advanced and customized for needs of individuals or groups.

5. Training plans are submitted 6 months in advance for LT training and 3 months in advance for ST training.

Impact evaluation

Training needs analyses will be performed on a continual basis.

6. All programs include integrated Experience America program.

6. Experience America strategy and program articulate in the mission and integrated into customized training plans.

Project records
Process evaluation

The training provider will program relevant, interactive Experience America activities.

Every Peace Scholar has appropriate EA programs.

7. Returned Peace Scholars needs met by customized follow-on program

7. Mission follow-on program strategy clearly articulated and implemented.

Impact evaluation

Returned trainees elect to attend follow-on training programs.

All returned Peace Scholars are included in follow-on activities

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Narrative Summary

Objectively Verifiable Indicators

Means of Verification

II. Project Outputs

1. Short-term technical training is completed consistent with the CTP.

1. At least 1,380 people are trained in the identified priority fields.

Project Records

Appropriate candidates can be found.

2. Long-term technical training is completed consistent with the CTP.

2. At least 330 people are trained in the identified priority fields.

Project Records

Appropriate candidates can be found.

3. Long-term academic training (3 months ELT and 9 months U.S. training)

3. At least 354 people are trained in programs leading to a degree.

Project Records

Appropriate candidates can be found.

INPUTS

Training Costs	\$ 30,891,087
Project Management/ Technical Assistance	3,873,770
Administrative Costs	960,000
Evaluations/Audits	300,000
Inflation/Contingencies	975,000
TOTAL	\$ 37,000,000

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SC(2) - PROJECT CHECKLIST

Listed below are statutory criteria applicable to projects. This section is divided into two parts. Part A includes criteria applicable to all projects. Part B applies to projects funded from specific sources only: B(1) applies to all projects funded with Development Assistance; B(2) applies to projects funded with Development Assistance loans; and B(3) applies to projects funded from ESF.

A. GENERAL CRITERIA FOR PROJECT

1. FY 1988 Appropriations Act Sec. 523; FAA Sec. 634A.

If money is sought to obligated for an activity not previously justified to Congress, or for an amount in excess of amount previously justified to Congress, has Congress been properly notified?

This project was notified under the Regional CAPS project. The use of \$2,000,000 in ARDN funds required a Technical Notification (TN). The TN was submitted to Congress on March 15, 1990 and expired on March 29, 1990.

2. FAA Sec. 611 (a)(1).

Prior to an obligation in excess of \$500,000, will there be (a) engineering, financial or other plans necessary to carry out the assistance, and (b) a reasonably firm estimate of the cost to the U.S. of the assistance?

- a) Yes.
b) Yes.

3. FAA Sec. 611 (a)(2). If

legislative action is required within recipient country, what is the basis for a reasonable expecta-

Not applicable.

tion that such action will be completed in time to permit orderly accomplishment of the purpose of the assistance?

4. FAA Sec. 611(b); FY 1989 Appropriations Act Sec. 501. If project is for water or water-related land resource construction, have benefits and costs been computed to the extent practicable in accordance with the principles, standards, and procedures established pursuant to the Water Resources Planning Act (42 U.S.C. 1962, et seq)? (See A.I.D. Handbook 3 for guidelines.)

Not applicable.

5. FAA Sec. 611(e). If project is capital assistance (e.g., construction), and total U. S. assistance for it will exceed \$1 million, has Mission Director certified and Regional Assistant Administrator taken into consideration the country's capability to maintain and utilize the project effectively?

Not applicable.

6. FAA Sec. 209. Is project susceptible to execution as part of regional or multilateral project? If so, why is project not so executed? Information and conclusion whether assistance will encourage regional development programs.

Although the project is part of a regional initiative, the implementation is Guatemala specific in terms of private and public organizations involved and in terms of target group addressed. However, methodologies and information from this project will be informally shared with other countries in the Central American Region.

7. FAA Sec. 601(a). Information and conclusions on whether projects will encourage efforts of the country to: (a) increase the flow of international trade; (b) foster private initiative and competition; (c) encourage development and use of cooperatives, credit unions, and savings and loan associations; (d) discourage monopolistic practices; (e) improve technical efficiency of industry, agriculture and commerce; and (f) strengthen free labor unions.
- The project will provide training to disadvantaged Guatemalans with special emphasis in strengthening free enterprise within a system of democratic pluralism. Therefore, most of the listed goals will be indirectly promoted.
8. FAA Sec. 601(b). Information and conclusions on how project will encourage U.S. private trade and investment abroad and encourage private U.S. participation in foreign assistance programs (including use of private trade channels and the services of U.S. private enterprise).
- Project will use US public and private sector institutions for project implementation.
9. FAA Secs. 612(b), 636(h). Describe steps taken to assure that, to the maximum extent possible, the country is contributing local currencies to meet the cost of contractual and other services, and foreign currencies owned by the U.S. are utilized in lieu of dollars.
- This project is mostly ESF funded and it will be obligated through AID direct contracts so there is no counterpart requirement.

10. FAA Sec. 612(d). Does the U.S. own excess foreign currency of the country and, if so, what arrangements have been made for its release? No.
11. FY 1989 Appropriations Act Sec. 521. If assistance is for the production of any commodity for export, is the commodity likely to be in surplus on world markets at the time the resulting productive capacity becomes operative, and is such assistance likely to cause substantial injury to U.S. producers of the same, similar or competing commodity? Not applicable.
12. FY 1989 Appropriations Act Sec. 549. Will the assistance (except for programs in Caribbean Basin Initiative countries under U.S. Tariff Schedule "Section 807," which allows reduced tariffs on articles assembled abroad from U. S.-made components) be used directly to procure feasibility studies, prefeasibility studies, or project profiles of potential investment in, or to assist the establishment of facilities specifically designed for export to the United States or to third country markets in direct competition with U.S. exports, of textiles, apparel, footwear, handbags, flat goods Not applicable.

(such as wallets or coin purses worn on the person), work gloves or leather wearing apparel?

13. FAA Sec. 119(q)(4)-(6) & (10). Will the assistance (a) support training and education efforts which improve the capacity of recipient countries to prevent loss of biological diversity; (b) be provided under a long-term agreement in which the recipient country agrees to protect ecosystems or other wildlife habitats; (c) support efforts to identify and survey ecosystems in recipient countries worthy of protection; or (d) by any direct or indirect means significantly degrade national parks or similar protected areas or introduce exotic plants or animals into such areas?
- a) Yes, training will include environmental awareness.
- b) Not applicable.
- c) No.
- d) No.
14. FAA 121(d). If a Sahel project, has a determination been made that the host government has an adequate system for accounting for and controlling receipt and expenditure of project funds (either dollars or local currency generated therefrom)?
- Not applicable.
15. FY 1989 Appropriations Act. If assistance is to be made to a United States
- Not applicable.

PVO (other than a cooperative development organization), does it obtain at least 20 percent of its total annual funding for international activities from sources other than the United States Government?

16. FY 1989 Appropriations Act Sec. 538. If assistance is being made available to a PVO, has that organization provided upon timely request any document, file, or record necessary to the auditing requirements of A.I.D., and is the PVO registered with A.I.D.? Not applicable.
17. FY 1989 Appropriations Act Sec. 514. If funds are being obligated under an appropriation account to which they were not appropriated, has prior approval of the Appropriations Committees of Congress been obtained? Not applicable.
18. State Authorization Sec. 139 (as interpreted by conference report). Has confirmation of the date of signing of the project agreement, including the amount involved, been cabled to State L/T and A.I.D. LEG within 60 days of the agreement's entry into force with respect to the United States, and has the full text of the agreement been pouched to those same offices? (See Handbook 3, Appendix 6G for agreements covered by this provision). Not applicable.

B. FUNDING CRITERIA FOR PROJECT

1. Development Assistance
Project Criteria

- a. FY 1989 Appropriations Not applicable.
Act Sec. 548 (as
interpreted by
conference report for
original enactment).
If assistance is for
agricultural develop-
ment activities (spec-
ifically, any testing
or breeding feasibil-
ity study, variety
improvement or intro-
duction, consultancy,
publication, confer-
ence, or training),
are such activities
(a) specifically and
principally designed
to increase agricul-
tural exports by the
host country to a
country other than the
United States, where
the export would lead
to direct competition
in that third country
with exports of a sim-
ilar commodity grown
or produced in the
United States, and can
the activities reason-
ably be expected to
cause substantial in-
jury to U.S. exporters
of a similar agricul-
tural commodity; or
(b) in support re-
search that is intend-
ed primarily to bene-
fit U.S. producers?

- b. FAA Secs. 102(b), 111, 113, 281(a). Describe extent to which activity will (a) effectively involve the poor in development by extending access to economy at local level, increasing labor-intensive production and the use of appropriate technology, dispersing investment from cities to small towns and rural areas, and insuring wide participation of the poor in the benefits of development on a sustained basis, using appropriate U.S. institutions; (b) help develop cooperatives, especially by technical assistance, to assist rural and urban poor to help themselves toward a better life, and otherwise encourage democratic private and local governmental institutions; (c) support the self-help efforts of developing countries; (d) promote the participation of women in the national economies of developing countries and the improvement of women's status; and (e) utilize and encourage regional cooperation by developing countries.
- a) Not applicable.
 - b) Not applicable.
 - c) The training provided under the project will provide relevant skills and knowledge to leaders and potential leaders so that they can lead communities to solve their own problems through organization and community action.
 - d) Women's access to scholarships will be assured by requiring a minimum participation level of 40%.

- c. FAA Secs. 103, 103A, 104, 105, 106, 120-21; FY 1989 Appropriations Act (Development Fund for Africa). Does the project fit the criteria for the source of funds (functional account) being used? Yes.
- d. FAA Sec. 107. Is emphasis placed on use of appropriate technology (relatively smaller, cost-saving, labor-using technologies that are generally most appropriate for the small farms, small businesses and small incomes of the poor)? Not applicable.
- e. FAA Secs. 110, 124(d). Will the recipient country provide at least 25 percent of the costs of the program, project, or activity with respect to which the assistance is to be furnished (or is the latter cost-sharing requirement being waived for a "relatively least developed" country)? Yes
- f. FAA Sec. 128(b). If the activity attempts to increase the institutional capabilities of private organizations or the government of the country, or if it attempts to Not applicable.

stimulate scientific and technological research, has it been designed and will it be monitored to ensure that the ultimate beneficiaries are the poor majority?

- g. FAA Sec. 281(b). Describe extent to which program recognizes the particular needs, desires, and capacities of the people of the country; utilizes the country's intellectual resources to encourage institutional development; and supports civil education and training in skills required for effective participation in governmental processes essential to self-government.

The training programs will be specifically designed to meet the needs, desires and capacities of the different groups of trainees. The focus of the program is the strengthening of the democratic process in Guatemala by exposing trainees to democratic decision making process.

- h. FY 1989 Appropriations Act Sec. 536. Are any of the funds to be used for the performance of abortions as a method of family planning or to motivate or coerce any person to practice abortions?

No.

Are any of the funds to be used to pay for the performance of involuntary sterilization as a method of family planning or to coerce or provide any financial incentive to any person to undergo sterilization.?

No.

Are any of the funds to be used to pay for any biomedical research which relates, in whole or in part, to methods of, or the performance of, abortions or involuntary sterilization as a means of family planning? No

i. FY 1989 Appropriation Act. Is the assistance being made available to any organization or program which has been determined to support or participate in the management of a program of coercive abortion or involuntary sterilization? No

If assistance is from the population functional account, are any of the funds to be made available to voluntary family planning projects which do not offer, either directly or through referral to or information about access to, a broad range of family planning methods and services? No

j. FAA Sec. 601(e). Will the project utilize competitive selection procedures for the awarding of contracts, except where applicable procurement rules allow otherwise? Yes

k. FY 1989 Appropriations Act. What portion of the funds will be available only for activities of economically and socially disadvantage enterprises, historically black colleges and universities, colleges and universities having a student body in which more than 40 percent of the students are Hispanic Americans, and private and voluntary organizations which are controlled by individuals who are black Americans, Hispanic Americans, or Native Americans, or who are economically or socially disadvantaged (including women)?

To be determined. Gray Amendment Organizations will be given strong consideration in the procurement of services.

1. FAA Sec. 118 (c). Does the assistance comply with the environmental procedures set forth in A.I.D. regulation 16? Does the assistance place a high priority on conservation and sustainable management of tropical forests? Specifically, does the assistance, to the fullest extent feasible: (a) stress the importance of conserving and sustainably managing forest resources; (b) support activities which offer employment and income

Not applicable. This project qualifies for a categorical exclusion as described in Section 216.2 of AID Regulation 16 since it is a program involving training.

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alternatives to those who otherwise would cause destruction and loss of forests, and help countries identify and implement alternatives to colonizing forested areas; (c) support training programs, educational efforts, and the establishment or strengthening of institutions to improve forest management; (d) help and destructive slash-and-burn agriculture by supporting stable and productive farming practices; (e) help conserve forests which have not yet been degraded by helping to increase production on lands already cleared or degraded; (f) conserve forested watersheds and rehabilitate those which have been deforested; (g) support and training, research, and other actions which lead to sustainable and more environmentally sound practices for timber harvesting, removal, and processing; (h) support research to expand knowledge of tropical forests and identify alternatives which will prevent forest destruction, loss, or degradation; (i) conserve biological diversity in forest areas by sup-

porting efforts to identify, establish, and maintain a representative network of protected tropical forest ecosystems on a worldwide basis, by making the establishment of protected areas a condition of support for activities involving forest clearance or degradation, and by helping to identify tropical forest ecosystems and species in need of protection and establish and maintain appropriate protected areas: (j) seek to increase the awareness of U.S. government agencies and other donors of the immediate and long-term value of tropical forests; and (k) / utilize the resources and abilities of all relevant U.S. government agencies?

- m. FAA Sec. 118 (c) (13). If the assistance will support a program or project significantly affecting tropical forests (including projects involving the planting of exotic plant species), will the program or project (a) be based upon careful analysis of the alternatives available to achieve the best sustainable use of the

Not applicable.

land, and (b)/take full account of the environmental impacts of the proposed activities on biological diversity?

- n. FAA Sec. 118 (c) (14). Will assistance be used for (a) the procurement or use of logging equipment, unless an environmental assessment indicates that all timber harvesting operations involved will be conducted in an environmentally sound manner and that the proposed activity will produce positive economic benefits and sustainable forest management systems; or (b) actions which will significantly degrade national parks or similar protected areas which contain tropical forests, or introduce exotic plants or animals into such areas?
- a) No.
b) No.
- o. FAA Sec. 118 (c) (15). Will assistance be used for (a) activities which would result in the conversion of forest lands to the rearing of livestock; (b) the construction, upgrading, or maintenance of roads (including temporary haul roads for logging or other extractive industries) which pass through relatively
- a) No.
b) No.

undegraded forest lands; (c) the colonization of forest lands; or (d) the construction of dams or other water control structures which flood relatively undegraded forest lands, unless with respect to each such activity an environmental assessment indicates that the activity will contribute significantly and directly to improving the livelihood of the rural poor and will be conducted in an environmentally sound manner which supports sustainable development?

c) No.
d) No.

- p. FY 1989 Appropriations Act. If assistance will come from the Sub-Saharan Africa DA account, is it (a) to be used to help the poor majority in Sub-Saharan Africa through a process of long-term development and economic growth that is equitable, participatory, environmentally sustainable, and self-reliant; (b) being provided in accordance with the policies contained in section 102 of the FAA; (c) being provided, when consistent with the objectives such assistance, through African, United States and other PVOs that have

Not applicable.

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demonstrated effectiveness in the promotion of local grassroots activities on behalf of long-term development in Sub-Saharan Africa; (d) being used to help overcome shorter-term constraints to long-term development, to promote reform of sectoral economic policies, to support the critical sector priorities of agricultural production and natural resources, health, voluntary family planning services, education, and income generating opportunities, to bring about appropriate sectoral restructuring of the Sub-Saharan African economies, to support reform in public administration and finances and to establish a favorable environment for individual enterprise and self-sustaining development, and to take into account, in assisted policy reforms, the need to protect vulnerable groups; (e) being used to increase agricultural production in ways that protect and restore the natural resource base, especially food production, to maintain and improve basic transportation and communication net-

works, to maintain and restore the natural resource base in ways that increase agricultural production, to improve health conditions with special emphasis on meeting the health needs of mothers and children, including the establishment of self-sustaining primary health care systems that give priority to preventive care, to provide increased access to voluntary family planning services, to improve basic literacy and mathematics specially to those outside the formal education system and to improve primary education, and to develop income-generating opportunities for the unemployed and underemployed in urban and rural areas?

- q. FY 1989 Appropriations Act Sec. 515. If deob/reob authority is sought to be exercised in the provision of DA assistance, are the funds being obligated for the same general purpose, and for countries within the same general region as originally obligated, and have the Appropriations Committee of both Houses of Congress been properly notified?

Not applicable.

Economic Support Fund Project
Criteria

- a. FAA Sec. 531(a). Will this assistance promote economic and political stability? To the maximum extent feasible, is this assistance consistent with the policy directions, purposes, and programs of Part I of the FAA? Yes
- b. FAA Sec. 531(e). Will this assistance be used for military or paramilitary purposes? No
- c. FAA Sec. 609. If commodities are to be granted so that sale proceeds will accrue to the recipient country, have Special Account (counterpart) arrangements been made? Not applicable.

3422C/3421C

INITIALS

APPR: FS FSDRAFT: EW EWOTHER: LW LW

OTHER: _____

OTHER: _____

UNCLASSIFIED

AID/LAC/DR:EWARFIELD:GEB/ 48690
 04/07/89 7-9181
 AAA/LAC:FSCHIECK

AID/LAC/DR:TBROWN {DRAFT}
 AID/LAC/DR:JCARNEY {DRAFT}
 AID/LAC/DP:WWHEELER {DRAFT}
 AID/PPC/PDPR:VBARNES {DRAFT}

AID/LAC/DR:GBOWERS {DRAFT}
 AID/LAC/DR:MBERNBAUM {DRAFT}
 AID/LAC/CEN:JLOVAAS {DRAFT}

IMMEDIATE

AIDLAC

AIDAC

E.O. 12356: N/A

TAGS:

SUBJECT: DAEC REVIEW OF THE CARIBBEAN LATIN AMERICA
 SCHOLARSHIP PROGRAM {CLASP} II {598-0661} {597-0044}

1. SUMMARY: THE DAEC REVIEW OF THE SUBJECT PID WAS HELD ON TUESDAY, MARCH 21. THE A-AA/LAC CHAIRED THE REVIEW. MISSION COMMENTS HAD BEEN INCORPORATED INTO THE REVISED PID AND MISSION REPRESENTATIVES FROM HONDURAS AND EL SALVADOR ATTENDED THE ISSUES REVIEW. THE PID WAS APPROVED WITH THE FOLLOWING DAEC GUIDANCE FOR PREPARATION OF THE PROJECT PAPER:

2. CONSULTATION WITH CONGRESS: IT WAS AGREED THAT, IN LIGHT OF THE PROJECT'S HIGH VISIBILITY AND CONGRESSIONAL INTEREST, THE LAC BUREAU (WOULD KEEP KEY CONGRESSMEN, SENATORS, AND STAFFERS INFORMED ON THE PROGRESS OF CLASP II PROJECT DESIGN).

3. PARAMETERS OF PARTICIPANT SELECTION AND TRAINING: GIVEN THE PROJECT'S HIGH VISIBILITY AND ITS COMBINED DIPLOMATIC/DEVELOPMENTAL FOCUS, IT WAS DECIDED THAT, UNDER CLASP II: A) THE 28 DAY MINIMUM FOR SHORT-TERM TRAINING WOULD BE CONTINUED, B) AT LEAST 20 PERCENT OF

UNCLASSIFIED
 OF 185 (GL)

THE TOTAL NUMBER OF PARTICIPANTS WOULD RECEIVE LONG-TERM TRAINING DEFINED AS TRAINING OF 9 MONTHS OR MORE; C) AT LEAST 70 PERCENT OF ALL PARTICIPANTS WOULD BE SOCIALLY AND ECONOMICALLY DISADVANTAGED; D) AT LEAST 40 PERCENT OF THE PROJECT PARTICIPANTS WOULD BE WOMEN; E) A RANGE RATHER THAN A SPECIFIC TARGET OF THE TOTAL NUMBER OF PARTICIPANTS TO BE TRAINED UNDER THE PROJECT WOULD BE ESTABLISHED; AND, F) THE TRAINING PROVIDED WOULD BE U.S.-BASED RATHER THAN IN-COUNTRY OR THIRD COUNTRY. EXCEPTIONS TO THESE GUIDELINES WOULD REQUIRE LAC/W CONCURRENCE. THE SOCIAL INSTITUTIONAL FRAMEWORK PREPARED BY EACH MISSION AS PART OF THE PP DESIGN PROCESS, WILL BE USED TO REFINE EACH MISSION'S CLASP II PROGRAM IN ACCORDANCE WITH PROJECT OBJECTIVES AND THE COUNTRY STRATEGY TAKING INTO ACCOUNT THESE SELECTION AND TRAINING PARAMETERS.

4. CENTRAL VS. MISSION PPS AND AUTHORIZATIONS: IT WAS DECIDED THAT THE MISSIONS WOULD FINALIZE INDIVIDUAL PPS BASED ON THE QUOTE MODEL UNQUOTE PP PROVIDED BY AID/W AND AUTHORIZE THE PROJECT IN THE FIELD. IN PREPARING THEIR PPS, THE MISSIONS WILL BE DIRECTED TO ADHERE CLOSELY TO SPECIFIC SECTIONS AND PARAMETERS SPELLED OUT IN THE QUOTE MODEL UNQUOTE PP. AID/W WILL MONITOR MISSION COMPLIANCE WITH CLASP II POLICY GUIDANCE THROUGH THE PROCESS EVALUATION AND THE FORMAL REVIEW OF THE ANNUAL CTP UPDATES.

5. PROJECT IMPLEMENTATION: IT WAS DECIDED THAT THE MISSIONS WOULD BE RESPONSIBLE FOR ARRANGING THEIR OWN CONTRACTS TO IMPLEMENT CLASP II; HOWEVER, IN THE INTEREST OF AVOIDING A MULTIPLICITY OF CONTRACTS AND THE CONCOMITANT OVERHEADS ENGENDERED IN SUCH AN APPROACH, MISSIONS, ESPECIALLY THOSE WHERE THE SMALL AMOUNT OF CLASP II FUNDING DOES NOT JUSTIFY AN INDIVIDUAL CONTRACT, WILL BE STRONGLY ENCOURAGED TO ACCESS THE OIT CONTRACTS, EITHER THROUGH PIO/P OR PIO/T BUY-INS. THE PP WILL PROVIDE A DETAILED DISCUSSION OF THE CONTRACTING OPTIONS AVAILABLE TO ACCOMMODATE THE VARYING NEEDS OF THE PARTICIPATING MISSIONS.

6. PROJECT EVALUATION: IT WAS DECIDED THAT THE PP SHOULD INCLUDE AN IMPACT EVALUATION THAT IS TECHNICALLY APPROPRIATE AND AFFORDABLE, BUT THAT THE SCOPE OF THE PROCESS EVALUATION SHOULD BE SCALED BACK FROM ITS CURRENT LEVEL OF EFFORT. THE COST OF THESE EVALUATIONS WILL BE CLOSELY ANALYZED TO MINIMIZE THE NUMBER AND COST OF CONTRACTORS AND CONSULTANTS FINANCED BY A.I.D. IN ADDITION TO THESE EVALUATIONS AND FUNDING AMOUNTS, MISSIONS, WITH THEIR OWN FUNDS, CAN CONTRACT OUT EVALUATIONS OF SPECIFIC CLASP II PROGRAMS.

7. PROJECT FINANCING: IT WAS DECIDED THAT THE TOTAL LOP WOULD

BE REDUCED FROM THE DOLS 275 MILLION CONTAINED IN THE PID TO DOLS 200 MILLION IN LIGHT OF POSSIBLE FUTURE DECLINES IN DA AND ESF FUNDING LEVELS. APPROXIMATELY DOLS 100 MILLION WILL BE ALLOCATED TO THE CLASP II PROGRAMS MANAGED BY THE INDIVIDUAL MISSIONS. THE REMAINING 50 PERCENT OF THE LOP AMOUNT NEEDS TO BE SET ASIDE IN ANTICIPATION OF THE GEORGETOWN PROGRAM, LCA AND OTHER DIRECTED PROGRAMS; AND FOR PROJECT MONITORING, EVALUATION, AND SUPPORT, BOTH OF WHICH WILL BE MANAGED BY LAC/W. THE DISTRIBUTION OF THE DOLS 100 MILLION IN CLASP II FOR MISSION-BASED PROJECTS IS THE SUBJECT OF A SEPTEL AND WILL BE DISCUSSED IN THE UPCOMING REGIONAL MEETINGS. THE FUNDING LEVELS ESTABLISHED FOR EACH COUNTRY IN THE MODEL PP WILL SERVE AS THE MINIMUM LEVEL AT WHICH A MISSION CAN FUND CLASP II. MISSIONS ARE WELCOME TO EXCEED THIS MINIMUM LEVEL, IF THEY CHOOSE TO DO SO.

8. IT WAS ALSO DECIDED THAT, WHERE ESF FUNDING IS AVAILABLE, FIELD MISSIONS SHOULD CONTINUE TO MAXIMIZE THEIR USE OF ESF IN FUNDING THIS PROJECT. GIVEN THE CONGRESSIONAL IMPETUS FOR THIS PROJECT AND THE POLITICAL RATIONALE FOR ESF ALLOCATIONS, IT WAS DEEMED APPROPRIATE THAT CLASP FUNDING SHOULD CONTINUE TO BE CLOSELY LINKED TO THE FUTURE AVAILABILITY OF ESF.

9. STAFFING IMPLICATIONS OF CLASP II DESIGN: TAKING INTO ACCOUNT MISSIONS' CONCERNS ABOUT THE STAFFING IMPLICATIONS OF THE CLASP II DESIGN, ESPECIALLY AS IT RELATES TO FOLLOW-ON ACTIVITIES, THE PP WILL DISCUSS THE STAFFING REQUIREMENTS, BOTH DIRECT-HIRE AND CONTRACT, OF CLASP II, AND WILL INDICATE TO THE MISSIONS THAT THE ADDITIONAL PERSON REQUIRED FOR THE FOLLOW-ON ACTIVITY CAN BE FINANCED FROM PROGRAM FUNDS. THE OE IMPLICATIONS OF THESE STAFFING REQUIREMENTS WILL ALSO BE DISCUSSED. 44

D. CLASP I Implementation Experience

The following comments represent some general lessons learned about implementing CLASP I. They are intended to be helpful to Missions in designing and implementing CLASP II.

Introduction

Missions responded very quickly to the implementation of CLASP I. Country Training Plans were developed, trainees selected, prepared for training and traveled to the U.S. over a short period. In many cases, the need to expedite the project impeded the institution of such fundamentals as procedures and organization. Missions have gradually reorganized and refined their policies, procedures and staffing to reflect project needs. The following suggestions reflect these lessons learned.

Prior to consideration of the details of project implementation, it is useful to focus on two overall considerations that are fundamental to the success of any CLASP program. It is clear that missions which have instituted and administered clear, well defined policies and procedures for recruiting, selecting, programming, placing and monitoring trainees have been able to conduct very effective programs.

First, an effective organizational scheme for all project activities quality control, achievement of objectives, and mission oversight. This includes decisions over contracting, upgrading training office or CLASP office staffs, procuring needed equipment and space. Will an in-country contractor be necessary? Who will provide the U.S. management of trainees? Will the Mission use OIT or its own contractor? What type of staff will be needed? Each mission should carefully consider organization complexity, management lines and responsibilities, linkages among project activities, coordination requirements, and accountability in making these decisions. In general, program management becomes more complex and difficult as the number of contractors and management units increases.

The second fundamental consideration is to develop clear policies and procedures for recruiting, selecting, programming, placing and monitoring Trainees. Will intermediary institutions be used for identification of potential populations adequate for CLASP? What type of documentation is needed for processing and audits? Who will do the recruiting? Who will do the selecting? What are the selection criteria?

I. Recruitment

A. Missions should clearly differentiate between recruitment and selection in establishing procedures and criteria. Recruitment involves identifying a qualified pool of candidates; selection should be from among these already qualified candidates.

B. Use of widespread publicity (newspaper and magazine advertisements, posters, etc.) is more appropriate for long-term scholarships than for short-term programs. If the Mission has difficulty reaching the 40% target for women, a targeted recruitment effort for women should be instituted.

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Women should not be "added to" programs which have been designed primarily for men. The presence of women in a training group should be carefully thought out. If the training is not appropriate for women (in the Mission's opinion) then special training programs designed for women should be developed.

C. All U.S. and local staff should be made aware of the training opportunities; they are often a source of valuable contacts for the Training Office. However, Missions should be very careful that local direct hire and FSN staff understand the program purpose and that recommended Peace Scholars are appropriate for this program. Missions must ensure that CLASP training is not substituted for other Mission Project Training. This is not easy; and it may be made more difficult by including other project staff in recruitment, planning or targeting exercises.

D. Appropriate local organizations are often very effective in recruiting qualified candidates. Consideration should be given to working through local PVOs and other groups. If such organizations are used as intermediaries, they should be provided with written recruitment guidelines to ensure an equitable screening process. Peace Corps should be used both for identifying qualified candidates and for interviewing candidates in areas where the Mission personnel may have difficulty travelling. A danger in using local groups is that they will supply individuals who are not properly selected or screened. Their procedures must be carefully monitored and the CLASP Project Officer must be convinced that the local organizations fully understand the goals and objectives of CLASP screening and selection. Under no circumstances should the local group be given authority to select. Selection must remain in the hands of the Mission/CLASP Project. In addition, local organizations must supply a large pool of candidates from which the Mission may select.

In cases where the local organization is a governmental agency, special care must be taken to ensure that the agency understands the regulations governing recruitment. It is completely inappropriate for a governmental agency to select.

In some cases, local government agencies have attempted to mandate selection by nominating exactly the number of trainees who are required. This is unacceptable and Missions must find ways to prevent it. In the worst case, the Mission should withdraw the training. This was necessary in one country in CLASP I: this difficult measure resulted in the project staff having clear and undisputed authority to select Peace Scholars.

II. Selection

A. Clear and specific definitions of key terms (leader, potential leader, disadvantaged, youth, etc.) and financial means criteria must be developed prior to initiating selection procedures. The definitions must be functional so that each candidate can be classified according to the Mission's selection criteria.

If definitions are difficult, as in the case of leadership, different methodologies can be used to assess the extent to which a person demonstrates leadership (for example, references from teachers, colleagues, etc.).

B. Standard application forms should be developed which include all the information required by LAC/DR for the process evaluation database as well as for Mission selection procedures. (Current forms are adequate for LAC process evaluation needs).

C. All rejected applicant files should be maintained for the life of the project, with a record of why the applicant was rejected.

D. A systematic weighted scale to categorize and rank applicants at all stages of the evaluation process aids in both the reality and perception of a fair process.

E. Personal interviews should be carried out with all final candidates before granting them the scholarship, with uniform interview questions and a rating system developed by each Mission. The CLASP II emphasis on leadership makes this interview even more important.

F. At least one American and one local should participate in each interview. In addition, it is helpful to have a technical expert and a representative of the contractor present as well.

G. The composition of the final selection committee should be considered carefully and should represent both the local community and AID. The Mission should have the final responsibility for selection of all Peace Scholars.

H. Selection should be carefully documented using the above suggestions. In addition, the Mission should ensure that all the documentation is maintained in properly filed folders by PIO/P or group name. This will aid in future audits.

I. Short- and long-term academic trainees may be selected using different criteria and procedures. If this is the case, both sets of procedures should be developed, written down and form part of the project documentation.

J. It is very important to ensure that a group which meets all CLASP criteria meet one additional criterion -- that it be a trainable unit. In the past, Missions have sent groups which superficially meet such CLASP criteria as disadvantaged, rural, etc; however a significant portion of the group was illiterate. This factor made the group virtually untrainable. The contractor (unaware of this condition) had to revise the program completely during the first days in the U.S. leading to strain and discontent for all concerned.

III. Pre-departure Orientation

A. U.S. contractors or trainers should be involved in the pre-departure orientation. This should be built into the contract.

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- B. The short term Peace Scholars should be brought together by groups for pre-departure orientation to stimulate exchange of information among the group and maximize their capacity to learn from their time in the U.S.
- C. Pre-departure orientation requirements are different for short term and long term Peace Scholars.
- D. Orientation should include information about the Peace Scholars home country and all Peace Scholars should be encouraged and assisted in taking information about their country and their families, towns, etc. to share with Americans.
- E. Returnees should be incorporated into the orientation panel discussions, particularly dealing with issues of transition to U.S. social, academic, and political life.
- F. In-country orientation on the CLASP program is more important than general orientation to the U.S. culture which the Peace Scholars will get from their Experience America program in the U.S.
- G. Follow-on should be initiated in the pre-departure orientation with discussions of what the Peace Scholars would view as appropriate and useful follow-on activities.
- H. Long-term Trainees should be informed of the typical stages of getting into a new culture. They should understand what will be happening to them and how they can best respond to "culture shock."

IV. Preparation of PIO/Ps and other Documentation

- A. Define specific objectives in relation to Experience America programs.
- B. Personal background on the candidates is important if homestays are to be requested. Missions should consider using the application forms to provide useful information to contractors and trainers early in the planning process.
- C. If the contractor has already made contact with a university, this information about the arrangements should be included in the PIO/P.
- D. Copies of each PIO/P (and all amendments and secondary PIO/Ps) should be kept in a folder along with the following:
 - 1. The TCA Budget and final expenditure record (using the LAC TCA reporting form;
 - 2. The documentation describing the selection procedure which should include the candidates ratings on critical points (as described above);
 - 3. The Trainees' application forms, which can serve as backup documentation later.
 - 4. The J-1 visa application form.

5. Any other documentation normally maintained by the Mission for its Peace Scholars, such as the medical exam results.

6. Any correspondence from Trainees or Contractors.

7. Grades or other performance indicators.

Maintaining the above files is essential to avoid problematic audits.

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E. Relative Costs of Contracting Modes

CLASP Contract Costs

A review of costs for long-term training under current CLASP contracts suggests the following:

- Mission-based CLASP contracts are less costly than either regional contracts run out of LAR/DR/EHR or OIT's central contracts.
- Administrative (overhead) expenses of OIT contractors, LAC regional contracts, and mission-based CLASP contracts are comparable.
- CLASP contractors that report directly to CLASP missions are currently either managing other CLASP contractors or they have other non-CLASP participant training contracts within or outside of the LAC Bureau.

Through the Training Cost Analysis (TCA), an instrument that originated in the LAC Bureau which was recently mandated by the Administrator for use in all Agency participant training procurement, the LAC bureau has an instrument it can use:

- To effectively gauge and negotiate reduced training costs during the initial procurement process.
- To monitor contracts while they are being implemented to assure that individual line item costs are within limits set out in the contract.

ASSERTIONS Mission based CLASP contracts are less costly than either regional contracts run out of LAR/DR/EHR or OIT's central contracts.

Administrative (including overhead) expenses of OIT contractors, LAC regional contracts, and mission based CLASP contracts are comparable.

- A comparison was carried out of individual training costs per month for long-term training and administrative costs per month (a sub-item under individual training costs) for three categories of CLASP contractors:
 - Central contractors (PIET, USDA)
 - LAC regional contractors (USA, Development Associates)
 - Mission-based contractors (AED, NAPA, Univ. of New Mexico)
- This comparison (See Table 1 attached) revealed the following:
 - Total per person month training costs for mission-based contractors are lower than for either central or LAC regional contractors. Presumably, this is due to greater success in identifying lower cost training opportunities.
 - Administrative costs (including overhead) for mission-based contractors are either less than or are comparable to central and LAC regional contracts.

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TABLE 1
 COMPARISON OF AVERAGE COSTS PER TRAINING MONTH AND
 PER MONTH ADMINISTRATIVE COSTS AMONG CLASP CONTRACTORS

CONTRACTOR	NUMBER OF TRAINEES	TOTAL AVERAGE COST PER TRAINING MONTH	ADMINISTRATIVE COST PER TRAINING MONTH
<u>CENTRAL CONTRACTS</u>			
PIET (Honduras, Panama, El Salvador)	282	\$1,579	\$185 (1)
USDA (Costa Rica, Honduras)	52	\$1,683	\$240
<u>LAC REGIONAL CONTRACTS</u>			
Development Associates (Bolivia, Colombia, Ecuador, Peru)	263	\$1,600	\$251
USA (Dominican Republic, Haiti, Jamaica, RDO/C)	320	\$1,519	\$449
<u>MISSION-BASED CONTRACTS</u>			
AED (Honduras)	417	\$1,206	\$198
AED (RDO/C)	207	\$1,300	\$185
Georgetown (Panama)	235	\$1,307	NA*
CSLA (El Salvador)	124	\$1,215	NA*
University of New Mexico (El Salvador)	55	\$1,290	NA*
NAPA	235	\$1,295	\$335

 (1) Administrative charge vs administrative cost
 * Administrative cost not available

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ASSERTION Mission contractors are either currently staffed up to do other participant training under the current CLASP program or have other participant training contracts within or outside of the LAC bureau

TABLE 2

PARTICIPANT TRAINING (CLASP AND NON CLASP) CARRIED
OUT BY MISSION BASED CLASP CONTRACTORS

CONTRACTOR	CONTRACT AMOUNT	NUMBER OF TRAINEES
ACADEMY FOR EDUCATION DEVELOPMENT (1)		
CAPS (Honduras)	\$21,337,467	417
PTIIC (RDO/C)	\$ 9,065,910	307
Pakistan	-----	---
Botswana	-----	---
DEVELOPMENT ASSOCIATES		
APSP (South America)	\$19,848,335	1,740
LAC II (Mexico)	\$ 2,700,533	983
Development Training (Dominican Republic)	\$ 3,600,000	281
NATIONAL ASSOCIATION OF THE PARTNERS OF THE AMERICAS		
CAPS (El Salvador)	\$5,164,140	335
LAC II (Brazil) (2)	\$ 400,000	32
GEORGETOWN UNIVERSITY		
CAPS (Panama)	\$-----	-----
CASP	-----	-----

(1) AED has three other projects that have some participant training within it.

(2) Cooperative Agreement. FY 1988 data only.

MODEL TRAINING REQUESTS (PIO/P) MODEL INDIVIDUAL PIO/P

ANNEX F

AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT IMPLEMENTATION ORDER/ PARTICIPANTS (PIO/P)	1. COOPERATING COUNTRY Country B		2. PIO/P NUMBER
	3. PROJECT ACTIVITY NUMBER & TITLE CLASP II		
	4. APPROVAL		5. ALLOTMENT
	6. DATE ORIGINAL ISSUE		7. DATE THIS ISSUANCE

PAGE 1 OF _____

8. PROJECT COMPLETION DATE	9. DESIRED START DATE	10. TERMINAL START DATE	11. NUMBER OF PARTICIPANTS
12. <input checked="" type="checkbox"/> ORIGINAL <input type="checkbox"/> AMENDMENT NUMBER _____		13. LOCATION/DURATION OF TRAINING <input type="checkbox"/> U.S. _____ P/M <input type="checkbox"/> Third Country _____ P/M <input type="checkbox"/> In Country _____ P/A	

14. FINANCING					
AGENT	TYPE OF EXPENSE	A. PREVIOUS TOTAL	B. INCREASE	C. DECREASE	D. NEW TOTAL
AID	(a)				45,404.08
MISSION	(b) Int. Travel				
	(c) Maint. Advance				1,950.00
AID/W	(d)				43,454.08
THIRD COUNTRY	(e)				
	(f)				
	(g)				
	(h)				
	(i)				
15. COOPERATING COUNTRY FINANCING					
16. U.S. TRUST ACCOUNT	A. TRUST ACCOUNT NUMBER		C. AUTHORIZED	D. CURRENCY UNIT	E. AMOUNT
	B. ALLOTMENT SYMBOL				

17. SPECIAL PROVISIONS

A. REF: PIL NUMBER _____ GRANT _____ LOAN _____

B. SUPPLEMENTARY INFORMATION

MS degree in Aquaculture with emphasis in Shrimp Production.

C. NAME(S) OF PARTICIPANTS

(Insert name of participant - Mr. Jones)

18. MISSION CLEARANCES			
SIGNATURE	DATE	SIGNATURE	DATE

19. HOST COUNTRY/BORROWER/GRATEE		20. AGENCY FOR INTERNATIONAL DEVELOPMENT	
SIGNATURE			
TITLE	DATE		

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AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT IMPLEMENTATION ORDER/ PARTICIPANTS TRAINING REQUEST FORM PAGE 2 OF _____	1. COOPERATING COUNTRY	2. PIO/P NUMBER
	3. <input type="checkbox"/> ORIGINAL <input type="checkbox"/> AMENDMENT NO. _____	4. DATE

B. TRAINING REQUEST

A. DESCRIPTION OF TRAINING REQUESTED. (Describe clearly the training desired; summarize the project input, output, and purpose to which the training will be applied)

The purpose of this training program is to increase the number of the Country B's technicians in the field of aquaculture in order to meet the country's growing need for professional manpower and to assist Country B's Institute of Technology in its efforts to expand and upgrade its research programs. The Institute needs adequately trained staff to offer and conduct research in ocean and fresh water fisheries, particularly on shrimp production.

(continued on page 3)

B. ACADEMIC TRAINING ONLY: DEGREE OBJECTIVE
MAJOR FIELD OF STUDY

M.S. Aquaculture
 Shrimp Production

C. RELATED INFORMATION

D. PARTICULAR EMPHASIS DESIRED

Crustaceous Production

E. SUGGESTED TRAINING FACILITIES (if known)

- 1) University of Hawaii, Honolulu, Kaneohe
- 2) Auburn University, Auburn, Alabama
- 3) Texas A&M (application already submitted)
- 4) Louisiana State University
- 5) Oregon State University (application already submitted)

F. PARTICIPANT'S FUTURE EMPLOYMENT

A. CHECK APPROPRIATE BOX (B47)

GOVERNMENT

PRIVATE

JOINT

B. OCCUPATIONAL CATEGORY CODE (B48-49)

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This field is considered to be of importance to Country B's economy since ocean and/or fresh water shrimp is of great demand in world markets. It is considered that shrimp production will continue to be an exportable item from Country B for the foreseeable future, given its cultivation at normal year-round temperatures, growth and development requirements, and ideal local conditions for the expansion of the industry.

The study program requested for the participant is to include courses in animal sciences with emphasis in genetics, nutrition, diseases and physiology focusing on freshwater shrimp breeding, pond management systems and domestication, including substantial practical training in laboratory and field work, special projects and research. The following subjects should be covered: Aquatic ecology, economics of aquaculture, water quality, hatchery management, fish and shrimp reproduction, pond construction, aquaculture production and breeding.

Mr. Jones has been a researcher at the Institute since 1981 and has assisted in numerous research projects; he has also been Assistant Professor in General Biology. He received a B.S. degree in 1982 in Biology from the Autonomous University. The general knowledge acquired by the participant during the projected training in the U.S. will contribute to the technical development of the Institute, therefore his training program should be oriented toward research on crustaceous organisms, particularly on shrimp production.

To obtain a M.S. degree in Aquaculture the participant should receive both formal course work and practical research experience. For his thesis, emphasis will be given to research applicable to marine biology conditions in Country B to help ameliorate local shortage of technicians trained in fresh water fisheries and marine biology and shrimp production.

The institution supporting this training program agrees to guarantee the employment of the participant upon his return in a position which will be in accordance with his education.

Mr. Jones also received a B.S. degree in Modern Languages from the Autonomous University Language Department, with emphasis in the English language and has prepared a guide of schools offering English language training in Country B. The participant is known for his effective and positive professional attitude in all the activities carried out by him at the university and at the Institute.

Funds are being provided under this PIO/P for English language training at the American Language Institute, Georgetown University (ALIGU), prior to academic enrollment in a US university in January of 1990. Enrollment in ALIGU should be requested during the month of October, and living accommodations for the participant while in the English language training at ALIGU should be arranged at an American home or at a guests house where only English is spoken.

AGENCY FOR INTERNATIONAL DEVELOPMENT

**PROJECT IMPLEMENTATION ORDER/
PARTICIPANTS (PIO/P)**

PAGE 1 OF _____

1. COOPERATING COUNTRY COUNTRY A	2. PIO/P NUMBER XXXXX
3. PROJECT ACTIVITY NUMBER & TITLE CLASP II (Firefighters)	
4. APPROPRIATION	5. ALLOTMENT
6. DATE ORIGINAL ISSUE	7. DATE THIS ISSUANCE

8. PROJECT COMPLETION DATE	9. DESIRED START DATE	10. TERMINAL START DATE	11. NUMBER OF PARTICIPANTS
12. <input checked="" type="checkbox"/> ORIGINAL <input type="checkbox"/> AMENDMENT NUMBER		13. LOCATION/DURATION OF TRAINING <input type="checkbox"/> U.S. _____ P/M <input type="checkbox"/> Third Country _____ P/M <input type="checkbox"/> In Country _____ P/A	

14. FINANCING

AGENT	TYPE OF EXPENSE	A. PREVIOUS TOTAL	B. INCREASE	C. DECREASE	D. NEW TOTAL
AID	(a)				
MISSION	(b) Int. Travel				\$164,760.0
	(c) Maint. Advance				
AID/W	(d)				39,000.0
THIRD COUNTRY	(e)				125,760.0
	(f)				
	(g)				
	(h)				
	(i)				
15. COOPERATING COUNTRY FINANCING					
16. U.S. TRUST ACCOUNT	A. TRUST ACCOUNT NUMBER		C. AUTHORIZED	D. CURRENCY UNIT	E. AMOUNT
	B. ALLOTMENT SYMBOL				

17. SPECIAL PROVISIONS

A. REF: PIL NUMBER _____ GRANT _____ LOAN _____
 B. SUPPLEMENTARY INFORMATION International airfare, medical exams, passports, visas, photographs, predeparture orientation, evaluation, and miscellaneous costs will be charged to project XXXXX, (Local Currency Agreement).

C. NAME(S) OF PARTICIPANTS

(A list of the 20 individuals selected for training would be inserted here. Up to five alternates could also be listed.)

18. MISSION CLEARANCES

SIGNATURE	DATE	SIGNATURE	DATE

19. HOST COUNTRY/BORROWER/GRANTEE		20. AGENCY FOR INTERNATIONAL DEVELOPMENT	
SIGNATURE			
TITLE	DATE		

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MODEL GROUP PIO/P

AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT IMPLEMENTATION ORDER/ PARTICIPANTS TRAINING REQUEST FORM PAGE 2 OF _____	1. COOPERATING COUNTRY	2. PIO/P NUMBER
	3. <input type="checkbox"/> ORIGINAL <input type="checkbox"/> AMENDMENT NO. _____	4. DATE

5. TRAINING REQUEST

A. DESCRIPTION OF TRAINING REQUESTED. (Describe clearly the training desired; summarize the project input, output, and purpose to which the training will be applied)

Country A's rural firemen, under the responsibility of the National Fire Department, have been a source of rural leadership for a number of years. These local leaders come from a large cadre of salaried and volunteer firemen who are attracted to the organization. Volunteer firemen, who work under the supervision of professional firemen, come from all strata of rural society. All are respected members of their communities and many are involved in other community programs.

Permanent members of the rural fire department are also included in the selection of participants, as they are the backbone of the Fire Department's program, meet CLASP criteria, and are respected leaders and important persons in their communities.

The National Fire Department is organized in 40 districts in seven provinces. Fire districts are divided into three types:

- Type A Large urban setting with an average of 10 salaried and 25 volunteer firemen.
- Type B Small town setting with an average of 6-10 salaried and 25 volunteer firemen.
- Type C Isolated rural settings with an average of 4 salaried and 25 volunteer firemen. (contd. on page 3)

B. ACADEMIC TRAINING ONLY: DEGREE OBJECTIVE N/A
 MAJOR FIELD OF STUDY

C. RELATED INFORMATION
 See Following Pages

D. PARTICULAR EMPHASIS DESIRED
 See Following Pages

E. SUGGESTED TRAINING FACILITIES (If known)
 Training Implementor will be selected by OIT's general contractor.

6. PARTICIPANT'S FUTURE EMPLOYMENT		
A. CHECK APPROPRIATE BOX (B47)		B. OCCUPATIONAL CATEGORY CODE (B48-49)
<input type="checkbox"/> GOVERNMENT	<input type="checkbox"/> PRIVATE	<input type="checkbox"/> JOINT

Handwritten initials

Nationally, the National Fire Department has approximately 1,240 firemen (240 salaried and 1,000 volunteers). The national organization sets overall standards and objectives for the fire fighting force and provides supervision and administrative support for the local units. Fire prevention is a key area of emphasis.

The training for this group fits CLASP objectives by broadening democratic linkages and reaching out through a highly respected intermediary institution to local leaders who will continue to play an important role in rural development.

This will be the second group of rural firemen under CLASP. The first project was very successful. The evaluation of the first project and the recommendations of the intermediary institution have been taken into consideration in the project design.

Training Objectives:

To provide the participants with specific firefighting training in the United States, introduce them to community and outreach programs carried out by small U.S. fire departments, and give them the opportunity to know life in the United States. Technical and cultural training should be combined throughout the two-month period.

Proposed Intermediary:	National Fire Department
Proposed Training Date:	September, 1989
Project Implementor:	To be selected
Number of Participants:	Up to 20
Duration of Program:	8 weeks

Orientation Responsibilities:

USAID/Country A will provide the participants with two weeks of survival English and four days of cultural orientation in the capital city prior to departure for the U.S. However, technical and cultural orientation are to be conducted in Spanish in the United States, or as an option (subject to Mission approval) with simultaneous translation.

Selection Responsibilities:

USAID/Country A with the assistance of the National Fire Department.

PARTICIPANTS:

Candidates will be selected from among both volunteer and salaried rural firemen. Approximately six to seven individuals from each Type as described above will be selected. The education level of volunteer firemen is normally at a high school level. Any variations in educational levels will be noted for the Contractor and/or the training implementor.

I. TECHNICAL TRAINING OBJECTIVES:

To the extent possible, the firemen are to receive "hands on" training.

Training Objectives:

1. To provide the participants with knowledge of the organization and management of small fire departments, effective methods of dealing with range/forest fires, planning and prevention of fires in small towns, and the use and maintenance of firefighting equipment. Rural fire departments in small towns and communities where range/forest fires are a seasonal problem are to be chosen for this training component.
2. Provide training in the theory and practice of community outreach programs, teach the participants to develop materials for fire prevention programs, and assist the participants to establish relationships with U.S. fire departments, educational institutions and other related groups. It is anticipated that Country A firemen will have the opportunity to work along side of U.S. counterparts.

The project implementor will assure that most of the training described in this section will take place in small fire stations in order to foster intercultural relationships and expose the candidates to U.S. citizens in their work environments.

The project implementor will have the opportunity to visit Country A prior to initiation of the training project in order to finalize the design of the training. At this time the implementor shall present to the Mission an outline of the training modules to be covered in the eight weeks for discussion with Mission staff and representatives of the National Fire Department.

II. CULTURAL TRAINING OBJECTIVES:

1. To provide the participants with an understanding of the United States through special programs and activities that are interwoven with technical training. This component is to include political, historical, economic, social, and cultural background information about the United States.

The five day program offered by the Washington International Center can fulfill a part of the training objective, and if used, should be included at the beginning of the training project.

The training implementor is responsible for assuring that political, historical, economic, social and cultural elements are included in the training program. It is

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important that this aspect of the training program is closely coordinated with USAID/Country A in order to avoid duplication with the cultural training provided the participants in their home country and during in-country language training.

2. To acquaint the participants with United States family life by having them live with families where Spanish is not the first language; attending social, cultural, recreational and sports events; or other activities which typify life in the United States.

Homestays are considered an integral part of the program. A minimum of three weeks of homestays are to be provided by the training implementor and should be arranged at all training locations. Language differences are not considered a barrier to fulfilling this requirement. Homestays are to be arranged with volunteer families who provide room and board without charge, or for a modest stipend.

Participant experiences are to be periodically reviewed with the participants to assure that an understanding of the U.S. culture is being achieved.

III. OTHER GENERAL TRAINING CONSIDERATIONS AND INFORMATION:

1. Training Locations: Training will take place in up to three stateside locations in order to explore the participants to a variety of cultural experiences. One week or more of training may be conducted at a Historically Black College and University (HBCU) for technical and/or cultural training.

2. Training Implementor: In addition to technical and other criteria used in training implementor's selection, the implementor should demonstrate an understanding of the cultural aspects of this training program. Concrete examples of how the cultural components will be incorporated in the project are required. Only implementors who are judged to be capable of handling this and other components will be selected. The training implementor is also required to identify USAID/Country A as the project's sponsor in all project related communications.

3. Training Implementor's Responsibility for Project Review: The training implementor will provide 2 to 3 hours bi-weekly for the participants to evaluate their entire training program, to resolve cultural and/or other misunderstandings, and to provide feed-back to the implementor for project improvements.

The contractor is required to visit Country A prior to the departure of the rural firemen group. A predeparture scope of work is attached to this project proposal.

BT

Implementor will provide a bi-weekly report on the general progress of the training program to the Mission and will include a summary of the evaluation done by the group and plans to implement changes, if necessary. The implementor is also to provide USAID/Country A with the name and addresses of homestay hosts no later than one month after the project is terminated, so that USAID/Country A can thank them appropriately.

4. USAID/Country A's Responsibilities: Mission responsibilities will include: developing the project with the intermediary institution, selecting participants, providing all administrative services required for the departure of the participants, including the arrangement of medical examinations, survival English classes (when required), and a program of predeparture orientation.

BACKGROUND:

In the light of prior experience and CLASP objectives, USAID/Country A believes that the quality of CLASP short-term training projects in Country A can be enhanced when the sub-contractor responsible for implementing the project in the United States spends several days in Country A prior to the departure of the training group to: a) review the project implementation design with the Mission and with the intermediary institution that participates in project design and participant preselection, and c) to meet the participants on a formal and informal basis to review state-side activities.

PREDEPARTURE SCOPE OF WORK:

Time: Up to five days, approximately one to two months before groups estimated departure date.

- Purpose:
- a. Meet with Mission representatives to review the project and plan follow-on activities.
 - b. Meet with representative(s) of Country A's intermediary institution(s) to review the project and plan follow-on activities.
 - c. Meet with the participants to discuss the training programs, exchange ideas, get to know them as a group and as individuals, and to discuss their understanding of the objectives of the training.
 - d. Visit participants at home and work to better understand the socio-economic and cultural context that participants come from and to where they will return.
 - c. Review Mission participant documents are required.

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis (TCA)
** SEE "Instructions: Budget Estimate Worksheet" **

ACADEMIC
 TECHNICAL

PROJECT TITLE
GHATEMALA PEACE SCHOLARSHIP, 10 MOS ACADEMIC

PROJECT NUMBER
1520-0787

PROJECT YEAR
1998

PROJECT WRITER
ATUEBNEF

PARTICIPANT MONTHS PROJECTED:
(THIS YEAR) 140

DATE BUDGET PREPARED:
09/12/1998

COMMENTS:

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	70				\$ 187,250.00
1. Tuition/Fees					
Regular Session	70	1	\$ 2,675.00	\$187,250.00	
Summer Session					
2. Training Costs					
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	70				\$ 253,207.50
1. Maintenance Advance	70		\$ 2,047.50	\$143,325.00	
2. Living/Maintenance	70	1	\$ 745.50	\$ 52,185.00	
3. Per Diem	70	7	\$ 68.25	\$ 33,442.50	
4. Books & Equipment	70	2	\$ 68.25	\$ 9,555.00	
5. Book Shipment					
6. Typing (papers) - Academic Only	70		\$ 210.00	\$ 14,700.00	
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC
 TECHNICAL

PROJECT NUMBER
 520-0393

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel	70				\$ 73,500.00
1. International	70		\$ 420.00	\$ 29,400.00	
2. Local	70		\$ 630.00	\$ 44,100.00	
3. Other (Mission Option)					
D. Insurances	70				\$ 4,998.00
1. MAC for U.S.	70	2	\$ 35.70	\$ 4,998.00	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	70				\$ 88,200.00
1. ELT, In-Country	70		\$ 525.00	\$ 36,750.00	
2. ELT, U.S.	70		\$ 189.00	\$ 13,230.00	
3. Academic Up-Grade					
4. Reception Services	70		\$ 89.25	\$ 6,247.50	
5. MIC Orientation	70		\$ 341.25	\$ 23,887.50	
6. Other Orientation	70		\$ 63.00	\$ 4,410.00	
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program	70		\$ 52.50	\$ 3,675.00	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC
 TECHNICAL

PROJECT NUMBER
 520-0393.

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
10. Mid-Winter Community Seminars					
11. Follow-Up/Career Development					
12. Other (Mission Option)					

TOTAL PARTICIPANT COSTS (A + B + C + D + E) =

\$ 607,155.50

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC
 TECHNICAL

PROJECT TITLE
 GUATEMALA PEACE SCHOLARSHIP, 12 MOS ACADEMIC 1

PROJECT NUMBER
 1520-0393.

PROJECT YEAR
 2 0 of 7,00 Years

PROJECT WRITER
 ATUEGNER

PARTICIPANT MONTHS PROJECTED: DATE BUDGET PREPARED:
 (THIS YEAR) 490 09/12/1989

COMMENTS:

1. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	70				\$ 200,357.50
1. Tuition/Fees					
Regular Session	70	1	\$ 2,862.25	\$200,357.50	
Summer Session					
2. Training Costs					
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	70				\$ 478,485.01
1. Maintenance Advance					
2. Living/Maintenance	70	7	\$ 782.77	\$54,793.90	
3. Per Diem	70	7	\$ 71.66	\$ 5,016.20	
4. Books & Equipment	70	7	\$ 71.66	\$ 5,016.20	
5. Book Shipment	70		\$ 132.30	\$ 9,261.00	
6. Typing (papers) - Academic Only	70		\$ 220.50	\$ 15,435.00	
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC
 TECHNICAL

PROJECT NUMBER
 520-0393.

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel					
1. International					
2. Local					
3. Other (Mission Option)					
D. Insurances	70				\$ 18,367.65
1. HAC for U.S.	70	7	\$ 37.48	\$ 18,367.65	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	70				\$ 65,553.75
1. ELT, In-Country					
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services					
5. WIC Orientation					
6. Other Orientation					
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program	70		\$ 220.50	\$ 15,435.00	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC
 TECHNICAL

PROJECT NUMBER : COMMENTS
 520-0393.

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
10. Mid-Winter Community Seminars	70		\$ 385.87	\$ 27,011.25	
11. Follow-Up/Career Development	70		\$ 25,525.63	\$ 23,152.50	
12. Other (Mission Option)					

TOTAL PARTICIPANT COSTS (A + B + C + D + E) = \$ 762,808.91

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet" **

ACADEMIC
 TECHNICAL

PROJECT TITLE
 GUATEMALA PEACE SCHOLARSHIP, 12 MOS ACADEMIC 1

PROJECT NUMBER
 520-0393

PROJECT WRITER
 ATUEBNER

DATE BUDGET PREPARED
 05/12/1989

COMMENTS:

Assumptions:

1. intensive ELI course in the U.S. U.S. costing \$180.
2. Tuition costs assume that participants will attend courses on an audit or non-credit basis on a small state university or community college.
3. A total of 14 days per diem is allowed for trips and travel outside of the primary training site, including WIC orientation in Washington.
4. Experience America program assumptions are that all participants will attend a mid-winter seminar costing \$350 per participant and that an additional \$250 is allotted for other EA activities.
5. Follow-on program activities are budgeted at \$300 to cover the costs of alumni association support, book club, newsletters, and other activities, including the small development project fund.

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet" **

ACADEMIC
 TECHNICAL

PROJECT TITLE : PROJECT NUMBER : PROJECT YEAR
 GUATEMALA PEACE SCHOLARSHIP, 12 MOS ACADEMIC 2 : 520-0793 : 01/94 - 12/94 Years
 PROJECT WRITER : PARTICIPANT MONTHS PROJECTED : DATE BUDGET PREPARED
 ATUEBNER : (THIS YEAR) 132 : 09/10/1999

COMMENTS:

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	66				\$ 188,908.50
1. Tuition/Fees					
Regular Session	66	1	\$ 2,862.25	\$188,908.50	
Summer Session					
2. Training Costs					
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	66				\$ 250,675.42
1. Maintenance Advance	66		\$ 2,149.87	\$141,891.75	
2. Living Maintenance	66	1	\$ 762.77	\$ 50,360.15	
3. Per Diem	66	7	\$ 71.66	\$ 33,108.07	
4. Books & Equipment	66	2	\$ 71.66	\$ 9,459.45	
5. Book Shipment					
6. Typing (papers) - Academic Only	66		\$ 220.50	\$ 14,553.00	
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

ACADEMIC

TECHNICAL

PROJECT NUMBER
1520-0393.

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel	66				\$ 72,765.00
1. International	66		\$ 441.00	\$ 29,106.00	
2. Local	66		\$ 661.50	\$ 43,659.00	
3. Other (Mission Option)					
D. Insurances	66				\$ 4,948.02
1. HAC for U.S.	66	2	\$ 37.48	\$ 4,948.02	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	66				\$ 57,718.00
1. ELT, In-Country	66		\$ 551.25	\$ 36,382.50	
2. ELT, U.S.	66		\$ 198.45	\$ 13,097.70	
3. Academic Up-Grade					
4. Reception Services	66		\$ 95.71	\$ 6,185.03	
5. WIC Orientation	66		\$ 358.31	\$ 23,648.63	
6. Other Orientation	66		\$ 66.15	\$ 4,365.90	
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program	66		\$ 55.12	\$ 3,638.25	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet" **

ACADEMIC
 TECHNICAL

PROJECT NUMBER
 520-0393.

COMMENTS

II. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
10. Mid-Winter Community Seminars					
11. Follow-Up/Career Development					
12. Other (Mission Option)					

TOTAL PARTICIPANT COSTS (A + B + C + D + E) = \$ 604,614.95

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

 ACADEMIC TECHNICAL

PROJECT TITLE

GUATEMALA PEACE SCHOLARSHIP, 12 MOS ACADEMIC 2

PROJECT NUMBER

1520-0393

PROJECT YEAR

3 OF 7.00 Years

PROJECT WRITER

ATUEBNER

PARTICIPANT MONTHS PROJECTED: DATE BUDGET PREPARED:

(THIS YEAR) 462

09/12/1989

COMMENTS:

1. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	66				\$ 202,132.10
1. Tuition/Fees					
Regular Session	66	1	\$ 3,062.60	\$202,132.10	
Summer Session					
2. Training Costs					
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	66				\$ 473,700.15
1. Maintenance Advance					
2. Living/Maintenance	66	7	\$ 601.91	\$379,724.15	
3. Per Diem	66	7	\$ 75.24	\$ 34,763.48	
4. Books & Equipment	66	7	\$ 75.24	\$ 34,763.48	
5. Book Shipment	66		\$ 138.91	\$ 9,168.39	
6. Typing (papers) - Academic Only	66		\$ 231.52	\$ 15,280.65	
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet" **

ACADEMIC
 TECHNICAL

PROJECT NUMBER: 520-0193
 COMMENTS:

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel					
1. International					
2. Local					
3. Other (Mission Option)					
D. Insurances	66				\$ 18,183.97
1. HAC for U.S.	66	7	\$ 39.35	\$ 19,193.97	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	66				\$ 64,542.77
1. ELT, In-Country					
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services					
5. WIC Orientation					
6. Other Orientation					
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program	66		\$ 231.52	\$ 15,280.65	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC

TECHNICAL

PROJECT NUMBER

1520-0393

COMMENTS

1. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
10. Mid-Winter Community Seminars	66		\$ 405.16	\$ 26,741.14	
11. Follow-Up/Career Development	66		\$ 26,533.89	\$ 22,920.98	
12. Other (Mission Option)					

TOTAL PARTICIPANT COSTS (A + B + C + D + E) =

\$ 758,958.99

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC

TECHNICAL

PROJECT TITLE
GUATEMALA PEACE SCHOLARSHIP, 12 MOS ACADEMIC 3

PROJECT NUMBER
520-0393.

PROJECT YEAR
7 04 7.00 Years

PROJECT WRITER
ATJEPNEP

PARTICIPANT MONTHS PROJECTED THIS YEAR: 146
DATE BUDGET PREPARED: 07/12/1989

COMMENTS:

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	73				\$ 223,570.35
1. Tuition/Fees					
Regular Session	73	1	\$ 3,062.60	\$223,570.35	
Summer Session					
2. Training Costs					
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	73				\$ 291,125.32
1. Maintenance Advance	73		\$ 2,257.36	\$164,787.92	
2. Living Maintenance	73	1	\$ 821.91	\$ 59,999.73	
3. Per Diem	73	7	\$ 75.24	\$ 38,450.51	
4. Books & Equipment	73	2	\$ 75.24	\$ 10,985.86	
5. Book Shipment					
6. Typing (papers) - Academic Only	73		\$ 231.52	\$ 16,901.33	
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

 ACADEMIC TECHNICAL

PROJECT NUMBER

1520-0393.

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel	73				\$ 84,506.63
1. International	73		\$ 463.05	\$ 33,802.65	
2. Local	73		\$ 694.57	\$ 50,703.98	
3. Other (Mission Option)					
D. Insurances	73				\$ 5,746.45
1. HAC for U.S.	73	2	\$ 39.35	\$ 5,746.45	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	73				\$ 101,407.94
1. ELT, In-Country	73		\$ 578.81	\$ 42,253.31	
2. ELT, U.S.	73		\$ 208.37	\$ 15,211.19	
3. Academic Up-Grade					
4. Reception Services	73		\$ 98.39	\$ 7,183.06	
5. WIC Orientation	73		\$ 376.22	\$ 27,464.65	
6. Other Orientation	73		\$ 69.45	\$ 5,070.40	
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program	73		\$ 57.88	\$ 4,225.33	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC
 TECHNICAL

PROJECT NUMBER
 1520-0393.

COMMENTS

C. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
--	------------------------	-----------------	------------	----------	-------

10. Mid-Winter Community Seminars

11. Follow-Up/Career Development

12. Other (Mission Option)

TOTAL PARTICIPANT COSTS (A + B + C + D + E) =

\$ 706,356.69

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC
 TECHNICAL

PROJECT TITLE
 GUATEMALA PEACE SCHOLARSHIP, 12 MOS ACADEMIC 3

PROJECT NUMBER
 1520-0393.

PROJECT YEAR
 4 Of 7.00 Years

PROJECT WRITER
 ATUEBNER

PARTICIPANT MONTHS PROJECTED: DATE BUDGET PREPARED:
 (THIS YEAR) 511 09/12/1989

COMMENTS:

1. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	73				\$ 239,220.27
1. Tuition/Fees					
Regular Session	73	1	\$ 3,276.99	\$239,220.27	
Summer Session					
2. Training Costs					
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	73				\$ 550,138.12
1. Maintenance Advance					
2. Living Maintenance	73	7	\$ 863.00	\$440,997.82	
3. Per Diem	73	7	\$ 79.00	\$ 40,373.04	
4. Books & Equipment	73	7	\$ 79.00	\$ 40,373.04	
5. Book Shipment	73		\$ 145.86	\$ 10,647.83	
6. Typing (papers) - Academic Only	73		\$ 243.10	\$ 17,746.39	
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC
 TECHNICAL

PROJECT NUMBER : COMMENTS
 520-0393.

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel					
1. International					
2. Local					
3. Other (Mission Option)					
D. Insurances	73				\$ 21,118.21
1. HAC for U.S.	73	7	\$ 41.32	\$ 21,118.21	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	73				\$ 75,422.16
1. ELT, In-Country					
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services					
5. WIC Orientation					
6. Other Orientation					
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program	73		\$ 243.10	\$ 17,746.39	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet" 88

ACADEMIC

TECHNICAL

PROJECT NUMBER

520-0393

COMMENTS

II. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
10. Mid-Winter Community Seminars	73		\$ 425.42	\$ 31,056.18	
11. Follow-Up/Career Development	73		\$ 32,356.27	\$ 26,619.59	
12. Other (Mission Option)					

TOTAL PARTICIPANT COSTS (A + B + C + D + E) =

\$ 885,898.76

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

 ACADEMIC TECHNICAL

PROJECT TITLE

GUATEMALA PEACE SCHOLARSHIP, 12 MOS ACADEMIC 4

PROJECT NUMBER

1520-0197

PROJECT YEAR

4 OF 2.00 Years

PROJECT WRITER

ATUEBNEF

PARTICIPANT MONTHS PROJECTED: DATE BUDGET PREPARED

THIS YEAR: 140

09/12/1989

COMMENTS:

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	70				\$ 229,389.30
1. Tuition/Fees					
Regular Session	70	1	\$ 3,276.99	\$229,389.30	
Summer Session					
2. Training Costs					
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	70				\$ 293,119.33
1. Maintenance Advance	70		\$ 2,370.23	\$165,916.60	
2. Housing/Maintenance	70	1	\$ 863.00	\$ 60,410.66	
3. Per Diem	70	7	\$ 79.00	\$ 38,713.87	
4. Books & Equipment	70	2	\$ 79.00	\$ 11,361.11	
5. Book Shipment					
6. Typing (papers) - Academic Only	70		\$ 243.10	\$ 17,017.09	
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

 ACADEMIC

** SEE "Instructions: Budget Estimate Worksheet" **

 TECHNICAL

PROJECT NUMBER

COMMENTS

520-0797

1. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel	70				\$ 85,085.44
1. International	70		\$ 486.20	\$ 34,034.18	
2. Local	70		\$ 729.30	\$ 51,051.26	
3. Other (Mission Option)					
D. Insurances	70				\$ 5,785.81
1. HAC for U.S.	70	2	\$ 41.32	\$ 5,785.81	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	70				\$ 112,180.53
1. ELT, In-Country	70		\$ 607.75	\$ 42,542.72	
2. ELT, U.S.	70		\$ 218.79	\$ 15,315.38	
3. Academic Up-Grade					
4. Reception Services	70		\$ 103.31	\$ 7,232.26	
5. MIC Orientation	70		\$ 395.03	\$ 27,652.77	
6. Other Orientation	70		\$ 72.93	\$ 5,105.13	
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program	70		\$ 60.77	\$ 4,254.27	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC
 TECHNICAL

PROJECT NUMBER
 520-0393

COMMENTS

1. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
--	------------------------	-----------------	------------	----------	-------

10. Mid-Winter Community Seminars

11. Follow-Up/Career Development

12. Other (Mission Option)

TOTAL PARTICIPANT COSTS (A + B + C + D + E) =

\$ 715,482.41

* Units are standard measures for the cost element - e.g., participants, participant weeks, etc.

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

 ACADEMIC TECHNICAL

PROJECT TITLE GUATEMALA PEACE SCHOLARSHIP, 10 MOS ACADEMIC 4	PROJECT NUMBER 1520-0397.	PROJECT YEAR 5 of 7.00 Years
PROJECT WRITER ATUEBNER	PARTICIPANT MONTHS PROJECTED (THIS YEAR) 490	DATE BUDGET PREPARED 09/12/1999

COMMENTS:

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	70				\$ 245,446.55
1. Tuition/Fees					
Regular Session	70	1	\$ 3,506.37	\$245,446.55	
Summer Session					
2. Training Costs					
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	70				\$ 553,906.21
1. Maintenance Advance					
2. Living Maintenance	70	7	\$ 8,215	\$444,018.36	
3. Per Diem	70	7	\$ 82.95	\$ 40,649.57	
4. Books & Equipment	70	7	\$ 82.95	\$ 40,649.57	
5. Book Shipment	70		\$ 153.15	\$ 10,720.77	
6. Typing (papers) - Academic Only	70		\$ 255.25	\$ 17,867.94	
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC

TECHNICAL

PROJECT NUMBER : COMMENTS
1520-0393.

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel					
1. International					
2. Local					
3. Other (Mission Option)					
D. Insurances	70				\$ 21,262.85
1. HAC for U.S.	70	7	\$ 43.39	\$ 21,262.85	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	70				\$ 78,967.94
1. ELT, In-Country					
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services					
5. WIC Orientation					
6. Other Orientation					
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program	70		\$ 255.25	\$ 17,867.94	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC

TECHNICAL

PROJECT NUMBER

520-0793

COMMENTS

D. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
10. Mid-Winter Community Seminars	70		\$ 446.69	\$ 31,268.90	
11. Follow-Up/Career Development	70		\$ 34,206.78	\$ 26,801.91	
12. Other (Mission Option)					

TOTAL PARTICIPANT COSTS (A + B + C + D + E) =

\$ 696,554.36

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

 ACADEMIC TECHNICAL

PROJECT TITLE

GUATEMALA PEACE SCHOLARSHIP, 12 MOS ACADEMIC 5

PROJECT NUMBER

1520-0393.

PROJECT YEAR

5 Of 7.00 Years

PROJECT WRITER

ATUERNEF

PARTICIPANT MONTHS PROJECTED: DATE BUDGET PREPARED:

THIS YEAR: 150

07/12/1989

COMMENTS:

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	75				\$ 262,978.45
1. Tuition/Fees					
Regular Session	75	1	\$ 3,506.37	\$262,978.45	
Summer Session					
2. Training Costs					
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	75				\$ 329,759.25
1. Maintenance Advance	75		\$ 2,489.74	\$186,656.18	
2. Living Maintenance	75	1	\$ 95.15	\$ 7,136.25	
3. Per Diem	75	7	\$ 82.95	\$ 43,553.11	
4. Books & Equipment	75	2	\$ 82.95	\$ 12,443.75	
5. Book Shipment					
6. Typing (papers) - Academic Only	75		\$ 255.25	\$ 19,144.22	
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

 ACADEMIC TECHNICAL

PROJECT NUMBER

520-0393.

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel	75				\$ 95,721.12
1. International	75		\$ 510.51	\$ 38,288.45	
2. Local	75		\$ 765.76	\$ 57,432.67	
3. Other (Mission Option)					
D. Insurances	75				\$ 6,509.04
1. HAC for U.S.	75	2	\$ 43.39	\$ 6,509.04	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	75				\$ 14,845.34
1. ELT, In-Country	75		\$ 638.14	\$ 47,860.56	
2. ELT, U.S.	75		\$ 229.73	\$ 17,229.80	
3. Academic Up-Grade					
4. Reception Services	75		\$ 108.48	\$ 8,136.29	
5. WIC Orientation	75		\$ 414.79	\$ 31,109.36	
6. Other Orientation	75		\$ 76.57	\$ 5,743.27	
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program	75		\$ 63.81	\$ 4,786.06	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC

TECHNICAL

PROJECT TITLE
GUATEMALA PEACE SCHOLARSHIP, 12 MOS ACADEMIC 5

PROJECT NUMBER
1520-0393.

PROJECT YEAR
6 04 7,00 Years

PROJECT WRITER
ATUEBNER

PARTICIPANT MONTHS PROJECTED
(THIS YEAR) 525

DATE BUDGET PREPARED
09/12/1989

COMMENTS:

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	75				\$ 281,386.94
1. Tuition/Fees					
Regular Session	75	1	\$ 3,751.82	\$281,386.94	
Summer Session					
2. Training Costs					
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	75				\$ 623,144.46
1. Maintenance Advance					
2. Living/Maintenance	75	7	\$ 951.43	\$499,526.55	
3. Per Diem	75	7	\$ 87.10	\$ 45,730.76	
4. Books & Equipment	75	7	\$ 87.10	\$ 45,730.76	
5. Book Shipment	75		\$ 160.81	\$ 12,060.86	
6. Typing (papers) - Academic Only	75		\$ 268.01	\$ 20,101.43	
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

ACADEMIC
 TECHNICAL

PROJECT TITLE
 GUATEMALA PEACE SCHOLARSHIP, 12 MOS ACADEMIC 5

PROJECT NUMBER
 1520-0393

PROJECT YEAR
 6 of 7,00 Years

PROJECT WRITER
 ATUEBNER

PARTICIPANT MONTHS PROJECTED:
 (THIS YEAR) 525

DATE BUDGET PREPARED:
 09/12/1989

COMMENTS:

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	75				\$ 281,386.94
1. Tuition/Fees					
Regular Session	75	1	\$ 3,751.82	\$281,386.94	
Summer Session					
2. Training Costs					
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	75				\$ 623,144.46
1. Maintenance Advance					
2. Living Maintenance	75	7	\$ 951.46	\$499,526.55	
3. Per Diem	75	7	\$ 87.10	\$ 45,730.76	
4. Books & Equipment	75	7	\$ 87.10	\$ 45,730.76	
5. Book Shipment	75		\$ 160.81	\$ 12,060.86	
6. Typing (papers) - Academic Only	75		\$ 268.01	\$ 20,101.43	
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC
 TECHNICAL

PROJECT NUMBER: 1520-0393. COMMENTS:

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel:					
1. International					
2. Local					
3. Other (Mission Option)					
D. Insurances	75				\$ 23,920.71
1. HAC for U.S.	75	7	\$ 45.56	\$ 23,920.71	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	75				\$ 20,101.43
1. ELT, In-Country					
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services					
5. WIC Orientation					
6. Other Orientation					
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program	75		\$ 268.01	\$ 20,101.43	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC

TECHNICAL

PROJECT NUMBER
1520-0393.

COMMENTS

1. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
10. Mid-Winter Community Seminars	75		\$ 469.03	\$ 35,177.51	
11. Follow-Up/Career Development	75		\$ 40,406.76	\$ 30,152.15	
12. Other (Mission Option)					

TOTAL PARTICIPANT COSTS (A + B + C + D + E) =

\$ 1,013,883.20

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

 ACADEMIC
 TECHNICAL

PROJECT TITLE

GUATEMALA PEACE SCHOLARSHIP, 9 MD TECH 1

PROJECT NUMBER

1520-0393.

PROJECT YEAR

1 Of 7.00 Years

PROJECT WRITER

ATUERNEP

PARTICIPANT MONTHS PROJECTED:

(THIS YEAR) 124

DATE BUDGET PREPARED:

09/12/1999

COMMENTS:

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	62				\$ 199,020.00
1. Tuition/Fees					
Regular Session	62	1	\$.00	\$.00	
Summer Session					
2. Training Costs	62		\$ 3,210.00	\$199,020.00	
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	62				\$ 206,692.50
1. Maintenance Advance	62		\$ 2,047.50	\$126,945.00	
2. Living Maintenance	62	1	\$ 745.50	\$ 45,221.00	
3. Per Diem	62	7	\$ 68.25	\$ 29,620.50	
4. Books & Equipment	62	2	\$ 63.00	\$ 3,906.00	
5. Book Shipment					
6. Typing (papers) - Academic Only					
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

[] ACADEMIC
 [X] TECHNICAL

PROJECT NUMBER
 1520-0393.

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel	62				\$ 65,100.00
1. International	62		\$ 420.00	\$ 26,040.00	
2. Local	62		\$ 630.00	\$ 39,060.00	
3. Other (Mission Option)					
D. Insurances	62				\$ 4,426.80
1. HAC for U.S.	62	2	\$ 35.70	\$ 4,426.80	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	62				\$ 34,177.50
1. ELT, In-Country	62		\$ 157.50	\$ 9,765.00	
2. ELT, U.S.	62		\$ 189.00	\$ 11,718.00	
3. Academic Up-Grade					
4. Reception Services	62		\$ 89.25	\$ 5,533.50	
5. WIC Orientation					
6. Other Orientation	62		\$ 63.00	\$ 3,906.00	
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program	62		\$ 52.50	\$ 3,255.00	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis (TCA)

ACADEMIC
 TECHNICAL

SEE "Instructions: Budget Estimate Worksheet"

PROJECT NUMBER
 1520-0393.

COMMENTS

D. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
10. Mid-Winter Community Seminars					
11. Follow-Up/Career Development					
12. Other (Mission Option)					
follow-up trng					
follow-up assoc					
other support					

TOTAL PARTICIPANT COSTS (A + B + C + D + E) =

\$ 509,416.80

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC
 TECHNICAL

PROJECT TITLE: GUATEMALA PEACE SCHOLARSHIP, 9 MO TECH 1
 PROJECT NUMBER: IS20-0393
 PROJECT YEAR: 2 of 7,00 Years
 PROJECT WRITER: ATUEBNER
 PARTICIPANT MONTHS PROJECTED (THIS YEAR): 434
 DATE BUDGET PREPARED: 09 12 1989
 COMMENTS:

1. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	62				\$ 212,951.40
1. Tuition/Fees					
Regular Session					
Summer Session					
2. Training Costs	62		\$ 3,434.70	\$212,951.40	
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	62				\$ 379,028.47
1. Maintenance Advance					
2. Living Maintenance	62	7	\$ 782.77	\$39,724.35	
3. Per Diem	62	7	\$ 71.66	\$ 31,101.52	
4. Books & Equipment	62	7	\$ 66.15	\$ 4,101.30	
5. Book Shipment	62		\$ 66.15	\$ 4,101.30	
6. Typing (papers) - Academic Only					
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC

TECHNICAL

PROJECT NUMBER : COMMENTS
 1520-0393.

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel					
1. International					
2. Local					
3. Other (Mission Option)					
D. Insurances	62				\$ 16,268.49
1. HAC for U.S.	62	7	\$ 37.48	\$ 16,268.49	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	62				\$ 13,671.00
1. ELT, In-Country					
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services					
5. WIC Orientation					
6. Other Orientation					
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program	62		\$ 220.50	\$ 13,671.00	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

ACADEMIC

TECHNICAL

PROJECT NUMBER
1520-0393.

COMMENTS

1. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
10. Mid-winter Community Seminars	62		\$ 385.87	\$ 23,924.25	
11. Follow-Up/Career Development					
12. Other (Mission Option)					
follow-up trng					
follow-up assoc	62		\$ 220.50	\$ 13,671.00	
other support	62		\$ 110.25	\$ 6,835.50	

TOTAL PARTICIPANT COSTS (A + B + C + D + E) =

\$ 666,350.11

* units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

 ACADEMIC TECHNICAL

PROJECT TITLE

GUATEMALA PEACE SCHOLARSHIP, 9 MO TECH 1

PROJECT NUMBER

520-0393.

PROJECT WRITER

ATUEBNER

DATE BUDGET PREPARED

09/12/1969

COMMENTS:

Assumptions/Issues

Group will be enrolled in in-country ELT for one month prior to departure and for two weeks while on a ELT in the U.S. Orientation will take place during this time. Total program duration 10 months.

Assume that training will take place in an Academic institution in a community college. This will lower the maintenance costs for this group.

Inflation at U.S. institutions is now running in excess of 6%. It is anticipated in the future it will average around 8%. Elected to use 7%. Almost all localities in the U.S. are experiencing 5% inflation currently. A default value of 5% was used for non-education inflation.

Based training fee on the academic cost for 1 semester of training. Assume a community college or state college cost.

Used academic maintenance of \$710 which is the current average monthly rate. Even though these students may live in dorms, it is inappropriate to assume this is possible during the budget stage.

7 days of per diem were added in the second year assuming that during Christmas some type of experience America activity might take place away from the home base of the participant.

ELT in-country--rate used was that of ALIGU but the assumption is that this would accommodate any need for maintenance for students from out of town.

Follow-up activities were placed in the correct line with the type of activity listed in Mission option. IF more detail is required put the items in the notes section. In this case no in-country follow-on training is planned. However, a budget of \$300 was allowed for other follow-on activities, including association expenses, book expenses, newsletter, and seal project fund.

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC

TECHNICAL

PROJECT TITLE

GUATEMALA PEACE SCHOLARSHIP, 9 MO TECH 2

PROJECT NUMBER

1520-0393.

PROJECT YEAR

2 of 7.00 Years

PROJECT WRITER

ATUERNEF

PARTICIPANT MONTHS PROJECTED

(THIS YEAR) 140

DATE BUDGET PREPARED

09 12 1989

COMMENTS:

1. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	70				\$ 240,429.00
1. Tuition/Fees					
Regular Session	70	1	\$.00	\$.00	
Summer Session					
2. Training Costs	70		\$ 3,434.70	\$240,429.00	
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	70				\$ 245,030.63
1. Maintenance Advance	70		\$ 2,149.87	\$150,491.25	
2. Living/Maintenance	70	1	\$ 782.77	\$ 54,794.25	
3. Per Diem	70	7	\$ 71.66	\$ 35,114.63	
4. Books & Equipment	70	2	\$ 66.15	\$ 4,630.50	
5. Book Shipment					
6. Typing (papers) - Academic Only					
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

[] ACADEMIC

[X] TECHNICAL

PROJECT NUMBER

520-0393.

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel	70				\$ 77,175.00
1. International	70		\$ 441.00	\$ 30,870.00	
2. Local	70		\$ 661.50	\$ 46,305.00	
3. Other (Mission Option)					
D. Insurances	70				\$ 5,247.90
1. HAC for U.S.	70	2	\$ 37.48	\$ 5,247.90	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	70				\$ 40,516.52
1. ELT, In-Country	70		\$ 165.37	\$ 11,576.25	
2. ELT, U.S.	70		\$ 198.45	\$ 13,891.50	
3. Academic Up-Grade					
4. Reception Services	70		\$ 93.71	\$ 6,559.88	
5. WIC Orientation					
6. Other Orientation	70		\$ 66.15	\$ 4,630.50	
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program	70		\$ 55.12	\$ 3,858.75	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC

TECHNICAL

PROJECT NUMBER

520-0393.

COMMENTS

PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
--	------------------------	-----------------	------------	----------	-------

10. Mid-Winter Community Seminars

11. Follow-Up/Career Development

12. Other (Mission Option)

TOTAL PARTICIPANT COSTS (A + B + C + D + E) =

\$ 608,399.41

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC
 TECHNICAL

PROJECT TITLE
 GUATEMALA PEACE SCHOLARSHIP, 9 MO TECH 2

PROJECT NUMBER
 1520-0393

PROJECT YEAR
 3 OF 3 Years

PROJECT WRITER
 ATUEBNER

PARTICIPANT MONTHS PROJECTED
 THIS YEAR 480

DATE BUDGET PREPARED
 09/12/1989

COMMENTS:

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	70				\$ 257,259.03
1. Tuition/Fees					
Regular Session					
Summer Session					
2. Training Costs	70		\$ 3,675.12	\$ 257,259.03	
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	70				\$ 449,332.16
1. Maintenance Advance					
2. Living/Maintenance	70	7	\$ 620.9	\$ 43,273.74	
3. Per Diem	70	7	\$ 75.24	\$ 5,266.80	
4. Books & Equipment	70	7	\$ 69.45	\$ 4,862.03	
5. Book Shipment	70		\$ 69.45	\$ 4,862.03	
6. Typing (papers) - Academic Only					
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC
 TECHNICAL

PROJECT NUMBER
 1520-0393.

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
--	------------------------	-----------------	------------	----------	-------

C. Travel

1. International

2. Local

3. Other (Mission Option)

D. Insurances

70

\$ 19,286.03

1. MAC for U.S.

70

7

\$ 39.35

\$ 19,286.03

2. Required by Institution

3. Other (Mission Option)

E. Supplemental Activities

\$ 16,206.75

1. ELT, In-Country

2. ELT, U.S.

3. Academic Up-Grade

4. Reception Services

5. WIC Orientation

6. Other Orientation

7. Interpreters/Escorts

8. Internship/Cooperative

9. Enrichment Program

70

\$

231.52

\$ 16,206.75

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC

TECHNICAL

PROJECT NUMBER

520-0393.

COMMENTS

II. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
10. Mid-Winter Community Seminars	70		\$ 405.16	\$ 28,361.81	
11. Follow-Up/Career Development	70		\$ 28,142.01	\$ 24,310.13	
12. Other (Mission Option)					
TOTAL PARTICIPANT COSTS (A + B + C + D + E) =				\$ 794,755.91	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

 ACADEMIC
 TECHNICAL

PROJECT TITLE

GUATEMALA PEACE SCHOLARSHIP, 9 MO TECH 3

PROJECT NUMBER

1520-0393.

PROJECT YEAR

20 of 7,000 Years

PROJECT WRITER

ATHEBNER

PARTICIPANT MONTHS PROJECTED

(THIS YEAR) 150

DATE BUDGET PREPARED

09/12/1989

COMMENTS:

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	75				\$ 275,634.68
1. Tuition/Fees					
Regular Session	75	1	\$.00	\$.00	
Summer Session					
2. Training Costs	75		\$ 3,675.12	\$275,634.68	
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	75				\$ 275,659.45
1. Maintenance Advance	75		\$ 2,257.36	\$169,302.66	
2. Living/Maintenance	75	1	\$ 611.91	\$ 61,543.53	
3. Per Diem	75	7	\$ 75.24	\$ 39,503.95	
4. Books & Equipment	75	2	\$ 69.45	\$ 5,209.31	
5. Book Shipment					
6. Typing (papers - Academic Only)					
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

 ACADEMIC TECHNICALPROJECT NUMBER
520-0393.

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel	75				\$ 86,821.88
1. International	75		\$ 463.05	\$ 34,728.75	
2. Local	75		\$ 694.57	\$ 52,093.13	
3. Other (Mission Option)					
D. Insurances	75				\$ 5,903.89
1. HAC for U.S.	75	2	\$ 39.35	\$ 5,903.89	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	75				\$ 45,551.25
1. ELT, In-Country	75		\$ 173.64	\$ 13,023.28	
2. ELT, U.S.	75		\$ 208.37	\$ 15,627.94	
3. Academic Up-Grade					
4. Reception Services	75		\$ 98.39	\$ 7,379.86	
5. MIC Orientation					
6. Other Orientation	75		\$ 69.45	\$ 5,209.31	
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program	75		\$ 57.88	\$ 4,341.09	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC

TECHNICAL

PROJECT NUMBER
1520-0393.

COMMENTS

D. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
10. Mid-Winter Community Seminars					
11. Follow-Up/Career Development					
12. Other (Mission Option)					

TOTAL PARTICIPANT COSTS (A + E + C + D + E) =

\$ 689,601.38

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC
 TECHNICAL

PROJECT TITLE
 GUATEMALA PEACE SCHOLARSHIP, 9 MO TECH 3

PROJECT NUMBER
 520-0393.

PROJECT YEAR
 4 04 7 00 Years

PROJECT WRITER
 ATHERNER

PARTICIPANT MONTHS PROJECTED: DATE BUDGET PREPARED
 (THIS YEAR) 500 09/12/1999

COMMENTS:

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	75				\$ 294,929.10
1. Tuition/Fees Regular Session - Summer Session					
2. Training Costs	75		\$ 3,932.38	\$294,929.10	
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	75				\$ 505,498.66
1. Maintenance Advance					
2. Living Maintenance	75	7	\$ 8,270.00	\$450,079.95	
3. Per Diem	75	7	\$ 79.00	\$ 4,479.15	
4. Books & Equipment	75	7	\$ 72.93	\$ 5,469.78	
5. Book Shipment	75		\$ 72.93	\$ 5,469.78	
6. Typing (papers) - Academic Only					
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet" **

1 3 ACADEMIC
 1 3 TECHNICAL

PROJECT NUMBER : COMMENTS
 1520-0393.

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel					
1. International					
2. Local					
3. Other (Mission Option)					
D. Insurances	75				\$ 21,696.79
1. HAC for U.S.	75	7	\$ 41.32	\$ 21,696.79	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	75				\$ 18,232.59
1. ELT, In-Country					
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services					
5. WIC Orientation					
6. Other Orientation					
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program	75		\$ 243.10	\$ 18,232.59	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

ACADEMIC

TECHNICAL

PROJECT NUMBER
1520-0393.

COMMENTS

II. PARTICIPANT COSTS

PROGRAM CATEGORIES TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	BUDGET TOTAL	TOTAL
10. Mid-winter Community Seminars	75		\$ 425.42	\$ 31,907.04	
11. Follow-up/Career Development	75		\$ 33,242.74	\$ 27,348.89	
12. Other (Mission Option)					

TOTAL PARTICIPANT COSTS (A + B + C + D + E) =

\$ 899,613.07

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

 ACADEMIC TECHNICAL

PROJECT TITLE GUATEMALA PEACE SCHOLARSHIP, 9 MO TECH 4	PROJECT NUMBER 150-1787	PROJECT YEAR A. 04, B. 05, Years
PROJECT WRITER MUEBNER	PARTICIPANT MONTHS PROJECTED: (THIS YEAR) 176	DATE BUDGET PREPARED 09-10-1989
COMMENTS:		

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	68				\$ 267,402.39
1. Tuition/Fees					
Regular Session	68	1	\$.00	\$.00	
Summer Session					
2. Training Costs	68		\$ 3,932.38	\$267,402.39	
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	68				\$ 262,427.80
1. Maintenance Advance	68		\$ 2,370.27	\$161,176.13	
2. Living Maintenance	68	1	\$ 552.00	\$ 55,584.64	
3. Per Diem	68	7	\$ 79.00	\$ 37,607.76	
4. Books & Equipment	68	2	\$ 72.93	\$ 4,959.27	
5. Book Shipment					
6. Typing (papers) - Academic Only					
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate worksheet" **

 ACADEMIC TECHNICAL

PROJECT NUMBER : COMMENTS
 520-0393.

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel	68				\$ 82,654.43
1. International	68		\$ 486.20	\$ 33,061.77	
2. Local	68		\$ 729.30	\$ 49,592.66	
3. Other (Mission Option)					
D. Insurances	68				\$ 5,620.50
1. HAC for U.S.	68	2	\$ 41.20	\$ 5,620.50	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	68				\$ 40,782.88
1. ELT, in-Country	68		\$ 182.32	\$ 12,398.16	
2. ELT, U.S.	68		\$ 218.79	\$ 14,877.90	
3. Academic Up-Grade					
4. Reception Services	68		\$ 103.31	\$ 7,025.63	
5. WIC Orientation					
6. Other Orientation	68		\$ 72.93	\$ 4,959.27	
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program	68		\$ 60.77	\$ 4,132.72	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

[] ACADEMIC

[X] TECHNICAL

PROJECT NUMBER

520-0393.

COMMENTS

TOTAL PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
10. Mid-Winter Community Seminars					
11. Follow-Up/Career Development					
12. Other (Mission Option)					

TOTAL PARTICIPANT COSTS (A + B + C + D + E) =

\$ 661,498.70

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

 ACADEMIC
 TECHNICAL

PROJECT TITLE GUATEMALA PEACE SCHOLARSHIP, 9 MO TECH 4	PROJECT NUMBER 1520-0393.	PROJECT YEAR 5 of 7,00 Years
PROJECT WRITER ATUESNEF	PARTICIPANT MONTHS PROJECTED THIS YEAR: 476	DATE BUDGET PREPARED 09/12/1989
COMMENTS:		

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	68				\$ 286,120.55
1. Tuition/Fees					
Regular Session					
Summer Session					
2. Training Costs	68		\$ 4,207.65	\$286,120.55	
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	68				\$ 481,234.73
1. Maintenance Advance					
2. Lodging Maintenance	68	7	\$ 906.15	\$40,032.10	
3. Per Diem	68	7	\$ 82.95	\$ 5,640.60	
4. Books & Equipment	68	7	\$ 76.57	\$ 5,207.23	
5. Book Shipment	68		\$ 76.57	\$ 5,207.23	
6. Typing (papers) - Academic Only					
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

ACADEMIC

TECHNICAL

PROJECT NUMBER
520-0393.

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel					
1. International					
2. Local					
3. Other (Mission Option)					
D. Insurances	68				\$ 20,655.34
1. HAC for U.S.	68	7	\$ 43.39	\$ 20,655.34	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	68				\$ 17,357.43
1. ELT, In-Country					
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services					
5. WIC Orientation					
6. Other Orientation					
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program	68		\$ 255.25	\$ 17,357.43	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate worksheet"

ACADEMIC
 TECHNICAL

PROJECT NUMBER : 520-0393.
 COMMENTS :

D. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
10. Mid-Winter Community Seminars	68		\$ 446.69	\$ 30,375.50	
11. Follow-Up/Career Development	68		\$ 33,229.44	\$ 25,036.14	
12. Other (Mission Option)					

TOTAL PARTICIPANT COSTS (A + B + C + D + E) = \$ 861,779.69

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

ACADEMIC
 TECHNICAL

PROJECT TITLE
 GUATEMALA PEACE SCHOLARSHIP, 9 MO TECH 5

PROJECT NUMBER
 1526-0797

PROJECT YEAR
 5 OF 7.00 Years

PROJECT WRITER
 ATGERNER

PARTICIPANT MONTHS PROJECTED:
 (THIS YEAR) 110

DATE BUDGET PREPARED:
 09/12/1989

COMMENTS:

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	55				\$ 231,421.04
1. Tuition/Fees					
Regular Session	55	1	\$.00	\$.00	
Summer Session					
2. Training Costs	55		\$ 4,207.65	\$ 231,421.04	
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	55				\$ 222,870.68
1. Maintenance Advance	55		\$ 2,488.74	\$ 136,881.20	
2. Living/Maintenance	55	1	\$ 905.15	\$ 49,858.80	
3. Per Diem	55	7	\$ 82.95	\$ 31,938.95	
4. Books & Equipment	55	2	\$ 76.57	\$ 4,211.73	
5. Book Shipment					
6. Typing (papers) - Academic Only					
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

 ACADEMIC TECHNICAL

PROJECT NUMBER

1520-0393.

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel	55				\$ 70,195.48
1. International	55		\$ 510.51	\$ 28,078.19	
2. Local	55		\$ 765.76	\$ 42,117.29	
3. Other (Mission Option)					
D. Insurances	55				\$ 4,773.29
1. HAC for U.S.	55	2	\$ 43.39	\$ 4,773.29	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	55				\$ 26,982.50
1. ELT, In-Country	55		\$ 191.44	\$ 10,529.32	
2. ELT, U.S.	55		\$ 229.73	\$ 12,635.19	
3. Academic Up-Grade					
4. Reception Services	55		\$ 108.48	\$ 5,966.62	
5. WIC Orientation					
6. Other Orientation	55		\$ 76.57	\$ 4,211.73	
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program	55		\$ 63.81	\$ 3,509.77	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC

TECHNICAL

PROJECT NUMBER

1520-0393.

COMMENTS

1. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
10. Mid-Winter Community Seminars					
11. Follow-Up/Career Development					
12. Other (Mission Option)					
TOTAL PARTICIPANT COSTS (A + B + C + D + E) =				\$	566,113.12

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet" **

ACADEMIC
 TECHNICAL

PROJECT TITLE:
 GUATEMALA PEACE SCHOLARSHIP, 9 MO TERM

PROJECT NUMBER:
 820-0393

PROJECT YEAR:
 1989

PROJECT WRITER:
 ATUEBNER

PARTICIPANT MONTHS PROJECTED:
 THIS YEAR: 095

DATE BUDGET PREPARED:
 08/10/1988

COMMENTS:

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	55				\$ 247,620.51
1. Tuition/Fees					
Regular Session					
Summer Session					
2. Training Costs	55		\$ 4,502.19	\$247,620.51	
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	55				\$ 408,695.67
1. Maintenance Advance					
2. Living/Maintenance	55	7	\$ 951.46	\$56,315.14	
3. Per Diem	55	7	\$ 87.10	\$ 33,535.89	
4. Books & Equipment	55	7	\$ 80.40	\$ 4,422.32	
5. Book Shipment	55		\$ 80.40	\$ 4,422.32	
6. Typing (papers) - Academic Only					
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC
 TECHNICAL

PROJECT NUMBER : COMMENTS
 50A-0727

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel					
1. International					
2. Local					
3. Other (Mission Option)					
D. Insurances	55				\$ 17,541.85
1. HAC for U.S.	55	7	\$ 45.56	\$ 17,541.85	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	55				\$ 62,647.47
1. ELT, In-Country					
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services					
5. WIC Orientation					
6. Other Orientation					
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program	55		\$ 268.01	\$ 14,741.05	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC
 TECHNICAL

PROJECT NUMBER
 520-0393.

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
10. Mid-Winter Community Seminars	55		\$ 469.03	\$ 25,796.84	
11. Follow-Up/Career Development	55		\$ 29,631.63	\$ 22,111.58	
12. Other (Mission Option)					

TOTAL PARTICIPANT COSTS (A + B + C + D + E) =

\$ 736,507.50

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC

TECHNICAL

PROJECT TITLE

GUATEMALA PEACE SCHOLARSHIP, SHORT-TERM 1

PROJECT NUMBER

520-0393.

PROJECT YEAR

04 of 7.00 Years

PROJECT WRITER

ATJEBNER

PARTICIPANT MONTHS PROJECTED

(THIS YEAR) 54

DATE BUDGET PREPARED

09-11-1989

COMMENTS:

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	270				\$ 772,807.50
1. Tuition/Fees					
Regular Session	270	1	\$.00	\$.00	
Summer Session					
2. Training Costs	270		\$ 2,862.25	\$772,807.50	
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	270				\$ 751,629.38
1. Maintenance Advance	270		\$ 2,149.87	\$580,466.25	
2. Living/Maintenance					
3. Per Diem	270	7	\$ 71.66	\$135,442.13	
4. Books & Equipment	270	2	\$ 66.15	\$ 17,860.50	
5. Book Shipment	270		\$ 66.15	\$ 17,860.50	
6. Typing (papers) - Academic Only					
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

 ACADEMIC TECHNICALPROJECT NUMBER : COMMENTS
520-0793.

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel	270				\$ 297,675.00
1. International	270		\$ 441.00	\$119,070.00	
2. Local	270		\$ 661.50	\$178,605.00	
3. Other (Mission Option)					
D. Insurances	270				\$ 20,241.90
1. HAC for U.S.	270	2	\$ 37.48	\$ 20,241.90	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	270				\$ 519,440.88
1. ELT, In-Country					
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services	270		\$ 93.71	\$ 25,302.38	
5. WIC Orientation					
6. Other Orientation	270		\$ 66.15	\$ 17,860.50	
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program	270		\$ 330.75	\$ 89,302.50	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC
 TECHNICAL

PROJECT NUMBER
 1520-0353

COMMENTS

1. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
10. Mid-Winter Community Seminars					
11. Follow-Up/Career Development					
12. Other (Mission Option) training association	270		\$ 1,102.50	\$297,675.00	
	270		\$ 330.75	\$297,675.00	

TOTAL PARTICIPANT COSTS (A + B + C + D + E) =

\$ 2,361,796.66

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

 ACADEMIC TECHNICAL

PROJECT TITLE

GUATEMALA PEACE SCHOLARSHIP, SHORT-TERM I

PROJECT NUMBER

1520-0393.

PROJECT WRITER

ATUEBNER

DATE BUDGET PREPARED

09/11/1989

COMMENTS:

This group includes all five week short term technical programs in all fields for the year. Each group is composed of 25 participants and so this budget represents 15 unique groups. Training will be in the fields of Health, Education, Community Leadership etc. Since all programs will probably have similar training fees and since all will occur within this project year, separate group budgets are not being prepared.

Other Assumptions/issues:

1. Program lasts 5 weeks but administrative cost will be calculated on the basis of 2 months since the program cannot accept partial months. An adjustment will have to be made in administrative costs to account for this. No other adjustments are necessary.
2. Other Orientation is being used to account for a 2 day predeparture orientation session. The budget for this was calculated using a \$30/day cost. This cost may include overnight stays for the participant in order to attend the orientation. Total per participant cost estimated at \$60.
3. The course fee/tuition figure assumes that economies of scale through negotiated rates for many groups will reduce the cost from \$3,000 per participant to \$2,500. This is still considered to be a conservative estimate.
4. Enrichment programs--Experience America
This item includes any miscellaneous admissions, bus trips, fees and payments for homestays. Since it is assumed that much of the actual program will include Experience America, only \$300 extra is being budgeted for this activity.
5. Other--This is a breakdown of the anticipated follow-up activities that will be provided this group. All short-term participants will receive two weeks of follow-on training each year for two years after program completion. The cost for this is estimated at \$1000 per participant based on the current EIL contract costs.

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

ACADEMIC

TECHNICAL

PROJECT TITLE GUATEMALA PEACE SCHOLARSHIP, SHORT TERM 2	PROJECT NUMBER 520-0797	PROJECT YEAR 12/01/00 Years
PROJECT WRITER ATUESNER	PARTICIPANT MONTHS REQUESTED (THIS YEAR) 600	DATE BUDGET PREPARED 09/12/1999

COMMENTS:

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	300				\$ 918,782.25
1. Tuition/Fees					
Regular Session	300	1	\$.00	\$.00	
Summer Session					
2. Training Costs	300		\$ 3,062.60	\$918,782.25	
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	300				\$ 876,900.94
1. Maintenance Advance	300		\$ 2,257.36	\$677,210.63	
2. Living/Maintenance					
3. Per Diem	300	7	\$ 75.24	\$158,015.81	
4. Books & Equipment	300	2	\$ 69.45	\$ 20,837.25	
5. Book Shipment	300		\$ 69.45	\$ 20,837.25	
6. Typing (papers) - Academic Only					
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

-1999

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC
 TECHNICAL

PROJECT NUMBER : COMMENTS
 1520-0393.

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel:	300				\$ 347,287.50
1. International	300		\$ 463.05	\$138,915.00	
2. Local	300		\$ 694.57	\$208,372.50	
3. Other (Mission Option)					
D. Insurances	300				\$ 23,615.55
1. HAC for U.S.	300	2	\$ 39.35	\$ 23,615.55	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	300				\$ 608,018.65
1. ELT, In-Country					
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services	300		\$ 98.39	\$ 29,519.44	
5. WIC Orientation					
6. Other Orientation	300		\$ 69.45	\$ 20,837.25	
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program	300		\$ 347.28	\$104,186.25	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC
 TECHNICAL

PROJECT NUMBER
 1520-0393.

COMMENTS

C. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
10. Mid-Winter Community Seminars					
11. Follow-Up/Career Development					
12. Other (Mission Option)					
follow-up trng	300		\$ 1,157.62	\$347,287.50	
follow-up asso.	300		\$ 347.28	\$347,287.50	

TOTAL PARTICIPANT COSTS (A + B + C + D + E) =

\$ 2,772,602.93

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

 ACADEMIC TECHNICAL

PROJECT TITLE GUATEMALA PEACE SCHOLARSHIP, SHORT-TERM 3	PROJECT NUMBER 1520-0393.	PROJECT YEAR 4 OF 7.00 Years
PROJECT WRITER ATUEPNEP	PARTICIPANT MONTHS PROJECTED THIS YEAR: 600	DATE BUDGET PREPARED 07/10/1989
COMMENTS:		

1. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	300				\$ 983,097.01
1. Tuition/Fees					
Regular Session	300	1	\$.00	\$.00	
Summer Session					
2. Training Costs	300		\$ 3,276.99	\$983,097.01	
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	300				\$ 920,745.98
1. Maintenance Advance	300		\$ 2,370.23	\$711,071.15	
2. Living Maintenance					
3. Per Diem	300	7	\$ 79.00	\$165,916.60	
4. Books & Equipment	300	2	\$ 72.93	\$ 21,879.11	
5. Book Shipment	300		\$ 72.93	\$ 21,879.11	
6. Typing (papers) - Academic Only					
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet" **

00 ACADEMIC
 01 TECHNICAL

PROJECT NUMBER
 1520-0393.

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel	300				\$ 364,651.88
1. International	300		\$ 486.20	\$145,860.75	
2. Local	300		\$ 729.30	\$218,791.13	
3. Other (Mission Option)					
D. Insurances	300				\$ 24,796.33
1. HAC for U.S.	300	2	\$ 41.32	\$ 24,796.33	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	300				\$ 326,367.50
1. ELT, In-Country					
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services	300		\$ 103.31	\$ 30,995.41	
5. WIC Orientation					
6. Other Orientation	300		\$ 72.93	\$ 21,879.11	
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program	300		\$ 364.65	\$109,395.56	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

1520-0393-0000

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet" **

ACADEMIC
 TECHNICAL

PROJECT NUMBER : COMMENTS
 520-0393.

II. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
10. Mid-Winter Community Seminars					
11. Follow-Up/Career Development					
12. Other (Mission Option)					
follow-up trng	300		\$ 1,215.50	\$364,651.88	
follow-up asso.	300		\$ 364.65	\$364,651.88	

TOTAL PARTICIPANT COSTS (A + B + C + D + E) =

\$ 2,929,608.72

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

() ACADEMIC

(X) TECHNICAL

PROJECT TITLE: GUATEMALA PEACE SCHOLARSHIP, SHORT-TERM 4
 PROJECT NUMBER: 1520-0393
 PROJECT YEAR: 5 of 7.00 Years
 PROJECT WRITER: ATUEBNEP
 PARTICIPANT MONTHS PROJECTED (THIS YEAR): 620
 DATE BUDGET PREPARED: 09/10/1989

COMMENTS:

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	310				\$ 1,086,977.59
1. Tuition/Fees					
Regular Session	310	1	\$.00	\$.00	
Summer Session					
2. Training Costs	310		\$ 3,506.37	\$ 1,086,977.59	
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	310				\$ 999,009.39
1. Maintenance Advance	310		\$ 2,488.74	\$ 771,512.20	
2. Living/Maintenance					
3. Per Diem	310	7	\$ 82.95	\$ 180,019.51	
4. Books & Equipment	310	2	\$ 76.57	\$ 23,738.84	
5. Book Shipment	310		\$ 76.57	\$ 23,738.84	
6. Typing (papers) - Academic Only					
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate worksheet" **

 ACADEMIC
 TECHNICALPROJECT NUMBER
1520-0393.

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel	310				\$ 395,647.28
1. International	310		\$ 510.51	\$158,258.91	
2. Local	310		\$ 765.76	\$237,388.37	
3. Other (Mission Option)					
D. Insurances	310				\$ 26,904.02
1. HAC for U.S.	310	2	\$ 43.39	\$ 26,904.02	
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	310				\$ 690,404.52
1. ELT, In-Country					
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services	310		\$ 108.48	\$ 33,630.02	
5. MIC Orientation					
6. Other Orientation	310		\$ 76.57	\$ 23,738.84	
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program	310		\$ 382.88	\$118,694.19	

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC
 TECHNICAL

PROJECT NUMBER
 526-0793.

COMMENTS

I PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
10. Mid-Winter Community Seminars					
11. Follow-Up/Career Development					
12. Other (Mission Option)					
follow-up trng	310		\$ 1,276.28	\$395,647.28	
follow-up assoc	310		\$ 382.88	\$395,647.28	

TOTAL PARTICIPANT COSTS (A + B + C + D + E) =

\$ 3,198,942.80

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc)

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet"

ACADEMIC
 TECHNICAL

PROJECT TITLE
 GUATEMALA PEACE SCHOLARSHIP, SHORT-TERM 5

PROJECT NUMBER
 520-0393.

PROJECT YEAR
 6 of 7.00 Years

PROJECT WRITER
 ATHEPNER

PARTICIPANT MONTHS PROJECTED
 (THIS YEAR) 400

DATE BUDGET PREPARED
 APRIL 1988

COMMENTS:

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	200				\$ 750,365.18
1. Tuition/Fees					
Regular Session	200	1	\$.00	\$.00	
Summer Session					
2. Training Costs	200		\$ 3,751.82	\$750,365.18	
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	200				\$ 676,748.30
1. Maintenance Advance	200		\$ 2,613.18	\$522,637.30	
2. Living/Maintenance					
3. Per Diem	200	7	\$ 87.10	\$121,946.70	
4. Books & Equipment	200	2	\$ 80.40	\$ 16,081.15	
5. Book Shipment	200		\$ 80.40	\$ 16,081.15	
6. Typing (papers) - Academic Only					
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

BUDGET ESTIMATE WORKSHEET: Summary

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet - Summary"

(X) ACADEMIC

(X) TECHNICAL

PROJECT TITLE GUATEMALA PEACE SCHOLARSHIP	PROJECT NUMBER 520-0393	PROJECT YEAR A 04 7.0 Years
PROJECT WRITER ATJEBNER	PARTICIPANT MONTHS PROJECTED (THIS YEAR) 1310	DATE BUDGET PREPARED 09/12/1989

COMMENTS:

1. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC TRAINING		TECHNICAL TRAINING		LINE TOTAL
	Number of Participants	Item Cost	Number of Participants	Item Cost	
A. Education/Training Cost	75	\$281,386.94	255	\$997,985.69	\$ 1,279,372.63
1. Tuition/Fees	75	\$281,386.94			\$ 281,386.94
2. Training Costs			255	\$997,985.69	\$ 997,985.69
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	75	\$623,144.46	255	1085,443.97	\$ 1,708,588.43
1. Maintenance Advance			200	\$522,637.30	\$ 522,637.30
2. Living/Maintenance	75	\$498,507.16	55	\$366,715.14	\$ 865,222.30
3. Per Diem	75	\$ 45,730.76	255	\$155,484.59	\$ 201,215.35
4. Books & Equipment	75	\$ 45,730.76	255	\$ 20,503.47	\$ 66,234.23
5. Book Shipment	75	\$ 12,060.86	255	\$ 20,503.47	\$ 32,564.33
6. Typing (papers) - Academic Only	75	\$ 20,101.43			\$ 20,101.43
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

[X] ACADEMIC
 [X] TECHNICAL

PROJECT NUMBER
 1520-0193

COMMENTS

C. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES TRAINING ACTIVITIES	ACADEMIC TRAINING		TECHNICAL TRAINING		LINE TOTAL
	Number of Participants	Item Cost	Number of Participants	Item Cost	
C. Travel			200	\$268,019.13	\$ 268,019.13
1. International			200	\$107,207.65	\$ 107,207.65
2. Local			200	\$160,811.48	\$ 160,811.48
3. Other (Mission Option)					
D. Insurances	75	\$ 23,920.71	255	\$ 35,767.15	\$ 59,687.86
1. MAC for U.S.	75	\$ 23,920.71	255	\$ 35,767.15	\$ 59,687.86
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	75	\$ 89,471.09	255	\$ 95,740.99	\$ 185,212.08
1. ELT, In-Country					
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services			200	\$ 22,791.63	\$ 22,791.63
5. WIO Orientation					
6. Other Orientation			200	\$ 16,081.15	\$ 16,081.15
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program	75	\$ 30,101.43	255	\$ 95,146.79	\$ 125,248.22

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc)

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BUDGET ESTIMATE WORKSHEET: Summary

Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet - Summary"

(X) ACADEMIC

(X) TECHNICAL

PROJECT NUMBER : COMMENTS
1520-0723 :

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC TRAINING		TECHNICAL TRAINING		LINE TOTAL
	Number of Participants	Item Cost	Number of Participants	Item Cost	
10. Mid-Winter Community Seminars	75	\$ 35,177.51	55	\$ 25,796.84	\$ 60,974.35
11. Follow-Up/Career Development	75	\$ 30,152.15	55	\$ 22,111.58	\$ 52,263.73
12. Other (Mission Option)			200	\$268,019.13	\$ 268,019.13
			200	\$ 80,405.74	\$ 80,405.74
TOTAL PARTICIPANT COSTS (A + B + C + D + E) =					\$ 3,931,442.00

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

(X) ACADEMIC
 (X) TECHNICAL

PROJECT TITLE
 GUATEMALA PEACE SCHOLARSHIP

PROJECT NUMBER
 520-0393.

PROJECT YEAR
 1 04 7,0 Years

PROJECT WRITER
 ATUEBNEF

PARTICIPANT MONTHS PROJECTED:
 (THIS YEAR) 264 DATE BUDGET PREPARED
 09/12/1988

COMMENTS:

1. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC Number of Participants	TRAINING Item Cost	TECHNICAL Number of Participants	TRAINING Item Cost	LINE TOTAL
A. Education/Training Cost	70	\$187,250.00	62	\$199,020.00	\$ 386,270.00
1. Tuition/Fees	70	\$187,250.00			\$ 187,250.00
2. Training Costs			62	\$199,020.00	\$ 199,020.00
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	70	\$253,207.50	62	\$206,692.50	\$ 459,900.00
1. Maintenance Advance	70	\$143,325.00	62	\$126,945.00	\$ 270,270.00
2. Clothing/Maintenance	70	\$ 50,185.00	62	\$ 48,200.00	\$ 98,385.00
3. Per Diem	70	\$ 33,442.50	62	\$ 29,620.50	\$ 63,063.00
4. Books & Equipment	70	\$ 9,555.00	62	\$ 3,906.00	\$ 13,461.00
5. Book Shipment					
6. Typing (papers) - Academic Only	70	\$ 14,700.00			\$ 14,700.00
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE 'Instructions: Budget Estimate Worksheet - Summary' **

(X) ACADEMIC
 (X) TECHNICAL

PROJECT NUMBER: 1520-0393. COMMENTS:

1. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIZED TRAINING ACTIVITIES	ACADEMIC TRAINING		TECHNICAL TRAINING		LINE TOTAL
	Number of Participants	Item Cost	Number of Participants	Item Cost	
C. Travel	70	\$ 73,500.00	62	\$ 65,100.00	\$ 138,600.00
1. International	70	\$ 29,400.00	62	\$ 26,040.00	\$ 55,440.00
2. Local	70	\$ 44,100.00	62	\$ 39,060.00	\$ 83,160.00
3. Other (Mission Option)					
D. Insurances	70	\$ 4,998.00	62	\$ 4,426.80	\$ 9,424.80
1. HAC for U.S.	70	\$ 4,998.00	62	\$ 4,426.80	\$ 9,424.80
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	70	\$ 88,277.50	62	\$ 74,177.50	\$ 162,455.00
1. E.T. In-Country	70	\$ 26,750.00	62	\$ 9,765.00	\$ 46,515.00
2. E.T. U.S.	70	\$ 13,230.00	62	\$ 11,718.00	\$ 24,948.00
3. Academic Up-Grade					
4. Reception Services	70	\$ 6,247.50	62	\$ 5,533.50	\$ 11,781.00
5. WIC Orientation	70	\$ 23,887.50			\$ 23,887.50
6. Other Orientation	70	\$ 4,410.00	62	\$ 3,906.00	\$ 8,316.00
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program	70	\$ 3,675.00	62	\$ 3,255.00	\$ 6,930.00

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

(X) ACADEMIC
 (X) TECHNICAL

PROJECT NUMBER : COMMENTS
 1500-0787

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC	TRAINING	TECHNICAL	TRAINING	LINE TOTAL
	Number of Participants	Item Cost	Number of Participants	Item Cost	
10. Mid-Winter Community Seminars					
11. Follow-Up/Career Development					
12. Other (Mission Option)					

TOTAL PARTICIPANT COSTS (A + B + C + D + E) = \$ 1,116,572.30

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
Training Cost Analysis (TCA)
**** SEE "Instructions: Budget Estimate Worksheet - Summary" ****

(X) ACADEMIC
 (X) TECHNICAL

PROJECT TITLE
 GUATEMALA PEACE SCHOLARSHIP

PROJECT NUMBER
 520-0397

PROJECT YEAR
 2 04 707 Years

PROJECT WRITER
 ATJEBNER

PARTICIPANT MONTHS PROJECTED:
 THIS YEAR: 1776

DATE BUDGET PREPARED:
 09/10/1999

COMMENTS:

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC		TECHNICAL		LINE TOTAL
	Number of Participants	TRAINING Item Cost	Number of Participants	TRAINING Item Cost	
A. Education/Training Cost	136	\$4389,266.00	402	\$1226,187.90	\$ 1,615,453.90
1. Tuition/Fees	136	\$4389,266.00			\$ 389,266.00
2. Training Costs			402	\$1226,187.90	\$ 1,226,187.90
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	136	\$729,160.43	402	\$1375,688.46	\$ 2,104,848.91
1. Maintenance Advance	66	\$141,691.75	340	\$730,957.50	\$ 872,649.25
2. Living Maintenance	136	\$478,000.90	172	\$794,516.60	\$ 929,741.50
3. Per Diem	136	\$ 68,222.70	402	\$201,658.28	\$ 269,880.98
4. Books & Equipment	136	\$ 44,574.08	402	\$ 26,592.30	\$ 71,166.38
5. Book Shipment	70	\$ 9,261.00	332	\$ 21,961.60	\$ 31,222.60
6. Typing (papers) - Academic Only	136	\$ 29,988.00			\$ 29,988.00
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

[X] ACADEMIC
 [X] TECHNICAL

PROJECT NUMBER
 1520-0393

COMMENTS

1. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC TRAINING		TECHNICAL TRAINING		LINE TOTAL
	Number of Participants	Item Cost	Number of Participants	Item Cost	
C. Travel	66	\$ 72,765.00	340	\$374,850.00	\$ 447,615.00
1. International	66	\$ 29,106.00	340	\$149,940.00	\$ 179,046.00
2. Local	66	\$ 43,659.00	340	\$224,910.00	\$ 268,569.00
3. Other (Mission Option)					
D. Insurances	136	\$ 23,315.67	402	\$ 41,758.29	\$ 65,073.96
1. HAC for U.S.	136	\$ 23,315.67	402	\$ 41,758.29	\$ 65,073.96
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	136	\$152,918.75	402	\$118,061.50	\$ 270,980.25
1. ELT, In-Country	66	\$ 36,382.50	70	\$ 11,575.25	\$ 47,957.75
2. ELT, U.S.	66	\$ 13,097.70	70	\$ 13,891.50	\$ 26,989.20
3. Academic Up-Grade					
4. Reception Services	66	\$ 6,185.03	340	\$ 31,862.26	\$ 38,047.29
5. WIE Orientation	66	\$ 23,648.63			\$ 23,648.63
6. Other Orientation	66	\$ 4,365.90	340	\$ 22,491.00	\$ 26,856.90
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program	136	\$ 19,073.25	402	\$106,832.25	\$ 125,905.50

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

[X] ACADEMIC
 [X] TECHNICAL

PROJECT NUMBER : COMMENTS
 520-0397.

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC TRAINING		TECHNICAL TRAINING		LINE TOTAL
	Number of Participants	Item Cost	Number of Participants	Item Cost	
10. Mid-Winter Community Seminars	70	\$ 27,011.25	62	\$ 23,924.25	\$ 50,935.50
11. Follow-Up/Career Development	70	\$ 23,152.50			\$ 23,152.50
12. Other (Mission Option)			270	\$297,675.00	\$ 297,675.00
			332	\$102,973.50	\$ 102,973.50
			62	\$ 6,835.50	\$ 6,835.50

TOTAL PARTICIPANT COSTS (A + B + C + D + E) = \$ 5,003,970.04

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
Training Cost Analysis (TCA)
** SEE "Instructions: Budget Estimate Worksheet - Summary" **

(1) ACADEMIC
(1) TECHNICAL

PROJECT TITLE GUATEMALA PEACE SCHOLARSHIP	PROJECT NUMBER 520-0393.	PROJECT YEAR 7 of 70 Years
PROJECT WRITER ATUEBNER	PARTICIPANT MONTHS PROJECTED (THIS YEAR) 1845	DATE BUDGET PREPARED 05/12/1989

COMMENTS:

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC	TRAINING	TECHNICAL	TRAINING	LINE TOTAL
	Number of Participants	Item Cost	Number of Participants	Item Cost	
A. Education/Training Cost	139	\$425,702.45	445	\$1451,675.96	\$ 1,877,378.41
1. Tuition/Fees	139	\$425,702.45			\$ 425,702.45
2. Training Costs			445	\$1451,675.96	\$ 1,451,675.96
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	139	\$764,825.47	445	\$1601,892.55	\$ 2,366,718.02
1. Maintenance Advance	73	\$164,787.92	375	\$846,513.29	\$ 1,011,301.21
2. Living Maintenance	139	\$479,720.85	445	\$454,381.07	\$ 934,101.92
3. Per Diem	139	\$73,213.99	445	\$234,390.12	\$ 307,604.11
4. Books & Equipment	139	\$45,749.34	445	\$30,908.59	\$ 76,657.93
5. Book Shipment	66	\$9,168.39	370	\$25,699.29	\$ 34,867.67
6. Typing (papers) - Academic Only	139	\$32,181.98			\$ 32,181.98
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

ACADEMIC
 TECHNICAL

PROJECT NUMBER
 1520-0393

COMMENTS

2. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES TRAINING ACTIVITIES	ACADEMIC Number of Participants	TRAINING Item Cost	TECHNICAL Number of Participants	TRAINING Item Cost	LINE TOTAL
C. Travel	73	\$ 84,506.63	375	\$434,109.38	\$ 518,616.01
1. International	73	\$ 33,802.65	375	\$173,643.75	\$ 207,446.40
2. Local	73	\$ 50,703.98	375	\$260,465.63	\$ 311,169.61
3. Other (Mission Option)					
D. Insurances	139	\$ 23,930.42	445	\$ 48,805.47	\$ 72,735.89
1. HAC for U.S.	139	\$ 23,930.42	445	\$ 48,805.47	\$ 72,735.89
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	139	\$122,781.71	445	\$701,476.84	\$ 824,258.55
1. ELT, In-Country	73	\$ 48,353.31	75	\$ 13,023.28	\$ 61,376.59
2. ELT, U.S.	73	\$ 15,211.19	75	\$ 15,627.94	\$ 30,839.13
3. Academic Up-Grade					
4. Reception Services	73	\$ 7,183.06	375	\$ 36,899.30	\$ 44,082.36
5. WIC Orientation	73	\$ 27,464.65			\$ 27,464.65
6. Other Orientation	73	\$ 5,070.40	375	\$ 26,046.56	\$ 31,116.96
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program	139	\$ 19,505.98	445	\$124,734.09	\$ 144,240.07

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

EX: ACADEMIC
 EX: TECHNICAL

PROJECT NUMBER
 1520-0393. COMMENTS

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES-TRAINING ACTIVITIES	ACADEMIC		TECHNICAL		LINE TOTAL
	Number of Participants	Item Cost	Number of Participants	Item Cost	
10. Mid-winter Community Seminars	66	\$ 26,741.14	70	\$ 28,361.81	\$ 55,102.95
11. Follow-Up/Career Development	66	\$ 22,920.98	70	\$ 24,310.13	\$ 47,231.11
12. Other (Mission Option)			300	\$347,287.50	\$ 347,287.50
			300	\$104,186.25	\$ 104,186.25

TOTAL PARTICIPANT COSTS (A + B + C + D + E) =

\$ 5,722,275.90

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
Training Cost Analysis (TCA)
**** SEE "Instructions: Budget Estimate Worksheet - Summary" ****

ACADEMIC
 TECHNICAL

PROJECT TITLE GUATEMALA PEACE SCHOLARSHIP	PROJECT NUMBER 520-0393.	PROJECT YEAR 4 of 7.0 Years
PROJECT WRITER ATUEBNEP	PARTICIPANT MONTHS PROJECTED (THIS YEAR) 1912	DATE BUDGET PREPARED 09/12/1989
COMMENTS:		

1. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC		TECHNICAL		LINE TOTAL
	Number of Participants	TRAINING Item Cost	Number of Participants	TRAINING Item Cost	
A. Education/Training Cost	143	\$468,609.57	443	\$1,545,428.50	\$ 2,014,038.07
1. Tuition/Fees	143	\$468,609.57			\$ 468,609.57
2. Training Costs			443	\$1,545,428.50	\$ 1,545,428.50
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	143	\$843,257.45	443	\$1,688,672.44	\$ 2,531,929.89
1. Maintenance Advance	70	\$165,915.60	368	\$872,247.29	\$ 1,038,163.89
2. Living Maintenance	143	\$501,408.48	143	\$511,764.59	\$ 1,013,173.07
3. Per Diem	143	\$ 79,086.91	443	\$245,003.51	\$ 324,090.42
4. Books & Equipment	143	\$ 51,434.15	443	\$ 32,308.16	\$ 83,742.31
5. Book Shipment	73	\$ 16,647.83	375	\$ 27,348.89	\$ 37,996.72
6. Typing (papers) - Academic Only	143	\$ 34,763.48			\$ 34,763.48
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

ACADEMIC
 TECHNICAL

PROJECT NUMBER
 1520-0393.

COMMENTS

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/ TRAINING ACTIVITIES	ACADEMIC TRAINING		TECHNICAL TRAINING		LINE TOTAL
	Number of Participants	Item Cost	Number of Participants	Item Cost	
C. Travel	70	\$ 85,085.44	368	\$447,306.31	\$ 532,391.75
1. International	70	\$ 34,034.16	368	\$178,922.52	\$ 212,956.70
2. Local	70	\$ 51,051.26	368	\$268,383.79	\$ 319,435.05
3. Other (Mission Option)					
D. Insurances	143	\$ 26,904.02	443	\$ 52,113.62	\$ 79,017.64
1. HAC for U.S.	143	\$ 26,904.02	443	\$ 52,113.62	\$ 79,017.64
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	143	\$177,524.59	443	\$757,199.62	\$ 934,724.21
1. ELT, In-Country	70	\$ 42,542.72	68	\$ 12,398.16	\$ 54,940.88
2. ELT, U.S.	70	\$ 15,315.38	68	\$ 14,877.80	\$ 30,193.18
3. Academic Up-Grade					
4. Reception Services	70	\$ 7,232.26	368	\$ 38,021.04	\$ 45,253.30
5. WIC Orientation	70	\$ 27,652.77			\$ 27,652.77
6. Other Orientation	70	\$ 5,105.13	368	\$ 26,838.38	\$ 31,943.51
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program	143	\$ 22,000.66	443	\$131,760.67	\$ 153,761.53

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

ACADEMIC
 TECHNICAL

PROJECT NUMBER : COMMENTS
 1520-0393.

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC Number of Participants	TRAINING Item Cost	TECHNICAL Number of Participants	TRAINING Item Cost	LINE TOTAL
10. Mid-Winter Community Seminars	75	\$ 31,056.18	75	\$ 31,907.04	\$ 62,963.22
11. Follow-Up/Career Development	75	\$ 26,619.59	75	\$ 27,348.89	\$ 53,968.48
12. Other (Mission Option)			300	\$364,651.88	\$ 364,651.88
			300	\$109,395.56	\$ 109,395.56

TOTAL PARTICIPANT COSTS (A + B + C + D + E) =

\$ 6,092,101.66

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

[X] ACADEMIC
 [X] TECHNICAL

PROJECT TITLE : PROJECT NUMBER : PROJECT YEAR
 GUATEMALA PEACE SCHOLARSHIP : 520-0393. : 5 04 7.0 Years

PROJECT WRITER : PARTICIPANT MONTHS PROJECTED : DATE BUDGET PREPARED
 ATUEBNER : (THIS YEAR) 1846 : 09/12/1989

COMMENTS:

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC TRAINING		TECHNICAL TRAINING		LINE TOTAL
	Number of Participants	Item Cost	Number of Participants	Item Cost	
A. Education/Training Cost	145	\$508,425.00	433	\$1,604,519.18	\$ 2,112,944.18
1. Tuition/Fees	145	\$508,425.00			\$ 508,425.00
2. Training Costs			433	\$1,604,519.18	\$ 1,604,519.18
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	145	\$883,665.46	433	\$1,703,114.80	\$ 2,586,780.26
1. Maintenance Advance	75	\$186,656.19	365	\$908,393.40	\$ 1,095,049.59
2. Living/Maintenance	145	\$511,984.35	127	\$481,170.92	\$ 993,155.27
3. Per Diem	145	\$ 84,202.68	433	\$251,446.61	\$ 335,649.29
4. Books & Equipment	145	\$ 53,093.32	433	\$ 33,157.80	\$ 86,251.12
5. Book Shipment	70	\$ 10,720.77	378	\$ 28,946.07	\$ 39,666.84
6. Typing (papers) - Academic Only	145	\$ 37,012.16			\$ 37,012.16
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

EX) ACADEMIC
 EY) TECHNICAL

PROJECT NUMBER : 520-0393.
 COMMENTS :

1. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC TRAINING		TECHNICAL TRAINING		LINE TOTAL
	Number of Participants	Item Cost	Number of Participants	Item Cost	
C. Travel	75	\$ 95,721.12	365	\$465,842.76	\$ 561,563.88
1. International	75	\$ 38,298.45	365	\$186,337.10	\$ 224,625.55
2. Local	75	\$ 57,432.67	365	\$279,505.66	\$ 336,938.33
3. Other (Mission Option)					
D. Insurances	145	\$ 27,771.89	433	\$ 52,332.65	\$ 80,104.54
1. HAC for U.S.	145	\$ 27,771.89	433	\$ 52,332.65	\$ 80,104.54
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	145	\$191,874.15	433	\$281,026.20	\$ 472,900.35
1. ELT, In-Country	75	\$ 47,860.56	55	\$ 10,529.32	\$ 58,389.88
2. ELT, U.S.	75	\$ 17,229.80	55	\$ 12,635.19	\$ 29,864.99
3. Academic Up-Grade					
4. Reception Services	75	\$ 8,136.29	365	\$ 39,596.64	\$ 47,732.93
5. WIC Orientation	75	\$ 31,109.36			\$ 31,109.36
6. Other Orientation	75	\$ 5,743.27	365	\$ 27,950.57	\$ 33,693.84
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program	145	\$ 22,454.00	433	\$139,561.39	\$ 162,015.39

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

(X) ACADEMIC
 (X) TECHNICAL

PROJECT NUMBER : 520-0393. COMMENTS :

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC	TRAINING	TECHNICAL	TRAINING	LINE TOTAL
	Number of Participants	Item Cost	Number of Participants	Item Cost	
10. Mid-Winter Community Seminars	70	\$ 31,268.90	68	\$ 30,375.50	\$ 61,644.40
11. Follow-Up/Career Development	70	\$ 26,801.91	68	\$ 26,036.14	\$ 52,838.05
12. Other (Mission Option)			310	\$395,647.28	\$ 395,647.28
			310	\$118,694.19	\$ 118,694.19
TOTAL PARTICIPANT COSTS (A + B + C + D + E) =					\$ 6,333,223.17

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
Training Cost Analysis (TCA)
**** SEE "Instructions: Budget Estimate Worksheet - Summary" ****

ACADEMIC
 TECHNICAL

PROJECT TITLE GUATEMALA PEACE SCHOLARSHIP	PROJECT NUMBER 520-0393.	PROJECT YEAR 5 of 7.0 Years
PROJECT WRITER ATJESNER	PARTICIPANT MONTHS PROJECTED (THIS YEAR) 1310	DATE BUDGET PREPARED 09/12/1989
COMMENTS:		

1. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC Number of Participants	TRAINING Item Cost	TECHNICAL Number of Participants	TRAINING Item Cost	LINE TOTAL
A. Education/Training Cost	75	\$281,386.94	255	\$997,985.69	\$ 1,279,372.63
1. Tuition/Fees	75	\$281,386.94			\$ 281,386.94
2. Training Costs			255	\$997,985.69	\$ 997,985.69
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	75	\$623,144.46	255	\$1085,443.97	\$ 1,708,588.43
1. Maintenance Advance			200	\$522,637.30	\$ 522,637.30
2. Living Maintenance	75	\$45,730.76	255	\$155,484.59	\$ 201,215.35
3. Per Diem	75	\$45,730.76	255	\$20,503.47	\$ 66,234.23
4. Books & Equipment	75	\$12,960.86	255	\$20,503.47	\$ 32,564.33
5. Book Shipment	75	\$20,101.43			\$ 20,101.43
6. Typing (papers - Academic Only)					
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

[X] ACADEMIC
 [X] TECHNICAL

PROJECT NUMBER: 1520-0393. COMMENTS:

3. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES-TRAINING ACTIVITIES	ACADEMIC Number of Participants	TRAINING Item Cost	TECHNICAL Number of Participants	TRAINING Item Cost	LINE TOTAL
C. Travel			200	\$268,019.13	\$ 268,019.13
1. International			200	\$107,207.65	\$ 107,207.65
2. Local			200	\$160,811.48	\$ 160,811.48
3. Other (Mission Option)					
D. Insurances	75	\$ 23,920.71	255	\$ 35,767.15	\$ 59,687.86
1. HAC for U.S.	75	\$ 23,920.71	255	\$ 35,767.15	\$ 59,687.86
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	75	\$ 20,401.94	255	\$ 95,146.79	\$ 115,548.73
1. ELT, In-Country					
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services			200	\$ 22,781.63	\$ 22,781.63
5. MIC Orientation					
6. Other Orientation			200	\$ 16,081.15	\$ 16,081.15
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program	75	\$ 20,101.43	255	\$ 95,146.79	\$ 115,248.22

* Units are standard measures for the cost element (e.g., participants, participant weeks, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

[X] ACADEMIC
 [X] TECHNICAL

PROJECT NUMBER : 520-0793
 COMMENTS :

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC TRAINING		TECHNICAL TRAINING		LINE TOTAL
	Number of Participants	Item Cost	Number of Participants	Item Cost	
10. Mid-Winter Community Seminars	75	\$ 35,177.51	55	\$ 25,796.84	\$ 60,974.35
11. Follow-Up/Career Development	75	\$ 30,152.15	55	\$ 22,111.58	\$ 52,263.73
12. Other (Mission Option)			200	\$268,019.13	\$ 268,019.13
			200	\$ 80,405.74	\$ 80,405.74

BUDGET ESTIMATE WORKSHEET: Summary Training Cost Analysis (TCA) ** SEE "Instructions: Budget Estimate Worksheet - Summary" **		[X] ACADEMIC [X] TECHNICAL
PROJECT TITLE GUATEMALA PEACE SCHOLARSHIP	PROJECT NUMBER 520-0393.	TOTAL PROJECT 7.0 YEARS
PROJECT OFFICE ATLANTA	PARTICIPANT MONTHS PROJECTED 7.0 YEARS 600	DATE BUDGET PREPARED 09/01/88
COMMENTS:		

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC Number of Participants	TRAINING Item Cost	TECHNICAL Number of Participants	TRAINING Item Cost	LINE TOTAL
A. Education/Training Cost	708	\$2260,639.96	2040	\$7024,817.23	\$ 9,285,457.19
1. Tuition/Fees	708	\$2260,639.96			\$ 2,260,639.96
2. Training Costs			2040	\$7024,817.23	\$ 7,024,817.23
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	708	\$4097,260.77	2040	\$811,504.74	\$ 11,758,765.51
1. Maintenance Advance	354	\$802,577.42	1710	\$407,653.78	\$ 4,810,271.23
2. Living/Maintenance	708	\$2440,041.23	660	\$264,371.52	\$ 4,704,412.75
3. Per Diem	708	\$383,899.54	2040	\$117,603.61	\$ 1,501,503.15
4. Books & Equipment	708	\$250,136.65	2040	\$147,376.32	\$ 397,512.97
5. Book Shipment	354	\$ 51,858.85	1710	\$124,459.51	\$ 176,318.36
6. Typing (papers) - Academic Only	708	\$168,747.05			\$ 168,747.05
7. Theses - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., participants, participants per year, etc.)

BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)

** SEE "Instructions: Budget Estimate Worksheet -- Summary" **

(X) ACADEMIC
 (X) TECHNICAL

PROJECT NUMBER
 520-0393.

COMMENTS

2. PARTICIPANT COST - ELANDIA

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC Number of Participants	TRAINING Item Cost	TECHNICAL Number of Participants	TRAINING Item Cost	LINE TOTAL
C. Travel	354	\$411,579.19	1710	\$205,227.58	\$ 2,466,805.77
1. International	354	\$164,631.28	1710	\$822,091.02	\$ 986,722.30
2. Local	354	\$246,946.91	1710	\$1233,136.56	\$ 1,480,083.47
3. Other (Mission Option)					
D. Insurances	708	\$130,840.71	2040	\$235,203.98	\$ 366,044.69
1. HAC for U.S.	708	\$130,840.71	2040	\$235,203.98	\$ 366,044.69
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	708	\$861,227.34	2040	\$461,264.57	\$ 4,322,511.71
1. ELI, In-Country	354	\$205,789.09	330	\$ 57,292.01	\$ 263,081.10
2. ELT, U.S.	354	\$ 74,084.07	330	\$ 68,750.43	\$ 142,834.50
3. Academic Up-Grade					
4. Reception Services	354	\$ 34,984.14	1710	\$174,694.37	\$ 209,678.51
5. WIC Orientation	354	\$133,762.91			\$ 133,762.91
6. Other Orientation	354	\$ 24,694.70	1710	\$127,313.66	\$ 149,009.36
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrollment Program	708	\$107,010.32	2040	\$601,290.38	\$ 708,300.71

* All costs are standard fees/charges for the cost element and/or participants (including travel, etc.)

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BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)
 ** SEE "Instructions: Budget Estimate Worksheet - Summary" **

[X] ACADEMIC
 [X] TECHNICAL

PROJECT NUMBER: 520-0393. COMMENTS:

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC	TRAINING	TECHNICAL	TRAINING	LINE TOTAL
	Number of Participants	Item Cost	Number of Participants	Item Cost	
10. Mid-Winter Community Seminars	354	\$151,254.98	330	\$140,365.44	\$ 291,620.42
11. Follow-Up/Career Development	354	\$129,647.13	268	\$ 99,806.74	\$ 229,453.87
12. Other (Mission Option)			1380	\$1673,280.79	\$ 1,673,280.79
			1442	\$515,655.24	\$ 515,655.24
			62	\$ 6,835.50	\$ 6,835.50

TOTAL PARTICIPANT COSTS (A + B + C + D + E) =

\$ 28,199,585.07

* UNLESS THE STANDARD REGULATION FOR THE COST ELEMENTS (E.G., PARTICIPANTS, PARTICIPANT WEEKS, ETC.)

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BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)

ACADEMIC
 TECHNICAL

PROJECT TITLE
 GUATEMALA PEACE SCHOLARSHIP

PROJECT NUMBER
 520-0393.

Continued

10 - FUND ESTIMATE SHEET

PROGRAM CATEGORIES/TRAINING ACTIVITIES:	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
11.F. Administrative Costs	\$ 56,000	\$ 461,000	\$ 484,000	\$ 469,250	\$ 437,000
1. Salaries (Total)					
a. Professional:					
1. U.S.					
11. Field					
g. Support Staff					
1. U.S.					
11. Field					
2. Fringe Benefits					
3. Travel (Total)					
a. International					
b. Local					
4. Consultant Fees (Total)					
a. United States					
b. Field					
5. Equipment					
6. Sub-Contracts					
7. Indirect Costs					
8. Other (Mission Option)					
TOTAL PARTICIPANT COSTS (A+B+D+E+F)=	\$ 1,182,572	\$ 5,940,770	\$ 6,320,565	\$ 6,344,371	\$ 6,260,276

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BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)

ACADEMIC
 TECHNICAL

PROJECT TITLE
 GUATEMALA PEACE SCHOLARSHIP

PROJECT NUMBER
 520-0393.

FORM 10

ADMINISTRATIVE COSTS

PROGRAM CATEGORIES TRAINING ACTIVITIES	YEAR 6	YEAR 7	YEAR 8	YEAR 9	YEAR 10	TOTAL
11.F. Administrative Costs	\$ 311,750					\$ 2,229,000
1. Salaries (Total)						
a. Professional						
1. U.S.						
11. Field						
b. Support Staff						
1. U.S.						
11. Field						
2. Fringe Benefits						
3. Travel (Total)						
a. International						
b. Local						
4. Consultant Fees (Total)						
a. United States						
b. Field						
5. Equipment						
6. Sub-Contracts						
7. Indirect Costs						
8. Other (Mission Option)						
TOTAL PARTICIPANT COSTS (A+B+C+D+E+F):	\$ 4,121,526					\$ 30,170,082

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CLASP II IMPACT EVALUATION

INSIGHTS GAINED FROM A WORKSHOP HELD MAY 3 - 5, 1989

AND

AN EXAMINATION OF OPTIONS FOR CLASP II IMPACT EVALUATION
DESIGN

Marcia Bernbaum
May, 1989

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BACKGROUND AND INTRODUCTION

Over a three-day period, May 3-5, 1989, LAC/DR/EST sponsored a workshop to explore options for CLASP II impact evaluation design. The workshop, held at the offices of the Academy for Educational Development (AED), was financed under a draw-down to the Central America Education Field Technical Support (CAEFTS) contract. Present at the workshop were three members of the CLASP II project design committee (myself, Joe Carney and Liz Warfield), a representative from OIT (Dan Terrell), John Gillies, who is assisting in preparing the CLASP II PP model, two specialists in educational research/evaluation (Lee Cronbach and Donald Campbell), a statistician (Leslie Kish), and two ethnographers (Ray Chesterfield and Harold Levine). The agenda for the workshop is included as Attachment 1 to this document.

The workshop had three objectives:

1. Critique a proposed design for the CLASP II impact evaluation prepared by Ray Chesterfield under a separate Technical Services Order (TSO) under the CAEFTS contract.
2. Inform the CLASP II impact evaluation design process by asking several experts in the field to give us their opinions/guidance regarding the following:
 - Appropriate evaluation methodology (e.g. advisability/feasibility of introducing controls; need for pretests)
 - Appropriate sample frame and sampling methodologies, should we decide on a quantitative approach.
 - Appropriate instrumentation (e.g. pros and cons of using questionnaires, interviews, case studies)
 - Appropriate role for qualitative/ethnographic data collection procedures
3. Arrive at one or more options for CLASP II evaluation design that are methodologically sound, feasible, and affordable.

The workshop also provided an excellent opportunity to explore a series of related topics:

- Appropriate mix of process and impact evaluation methodologies.
- Appropriate time frame for longitudinal data collection (e.g. when is enough enough)
- Audiences for both the process and impact evaluation and the types of data these audiences will need

On the last day of the workshop each expert was asked to put himself in our shoes and propose an approach to CLASP II impact evaluation that would make sense given the design of CLASP II and the unique environment under which we are operating this program.

Reported below, in three sections, are: (1) key insights gained from the workshop that will be of use to us as we plan and implement our CLASP II impact evaluation design; (2) an outline of two options for the CLASP II impact evaluation, with our recommendation for the option that we think makes most sense given our needs; and (3) a consideration of procedures for tracking CLASP I returnees under the CLASP II impact evaluation.

A. INSIGHTS GAINED FROM THE WORKSHOP

Combining Ray Chesterfield's proposed evaluation design with the views of four experts, each in very different areas, turned out to be an ideal way to go. Through the workshop we were exposed to each of the expert's views; we were able to hear their views of each other's views; we were able to bounce our own ideas off of them and get their reactions; and most importantly arrive at some insights that have major implications for CLASP II evaluation design. These insights are as follows:

1. For our evaluation activities to be effective, we need to define up front who our audiences are and the types of questions they will have.

Defining, up front, who our audiences are, the types of questions they will have, what kind of information they will need, when and in what format they should receive this information are all critical first steps in the design of an evaluation. Without these ingredients in hand, the best of evaluations will have a high probability of either falling on its nose or being ignored.

Before the workshop I took a first crack at defining our audiences and the questions to be asked (Attachment 2). Basically, I identified three key audiences: our field missions, ourselves, and Congress. What I had not done was to think through which audiences would be most interested in which questions (i.e., where are our priorities).

By the end of the workshop I had reached the following conclusion which was not clear in my mind as we entered the workshop: for the majority of our impact related questions our most logical audiences are field missions (who have the most to gain from the results and the most leverage vis a vis their ability to make changes as a result of the evaluation) and ourselves in AID/W.

Congress, while an important user of data on adherence to policy guidance (e.g. percent disadvantaged, percent long-term), has not yet displayed any interest in impact related matters. The current general attitude on the Hill is that our participant training activities under CLASP are good, therefore what is there to evaluate? To attempt to anticipate and answer impact questions that might be of interest to Congress or that we think Congress should be interested in, runs the risk of investing a great deal of time and money in an evaluation for which there may not be an audience.

2. We should put our impact evaluation money where we can make an "impact"

Evaluation can be a very expensive process. Once we have identified the audience for the evaluation we must apply a screening process that will permit us to decide how much to invest in answering a given evaluation question. This screen should include two questions for starters:

(a) What is our level of uncertainty regarding the answer to the evaluation question(s) we are asking?

(b) Once we obtain the answer to our question(s), what leverage will we have to introduce change?

If we do not know what the answer to a given question will be and really want/need to know the answer to that question (high level of uncertainty) and if we have a great deal of leverage (e.g. once we answer our question, we can take actions that will make a difference), then it makes sense to make a relatively large investment in order to answer the evaluation question.

If, on the other hand, we already know the answer to our question (high level of certainty) and/or we know a priori that we can't make any changes even if we wanted to (low level of leverage), we should either forget investing money in answering the question or only invest a minimal amount.

		LEVEL OF UNCERTAINTY	
		LOW	HIGH
LEVERAGE	LOW	no/minimal investment	moderate investment
	HIGH	moderate investment	LARGE INVESTMENT

This simple, yet critical, message was worth the whole three day workshop.

3. There are limitations in collecting and interpreting some of the data we would ideally like to obtain from the CLASP II impact evaluation.

Our key interests vis a vis impact evaluation lie in three areas: (1) impact of training on attitudes toward /knowledge of the U.S. ; (2) impact of training on career development; and (3) impact of training on leadership skills. The following insights gained from the workshop have major implications for the approach we adopt for collecting data in each of these areas:

- Attitudes are very difficult to measure with any high level of reliability and validity. While a quantitatively oriented questionnaire could be developed to get at attitudes, it would be tricky to carry out in such a way that we are assured reliable and valid data.
- Knowledge can be measured but this knowledge will vary greatly from participant to participant given the wide variety in CLASP II implementation. Qualitative procedures may give us a better sense of the range of knowledge gained than would quantitative procedures which might limit our data gathering capabilities.
- Career development and leadership are both difficult to quantify and measure reliably over an extended period of time. Among others, their manifestation may change over time (e.g. the participant may choose to go "underground" for several years and not manifest his/her new skills in an obvious fashion). Again, qualitative procedures (case studies, semi-structured interviews) will provide a more useful vehicle for measuring progress than will structured, quantifiable questionnaires.

4. Evaluation is an evolving process

This was a key insight from the workshop. CLASP is a dynamic evolving program. Missions adjust their Country Training Plans from year to year. The AID/W audience changes every several years. New interests surface on the part of Congress and other influential

constituents. In order to evaluate CLASP II, we need a design that can evolve as CLASP II evolves. To design our CLASP II impact evaluation today in such a way that it will provide us with answers to our key impact questions in five years, without any prior feedback, is likely to be a waste of time and money. In five years the questions of today are likely to be "stale" (e.g. it is highly likely there will be new questions considered of more relevance). In addition, given our transient bureaucracy, none of us that posed the questions today will be here five years from now to receive the answer to the question and apply the result.

In other words, we need to build flexibility into the evaluation design to permit us to: (a) obtain timely answers to our questions of today; and (b) factor in tomorrow's questions.

5. "Process" and "Impact" are closely interwoven with one another

It is difficult to contemplate carrying out an "impact" evaluation without incorporating "process" data. Similarly "process" data means a great deal more when supplemented with "impact" data.

We are currently collecting valuable "process" data under the CLASP I evaluation and will need to continue collecting these data under CLASP II:

- (a) The CLASP Information System (CIS) is a data base that contains descriptive data on all CLASP participants. We depend on CIS for purposes of tracking CLASP policy compliance (percent disadvantaged, percent women, percent leaders, urban/rural location, type and duration of U.S. training) a key element of our "process" evaluation. CIS is also important to us for purposes of our "impact" evaluation: the data contained in CIS provides us with the point of departure for selecting our samples; CIS is also useful to us as background information that can facilitate the interpretation of impact data we obtain from participants.

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- (b) Exit questionnaires, administered to all CLASP participants immediately prior to their departure from the U.S., provide useful insights on the training process: what ~~trainees actually did while in the U.S. (e.g. nature of~~ academic experience, nature of Experience America; their views of these experiences, and suggestions as to how they can be improved). These data, along with data to be collected in the field, as part of the trainee follow-up or "Impact" evaluation, can be quite useful as a guide in interpreting impact data.

6. Need for field missions to "buy-in" to the CLASP II evolution

In order for the CLASP II impact evaluation, whatever it might be, to be effective it must have strong endorsement/oversight from our field missions. Whatever we do we must get field missions to "buy in" in every sense of the word. This means that field missions must:

- (a) Understand from the start what the evaluation will entail and provide their own input into its design; and
- (b) Have access to the evaluation contract to do their own "buy-ins" for information that they need to improve their programs.

I can't emphasize this enough. Field missions, with reason, are beginning to signal their resentment over the time they must spend in facilitating AID/W initiated evaluations that they receive very little benefit from. If our evaluations are to be carried out effectively, they must have the input and support of what is probably their key audience, field missions.

7. Conditions necessary for overseeing the CLASP II impact evaluation

The quality and relevance of the CLASP II impact evaluation product is as good as the oversight/guidance we put into it. We need someone in AID/W to oversee the evaluation who has both the time and the expertise to provide adequate oversight and the continuity to

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see the evaluation through. Equally importantly, we need to find some way to "educate" our field missions personnel on the basics of evaluation methodology - enough so that they know the questions to ask; the kind of information they should be asking for; and ways in which they can incorporate data into the design/ redesign of their programs.

This observation has some very important implications:

- (a) We need to find some way of funding one or more evaluation orientation/training workshops during the first year of CLASP II for our field mission personnel. If we don't do this, I fear we will be investing money in an endless trough that will give us few useful returns.
- (b) We need in our AID/W oversight position a person who can provide continuity - e.g. preferably a civil servant. It is very important that this person have a background in educational research/evaluation.

8. Methodology: how necessary/feasible is it to have controls? Are pretest data desirable/necessary?

Both of these topics were discussed at length at the workshop. The following conclusions were reached:

- (a) Using a control group, while ideal, does not appear feasible for most circumstances under which we are working. In rejecting the concept of a control group, we need to keep in mind that we can never be sure that our data (e.g., changes in the behavior of our subjects over time) is entirely due to the training provided (e.g. other factors may have influenced these changes).
- (b) Pretest data may be useful in some circumstances (e.g., in assessing attitudes toward the U.S. and changes in these attitudes as a result of U.S. training). However, for most of the data we are interested in (e.g., career advancement, leadership) retrospective accounts from returnees regarding their status, perspectives before training should suffice.

9. Appropriate mix of quantitative and qualitative data

When we refer to the term "quantitative" in the context of an evaluation we usually refer to an instrument (for example, a questionnaire) that is administered in exactly the same way to all persons and that has a series of boxes or categories amongst which one may choose to select the most appropriate answer. Household surveys, opinion surveys and other data gathering tools administered to large populations and population samples are usually heavily quantitative.

"Qualitative" methodologies abound. They can range from a case study, where an anthropologist/ethnographer spends up to two months living in a village studying the cultural characteristics of the individuals living in the village, to the more structured -- yet open ended -- interview protocols used by Roy Chesterfield to summarize the information he and his colleagues obtained as a result of spending two days in a given community interviewing CAPS returnees, their families, their employers and other influential members of the community. It is particularly critical, when applying qualitative methodologies, to have qualified individuals trained to collect the information desired.

While quantitative data are useful and have a definite role in the evaluation of educational programs, as it turns out (and this advice comes even from our quantitatively oriented advisors) - given the rich diversity inherent in the CLASP program, the circumstances under which we are working, and the nature of the types of data we need to answer the evaluation questions - there is much to be gained from qualitative data collection procedures:

- Case studies (similar to those recently carried out by Roy Chesterfield in Costa Rica and Guatemala) have the benefit that they provide us (AID/W and field missions) with immediate feedback that we can quickly apply and use to make adjustments in our training program.
- If carried out appropriately, case studies and other semi-qualitative measures such as semi-structured interviews, permit us to get at data (for example,

leadership) that would be very difficult if not impossible to get at using a structured quantitatively oriented questionnaire.

- ~~Case studies can be mounted in a short time period and~~ can be easily adjusted as data/information needs change.
- In the event we or a field mission wish to mount a structured questionnaire/interview that will provide us with quantifiable data, case study methodologies, carried out a priori, permit us to develop the constructs (categories) for each question that should be included in these questionnaires/interviews.

We also concluded that structured questionnaires with categorical answers, while useful in a number of circumstances, present a number of limitations for the CLASP II evaluation context:

- They may not tap the information we most need (e.g. the respondent either will not elicit the right response via the questionnaire or the questionnaire does not provide the category or categories needed).
- Structured questionnaires, if applied to a large sample over time, are not easily adjusted or modified without throwing off the data base being put in place.
- Questionnaires, especially if applied to a representative sample of all CLASP missions and programs, on a continual basis, can be quite expensive.

An important alternative, worth exploring under CLASP II, is to use qualitative data collection procedures to obtain data that can be summarized in a quantifiable fashion. Open ended semi-structured interviews that are capable of being reduced to quantifiable observations can provide a much richer, more valid base of information than highly structured questionnaires with pre-defined categories.

10. There are limitations to the utility of collecting longitudinal data over extended time periods.

We were advised by our experts that investing time and money into collecting longitudinal data over an extended period of time is questionable. Given the dissipating effects of interventions and the fact that behaviors often, after a period, go "underground" (e.g. are not as readily observable) one or two follow-ups of short-term trainees over a year/year and a half time period following training is probably sufficient. We need to examine further the optimum time period for following up on long-term trainees.

B. OPTIONS FOR CLASP II IMPACT EVALUATION DESIGN

I have identified two options for the CLASP II impact evaluation. The first, my preferred one, involves an approach that is highly dynamic and flexible and relies on a mixture of qualitative and quantitative data collection methodologies with an emphasis on the qualitative. This approach, or major portions of it, was endorsed by the majority of the experts who participated in the workshop (even those whose orientation is primarily quantitative). The second option is more "traditional." It departs from a quantitative, highly structured framework. Both assume:

- The existence of a data base on all trainees (e.g. the continuation of the CIS data base combined with exit questionnaires administered to all participants prior to their departure from the U.S.) that can be used as a point of departure for drawing samples for impact evaluation and for interpreting data collected from returnees.
- Field mission input into guiding the design/implementation of the option selected.
- Field mission "buy-ins" for specific evaluation data field missions will require.
- The existence in both AID/W and field missions of adequate management oversight.

These two approaches, their key characteristics, and their pros and cons are outlined below.

OPTION 1: A flexible, rolling design that is sensitive to field mission needs and at the same time provides AID/W, on a timely basis, with the data it needs for programmatic oversight purposes

1. Key characteristics

This option recognizes that CLASP and its key players (ourselves and field missions) are dynamic and ever-changing. Questions that we have today need to be answered today, not five years from now. Similarly, flexibility needs to be built into the evaluation design to be able to answer tomorrow's questions that have not yet been formulated.

Under this approach, we would use as a point of departure the CIS data base (which provides basic biographical information on all trainees) and exit questionnaires to be administered to all trainees (which provides insights on trainees views of their predeparture and U.S. experience). The CIS data base and the data from the exit questionnaires would be used as the basis for designing a sampling frame that would guide the selection of the samples that would be used in all ensuing studies.

If we decide to adopt this option our CLASP II "impact" evaluation would actually be a series of specific studies, carried out over a five - eight year time period. Early studies (e.g. years 1 - 3) would be designed to answer our current questions. Future studies would arise as needed (e.g., as we ourselves come up with new questions that we want answers to, as new actors come in with their own questions, if and when Congress declares a specific interest in some element of CLASP II impact). While we would use a mixture of qualitative and quantitative data collection methodologies, our approach, at least in early years, would be characterized by the following:

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- More emphasis on qualitative and semi-qualitative data -- case studies, open-ended interviews, semi-structured interviews -- in order to mine and interpret the rich variety of data we are bound to obtain.
- Utilization of sub-samples, both of countries and programs (e.g. 4-6 CLASP II countries out of 12; selecting no more than 2 or 3 CLASP programs per country) to answer our questions as opposed to representative samples that draw from all 12 CLASP II countries and all CLASP II programs in these 12 countries.

The AID/W portion of this evaluation would begin with a series of key questions that we have formulated (Table 1 on the next two pages provides an initial set of CLASP II impact evaluation questions).

Data answering these questions would be compiled and reported as they are generated. These data would be summarized into reports readily understood by ourselves and our field missions and sent out immediately to field missions so that they can draw immediate benefit from the findings. As appropriate, the findings would be integrated into formal guidance (revisions to the CLASP II design; expansion on certain aspects of the design) to be sent to all CLASP II field missions.

New questions may arise as a result of the answers we obtain to our first set of questions in which case in years 3 and beyond it may be necessary to design new studies to answer these questions. Alternatively, new studies may be commissioned as new "hot" issues surface or as new actors (our replacements, a new Assistant Administrator for LAC, a new Congressman or Congressional staffer) enter the scene.

Field participation under this option would take a number of forms. Field input would be solicited the first year into the design of the framework for the evaluation. This, as noted above, is critical to the success of the evaluation effort. Field missions would also be encouraged to "buy-in" to our central evaluation contract for their own evaluation activities.

TABLE 1
ILLUSTRATIVE LIST OF INITIAL CLASP II IMPACT EVALUATION QUESTIONS

1) Trainee attitudes toward/knowledge of the U.S.

Have participants attitudes toward/knowledge of the U.S. changed in any way since going to the U.S. for training?

What has been the nature of the changes?

Which aspects of the CLASP II process (pre-departure orientation, U.S. training, home-stays, follow-on) seem to have contributed to these changes and in what way?

2) Career advancement

To what extent are CLASP II returnees advancing in their careers (increased status on-the-job, increased responsibility within the workplace, promotion in rank, increase in salary, etc.)?

What aspects of the CLASP II training experience seem to have made the most contribution to these advancements?

3) Leadership

In what ways have CLASP II returnees' leadership skills been enhanced as a result of their training in the U.S.?

What are they doing with these skills that they did not do prior to departing for the U.S.?

What elements of the CLASP II experience (pre-departure orientation, U.S. training, follow-on) seem to have most contributed to the above?

TABLE 1 - continued

4) Effectiveness of short-term training programs

Are there any specific types of short-term training programs common to a number of missions that seem to be more effective than others in enhancing career mobility and leadership skills and that should be recommended for broader application?

What are the characteristics of these training programs?

Are there any specific types of short-term training programs common to a number of missions that seem not to be effective in enhancing career mobility and leadership skills that should be discouraged?

5) Effectiveness of long-term training programs

What types of long-term training programs seem to be most effective in terms of promoting career mobility and enhancing leadership skills (e.g. two-year undergraduate, four-year undergraduate, junior year abroad, masters degree training)?

Under what circumstances are these programs best carried out and how should they be designed so as to assure maximum impact?

Given its evolving nature, should we decide to adopt this option, we would not prepare a detailed 5 - 8 year implementation plan now. Rather, we would develop and incorporate in our CLASP II PP a conceptual framework and rationale that lays out the basis for the CLASP II evaluation (both process and impact). This framework would be expanded upon and enhanced next fiscal year once we have a better idea of how field missions will be designing their individual CLASP II projects and, once we have had the opportunity to obtain input from our field missions into the CLASP II evaluation design. For every year thereafter it would be the responsibility of LAC/DR/EST to prepare a yearly CLASP II evaluation implementation plan that would be approved by the director of LAC/DR and by CLASP II field missions before being put into effect.

While this approach is highly qualitative in nature, it does not rule out the use of quantitative data collection methodologies nor does it rule out quantifying the results from the studies in a manner useful to audiences. We may, indeed, want to administer questionnaires (for example to explore attitudes toward/knowledge of the U.S. before and after training). These questionnaires would differ from those presented under Option 2 below in that the questionnaires would be administered to a limited sub-sample of participants rather than a random sample of CLASP II participants in all CLASP II countries.

2. Sequence of activities under Option 1

This is the sequence of activities that I would envision should we decide to adopt this option:

Year 1 (FY 1990):

Concentrate efforts on organizing for the CLASP II impact evaluation. This would involve the following:

- (1) Finding a qualified individual to oversee CLASP II evaluation activities from AID/W. I can't emphasize this enough - we need both the skills and the continuity to**

oversee what could potentially be a very useful process. If we aren't able to find such an individual we may have to dramatically re-think what we want to obtain/can obtain from CLASP II evaluation activities.

- (2) Through case studies carried out in a sample of CLASP II countries (possibly using CAPS funds currently available under the CAEFTS contract), developing the constructs (e.g. categories) required to operationalize and define for future evaluation purposes such key terms as "leadership," "career advancement," "attitudes," "knowledge."
- (3) Developing a "menu" of evaluation options to be used in the CLASP II Impact evaluation. As a result of the case studies and given our key questions, define the appropriate mix of qualitative, semi-qualitative and quantitative methodologies that can be used over the course of CLASP II to collect the data that we need.
- (4) Getting field missions to "buy-in" to the CLASP II Impact evaluation. This would include: (a) orienting field missions to CLASP II Impact evaluation through one-two week training sessions provided at the sub-regional level; (b) reaching an agreement with field missions regarding the objectives and approach to be used in the CLASP II Impact evaluation; (c) identifying field missions that would like to participate in early cross-mission CLASP II Impact evaluation activities; and (d) orienting field missions on how they can buy-in to the CLASP II Impact evaluation with their own funds to collect data that they specifically need.
- (5) Preparation of a conceptual framework for CLASP II Impact evaluation that has the approval of AID/W and field missions.

- (6) Preparation of a detailed implementation plan outlining impact evaluation activities to be carried out during year two of the evaluation (NOTE: This plan would be updated annually to reflect emerging questions/issues that we cannot anticipate today but need to factor into future evaluation activities.)

Years 2 and 3 (FYs 1991 and 1992):

The activities proposed for years 2 and 3 are particularly important from the point of view of AID/W as they address topics of immediate interest to us from a strategic/policy context. We would engage in three types of activities:

- (1) Carrying out one or more studies to examine/validate the premises underlying the design of CLASP II.

Through one or more focused studies (e.g. studies that do not take all CLASP II missions and all CLASP II programs but rather a sub-sample of missions and programs) we would concentrate our efforts on attempting to answer questions 1-3 in Table 1 above, i.e. we would examine whether the premises underlying the design of CLASP II (e.g. that we can successfully enhance the leadership capabilities of individuals from the LAC region through a carefully designed program to upgrade their leadership skills and enhance their leadership capabilities) are well founded.

The results of this initial study or set of studies would be used to prepare, at the end of year two or sometime in year three, a document for ourselves, our field missions, and perhaps for Congress that would examine the premises of CLASP II. As necessary, this document would result in guidance to field missions to make mid-course adjustments in CLASP II design.

- (2) Initiating a series of ongoing studies that would examine specific CLASP II programs with an eye toward recommending their continuance and expansion, adjustments in these programs or their elimination.

~~This is where the CLASP II impact evaluation, in close tandem with process data obtained through the CIS and exit questionnaires, can give us our most concrete and useful assistance. A number of missions under CLASP I have initiated similar programs (e.g. short-term training of primary teachers; training of rural mayors; training of high-school students). These programs are being carried out in many cases on a repeating basis, and yet we do not have information that tell us how useful they are, whether it is appropriate to keep repeating them, and how they could be improved.~~

Once our CLASP II missions have carried out their Social Institutional Framework (SIF) analysis and designed their own CLASP II Project Papers we will be in a position to identify programs that would be in our collective interest (field missions and AID/W) to take a close look at (e.g. programs that are to be carried out on a repeat basis within a CLASP II mission or across CLASP II missions; new programs that, due to their "innovative" nature may be worth taking a closer look at given their implications for future CLASP II programs).

During years 2 and 3 of CLASP II (and indeed in future years as we continue to have need for this type of endeavor) we would selectively choose specific programs of interest to us and field missions and, through a combination of case study and other semi-structured qualitative methodologies, examine what can be learned from these programs that would have useful implications for future CLASP II programming.

This endeavor would result in the issuance, as studies are completed, of periodic reports to be circulated to all CLASP II field missions, providing guidance/insights on how to carry out (and conversely how not to carry out) these programs. ~~As necessary, the studies may result in the~~ issuance of formal guidelines to field missions (e.g. recommending that a given program not be continued; suggesting, based on the results of a given study, that certain practices be modified).

(3) Field buy-ins

Under this option we would be encouraging field missions to start buying into the CLASP II impact evaluation as soon as they like for purposes of exploring specific topics of interest to individual missions. In some cases missions may decide to "piggy-back" on studies we are already carrying out in their countries by adding on one or two questions to the questions we are already asking or asking the evaluator to collect data from individuals in a given village that the evaluator plans to go to anyway that are not part of the evaluators' sample. In other cases missions may want to mount their own separate (quantitative or qualitative) evaluation studies.

This approach raises, however, some interesting issues:

- (a) If we want missions to really "buy-in" and feel comfortable in using our central contractor (something we would ideally want to encourage to make sure that quality data are being generated) we need to give missions the liberty to decide whether or not they want to share their results with us. In some instances, a mission may wish not to share the data with us and to have the data go only to the field mission. We should be prepared to let this happen.

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(b) We need to build into the central CLASP II evaluation contract ample field mission buy-in capability (e.g. along the lines of the CREFTS or EHATS contracts).

Years 4 and 5 and beyond (FYs 1993, 1994 and beyond)

Given the flexibility involved in this approach, the dynamism of CLASP II, and the fact that by year 4 none of us will be here, it is hard to predict what course the CLASP II impact evaluation studies will take.

For purposes of current planning we can certainly envision two lines of inquiry:

- The continuation of field mission buy-ins
- The continuation of studies to examine sub-programs carried out in one or more countries on a repeating basis that are of generic interest to us

Other studies will undoubtedly surface -- studies arising from questions raised/left unanswered by prior studies; studies to respond to "hot" new issues that our successors or influential elements in Congress might have. As new questions surface we would need to apply, on a case by case basis, our key criteria for funding evaluation activities (level of uncertainty, amount of leverage) and, based on the outcome of applying these criteria and taking into account funding availabilities, decide whether or not to carry the studies out and at what funding levels.

We would also envision, should we follow this option, sometime early in year four bringing in an external party to evaluate the evaluation (e.g. Is our approach appropriate, are data collection methodologies sound and on target, what is the quality of the data collected and the way in which it is reported).

Should we opt to follow this approach, by the end of year five we should have completed a number of studies that would have implications for our EOPS. More importantly, we would have accomplished putting in place a mechanism for providing constant feedback that would have enabled us, during CLASP II implementation, to fine-tune the CLASP II design.

3. Advantages of Option 1

Option 1 has a number of, what are in my opinion, key advantages:

- A "user friendly" design that would permit us to obtain answers to our questions on a quick turn-around basis and use these answers to fine-tune CLASP II implementation.
- Potentially, a cheaper design to implement. Size and number of case studies could be tailored to reflect funding availabilities.
- The flexibility to introduce/adjust questions mid-stream to adapt to new interests/issues/exigencies.
- If done well, the credibility of an evaluation that makes observations based on in-depth cases and does not attempt to make sweeping generalizations that are subject to attack from a methodological perspective.

4. What we would not be able to get under Option 1:

There are certain things that this option definitely would not buy us. We should be aware of them up-front and willing to dispense of them, should we decide to adopt this option.

- Significant amounts of quantitative data, based on relatively large samples, that can use to make broad, sweeping generalizations regarding the CLASP II program.

- A roadmap that would permit us to put in place, from the beginning of the project, a design that will be carried out in a consistent fashion over a five year time period.

OPTION 2: A more formalized design which sets out quantitative parameters and targets and relies more on structured questionnaires and interviews.

1. Key characteristics

The approach proposed for Option 2 is one that is largely (although not exclusively) quantitative in nature. As in Option 1 the approach to be followed would be one of close collaboration/input from field missions during the first year. Option 2 would also avail itself of the CIS/exit questionnaire data base. Where Option 2 differs from Option 1 is in the following:

- We would set in place, early on in the design process, one or more follow-up questionnaires, which our contractor would administer on a periodic basis over a five to eight year time period.
- We would draw as our sample participants in all programs from all 12 CLASP II missions (rather than taking a sub-sample of programs and missions as would be the case under Option 1).
- We would invest a great deal of effort, during the first year of the evaluation, in selecting an appropriate sampling frame and, via case study methodologies, identifying the key data elements that would need to be included in the questionnaires.
- Instead of a series of studies, as is the case under Option 1, we would be buying one master study to be carried out over a five-eight year time frame.

2. Advantages of Option 2:

Options 2 has three potential advantages.

- A more traditional/"accepted" methodology.
- Predictability: the ability to organize and design up-front an evaluation approach that would be carried out in a consistent fashion over a five to eight year time frame.
- Data that are readily quantifiable and easy to summarize for a lay audience.

3. What we would not be able to get under Option 2:

- An evaluation approach that is not nearly as user friendly as Option 1: if we follow this approach it would be difficult, without major disruption in the integrity of the evaluation design, to make significant adjustments midstream either in the contents of the questionnaires or the data collection methodologies.
- Data that are always "timely." With a design that calls for the collection of the same data year after year, we would run the risk of generating, as time goes on, data that are "stale" or "old hat."
- If we are not careful we may end up with data that are of dubious validity.
- Flexibility in funding: given the progressively larger data base that would accumulate under this design, we would be saddled with an increasing expense just to maintain the data base.

C. INTEGRATING TRACKING OF CLASP I RETURNEES INTO THE CLASP II EVALUATION

The decision has already been made to track CLASP I returnees as ~~part of the CLASP II evaluation. Actually, this tracking will begin this~~ FY prior to the initiation of the CLASP II evaluation. CAPS returnees (both short- and long-term) will be selected as part of the Phase III activities to be carried out under the Central America Education Field Technical Support (CAEFTS) contract and financed with approximately \$350,000 in CAPS funds left in the contract designated specifically for CAPS evaluation purposes.

Under the Phase III CAPS evaluation the following will take place:

- A sample of CAPS returnees, both short- and long-term, will be selected for purposes of follow-on.
- Case studies, similar to those carried out under Phase II for Guatemala and Costa Rica but less structured, will be carried out, in order to: (a) initiate the development of the constructs for leadership, career development and attitudes that will be required for further CLASP evaluation purposes ; (b) identify one or more methodologies for applying these constructs in the implementation of the CLASP II evaluation; and (c) collect preliminary data on the impact of CAPS on returnees.
- A report will be prepared which: identifies the methodology followed in the case studies; identifies the constructs; and proposes one or more methodologies, in addition to case studies (e.g. semi-structured interviews, open-ended questionnaires) for collecting data on CAPS and CLASP II returnees using these constructs.
- An additional report will be prepared, summarizing the preliminary outcomes of the case studies, and providing insights for the early stages of CLASP II implementation.

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- **As appropriate, and pending the availability of additional funding, further follow-up will be done on this sub-sample of CAPS returnees in order to track the impact of their U.S. experience over time.**

- **In addition, AID/W - in close collaboration with one or more CAPS missions - may use remaining CAPS funding to initiate a one or more studies to examine the effects of one or more sub-programs (e.g. Costa Rica 4-H student groups; bilingual promoters from Guatemala) on returnees. These studies will serve both as a pilot/trial run for the program specific studies to begin during year two of the CLASP II evaluation and to provide useful insights that can guide early CLASP II implementation.**

Pending the outcome of the above studies and decisions made in early FY 1990 vis a vis the CLASP II impact evaluation, a certain portion of this CLASP I sample may be tracked further over time using CLASP II funds.

ATTACHMENT 1
AGENDA FOR CLASP II IMPACT EVALUATION DESIGN WORKSHOP
MAY 3-5, 1989

CLASP II EVALUATION DESIGN WORKSHOP

WEDNESDAY, MAY 3

- 10:00 A.M. Welcome/objectives of workshop
Logistics
Review/revisions to agenda
Bernbaum
Jones
- 10:20 A.M. Background - history of CLASP
program, factors influencing
CLASP implementation, objectives/
perspectives for CLASP II
Carney
Gillies
Warfield
- 11:00 A.M. CLASP evaluation activities to date:
Aguirre evaluation, CAPS case
studies
Chesterfield
Gonzales
Kauffman
- 12:30 P.M. Lunch
- 1:30 P.M. The political/strategic context -
why are we carrying out the
evaluation, who are the audiences,
how will data be used?
Cronbach
Bernbaum
- 3:00 P.M. Critique of proposed CLASP II
evaluation design
Chesterfield

THURSDAY, MAY 4

- 8:30 A.M. Summary of day one proceedings
Bernbaum
- 9:00 A.M. Methodological considerations: what
type of experimental/quasi-experi-
mental design is appropriate?
Campbell
- 11:00 A.M. The sample: appropriate sample
size, methodology for selecting a
sample
Kish

12:30 P.M. Lunch

1:30 P.M. Questionnaire design, tracking of trainees - when is enough enough? Cronbach

3:00 P.M. ~~Enriching quantitative outcomes~~ with qualitative data ~~Levine~~

FRIDAY, MAY 5

8:30 A.M. Preparation of options for CLASP impact evaluation design Workshop Participants

10:30 A.M. Presentation of options Workshop Participants

12:30 P.M. Lunch

1:30 P.M. Wrap-up: options for CLASP II evaluation design; conducting an evaluation that is methodologically sound, affordable, and feasible Bernbaum Carney

3:30 P.M. Close to workshop Carney

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ATTACHMENT 2

**EVALUATION DESIGN FRAMEWORK PREPARED PRIOR
TO WORKSHOP**

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CLASP II EVALUATION DESIGN FRAMEWORK

<u>DATA DESIRED</u>	<u>AUDIENCE</u>					<u>MECHANISM</u>	<u>TIMING</u>	<u>BUDGET</u>
	<u>FIELD MISSIONS</u>	<u>LAC BUREAU (LAC/DR)</u>	<u>LAC BUREAU AGENCY MGT.</u>	<u>CONGRESS</u>	<u>CONTRACTORS</u>			
1. <u>ACHIEVEMENT OF TARGETS</u>	X	X	X	X	X	CTP Updates CLASP Information System	Annual Biannual	\$100,000/yr
1.1 New trainee starts								
1.2 Minimum 40% women								
1.3 Minimum 70% disadvantaged								
1.4 Minimum 20% long-term								
2. <u>IMPLEMENTATION PROGRESS</u>	X	X	(X) 1/	(X) 1/	X	Two week field visits to field missions	Every two years	\$300,000/yr
2.1 Adequacy of procedures for recruiting, screening & selecting leaders								
2.2 Adequacy of design of individualized training plan								
2.3 Adequacy of pre-departure orientation								
2.4 Training in U.S.								
— Quality & appropriateness of technical training								
— Quality & appropriateness of Experience America								
2.5 Quality & appropriateness of follow-on								
2.6 Cost containment								

1/ On a select basis

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<u>DATA DESIRED</u>	<u>AUDIENCE</u>					<u>MECHANISM</u>	<u>TIMING</u>	<u>BUDGET</u>
	<u>FIELD MISSIONS</u>	<u>LAC BUREAU (LAC/DR)</u>	<u>LAC BUREAU AGENCY MGT.</u>	<u>CONGRESS</u>	<u>CONTRACTORS</u>			
<u>3. EFFECTS (IMPACT) ON TRAINEES</u> - Attitudes/knowledge of U.S. - U.S. linkages - Career advancement - Leadership/multiplier effect	X	X	X	X	X	Combination of questionnaires & case studies (time-series) Questions: - Sample size - Control group - Duration & frequency of time-series - Need to treat individual groups as separate mini-evaluations - Need for central evaluator as opposed to mission evaluators.		<u>Options:</u> \$300,000/yr \$500,000/yr

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LAC-IEE-89-47

ENVIRONMENTAL THRESHOLD DECISION

Project Location : LAC Regional
Project Title : Caribbean Latin American
Shcolarship Program II
Project Number : 598-0661 and 597-0044
Funding : \$200 million
Life of Project : Eight years
IEE Prepared by : Elizabeth Warfield
LAC/DR/CEN
Recommended Threshold Decision : Categorical Exclusion
Bureau Threshold Decision : Concur with Recommendation
Comments : None
Copy to : Joe Carney, LAC/DR/EST
Copy to : Elizabeth Warfield, LAC/DR/CEN ✓
Copy to : IEE File

James S. Hester Date JUN 16 1989
James S. Hester
Chief Environmental Officer
Bureau for Latin America
and the Caribbean

Funding levels and staffing requirements for the Evaluation

Funding for the CLASP II evaluation will come from two sources:

- AID/W: for those activities that involve management and policy oversight and to carry out studies that collect data on specific field programs common to a number of missions that can, in turn, be used to provide guidance for improving the delivery of these programs; and
- Individual missions: for those studies that address questions of particular interest to one mission.

The anticipated level of effort, for AID/W funded activities, is \$4,810,000 over a five year period (or approximately \$950,000 per year) as follows:

- Three senior staff to serve on a full-time basis over a five year period (180 person months x \$12,000/person month = \$2,160,000):
 - One to oversee the refinement, updating, and implementation of the CIS and the refinement and reporting of data collected through exit questionnaires.
 - One to oversee and carry out the preparation of bi-annual reviews of CLASP II management/implementation and to provide implementation assistance to CLASP II field missions.
 - One to oversee/guide studies designed to verify the assumptions underlying CLASP and to assess the effectiveness/adequacy of individual training programs.

(Note: One of these three individuals would also serve as project manager for the contract.)

- Three full-time assistants over a five year period (one for each of the above senior specialists) to assist in implementing activities under the responsibility of each of the specialists (180 person months x \$8,000/person month = \$1,440,000).
- One full-time secretary and one half-time secretary over a five year period (90 person months x \$3,000/person months = \$270,000).
- Short-term expertise to assist in collecting/interpreting data both in the U.S. and in country (30 person months x \$15,000 person month = \$450,000).

- In-country data collectors (120 person months x \$2,000/person month = \$240,000).
- Funding for computer time and for preparation of reports (\$50,000/year for five years = \$250,000).

Field mission buy-ins are anticipated to average \$300,000 per year or \$1,500,000 over the life of the CLASP II evaluation.

SOCIAL-INSTITUTIONAL FRAMEWORK
USAID/Guatemala

I. INTRODUCTION AND BACKGROUND

A. COUNTRY BACKGROUND

The dominant factor in social, political, and economic life in Guatemala today is the emergence of a progressive, democratically elected government after thirty years of authoritarian rule and civil war. The country is recovering from the serious socio-political problems caused by the leftist insurgency of 1978-1983 which was mainly focused in the rural highlands and primarily affected the Indian populations. In January, 1986, a democratically elected government assumed power, a new Constitution was enacted, and recovery began.

In addition to political reform, the new government initiated rapid and long overdue reforms in economic policies. In the early 1980's, Guatemala's economy had deteriorated badly as a result of the civil violence and misguided economic policies. The average GDP dropped nearly 20% in real terms from 1980 to 1986. Among the economic initiatives undertaken by the GOG were stabilization of the exchange rate, elimination of petroleum subsidies and increases in utility tariffs, reduction of the GOG budget deficit, reduction of inflation from 40% to 12%, disciplined monetary policy, and effective promotion of nontraditional exports. The new policies were effective and the real economic growth rate went from negative growth to a rate of 3.1% in 1987 and 3.5% in 1988.

As a result of these political and economic reforms, Guatemala today is a stronger and more progressive country than it has been in over a decade. Aside from the rapid advances which have taken place in Guatemala and the fact that the benefits of these political and economic changes are gradually reaching segments of the population that were traditionally excluded -- the rural poor and particularly the highland Indians -- the development of democratic institutions and effective market response to economic opportunities is a long-term process which is still in its early stages.

Before a true institutionalization of democratic processes can successfully take place in Guatemala, a large scale attitudinal change is required. Guatemala has a long history of resolving problems by authoritarian rule and arbitrary transfers of power rather than through democratic processes. These practices have inevitably created widespread

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and deep skepticism about the long-term prospects for democratic reform. This is particularly true for the rural Highland Indian population which measures the value of democratic systems by improvements in the delivery of social and development services, in personal security and economic opportunity. Urban, educated ladinos demonstrate their skepticism through cynicism and lack of confidence in the ability and integrity of the leaders. For both groups, attitudinal change will be achieved through improved ability to understand and participate in democratic processes and economic development.

B. SOCIO-ECONOMIC CHARACTERISTICS OF GUATEMALA.

Future progress rests on the ability of the GOG to continue to address the significant socio-economic constraints to development. Primary among these are the social, cultural, geographic, and economic divisions of the Guatemalan society. More than half of the population belongs to one of many Indigenous groups who speak 23 distinct languages and more than 100 dialects. The dominant economy of small scale agriculture and itinerant commercial activity is rooted in the traditions and history of these indigenous populations. Guatemalans live in over 16,000 small villages that are satellites of 335 municipalities in 22 Guatemalan departments (states). In most areas, social and political allegiances are limited by village boundaries or family relationships. Geographical boundaries and limited transportation and communication systems further work to limit social, political, and economic interaction and integration. The historical impact of these divisions has meant significant under-investment and limited opportunity in the rural and Indigenous areas which in turn has created what the Cerezo government terms a "social debt".

The "Indigenous/Ladino" distinction is more cultural than ethnic. The "Indigenous" peoples will wear traditional Mayan clothing, speak one of the Mayan-derived dialects at home, follow traditional cultural and religious practices, and regard themselves as a natural, or native person. Those who classify themselves as "Ladino" will have a western education, wear European clothing, speak Spanish at home, and observe urban social and religious norms. Moreover, the distinction is not a strict dichotomy but rather covers a spectrum of characteristics and actions, as individuals in certain places may exhibit a combination of the "Ladino" and "Indigenous" traits.

Most of Guatemala's Indian population live in the central and eastern Highlands. They are rural, predominantly agricultural, and possess limited education, literacy, access to health delivery systems and incomes. Ladinos are the dominant cultural group in the eastern and southern parts of the country and reside in the cities and towns. As a group, the Ladinos are predominantly urban, wealthier, more highly educated, and more knowledgeable about economic opportunities. Guatemala City is a primarily Ladino city with a population of 1.5 million--ten times more populous than the next largest cities of Escuintla and Quetzaltenango.

Agriculture continues to be the most important economic activity in Guatemala, providing a livelihood for over 60% of the population, most of whom are in the eight departments of the central and western Highlands. The vast majority of these families are engaged in traditional farming practices on very small plots of steeply sloped land. They often supplement this semi-subsistence life with income from handicrafts, work in nearby towns, or seasonal labor. Rapid population growth of over 3% annually has diminished the average farm size and further exacerbated the problems of poverty in these rural areas. The best agricultural lands which are located on the southern coastal plains and the southern and northern slopes of the mountain range are primarily in large commercial farms and livestock enterprises, and are owned by Ladino agribusiness interests.

The highly skewed distribution of economic resources in Guatemala is among the worst in Latin America. The wealthiest 20% of the population receives 47.3% of the national income while the poorest 20% receives only 6%. The largest groups of the poor in Guatemala are primarily Mayan Indians in the central and western Highlands. The annual income of an estimated 90% of the population falls below the minimum taxable income, while approximately 20% of the population falls below the extreme poverty line. The social, political, and economic leadership and power on a national level is concentrated in the Ladino, urban, economically elite classes.

C. USAID GUATEMALA PROGRAM

The U.S. government development assistance program in Guatemala is committed to solidifying the democratic process and strengthening and expanding the political and economic recovery. The USAID strategy is concentrated on economic stabilization; promoting economic growth through policy reform

and expanded investment in agriculture and the private sector; increased access to the benefits of growth through health, family planning, and education; and strengthening democratic institutions and processes. Special program concerns include improving environmental management, revitalizing the agricultural sector, and fostering greater participation in the benefits of growth of those elements of society that have been excluded historically. While the Mission has substantial project activity in all functional areas, the primary overarching theme of the program is supporting the transition to democratic rule. The CLASP program is a key component in achieving these objectives.

D. CLASP EXPERIENCE TO DATE

CAPS I/Guatemala was obligated through an agreement with the GOG's National Economic Planning Council (SEGEPLAN) with in-country administrative arrangements the responsibility of PAZAC, the GOG office under SEGEPLAN responsible for CAPS I implementation. Arrangements for the U.S. training portion have been provided through a mechanism with the AID/W Partners in International Education and Training (PIET) contract.

The CAPS program in Guatemala has primarily concentrated on training Indigenous people from rural areas, especially in areas seriously affected by the civil violence of the 1980's as a means of decreasing their vulnerability to leftist manipulation and influence. The program has trained large numbers of people from these historically neglected areas and has provided training opportunities that were previously unavailable at such a level. As a result of the decision to target low income rural adults and youth, the program has been heavily oriented toward the only type of training appropriate for this target group -- short-term technical training of five weeks duration. The target populations, except for youth, were already established with families and careers, and were both culturally and financially unable to accept longer term training. Moreover, the educational background of the trainees limited opportunities for extended or formal academic training.

By mid-1989, the CAPS program in Guatemala had trained approximately 4,000 people. Most of the CAPS trainees to date have been from rural, indigenous groups and the majority have attended short-term training programs in health, education, community development, and other technical fields. Long-term training in hotel management, tourism, public health, banking, and computer programming has been directed primarily at younger

trainees. In 1988, the Mission initiated a Junior-Year-Abroad program for qualified university students. All of the trainees have been from economically or socially disadvantaged groups and over 50% have been women.

The primary institutional base for follow-on activities is the CAPS alumni association (ASOPAZAC). The association now has approximately 2,000 active members and has undertaken numerous projects. The Association, along with PAZAC, supports a broadly based program which includes a periodic newsletter; a job placement and support center; a special project fund for carrying out community-level projects; a system for nominating, screening, and orienting new candidates for Peace Scholarship Programs; and a "Padrino" (Godfather) system for assisting newly returned trainees reintegrate into their communities, institutions, and/or jobs. In 1989, the Mission initiated a new phase in the follow-on component of the program through a contract with the Experiment in International Living to provide a total of four weeks of follow-on training over a two year period plus a self-directed study program to returned short-term trainees.

The objectives of the follow-on training are to reinforce the technical training received in the U.S.; to strengthen the relations between the U.S. and Guatemala through experiences gained in Guatemala; to provide a means for the scholars to continue their relationship with the U.S. Mission directly, through ASOPAZAC and through the Experiment in International Living; and finally, to discuss and analyze the relevancy of the CAPS training to the needs of Guatemala as well as the individual needs of the trainees in order to aid the scholars to become more effective agents of change, activists in the development of Guatemala and effective participants in Guatemala's democratic processes and institutions. This additional reinforcement training increases the amount of short-term training which the scholars receive from the five weeks of U.S.-sponsored training to approximately four months of in-country/in-U.S. combination training.

While the agreement with SEGEPLAN will remain in effect through the CAPS I March 31, 1992 PACD, the Guatemala Peace Scholarship Project will be fully obligated through an AID direct institutional contract with a U.S. firm. The institutional contractor will manage all aspects of the GPS Project, including recruitment, screening, selection (with USAID/G participation and approval), orientation, data collection and input, placement/training, participant monitoring in the U.S., follow-on and publicity.

While the management mode will change under the GPS Project, the project focus will continue to be directed toward training people in two areas: 1) the basic skills and attitudes necessary to participate effectively in a democratic system, and 2) technical skills needed for success and economic development. All CLASP II (GPS) scholarships will be given to individuals with proven or potential leadership abilities who are in positions of influence and respect in the community or in their chosen area of endeavor.

E. DEFINITIONS

In accordance with the CLASP program guidelines, USAID/Guatemala has established strict selection criteria and definitions to assure that the appropriate target groups were reached. The following CLASP I definitions will be continued for the CLASP II phase.

ECONOMICALLY DISADVANTAGED: Families with incomes below the minimum taxable income level in Guatemala (Q1,500 per month) are considered to be economically disadvantaged for short and long-term training programs.

SOCIALLY DISADVANTAGED: All non-Ladino, indigenous and Caribbean black groups and women are considered to be socially disadvantaged.

LEADER: Individuals who exercise some influence over the thoughts and actions of others. A leader may or may not be in a formal position of authority, but rather is recognized in the organization or community as someone who can initiate action and whose opinion is respected.

POTENTIAL LEADER: Potential leaders are individuals, usually youth, whose actions, achievements, attitudes, and communication skills indicate a potential for leadership. In some cases, the individual will already exhibit many of the traits of a leader, but may not be recognized as such due to his/her age.

RURAL: All areas outside of Guatemala City are considered rural for purposes of the GPS project.

ELITE: The "elite" are defined as individuals, or their immediate families from the upper class private sector or who hold high level government positions at the national or departmental level. In financial terms, the "elite" are those

families with incomes sufficient to educate their children in the U.S. or Europe if they choose to do so.

INDIGENOUS: An individual who speaks a native language, wears Mayan dress and/or identifies himself/herself as a member of a Mayan ethnic group.

YOUTH: An individual under twenty-five (25) years of age.

II. STUDY OBJECTIVES AND METHODOLOGY

The objective of this Social Institutional Framework (SIF) was to review the current target groups served under CAPS I to determine whether they adequately meet the CLASP II definition of leadership and to determine whether additional groups should be included in the program to achieve the program goals. The SIF study is viewed within the context of the mission programmatic emphasis on improving access to the benefits of development for those groups that have traditionally been excluded, primarily the rural and Mayan population. In addition, a cross-cutting targeting approach was used to identify appropriate institutions and positions in program fields supportive of mission objectives, such as education, health, and agriculture.

USAID/Guatemala has access to numerous extensive, in-depth analytical studies and substantial in-house expertise relevant to this study, including the Cross-cutting Altiplano Evaluation (1988), Education Sector Assessment (1985), Primary Education Sub-sector Assessment (1988), Health Sector Assessment (1986), and Health Sector Sustainability Study (1987). In view of the extensive base of existing studies, the SIF is drawn primarily from these resources.

The primary mission personnel involved in the initial phase of the SIF were a Guatemalan sociologist on contract to USAID/Guatemala and a major participant in the Cross-Cutting Altiplano study, along with a Ph.D. economist with degrees in anthropology and political science who has worked and lived in Guatemala for more than 13 years over a span of 21 years. The latter is currently the USAID program information and evaluation specialist and was the director and primary editor of the Altiplano study. They were assisted in a one-week consultancy by the U.S. contractor who will also be responsible for assisting the mission in preparing the GPS project paper. The U.S. Ambassador to Guatemala and the USAID Mission Director

were interviewed and their priorities and concerns were incorporated into the analysis. The views of all senior mission officers familiar with the Guatemalan socio-cultural, political, and economic context were carefully incorporated into the SIF through mission review.

III. CONCLUSIONS

A. GENERAL LEADERSHIP PATTERNS IN GUATEMALA

The leadership structure of Guatemala, as in other countries, consists of both formal and non-formal positions of influence and authority. As with other countries in transition from traditional agricultural to modern societies, the historical divisions in Guatemalan society have left a pattern of distribution of power and influence that mirrors the distribution of economic resources. At the community level, both Indian and Ladino populations have internal systems of leadership that reflect the predominant cultural patterns of traditional agricultural societies. However, above the village and municipal level, social, economic, and political leadership, both formal and informal, is progressively more concentrated in the Ladino population. The following is a brief description of the leadership structure at present:

NATIONAL LEVEL: At the national level, leadership, influence, and power reside in a few institutions -- high-level government officials, political parties, the armed services, and the traditional private sector. Formal elected leadership consists of the executive branch headed by the President, Vice president, and is served by the appointed leadership in government ministries. The executive branch also contains a number of autonomous institutions of government. The legislative branch, consisting of a 100 member National Congress, is weak and dominated by the Executive Branch. The judiciary is the third formal branch of government and is headed by the Supreme Court with nine elected magistrates. In addition to the Supreme Court, autonomous power is exercised by the Constitutional Court, the Supreme Electoral Tribunal, the Human Rights Office and Human Rights solicitor (Ombudsman). The executive branch is clearly the dominant power among the formal leadership at the national level.

The primary non-government sources of leadership and influence at the national level include business and professional associations, large landowners, and journalists. Among the most important organizations in consolidating the

democratic process are the bar association (Colegio de Abogados) and business organizations such as the "Comite Coordinador de Asociaciones Agricolas, Comerciales, Industriales y Financieras" (CACIF) and the "Comite Empresarial" (CAEM). On issues affecting their professions, the professional societies of engineers, doctors, architects, and others are also influential.

DEPARTMENT LEVEL: An appointed governor of each department (province) is the primary source of formal leadership. The departmental government usually consists of a small administrative staff responsible for administering the budget provided by the central government. This departmental government is influential in dealings with the central government and the municipal authorities. Each department contains a principal town comprising the administrative and economic "center" of the department (e.g., the city of Mazatenango in the department of Suchitepequez or the city of Quetzaltenango in the department of Quetzaltenango). Local branches of banks and other private sector institutions are often located in these "secondary" urban centers and are staffed by local residents. Such people are upwardly mobile and, because of the greater informality of urban life outside the Capital city, sometimes find it easier to achieve positions of leadership in a cultural environment undergoing transition from traditional Indigenous to urban Ladino. By virtue of their relatively good commercial and communications ties with the Capital, these departmental "seats" offer opportunities for local and national advancement not found in other kinds of towns.

MUNICIPAL LEVEL: The municipal formal power structure consists of the mayor and small municipal administrative offices. The mayor is an elected position with administrative authority over the government tax allocation for the municipality (8% of central government revenues are transferred to the municipalities). The municipal government coordinates with all of the village councils (principales) in the municipality and represents the municipality's interests with the departmental government. The municipal administrative staff, particularly the secretary and the treasurer, also wield considerable influence over the decisions and actions of the municipal government.

VILLAGE LEVEL: The village councils, which fall under the Mayan community structure, are elected bodies of village leaders who represent village interests to the municipal government and who decide on village level problems and

appointments. The village councils normally appoint young people of promise to low level administrative and service positions in the local church "mayordomo", and the municipal government "alguacil", from which advancement into the church, municipal government posts and village council is expected.

At the municipal and village levels, citizen interaction with the formal leaders takes place through committees or other citizen organizations. Many of these committees, the composition of which are made up of activists and leaders, are viewed as temporary groupings in that they come together to resolve specific problems (e.g. installation of potable water systems, road construction, school construction, etc) and are then transformed into other committees for other purposes as the need arises. The formation and vitality of these local committees has increased substantially with the advent of a democratic government and the reduced threat of violence. During the worst years of the civil war, such meetings were extremely dangerous as both the leftist insurgents and the military were suspicious of community meetings. Consequently, such meetings were infrequent. In the changing political and social climate, this form of grassroots participation is again becoming common and in fact forms the backbone of community development.

Activism and leadership at the community level is common among some positions and occupations. For instance, agriculture, education, health and family planning workers and volunteers are influential and respected in their communities and in fact are often designated as promoters by the community in recognition of their leadership qualities. These individuals are leaders whose participation as volunteers is in addition to an existing occupation, usually in agriculture. Cooperatives are also a source and focal point for community leadership both in technical areas and in general community improvement.

B. MAYAN AND LADINO COMMUNITY LEADERSHIP PATTERNS.

Although the above description of power and leadership structures applies to all municipalities and villages, the cultural differences between the Mayan and Ladino communities are significant enough to warrant a separate discussion. The traits described below are to some degree an abstraction, representing the pure polar extremes of culture rather than the mixture found in most communities. However, as a general rule, the predominant nature of communities in the western and

northern highlands tends toward the Mayan pole while the communities in the east and south tend toward the Ladino pole. In some communities, parallel leadership structures exist for the Mayan and Ladino communities, sometimes extended to a dual government. Regardless of where a community may be on the spectrum of cultural values and mores, these cultural definitions are critical to effectively identifying and training community leaders.

The Mayan community is rooted in religious beliefs which form the bedrock of expectations for appropriate personal and community behavior and which, therefore, are not easily changed. Leadership in this type of community flows to those people who uphold the traditions, acting as a force for stability rather than a force for change. When the community determines that change is unavoidable, a group will be formed developing a community consensus for change, who will then present the problem to the leadership. Faced with such problems, the Indigenous leader will look to tradition and historical means to solve the problem. Leaders are considered "shepherds of the flock", whose responsibilities are oriented toward community interests rather than individual or family interests. Such leaders rule by precept -- given the religious base and legitimacy of the office, the actions of the person holding the office are seldom questioned. Advancement in the Mayan community is gained through merit and age.

Within the Mayan community, the authority and influence of the leadership structure is pervasive. The Mayan leadership performs all three basic functions of government -- executive, judicial, and legislative -- adjudicating disputes and establishing norms. Law enforcement is performed by community officers (alcaldes auxiliares) rather than national police; however, the governing and decision-making process is almost entirely verbal and interpersonal, which appears disorderly and unstructured to the Ladino. While the authority of leaders within the Mayan community is extensive, the leadership is distinctly internally focused. Relationships with the larger world outside of the community, including government offices and services, are not maintained on a regular basis, but rather are sought only when the need arises. Given this inward focus, the range of community authority is circumscribed by the Ladinos, who are the primary point of contact with the outside world and who control the levers of economic and political power of the modern, external society.

It must be pointed out, however, that the traditional views and leadership structure of the Mayan communities have

been affected, and in some instances severely changed by a variety of events which have occurred. For example, the creation of the so-called "Patrullas de Autodefensa Civil" (self-defense patrols), an outcome of the civil disturbances of the early 80's has played a part in eroding the prestige of the village elders which in turn has caused changes within the community leadership structure; increased access to communication for the country as a whole, i.e., radio, has caused the rural areas to become more involved in national politics; and, the increased influence of non-Catholic religious groups, i.e., Evangelicals, has caused a change in the religious power structure.

Basic cultural traits of the Mayan community have traditionally been fatalistic, lack of materialism, and a powerful work ethic. Acceptance, with dignity, of the existing circumstances rather than initiating action to change those circumstances is the expected behavior and source of stature within the community. Material success that improves an individual's position relative to others in the community is unseemly. Work is intrinsic to the meaning of life, so changes which are intended only to save labor have little value. Although Mayans will seldom plan for a future beyond the next crop year, they are willing to save and invest for specific goals -- postponing consumption for future benefits. Self-reliance, within the broader context of community tranquility, solidarity, and cooperation, is highly valued.

The Ladino community is far more secular in nature and is based on law and personal influence. The respect for law, however, is contextual rather than absolute. Laws only mean what a given power structure will enforce, so few things are absolute. This attitude strongly encourages developing and maintaining an interconnecting web of loyalties and connections. Thus, while the mode of decision-making is likely to have the same authoritarian flavor as in the Mayan community, the basis for the authority is a pragmatic understanding of power rather than religion. The Ladino will be more pragmatic and more inclined toward risk-taking and change. In a Ladino community, leaders are those people who can initiate change when needed, and who will most often look to new ways to solve a problem rather than traditional ways. While advancement to leadership is still based on merit and age, these elements are balanced by family connections, resources, initiative, and other factors. The Ladino community dynamic is less reliant on committee action and consensus building than are Indian communities.

The Ladino community is basically outward-looking rather than internally focused. They have much better awareness of national and municipal forces and are far more likely to use the services for their own advantage than are Indians. The Ladino ethic is opportunism (in a basically positive sense) and self improvement. Ladinos have higher aspirations and are more materialistic than their Indian neighbors. The focal point of the Ladino will be on individual self-interest and family loyalties rather than on the community as a whole. A materialistic outlook helps to better define and focus needs, so Ladinos are likely to make more effective use of the municipal tax allocations (8%) than are Indians. Despite this materialism and ambition, work is not held in high regard, particularly physical labor. Ladinos are far more likely than Indigenous people to consume surplus resources rather than save and invest and also are more likely to use opportunities and office for personal gain. Given the individual and family rather than community focus, social and political conflict is much more common in Ladino communities than in Indigenous communities.

Both the Ladino and Mayan cultures have elements that are necessary for development and management of the inevitable change that will come to rural Guatemala. In the real world spectrum between the poles of the Ladino and Mayan culture are found many transitional people who combine the best of both cultures. These people, with a foot in both camps who can see a little farther than their neighbors while maintaining traditional values, offer the best hope for productive change in rural areas. It is these individuals who are the primary target group for CAPS training in Guatemala. The training should seek to reinforce the positive traits of both cultures in trainees: willingness to undertake hard work; ability to assess and undertake risks; self-reliant but collaborative outlook; and willingness to accept compromise in the interests of the community. All of these traits exist, although in different proportions, among Ladinos and Indigenous peoples alike. The potential for rural development in Guatemala lies in an effective working synthesis of these qualities.

C. SPECIAL LEADERSHIP CATEGORIES

EDUCATION SECTOR. A special category of opinion leaders and influentials is teachers and educators, since their actions and opinions are particularly direct and influential for a vital segment of the population -- the next generation. Moreover, in villages, the teacher is a position of respect and

can be influential if the teacher is active and involved in the community. Unfortunately, the Guatemalan education system does not facilitate community involvement by many teachers while university professors can be influential in shaping the opinions and actions of students at a particularly impressionable age, school administrators can influence a broad range of actions and attitudes of teachers and communities. Leaders within these categories can have a positive impact on their schools, parents, peers and community as well as students. Moreover, beyond these areas of direct influence, the national teachers association is well organized and has a significant voice in public and personnel policy affecting the teachers. Therefore, individuals in the education sector have a uniquely broad and profound influence on attitudes and actions and will continue to be appropriately emphasized in the programming of this project.

POTENTIAL LEADERS. Potential leaders are somewhat more difficult to identify, although the Mayan community does have an established system for promotion of promising young people through the ranks. The path to leadership in villages often starts with appointment to the lower steps of responsibility in church positions (the "mayordomo") and the municipal government (the "alguacil"). From these entry level positions, individuals move to staff positions in the municipal government or other church positions of increasing responsibility, while the most prominent leaders join the village or town councils ("Principales").

Youth groups such as scouts and 4S are dedicated to developing leadership capability in young people and are a good source for identifying promising individuals. The school system itself is one of the best ways to identify actual or potential leadership qualities in urban and rural youth.

As noted above, age is an important factor in village leadership. The immediate impact of working with young people is unlikely to be as great as that expected from established activists and opinion leaders. However, the potential for long-term impact through establishment of values and new horizons is substantial, if not incalculable. These young people are at an important stage in their development of values and goals. The CAPS experience, if well structured, can make a lasting impression on promising young people, and through them, on their parents and community.

IV. GPS/CLASP II PROGRAM FOCUS

A. OBJECTIVES.

A primary objective of the GPS/CLASP II training will be to strengthen the capability of rural communities to solve their own problems through organization and community action. The skills transferred will include not only appropriate technical skills, but also organizational and planning skills to work effectively through community organizations and interact productively with the formal power structure. The Experience America component will focus on participatory approaches to decision-making and will be related to the trainees' technical fields whenever possible. By strengthening community leadership capability and encouraging participatory rather than authoritarian decision-making, the GPS/CLASP II program will strengthen grassroots participation in development and democracy and increase the rural communities' stake in the system.

B. TARGET GROUPS.

Consistent with overall U.S. Government objectives and given the existing power-leadership structure and historical development patterns in Guatemala, the Mission will concentrate the Guatemala Peace Scholarships/CLASP II training funds on developing and strengthening leadership capability at the local and community levels, especially among but not limited to the Indigenous population in rural areas. Because the rural community level leadership was a particular focus of repression during the civil war, a concentrated effort to rebuild and strengthen this leadership class is essential to institutionalization of democracy and economic development in Guatemala. Moreover, the Mayan rural communities have a cultural predisposition to community organization and action, so support at this level is highly appropriate. To date, the CAPS I program has focused on the informal community leadership structure (teachers, health workers, rural development volunteers, cooperatives, and small entrepreneurs). In the GPS/CLASP II program, the target groups will be expanded to include a balance of partisan political representation of individuals in formal positions of leadership at the community and local level, primarily municipal mayors and village councils, and to a lesser degree, youth with leadership potential.

While the SIF has identified other potential target groups in urban areas or middle-income groups that are also

important in consolidating democratic reform in Guatemala, these groups are served by other mission programs, including the Democratic Initiatives projects and the Development Training and Support project. The GPS Project will complement these key sector project-related activities. While the major emphasis of the GPS Project is initially on targeting the rural poor, analyses of priority needs will be conducted throughout the project with subsequent reallocation among the sectors in order to incorporate where appropriate, the urban poor.

All of the above-mentioned target groups are considered to be disadvantaged in the Guatemalan context, exceeding the CLASP II requirement that 70% of the trainees be disadvantaged. Experience has shown that the community development focus and the inclusion of many traditionally female occupations insures that the project will have no problem meeting the 40% requirement for participation of women.

C. NATURE OF TRAINING.

SHORT-TERM TRAINING. The type and length of training will largely be dictated by the nature of the target groups. While the numbers of trainees and length of training for the first year of the program are firm, they are illustrative for years two through five. The length of training programs along with skills objectives will be reassessed on a continual basis throughout the Project to ensure optimum length of study along with relevancy of training programs for each target group. The first year training will be programmed using the five week technical training mode based on prior evaluations and Mission assessments which have demonstrated that the primary target groups are for the most part employed adults who are already in positions of leadership in the community or their occupation and usually have pressing occupational, financial and family responsibilities that limit their ability to attend long-term training. During the first year of project implementation, a critical assessment of the length of training programs and skills objectives will be performed in order to ensure that the Project meets the individual needs of the trainees as well as being receptive to the special needs of Guatemala.

It should be stressed, however, that Mission experience has shown that longer term training, even if the trainees could take advantage of it, offers few advantages for these groups. The prestige associated with the program and the strength of trainees' impressions of the U.S. do not appear to increase substantially with longer term programs. Furthermore,

academic degrees are for the most part inappropriate and unnecessary for the role that these groups perform in the community. The short-term programs are appropriate to the training needs and capacity of these target groups, some of whom will have limited formal education. Finally, when the period of training is brief, the trainee will return to an established position of influence in the community and therefore will more likely have an immediate impact on the community. In all cases, the technical content of the five week programs will be concentrated on a small number of immediately applicable skills to facilitate use of the training after return and will be reinforced through carefully prepared in-country follow-on training.

LONG-TERM TRAINING FOR POTENTIAL LEADERS. Most of the GPS/CLASP II long-term training will be directed toward youth and future leaders and implemented through an Academic-Year-Abroad program for students primarily but not exclusively enrolled in Guatemala's universities. The programs will average nine months each and will include home-stays and significant Experience America activities directly related to the training content areas and the professional and technical interests of the trainees. Academic training will be conducted in English, except in programs where Spanish is the normal teaching language. Students enrolled in English training programs will receive three months of English instruction in Guatemala prior to beginning their U.S. academic study program.

Long-term technical training will be offered to Guatemalan youth primarily from but not limited to individuals with rural backgrounds. All long-term technical training programming in the United States will be in Spanish and will average approximately nine months in duration. The training programs will include home-stays and Experience America activities related to the technical and professional interests of the trainees.

D. SELECTION AND RECRUITMENT CONSIDERATIONS

Identification and recruitment of appropriate individuals in the target groups with leadership qualities and stature will continue to be a critical aspect of the program. As discussed above, the individuals sought are those who combine some of the positive traits of both the Mayan and Ladino cultures. Specific criteria for each of the target groups will be developed to help identify the best individuals. The identification and recruitment procedures will continue to rely heavily on PVOs, Peace Corps, and other

community-based institutions, as well as the formal community institutions. As was done under CAPS I, recommendations will be sought from several independent sources to lessen the potential for favoritism.

The inclusion of individuals who hold formal positions of authority and influence in the municipality and community introduces a new element into the recruitment and selection procedures--that of partisan politics. The program will take whatever steps are necessary to assure that trainees represent a balance among the different political affiliations. Moreover, persons holding such formal elected positions will not be eligible for scholarships within one year of an upcoming election.

E. EXPERIENCE AMERICA CONSIDERATIONS

Each of the matrices for specific target groups includes a discussion of group-specific considerations for programming appropriate Experience America (EA) activities. The objective is to link the Experience America activities as closely as possible with the technical training component and make it as relevant as possible to the trainee. At the same time, each section identifies a few key values or principles that are particularly relevant for the target group and that should be emphasized in the Experience America activities.

F. FOLLOW-ON

The objectives of the GPS-funded follow-on activities are the following, which will remain unchanged from CAPS I:

- 1) to reinforce the technical training received in the U.S.;
- 2) to strengthen the relations between the U.S. and Guatemala through experiences gained in Guatemala;
- 3) to provide a means for the scholars to continue their relationship with the U.S. Mission directly, through ASOPAZAC and through the Experiment in International Living; and,
- 4) to discuss and analyze the relevancy of the CAPS training to the needs of Guatemala as well as the individual needs of the trainees in order to aid the

scholars to become more effective agents of change, activists in the development of Guatemala and effective participants in Guatemala's democratic processes and institutions.

The follow-on program will be offered to all returned trainees through the Alumni Association and will provide periodic newsletters, job information/support services, technical assistance for community development projects, books through the RTAC-II Program and alumni services for recruitment, orientation and re-integration activities. Also, all short-term trainees will receive subsequent reinforcement and self-directed training programs which will increase the duration of training from the five week U.S.-sponsored training to a total of four months U.S./in-country combination training. Included in the reinforcement training program will be additional Experience America activities, English language training and specific technical training which will be designed to complement the training received in the U.S.. Moreover, the Alumni Association headquarters will be housed at the Guatemalan-American Binational Center (IGA) which in turn will allow the returned trainees to benefit from all the services available through IGA, further reinforcing Experience America here in Guatemala.

The follow-on program is designed to provide precisely the support needed to enable returned trainees to undertake successful community development activities -- peer networking and support, technical assistance and skill upgrading. The bi-annual training will consist of one-week courses twice a year over a two-year period, starting after the trainee has had time to settle back into his/her job and/or community and try to apply new learning and skills in that environment. Access to RTAC-II books will allow the trainees to act as resource people in their communities, which in turn will add additional prestige to the trainee within his/her community and the GPS Program as a whole, perhaps reinforcing the trainee's role as an agent of change.

G. IMPACT/SPREAD EFFECT OF TARGET GROUPS

Priority listing of target groups are categorized in terms of relative immediate expected impact, spread effect, and impact on career. In general, the short-term programs affecting established leaders or opinion leaders are considered to be most effective in influencing change. Short-term programs for youth and potential leaders are less likely to have an immediate spread effect or local impact due to the

lesser influence of the trainee. Long-term programs are expected to impart greater skills and a more profound experience, but are less likely to have an immediate impact, since the individual will need time to reintegrate into society and achieve recognition as a leader.

PRIORITY LISTING OF TARGET GROUPS BY ANTICIPATED IMPACT AND SPREAD EFFECT:

Type of impact	Short-term	Long-term
Direct immediate impact, high spread effect	Health and Family Planning volunteers, municipal mayors, village councils, local committees, cooperative leaders, teachers	Youth training.
Direct impact, moderate spread effect	Youth training	
Immediate impact, low spread effect	small entrepreneurs	

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MATRIX ONE

TRAINING PLAN SUMMARY
BY SECTOR

HEALTH SECTOR

CATEGORY	HEALTH VOLUNTEERS (1)	FAMILY PLANNING VOLUNTEERS (1)	COMMUNICATIONS (2)
NATURE OF INFLUENCE	Attitudes and skills respected by recipients of health care services in the community.	Attitudes and skills well known and respected within community and surrounding communities.	Attitudes and skills influential via radio & other communication media.
INCOME LEVEL	Low	Low	Low
SPREAD EFFECT	Direct to approximately 150 adult community residents; indirect participation in community affairs	Direct through contacts with wives and wives and mothers within local & surrounding communities; indirect through impact of successful experiences of participants (e.g., improved economic condition of families with fewer children).	Direct through broadcast and/or written materials; indirect through participation in community affairs.
SPECIAL CONCERNS	Limited skills and technical/administrative support, potential conflict with traditional leaders, and need for greater attention of health care within the communities socio-cultural structure.	Difficulty in securing acceptance of family planning among traditional households, attitudes about children, and difficulties about children, and ties of integrating FP within the broader socio-cultural environment.	Lack of coordination and follow-through of health care promotion activities and the inadequacy of coverage with traditional promotion techniques.
SELECTION CRITERIA	Individuals nominated by community and fellow workers who actively participate in health-related activities & projects.	Individuals active in community affairs who show a strong commitment to objectives of family planning, to be nominated by fellow volunteers and community project coordinators.	Individuals who possess knowledge of some communications methods and who display a strong commitment to goals and objectives of preventive health care, to be nominated by community and fellow workers.

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TRAINING PLAN SUMMARY
HEALTH SECTOR
(CONTINUED)

CATEGORY	HEALTH VOLUNTEERS (1)	FAMILY PLANNING VOLUNTEERS (1)	COMMUNICATIONS (2)
SKILLS TO ACQUIRE	Technical, paramedical, organizational, training of trainers (3), communication skills and cultural sensitivity.	Informal communication skills, FP public relations, materials design & preparation, current control techniques & training of trainers.	Basic communication skills, understanding of communications & public relations, design of training & promotional materials, cultural sensitivity and TOT.
NATURE AND DURATION OF TRAINING	Short- and long-term technical training seminars & workshops, 5+ wks - 12 mos.	Short- and long-term technical training seminars & workshops, 5+ wks - 12 mos.	Short-term technical training courses, seminars & workshops, 5+ wks.
EXPERIENCE AMERICA CONSIDERATIONS	Visit rural clinics and meet with U.S. health volunteers and paramedical technicians to discuss volunteerism and service to the public.	Meet with instructors/FP promoters, visit FP clinics to observe instructional methods used in public schools.	Meet with promoters and trainers in basic areas, visit with persons involved in health promotion activities/broadcasts, (e.g., teachers, writers, artists) to observe health courses for children in schools, clinics and/or universities.
FOLLOW-ON CONSIDERATIONS	Alumni Association, special community projects & bi-annual 1 wk training courses/workshops over 2 yrs.	Alumni Association, special community projects & bi-annual 1 wk training courses/workshops over 2 yrs.	Alumni Association, special community projects & bi-annual 1 wk training courses/workshops over 2 yrs.

(1) Individuals residing in a given community engaged in activities/projects/programs relating to health and/or family planning on a voluntary basis (e.g., local clinic assistants, mid-wives, traditional leaders and promoters).

(2) Individuals involved with transmission of information relating to health and family planning (e.g., preparation of audiovisual presentations, written materials, local radio broadcasts).

(3) Individuals exhibiting actual or potential skills as instructors, teachers and/or communicators.

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(2411t)

TRAINING PLAN SUMMARY
RURAL DEVELOPMENT SECTOR (1)

CATEGORY	DEVELOPMENT VOLUNTEERS (2)	LOCAL MUNICIPAL AND COMMUNITY SERVICES (3)	ARTESAN ENTERPRISES (4)	NUTRITION
NATURE OF INFLUENCE	Attitudes and skills are respected & influential in community affairs. Direct working relationship with community development committee.	Attitudes and skills are respected in community affairs. Work directly with others in the community in activities with high public visibility.	Skills well known and respected within the community. Informal commercial linkages within & outside community.	Potential impact, more efficient production, handling, storage, distribution and marketing food within the community leading to improved quality of diets.
INCOME LEVEL	Low	Low	Low	Low
SPREAD EFFECT	Interaction between project managers and beneficiaries in local & surrounding communities; indirect through participation in local committees & groups.	Direct services to communities (e.g., maintenance of community infrastructure, fire & rescue services, assist with law enforcement.	Direct transfer of skills to younger generation, commercial linkages within/outside the community; indirect thru community households' interaction with others engaged in handicrafts.	Demonstration effects, improved communication about food availability & technologies through commercial/promotional activities.
SPECIAL CONCERNS	Authoritarian top-down approach to managing local projects, limited ability to see individual project within broader context of community development & weak community level feedback participation in project decision making.	Lack of community spirit & solidarity due to civil unrest of recent years.	Insufficient productive income coupled with lack of marketing skills & outmoded technical/organizational skills possessed by rural households.	Cultural beliefs & attitudes about food conducive to deficient diets, limited understanding of storage, preparation & distribution.

- (1) Activities, either permanent or short-term, oriented towards local community improvement (infrastructure, training support services).
- (2) Individuals working either independently or in association with specific organizations and groups to further local community development.
- (3) Individuals working part-time or full-time within the structure of municipal and local government.

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TRAINING PLAN SUMMARY
RURAL DEVELOPMENT SECTOR (1)
(CONTINUED)

CATEGORY	DEVELOPMENT VOLUNTEERS (2)	LOCAL MUNICIPAL AND COMMUNITY SERVICES (3)	ARTESAN ENTERPRISES (4)	NUTRITION
SELECTION CRITERIA	Active in on-going projects or having participated in community development projects within the past 5 yrs to be nominated by community or project co-workers.	Active in community affairs, to be nominated by community & fellow volunteers.	Actively producing handicrafts for home use &/or for sale, recognized by peers as high-quality.	Engaged in community activities &/or projects involving nutrition (promotion, sale of food in markets or restaurants, teachers, etc.), to be nominated by community &/or project co-workers.
SKILLS TO ACQUIRE	Project design, management & communication skills, training of trainers (6), cultural sensitivity.	Community organization, communication & specific technical skills, as appropriate.	Basic technical skills, as appropriate, relating to hand-crafted items, organizational & communication skills.	Basics of food preparation & storage, nutrition, food marketing, distribution, as appropriate, training of trainers.
NATURE AND DURATION OF TRAINING	Short-term technical seminars/workshops, 5+ wks.	Short-term technical training, 5+ wks.	Short-term technical training, 5+ wks.	Short- and long-term training courses/seminars/workshops, 5+ wks - 12 mos.
EXPERIENCE AMERICA CONSIDERATIONS	Visits with workers & organizations engaged in domestic U.S. community improvement projects affecting urban/rural disadvantaged, Indian communities, etc., to instill ideas of volunteerism, service to others, local initiatives, etc.	Visits with volunteer service organizations in small communities (e.g., firefighting, paramedical & rescue) to instill ideas of volunteerism, local community organization, service to others.	Visits to communities producing handicrafts (e.g., American Indian communities/other areas of ethnic concentration)	Visits to nutrition clinics, farmer markets & schools with child-feeding programs & meetings with dieticians & nutrition promoters to discuss importance of interplay between dietary needs/adequate nutrition.
FOLLOW-ON CONSIDERATIONS	Alumni Association, special community projects, bi-annual 1 wk training courses over 2 yrs.	Alumni Association, special community projects, bi-annual 1 wk training courses over 2 yrs.	Alumni Association, special project support fund, bi-annual 1 wk training courses over 2 yrs.	Alumni Association, special community projects, bi-annual 1 wk training courses over 2 yrs.

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- (4) Individuals working, usually at home, in the fabrication of works of art, clothing and textiles, or other items for daily use or adornment for sale to tourists, other members of the community or to middle man-retailers.
- (5) Individuals involved in any activity relating to food processing, storage, distribution, marketing of food and/or promotion of improved diets within the community.
- (6) Individuals involved in any activity relating to food processing, storage, distribution, marketing of food and/or promotion of improved diets within the community.

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TRAINING PLAN SUMMARY
LOCAL GOVERNMENT *

CATEGORY	MAYORS (1)	MUNICIPAL ADMINISTRATIVE OFFICIALS (2)	VILLAGE COUNCILS "PRINCIPALES" (3)	DEVELOPMENT COMMITTEES (4)
NATURE OF INFLUENCE	Primary formal leadership position in the community, decision-making responsibilities on all public-funded municipal activities/projects.	Influential in community affairs decision authority on public-funded municipal activities/projects.	Decision authority, appoints people to church and municipal posts, mediates between committees & represents village at municipal level.	Influential in community action opinions & municipal decisions.
INCOME LEVEL	Low	Low	Low	Low
SPREAD EFFECT	Staff & village councils.	Other staff, community, village councils, & committee members.	Village opinion leaders, mayors, municipal officials & development committees.	Village councils, mayors & villagers.
SPECIAL CONCERNS	Exercise of power and administrative capacity affected by authoritarian mode of decision-making.	Exercise of power and administrative capacity affected by authoritarian mode of decision-making.	Relationship between opinion leaders, mayors, municipal officials & development committees.	Relations with village councils, mayors and villagers; level of skill.
SELECTION CRITERIA	Good use of 8% central government tax allocation (5), balanced recommendations from PVO's, community, village councils, institutions and other mayors.	Balanced recommendations from mayor, local PVO's, Peace Corps, village councils & peers.	Constructive influence, community selection.	Participation in community outreach activities, community selection.
SKILLS TO ACQUIRE	Participatory management, human relations, organizational planning, defining/prioritizing, environmental concerns.	Participatory management, human relations, organizational planning, defining/prioritizing, record keeping.	Communication skills, defining & prioritizing problems, environmental concerns, fund raising & environmental concerns.	Communication/organization skills, defining/prioritizing, fund raising & human relations.

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TRAINING PLAN SUMMARY
LOCAL GOVERNMENT *
(CONTINUED)

CATEGORY	MAYORS (1)	MUNICIPAL ADMINISTRATIVE OFFICIALS (2)	VILLAGE COUNCILS "PRINCIPALES" (3)	DEVELOPMENT COMMITTEES (4)
NATURE AND DURATION OF TRAINING	Short-term technical training/ observation tours, 5+ wks.	Short-term technical training, 5+ wks.	Short-term technical training/ observation tours, 5+ wks.	Short-term technical training/ observation tours, 5+ wks.
EXPERIENCE AMERICA CONSIDERATIONS	Visit mayor's offices, attend local meetings for an understanding of local participation, decision-making, participatory govt., loyal opposition & the role of law enforcement.	visit town council meetings & local govt. offices fo an understanding of participatory govt., loyal opposition & law enforcement.	Visit community-based environmental programs & community development organizations.	Visit community development organizations.
FOLLOW-ON CONSIDERATIONS	Alumni Association, special community projects & bi-annual 1 wk training courses over 2 yrs.	Alumni Association, special community projects & bi-annual 1 wk training courses over 2 yrs.	Alumni Association, special comm. proj. & bi-annual 1 wk training courses over 2 yrs.	Alumni Association, special comm. proj. & bi-annual 1 wk training courses over 2 yrs.

* Each training program should be integrated with members from each target group.

- (1) The principal elected official of a town ("alcalde").
- (2) Elected or appointed subordiante to town mayors (e.g., recording secretary, treasures, "regidor").
- (3) A small group of respected village and hamlet members ("principales") responsible for mediating bntween local residents and higher municipal authorities.
- (4) Local komuniky groups formed to oversee specific projects and/or activities related to community improvement.
- (5) The proportion of the national government annual revenues allocated to municipalities for use in municipal and local improvement.

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TRAINING PLAN SUMMARY
EDUCATION SECTOR

CATEGORY	BILINGUAL EDUCATORS (1)	ONE ROOM PRIMARY SCHOOL TEACHERS (2)	SECONDARY SCHOOLS TEACHERS AND ADMINISTRATORS (5)	TRAINING OF TRAINERS (4)
NATURE OF INFLUENCE	High impact on student's attitudes & skills. Dependent upon level of involvement in village affairs, are respected & influential.	High impact on attitudes and skills. Dependent upon level of involvement in village affairs, are respected and influential.	High impact on student attitudes & skills. Dependent upon level of involvement in village affairs, are respected & influential. Also influence teachers and educational authorities in other communities.	Attitudes and skills of TOT trainees and those trained by TOT trainees.
INCOME LEVEL	Low	Low	Low	Low
SPREAD EFFECT	Direct to approximately 40 students per year/per educator.	Direct to approximately 40 students per year/per educator.	Direct to approximately 40 students per year/per educator	Teachers trained and other TOT trainers.
SPECIAL CONCERNS	Authoritarian non-participatory nature of educational system, adapting U.S. bilingual teaching methodologies to ethnic and cultural differences.	Authoritarian non-participatory nature of educational system, limited space, materials, personnel, necessitating combining two or more classes in one room, ethnic & cultural differences.	Authoritarian non-participatory nature of educational system, larger-community environment than that experienced by primary school teachers dilutes effectiveness of secondary school teachers in community affairs, ethnic & cultural differences.	Ethnic and cultural differences, wide spread lack of understanding of specific training skills & need for systematic programs to impart those skills.
SELECTION CRITERIA	Mayan educators active in community affairs, to be nominated by community & peers.	Educators active in community affairs to be nominated by community & peers.	Educators especially knowledgeable and/or creative in fields of academic specialization who are also active in community affairs to be nominated by community & peers.	Respected educators active in community affairs, nominated by community & peers.

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TRAINING PLAN SUMMARY
EDUCATION SECTOR
(CONTINUED)

CATEGORY	BILINGUAL EDUCATORS (1)	ONE ROOM PRIMARY SCHOOL TEACHERS (2)	SECONDARY SCHOOLS TEACHERS AND ADMINISTRATORS (5)	TRAINING OF TRAINERS (4)
SKILLS TO ACQUIRE	Participatory teaching techniques, cultural sensitivity, community organization & training of trainers.	Participatory teaching techniques, cultural sensitivity, community organization & train-administrative skills & TOT.	Participatory teaching techniques, cultural sensitivity, community organization, administrative skills, & TOT.	Teaching and training methodologies, creative use of educational materials & audiovisual equipment, curriculum development and cultural sensitivity.
NATURE AND DURATION OF TRAINING	Short- and long-term technical training seminars/courses/workshops, 5+ wks -12 mos.	Short- and long-term technical training seminars/courses/workshops, 5+ wks - 12 mos.	Long-term academic training, 5+ wks - 9 mos.	Short- and long-term technical training seminars/courses/workshops, 5+ wks - 12 mos.
EXPERIENCE AMERICA CONSIDERATIONS	Meet with teachers, associations, attend educational conferences, PTA meetings & school/community interactions for an understanding of voluntarism, local community organization & ethnic diversity as richness.	Meet with teachers, associations, attend educational conferences, PTA meetings and school/community interactions to understand U.S. concept of local community organization & ethnic diversity as richness.	Meet with teachers, associations, attend educational conferences, PTA meetings & school/community interactions to understand U.S. concept of volunteerism, local community organization & ethnic diversity as richness.	Meet with teachers, associations, attend educational conferences, PTA meetings & school/community interactions to understand U.S. concept of volunteerism, community organization & ethnic diversity as richness.
FOLLOW-ON CONSIDERATIONS	Alumni Association, special community projects & bi-annual 1 wk training courses over 2 yrs.	Alumni Association, special community projects & bi-annual 1 wk training courses over 2 yrs.	Alumni Association, special comm. proj. & bi-annual 1 wk training courses over 2 yrs.	Alumni Association, special comm. proj. & bi-annual 1 wk training courses over 2 yrs.

(1) Individuals participating in activities which promote training in the local Mayan dialects as well as in Spanish (e.g., formal bilingual programs, vocational training employing Mayan dialects).

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- (2) Schools with limited human and physical resources in which the first six years of formal schooling are confined to one or two rooms.
- (3) Schools providing the second six years of formal schooling (levels seventh through twelve leading to the equivalent of a high school diploma or vocational certification).
- (4) Individuals exhibiting actual or potential skills as instructors, teachers and/or communications.
- (5) Individuals providing administrative and logistic support for primary and secondary rural schools.

2411t

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TRAINING PLAN SUMMARY
AGRICULTURE SECTOR

CATEGORY	TRADITIONAL AND NON-TRADITIONAL FARMERS (1)	OCCUPATIONS AFFECTING THE ENVIRONMENT (2)	INDIVIDUALS WORKING WITH AGRICULTURAL INSTITUTIONS (3)	COOPERATIVE MEMBERS (4)
NATURE OF INFLUENCE	Attitudes & skills of farmers are respected, influential in community affairs individually or through participation in local groups & committees (5).	Attitudes & skills of fellow workers, farmers, farmer assoc. are respected and influential in community affairs.	Attitudes & skills of fellow workers, farmers, farmer assoc. are respected & influential in community affairs.	Attitudes & skills of coop. presidents and active members are respected & influential in community affairs, individually or thru participation in local coop.
INCOME LEVEL	Low	Low	Low	Low
SPREAD EFFECT	Direct to approximately 150 other farmers (demonstration efforts), indirect impact upon other community members thru local groups.	Direct to approximately 150 farms and farm families, indirect impact upon other community members thru local groups.	Direct to approximately 200 farms & farm families, indirect impact upon other community members thru local groups.	Direct to approximately 200 coop. members, indirect impact on others through contact with coop.
SPECIAL CONCERNS	Limited entrepreneurial outlook among traditional farmers, limited grasp of farming systems & marketing strategies among non-traditional farmers & ethnic & cultural differences.	Population growth & introduction of new technologies have lead to unintentional deterioration of local environments, uncoordinated efforts to improve local communities places heavy pressure on local resources.	Frequent disagreement within communities about objectives, coupled with lack of coordination among groups to undertake different projects. Lack	Limited entrepreneurial outlook, management capabilities & knowledge of marketing strategies.
SELECTION CRITERIA	Active participation in community, willingness to try new ideas & undertake risk, to be nominated by community & peers.	Active participation in community affairs and activities with environmental impact to be nominated by community & peers.	active participation in community affairs & agriculturally-related community projects, to be nominated by community & peers.	Active coop. member or leader nominated by community & peers.

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TRAINING PLAN SUMMARY
AGRICULTURE SECTOR
(CONTINUED)

CATEGORY	TRADITIONAL AND NON-TRADITIONAL FARMERS (1)	OCCUPATIONS AFFECTING THE ENVIRONMENT (2)	INDIVIDUALS WORKING WITH AGRICULTURAL INSTITUTIONS (3)	COOPERATIVE MEMBERS (4)
SKILLS TO ACQUIRE	Farm record keeping, management, community organization & training of trainers skills (6).	Community organization, communication, identification of environmental impacts & training of trainers skills.	Community organization, communication, technical & training of trainers skills.	Management of savings/loans, marketing strategies, agricultural production, record keeping management, community organization & TOT skills.
NATURE AND DURATION OF TRAINING	Short-term technical training seminars/workshops/farm visits, 5+ wks.	Short- and long-term technical training seminars/workshops/field visits/courses, 5+ wks - 12 mos.	Short-term training courses/seminars/workshops/field sight visits, 5+ wks.	Short-term technical training-seminars/workshops/coop. visits, 5+ wks.
EXPERIENCE AMERICA CONSIDERATIONS	Visits with farmers & farmer associations to study entrepreneurial outlook, farm production & marketing systems & the use of services available to farmers & local community organizations.	Visit groups concerned with rural environmental problems, especially relating to agriculture & forestry to get an understanding of volunteerism community organization.	Visit farmers & farm families, local agricultural processing enterprises & marketers to look at entrepreneur self-sufficiency & intra-community cooperation.	Meet with coop. members & coop. association members to discuss entrepreneurial outlook, coop. management/marketing systems & coop. services available to members & local community.
FOLLOW-ON CONSIDERATIONS	Alumni Association, special community projects, bi-annual 1 wk workshop/field days with alumni from other communities over 2 yrs.	Alumni Association, special community projects, bi-annual 1 wk workshops/field days with over 2 yrs.	Alumni Association, special community projects, bi-annual 1 wk workshop/seminars over 2 yrs.	Alumni Association, special community projects, bi-annual 1 wk workshop/seminar over 2 yrs.

(1) Traditional: produces primarily corn, beans and other crops with deep cultural roots; non-traditional: produces vegetables, fruits and other crops with strong commercial potential.

(2) Individuals engaged in activities and/or projects with significant environmental impacts (e.g., hillside terracing, irrigation, reforestation).

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- (3) Individuals working with local groups, organizations which focus on agricultural development objectives (private voluntary organizations, para-extensionists, local committees).
- (4) Members of permanent, formally structured organizations dedicated for specific agricultural services (e.g., agricultural production, marketing, savings and loan).
- (5) Formal and informal local organizations established to achieve specific objectives (e.g., irrigation/soil conservation, reforestation) and without the permanent structure of cooperatives.
- (6) Individuals exhibiting actual or potential skills as instructors, teachers and/or communicators.

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(2411t)

TRAINING PLAN SUMMARY
YOUTH (1)

CATEGORY	SCHOOL LEADERS (2)	4 S (3)	SCOUTS (4)
NATURE OF INFLUENCE	Attitudes of family members & other students of comparable age/maturity within	Attitudes of other family members & peers in 4S or elsewhere in the community.	Attitudes of other scouts, family & community members.
INCOME LEVEL	Low	Low	Low
SPREAD EFFECT	Fellow students & family members, impacts in later adult years upon the community at large.	Other young people & family members, impact in later adult years upon the community at large.	Fellow scouts and community members.
SPECIAL CONCERNS	Few existing channels open to exceptional young people, indifference to and misunderstanding of the role of formal education among many rural households.	Few existing channels open to exceptional young people, role of youth-oriented groups.	Lack of organizational activities among youth.
SELECTION CRITERIA	Individuals 15 yrs of age or older with demonstrated leadership potential (e.g., outward-oriented, initiative, good grades) to be recommended by teachers & other community members, as appropriate.	Individuals 15 yrs of age or older with demonstrated leadership potential (e.g., outward-oriented, initiative, good grades) to be recommended by leaders & other community members, as appropriate.	Scout members possessing demonstrated leadership capability, to be selected by community & peers.
SKILLS TO ACQUIRE	Group organization skills, management (coordination, delegation of authority, exercise of responsibility), understanding the value & uses of education, communication skills, flexibility, sportsmanship & acceptance of legitimacy and authority.	Group organization skills, management (coordination, delegation of authority, exercise of responsibility), understanding the value & uses of education, communication skills, flexibility sportsmanship & acceptance of legitimacy & authority.	Group organization skills, communication skills and specific scouting skills, as appropriate.

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TRAINING PLAN SUMMARY
 YOUTH (1)
 (CONTINUED)

CATEGORY	SCHOOL LEADERS (2)	4 S (3)	SCOUTS (4)
NATURE AND DURATION OF TRAINING	Short- and long-term academic/technical programs/observation tours/workshops, 5+ wks - 12 mos.	Short- and long-term academic/technical programs/observation tours/workshops, 5+ wks - 12 mos.	Short-term technical observational tours/workshops, 5+ wks.
EXPERIENCE AMERICA	Meet with members of youth clubs, little league baseball, basketball and football teams, visit schools, observe student organizations & homestays with American families having children of comparable age.	Meet with members of local U.S. 4H rural-based youth organizations, attend sporting events & homestays with American families having children of comparable age.	Meet with/observe scout organizations, other youth groups, sporting events & homestays with American families having children of comparable age to instill the ideas of community service & self-reliance.
FOLLOW-UP CONSIDERATIONS	Alumni Association, special community projects & bi-annual 1 wk meetings/workshops with children & parents.	Alumni Association, community project support fund & bi-annual 1 wk meetings/workshops with children & parents.	Alumni Association, special community projects & bi-annual 1 wk meetings/workshops with scouts & parents.

- (1) Individuals between approximately 14 and 18 years of age who are not obliged to work full time as part of a family enterprise or farm.
- (2) Students demonstrating actual or potential aptitude for decision-making, assertiveness and relating well with others.
- (3) Members of a rural youth/services organization comparable to "4-H" clubs in the U.S.
- (4) Members of local branches of the international boy scout organization.

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(2411t)

TRAINING PLAN SUMMARY
PRIVATE SECTOR (1)

CATEGORY	SMALL BUSINESS (2)	TOURISM (3)	DRAWBACK (4)
NATURE OF INFLUENCE	Attitudes & skills respected in community & business affairs through daily contacts & transactions with community members.	Widespread contacts with local business & enterprises providing services for tourists, respect & influence local affairs respect of attitudes & skills in provides impetus/motivation toward community improvements.	Significant ties with enterprises both within & outside the community (materials & manpower suppliers & buyers of finished goods) generate respect of attitudes & skills in community affairs.
INCOME LEVEL	Low	Middle	Low
SPREAD EFFECT	Wide variety of community members as clients; indirect, demonstration effects upon other small business persons & principal suppliers of inputs.	Contacts with hotels, pensions, restaurants & stores catering to tourists & other visitors; indirect, participation in community associations.	Interaction with others engaged in drawback activities; indirect, demonstration of entrepreneurial spirit & organizational abilities motivating other small businessmen in the community.
SPECIAL CONCERNS	Limited understanding of accounting, business & marketing practices, restricted access to inputs, credit, appropriate technologies/information and aversion to risk.	Under-realized potential for substantial economic benefits to communities from tourism & limited outlook among present local tourism personnel regarding community integration & the role played by tourism and its benefits.	Limited skills for organizing & managing cottage industry activities within the framework of other household activities in rural areas in the broader context of the external socio-economic system.
SKILLS TO ACQUIRE	Small business management (organizational, accounting, inventory, marketing, communication skills) & technical training, as appropriate.	Communication, public relations, organizational & management skills, cultural sensitivity, English language & training of trainers.	Technical, managerial & record keeping skills, as appropriate.

(1) Individuals engaged in non-public activities/organizations-for-profit, excluding farmers.

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TRAINING PLAN SUMMARY
PRIVATE SECTOR (1)
(CONTINUED)

CATEGORY	SMALL BUSINESS (2)	TOURISM (3)	DRAWBACK (4)
NATURE AND DURATION OF TRAINING	Short-term technical training courses/seminars/workshops, 5+ wks.	Short- and long-term technical training seminars/workshops/courses, 5+ wks - 12 mos.	Short-term technical training courses/workshops/seminars & technical training, as appropriate, 5+ wks.
EXPERIENCE AMERICA CONSIDERATIONS	Visits to specific kinds of small businesses in small communities & meetings with small producers associations, retail associations & others as appropriate to understand entrepreneurial spirit, pragmatism, systems & thinking.	Meet with local chambers of commerce & community promotion organizations, visit local enterprises engaged in tourism-related activities (hotels, tourist agencies), & participate in organized tours.	Visit small-scale enterprises which specialize in value-added activities (converting less-finished goods into finished goods) for an understanding of small enterprise spirit, flexibility & innovation in management/communication skills.
FOLLOW-ON	Alumni Association, special community projects & bi-annual 1 wk training courses/seminars/workshops over 2 yrs.	Alumni Association, special community projects & bi-annual 1 wk training courses/seminars/workshops over 2 yrs.	Alumni Association, special community projects & bi-annual meetings/workshops combining local individuals engaged in drawback with those from other communities over 2 yrs.

(2) Individuals engaged in working in small commercial establishments (retail establishments, small-scale manufacturing and services, cooperatives) for profit.

(3) Local individuals working independently or for local establishments to provide local services to tourists.

(4) Local individuals working for a fee under contract to convert raw materials into a finished product.

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MATRIX TWO
KEY SECTORS, INSTITUTIONS AND PROFESSIONS

Sphere of Influence	URBAN			RURAL	
	High	Medium Income	Low income	Medium Income	Low Income
National Issues policies, and concerns *	Business Associations Lawyers & Association Traditional elite Legislators President & High Admin. Officials Professional Assoc.	Journalists GOG officials Business associations Church Army Legislature	(Teacher Assoc.) ** Church	GOG Officials Church	(Teacher Associations)
Departmental (Province) Issues *	Governors	Governors Business Groups (Mayor Association)	Mayors and Assoc. (Coops and Assoc.)	Governors Associations and Cooperatives	(Mayors Association)
Municipal Issues, and Policies.		Mayor Business groups	Mayors (Cooperatives)		Mayors Principales Municipal Officials Committees Cooperatives
Community		Small Business Student Leaders Youth Associatios (4S, Scouts, other)	Small Business Scouts Student Leaders Non-Formal Educ.	School Admin. Cooperatives Youth Groups Community Groups	Teachers (bilingual, primary, secondary) Student Leaders Cooperatives

* Development Training and Support (DT&S) Project addresses these spheres of influence.

** Items in parentheses are those institutions in which greater participation and influence is needed to improve democratic functioning of society. These are target areas for leadership strengthening.

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MATRIX TWO
KEY SECTORS, INSTITUTIONS AND PROFESSIONS
(CONT.)

Sphere of Influence	URBAN			RURAL	
	High	Medium Income	Low income	Medium Income	Low Income
Community (cont.)		Community Groups School Administrators Community Groups	Teachers Health Volunteers PVO's Community Groups FP Volunteers Youth Associations		Farmers (leading) Health Volunteers PVO's Community Groups Non-Formal Educators Youth Groups Small Entrepreneurs FP Volunteers Small Entrepreneurs
General Attitudes		Tourism Journalists University Professors Youth Groups	Teachers Church Youth Groups	Tourism Youth Groups	Teachers Church Youth Groups
Technical/ Professional	Lawyer Associations Business Associations Tourism Organization				Cooperatives PVOs Local Committees Farmers
Environmental Management					PVO's Community Organizations Model Farmers
Indigenous Groups					Community Organizations

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MATRIX TWO
KEY SECTORS, INSTITUTIONS AND PROFESSIONS

Sphere of Influence	URBAN			RURAL	
	High	Medium Income	Low income	Medium Income	Low Income
National Issues policies, and concerns	Business Associations * Lawyers & Association * Traditional elite * Legislators * President & High * Admin. Officials * Professional Assoc. *	Journalists * GOG officials * Business associations * Church * Legislators *	(Teacher Assoc.) ** Church	GOG Officials * Development Committees Church	(Teacher Associations)
Departmental (Province) Issues	Governors *	Governors * Business Groups * (Mayor Association) *	Mayors and Assoc. (Coops and Assoc.)	Governors Associations and Cooperatives	(Mayors Association)
Municipal Issues, and Policies.		Mayor * Business groups *	Mayors (Cooperatives)		Mayors Principales Municipal Officials Committees Cooperatives

* Development Training and Support (DT&S) Project addresses these spheres of influence.

** Items in parentheses are those institutions in which greater participation and influence is needed to improve democratic functioning of society. These are target areas for leadership strengthening.

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MATRIX TWO
KEY SECTORS, INSTITUTIONS AND PROFESSIONS
(CONT.)

Sphere of Influence	URBAN			RURAL	
	High	Medium Income	Low income	Medium Income	Low Income
Community ****		Small Business Student Leaders *** Youth Associations *** (4S, Scouts, other) Community Groups School Administrators Community Groups	Small Business Scouts Student Leaders *** Non-Formal Educ. Teachers Health Volunteers PVO's Community Groups FP Volunteers Youth Associations	School Admin. Cooperatives Youth Groups Community Groups	Teachers (bilingual, primary, secondary) Student Leaders *** Cooperatives Farmers (leading) Health Volunteers PVO's Community Groups Non-Formal Educators Youth Groups Small Entrepreneurs FP Volunteers Small Entrepreneurs
General Attitudes ****		School Administrators Tourism Journalists University Professors Youth Groups	Teachers Church Youth Groups	Tourism Youth Groups	Teachers Church Youth Groups
Technical/ Professional ****	< Lawyer Associations * Business Associations * Tourism Organization				Cooperatives PVOs Local Committees Farmers
Environmental Management					PVO's Community Organizations Model Farmers
Indigenous Groups					Community Organizations

*** Academic Year Abroad (AYA) will address these spheres of influence.

**** Short- and Long-term technical training will address these spheres of influence.

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OVERALL TRAINING PLAN SUMMARY

BY SECTOR

SECTOR	SHORT-TERM TECHNICAL TRAINING	LONG-TERM TECHNICAL TRAINING	LONG-TERM ACADEMIC TRAINING
HEALTH	14 groups of 15 trainees each	7 groups of 10 trainees each	8 groups of 10 trainees each
EDUCATION	25 groups of 15 trainees each	7 groups of 10 trainees each	7 groups of 10 trainees each
AGRICULTURE	25 groups of 15 trainees each	4 groups of 10 trainees each	4 groups of 10 trainees each
PRIVATE SECTOR	25 groups of 15 trainees each	5 groups of 10 trainees each	6 groups of 10 trainees each
RURAL DEVELOPMENT	25 groups of 15 trainees each	4 groups of 10 trainees each	4 groups of 10 trainees each
YOUTH	20 groups of 10 trainees each	6 groups of 10 trainees each	6 groups of 10 trainees each
LOCAL GOVERNMENT	25 groups of 15 trainees each		
TOTAL *	1380	330	350

* 50% Women Peace Scholars

(2608t)

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GUATEMALA PEACE SCANDAL REPORT PROJECT 500-0007
 FINANCIAL PLAN AND ANALYSIS - OBLIGATIONS - PARTICIPANT TRAINING CALCULATED USING TCR GENERATOR

Component	Unit Cost	Year 1	Year 2	Year 3	Year 4	Year 5	Total
	Number	Number	Number	Number	Number	Number	Number
Participant Training							
Short-Term Technical	270	300	300	310	200	1,390	
1. Predeparture							
Other Orientation	60	17,861	20,837	21,879	23,739	16,081	100,397
Sub-total		17,861	20,837	21,879	23,739	16,081	100,397
2. Training							
Training Costs	2,500	772,898	918,783	983,097	1,086,578	750,365	4,512,631
Maintenance Advance	1,950	580,466	677,211	711,071	771,513	522,637	3,262,898
Per Diem	65	135,442	158,016	165,917	180,620	121,949	751,344
Books and Equipment	60	17,861	20,837	21,879	23,739	16,081	100,397
Book Shipment	60	17,860	20,837	21,879	23,739	16,081	100,396
Travel-International	400	119,070	138,915	145,961	159,259	107,208	659,313
Travel-Local	600	178,605	208,375	218,791	237,389	160,812	1,093,970
Insurance-HAC	34	20,242	23,616	30,996	26,904	18,226	119,964
Reception Services	85	25,302	29,520	24,796	33,630	22,782	136,630
Sub-total		1,867,656	2,196,108	2,324,287	2,542,171	1,736,141	10,666,363
3. Experience America							
Enrichment Program	300	89,302	104,186	109,396	118,694	80,406	501,984
Sub-total		89,302	104,186	109,396	118,694	80,406	501,984
4. Follow-On							
Training	1,000	297,675	347,288	364,652	395,647	268,019	1,673,281
Association	300	89,303	104,184	109,395	118,692	80,404	501,978
Sub-total		386,978	451,472	474,047	514,339	348,423	2,175,259
Sub-total		2,361,797	2,772,693	2,929,609	3,198,943	2,181,951	13,444,003
5. Administrative Costs	250	148,838	173,640	182,325	197,827	134,010	836,639
Sub-total		148,838	173,640	182,325	197,827	134,010	836,639
TOTAL		2,510,635	2,946,243	3,111,934	3,396,770	2,315,061	14,290,642

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GUATEMALA PEACE SCHOLARSHIP PROJECT 520-0390

FINANCIAL PLAN AND ANALYSIS - OBLIGATIONS - PARTICIPANT TRAINING CALCULATED USING TCA GENERATOR

Component	Unit Cost Number	Year 1	Year 2	Year 3	Year 4	Year 5	Total Number	Total
Participant Training								
Long-Term Technical	62	70	75	68	55	350		
1. Predeparture								
ELT, In-Country	150	9,765	11,576	13,023	12,398	10,529	57,291	
Other Orientation	60	3,966	4,631	5,209	4,959	4,212	22,917	
Sub-total		13,671	16,207	19,232	17,357	14,741	60,208	
2. Training								
Training Costs	3,000	411,971	497,688	570,564	553,524	479,041	2,512,758	
Maintenance Advance	1,950	126,945	150,491	169,303	161,176	136,881	744,796	
Living/Maintenance	710	385,945	457,532	514,723	490,017	416,154	2,264,371	
Per Diem	65	60,723	71,985	80,983	77,096	65,475	356,262	
Books and Equipment	60	8,909	9,492	10,678	10,166	8,634	46,978	
Book Shipment	60	4,101	4,852	5,470	5,207	4,423	24,063	
Travel-International	400	26,040	30,870	34,729	33,062	28,078	152,779	
Travel-Local	600	39,060	46,305	52,093	49,593	42,117	229,168	
Insurance-HAC	34	20,695	24,534	27,601	26,275	22,315	121,420	
ELT, U.S.	180	11,718	13,891	15,628	14,878	12,635	68,750	
Reception Services	95	5,533	6,560	7,380	7,025	5,967	32,465	
Sub-total		1,100,739	1,314,210	1,489,152	1,428,019	1,221,720	6,553,840	
3. Experience America								
Enrichment Program	50/200	16,926	20,066	22,574	21,491	18,251	99,308	
Mid-Winter Community Seminars	350	23,924	28,362	31,907	30,376	25,797	140,366	
Sub-total		40,850	48,428	54,481	51,867	44,048	239,674	
4. Follow-On								
Follow-up Association	200	13,671	16,207	18,233	17,358	14,741	80,210	
Other Support	100	6,836	8,103	9,116	8,678	7,370	40,103	
Sub-total		20,507	24,310	27,349	26,036	22,111	120,513	
Sub-total		1,175,767	1,403,155	1,589,214	1,523,279	1,302,620	6,994,035	
5. Administrative Costs	250	152,171	180,394	202,944	193,267	164,083	892,799	
Sub-total		152,171	180,394	202,944	193,267	164,083	892,799	
TOTAL		1,327,938	1,583,549	1,792,158	1,716,486	1,466,703	7,886,834	

GUATEMALA PEACE SCHOLARSHIP PROJECT 520-0703
 FINANCIAL PLAN AND ANALYSIS - OBLIGATIONS - PARTICIPANT TRAINING CALCULATED USING TCA GENERATOR

Component	Unit Cost Number	Year 1	Year 2	Year 3	Year 4	Year 5	Total
	Number	Number	Number	Number	Number	Number	Number
Participant Training							
Academic	70	66	73	70	75	54	
1. Predeparture							
ELT, In-Country	500	36,750	36,383	42,253	42,543	47,261	205,790
Other Orientation	60	4,410	4,366	5,071	5,105	5,743	24,695
Sub-total		41,160	40,749	47,324	47,648	53,004	230,485
2. Training							
Tuition/Fees	2,590	387,607	391,040	462,790	474,836	544,366	2,260,639
Maintenance Advance	1,950	143,325	141,892	164,738	165,917	186,656	902,578
Living/Maintenance	710	435,745	431,387	509,998	504,429	567,483	2,440,042
Per Diem	65	68,559	67,871	78,824	79,364	89,234	383,901
Books and Equipment	55	44,669	44,223	51,359	51,710	58,175	250,136
Book Shipment	120	9,261	9,168	10,648	10,721	12,061	51,859
Typing (Papers)	200	30,135	29,834	34,647	34,885	39,245	168,745
Travel-International	400	29,400	29,106	33,803	34,034	38,288	164,631
Travel-Local	600	44,100	43,659	50,704	51,051	57,433	245,947
Insurance-HAC	34	23,366	23,132	26,864	27,049	30,430	130,841
ELT, U.S.	180	13,230	13,098	15,211	15,315	17,230	74,084
Reception Services	85	6,247	6,185	7,183	7,232	8,136	34,983
Sub-total		1,235,643	1,230,595	1,437,819	1,456,543	1,648,787	7,099,387
3. Experience America							
WIC Orientation	325	23,887	23,649	27,465	27,653	31,109	133,763
Enrichment Program	50/200	19,110	18,919	21,972	22,122	24,397	107,010
Mid-Winter Community Seminars	350	27,011	26,741	31,056	31,269	35,177	151,254
Sub-total		70,008	69,309	80,493	81,044	91,173	392,027
4. Follow-On							
Follow-up/Career Development	300	23,153	22,921	26,620	26,802	30,152	129,648
Sub-total		23,153	22,921	26,620	26,802	30,152	129,648
Sub-total		1,369,564	1,363,574	1,592,256	1,612,037	1,823,716	7,761,547
5. Administrative Costs	250	171,806	170,086	197,532	192,890	223,749	962,063
Sub-total		171,806	170,086	197,532	198,990	223,749	962,063
TOTAL		1,541,770	1,533,660	1,789,789	1,810,927	2,047,465	8,723,610
GRAND TOTAL TRAINING COSTS		402 5,380,343	436 6,063,452	448 6,693,880	448 6,924,133	330 5,829,229	2,064 30,291,087

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GUATEMALA PEACE SCHOLARSHIP PROJECT 521-0193
 FINANCIAL PLAN AND ANALYSIS - OBLIGATIONS - PARTICIPANT TRAINING CALCULATED USING TCA GENERATOR

Component	Unit Cost	Year 1	Year 2	Year 3	Year 4	Year 5	Total	Total
	Number	Number	Number	Number	Number	Number	Number	Number
Participant Training								
GRAND TOTAL TRAINING COSTS	402 5,380,240	436 6,063,452	479 6,697,820	449 6,924,183	350 5,829,229	2,064 20,891,087		
Local Admin. Support								
Prime Contractor								
USAID/Guatemala	469,268	406,140	406,140	406,140	406,142	2,093,770		
U.S. PSC	230,000	150,000	150,000	150,000	150,000	330,000		
FSN Admin. Assist./Sec.	30,000	25,000	25,000	25,000	25,000	130,000		
CAPS I Book Club	400,000	0	0	0	0	400,000		
Additional Follow-On	180,000	180,000	240,000	240,000	240,000	1,080,000		
Commodities	80,000	0	0	0	0	80,000		
Communications Support	44,000	44,000	44,000	44,000	44,000	220,000		
Evaluations and Audits	73,333	40,000	73,333	40,000	73,334	300,000		
Sub-total	6,886,884	6,908,592	7,632,353	7,829,323	6,767,705	36,424,857		
Inflation and Contingencies	113,116	91,408	367,647	170,677	232,255	975,143		
TOTAL	7,000,000	7,000,000	8,000,000	8,000,000	7,000,000	37,000,000		

GUATEMALA PEACE SCHOLARSHIP PROJECT 520-0373
 FINANCIAL PLAN AND ANALYSIS - DISBURSEMENTS - PARTICIPANT TRAINING CALCULATED BY TCA GENERATOR WITH INFLATION INCLUDED

Component	Unit Cost	Year 1		Year 2		Year 3		Year 4		Total	Number	Group 3	Number	Group 4	Total
		Number	Group 1	Number	Group 2	Number	Group 3	Number	Group 4						

Participant Training															
Short-Term Technical															

1. Predeparture															
Other Orientation	60	0		270	17,861										
Sub-total					17,861			300	20,237						21,879
2. Training															
Training Costs	2,500				772,808				918,785						937,067
Maintenance Advance	1,950				580,466				677,211						711,671
Per Diem	65				135,442				158,016						165,917
Books and Equipment	60				17,861				20,837						21,879
Book Shipment	60				17,860				20,837						21,879
Travel-International	400				119,070				138,915						145,861
Travel-Local	600				178,605				208,373						212,791
Insurance-HAC	34				20,242				23,616						30,995
Reception Services	85				25,302				29,520						34,795
Sub-total					1,867,656				2,196,108						2,324,267
3. Experience America															
Enrichment Program	300				89,302				104,186						109,396
Sub-total					89,302				104,186						109,396
4. Follow-On															
Training	1,000				0				148,837						322,482
Association	300				14,884				35,721						53,970
Sub-total					14,884				184,558						385,552

Sub-total					1,989,703				2,505,689						2,941,114
5. Administrative Costs	250				148,838				173,640						182,325
Sub-total					148,838				173,640						182,325

TOTAL					2,138,541				2,679,329						3,023,439
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Number	Group 4	Year 5		Total	Year 6		Number	Year 7	GRAND TOTAL	Component	Unit Cost
		Number	Group 5		Number	Group 5					
Participant Training											
Short-Term Technical											

310	23,739			23,739	200	16,081	0		100,397	1. Predeparture	
	23,739			23,739		16,081			100,397	Other Orientation	60
										Sub-total	
	1,086,978			1,086,978		750,365			4,512,031	2. Training	
	771,513			771,513		522,637			3,262,898	Training Costs	2,500
	180,020			180,020		121,949			761,344	Maintenance Advance	1,950
	23,739			23,739		16,081			100,397	Per Diem	65
	23,739			23,739		16,081			100,397	Books and Equipment	60
	158,259			158,259		107,208			100,396	Book Shipment	60
	237,389			237,389		160,812			669,313	Travel-International	400
	26,904			26,904		18,226			1,003,970	Travel-Local	600
	33,630			33,630		22,782			119,984	Insurance-HAC	34
	2,542,171			2,542,171		1,736,141			136,030	Reception Services	65
									10,666,363	Sub-total	
	118,694			118,694		80,406			501,984	3. Experience America	
	118,694			118,694		80,406			501,984	Enrichment Program	300
									501,984	Sub-total	
	355,970			355,970		514,158				4. Follow-On	
	102,634			102,634		142,836	331,834	1,673,281		Training	1,000
	458,604			458,604		656,994	142,833	501,978		Association	300
							474,667	2,175,259		Sub-total	
	3,143,208			3,143,208		2,489,622	474,667	13,444,003		Sub-total	
	197,827			197,827		134,010		836,639		5. Administrative Costs	250
	197,827			197,827		134,010		836,639		Sub-total	
	3,341,035			3,341,035		2,623,632	474,667	14,280,643		TOTAL	
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FINANCIAL PLAN AND ANALYSIS - DISBURSEMENTS - PARTICIPANT TRAINING CALCULATED BY TCA GENERATOR WITH INFLATION INCLUDED

Component	Unit Cost	Year 1			Year 2			Year 3			Year 4							
		Number	Group 1	Number	Group 1	Number	Group 2	Total	Number	Group 2	Number	Group 3	Total	Number	Group 3	Number	Group 4	Total

Participant Training																		
Long-Term Technical																		

1. Predeparture																		
ELT, In-Country	150	62	9,765	62	0	70	11,576	11,576	70	0	75	13,023	13,023	75	0	68	12,398	12,398
Other Orientation	60		3,996		0		4,631	4,631		0		5,209	5,209		0		4,959	4,959
Sub-total			13,761		0		16,207	16,207		0		18,232	18,232		0		17,357	17,357
2. Training																		
Training Costs	3,000		199,020		212,951		240,429	452,380		257,259		275,635	532,894		261,529		267,403	562,332
Maintenance Advance	1,950		126,945		0		153,491	150,491		0		169,303	169,303		0		161,176	161,176
Living/Maintenance	710		46,221		339,724		54,794	394,518		402,728		61,643	464,381		48,130		58,685	511,745
Per Diem	65		29,621		31,102		35,115	66,217		36,876		39,504	75,374		41,479		37,602	79,067
Boots and Equipment	60		3,906		4,102		4,630	9,732		4,862		5,209	10,071		5,469		4,959	10,428
Book Shipment	60		0		4,101		0	4,101		4,862		0	4,862		5,470		0	5,470
Travel-International	400		26,040		0		36,870	36,870		0		34,729	34,729		0		33,062	33,062
Travel-Local	600		39,060		0		46,305	46,305		0		52,093	52,093		0		49,593	49,593
Insurance-HAC	34		4,427		16,268		5,248	21,516		19,286		5,904	25,190		2,577		5,620	27,317
ELT, U.S.	180		11,718		0		13,991	13,991		0		15,628	15,628		0		14,878	14,878
Reception Services	85		5,533		0		6,560	6,560		0		7,380	7,380		0		7,025	7,025
Sub-total			492,491		608,248		588,333	1,196,581		725,877		667,028	1,392,905		500,124		640,609	1,462,133
3. Experience America																		
Enrichment Program	50/200		3,255		13,671		3,859	17,530		16,267		4,341	20,549		14,233		4,133	22,365
Mid-Winter Community Seminars	350		0		23,924		0	23,924		28,362		0	28,362		31,987		0	31,987
Sub-total			3,255		37,595		3,859	41,454		44,569		4,341	48,910		46,140		4,133	54,273
4. Follow-On																		
Follow-up Association	200		0		2,279		0	2,279		5,519		0	5,519		11,079		0	10,079
Other Support	100		0		1,139		0	1,139		2,760		0	2,760		4,039		0	5,029
Sub-total			0		3,418		0	3,418		8,279		0	8,279		15,118		0	15,118

Sub-total			599,417		649,261		608,399	1,257,660		778,725		689,601	1,468,326		681,732		661,499	1,548,831
5. Administrative Costs	250		32,550		119,621		38,588	158,209		141,806		43,410	195,216		158,534		41,327	200,861
Sub-total			32,550		119,621		38,588	158,209		141,806		43,410	195,216		158,534		41,327	200,861

TOTAL			541,967		768,882		646,987	1,415,869		920,531		733,011	1,653,542		1,040,266		702,826	1,749,742
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Number	Group 4	Year 5		Total	Year 6		Number	Year 7	GRAND TOTAL	Component	Unit Cost
		Number	Group 5		Number	Group 5					
Participant Training Long-Term Technical											

1. Predeparture											
68	0	55	10,529	10,529	55	0	0		57,291	ELT, In-Country	150
	0		4,212	4,212		0			22,917	Other Orientation	60
	0		14,741	14,741		0			80,209	Sub-total	
2. Training											
	286,121		231,421	517,542		247,620			2,512,788	Training Costs	3,000
	0		136,881	136,881		0			744,796	Maintenance Advance	1,950
	431,332		49,839	481,171		366,315			2,264,371	Living/Maintenance	710
	39,488		31,939	71,427		33,536			356,262	Per Diem	65
	5,207		4,212	9,419		4,422			46,978	Books and Equipment	60
	5,207		0	5,207		4,423			24,063	Book Shipment	60
	0		28,078	28,078		0			152,779	Travel-International	400
	0		42,117	42,117		0			229,169	Travel-Local	600
	20,655		4,773	25,428		17,542			121,420	Insurance-MAC	34
	0		12,635	12,635		0			68,750	ELT, U.S.	190
	0		5,967	5,967		0			32,465	Reception Services	85
	788,010		547,862	1,335,872		673,858			6,553,840	Sub-total	
3. Experience America											
	17,358		3,510	20,868		14,741			99,308	Enrichment Program	50/200
	30,375		0	30,375		25,797			140,366	Mid-Winter Community Seminars	350
	47,734		3,510	51,244		40,538			239,674	Sub-total	
4. Follow-On											
	15,863		0	15,863		23,234		23,236	80,210	Follow-up Association	200
	7,931		0	7,931		11,616		11,618	40,103	Other Support	100
	23,794		0	23,794		34,850		34,854	120,313	Sub-total	

	959,529		566,113	1,425,651		749,246		34,854	6,994,055	Sub-total	
	151,800		35,098	186,978		128,985			892,799	5. Administrative Costs	250
	151,800		35,098	186,978		128,985			892,799	Sub-total	

	1,011,418		601,211	1,612,629		878,231		34,854	7,886,834	TOTAL	
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GUATEMALA PEACE SCHOLARSHIP PROJECT 520-0393
 FINANCIAL PLAN AND ANALYSIS - DISBURSEMENTS - PARTICIPANT TRAINING CALCULATED BY TCA GENERATOR WITH INFLATION INCLUDED

Component	Unit Cost	Year 1			Year 2			Year 3			Year 4							
		Number	Group 1	Number	Group 1	Number	Group 2	Total	Number	Group 2	Number	Group 3	Total	Number	Group 4	Total		
Participant Training Academic																		
1. Predeparture																		
ELT, In-Country	500	70	36,750	70	0	66	35,385	35,385	66	0	73	42,255	42,255	73	0	70	42,543	42,543
Other Orientation	60		4,410		0		4,366	4,366		0		5,071	5,071		0		5,105	5,105
Sub-total			41,160		0		40,749	40,749		0		47,324	47,324		0		47,648	47,648
2. Training																		
Tuition/Fees	2,500		187,250		200,357		188,908	389,265		202,132		223,570	425,702		229,220		229,389	468,609
Maintenance Advance	1,950		143,325		0		141,892	141,892		0		164,788	164,788		0		165,917	165,917
Living/Maintenance	710		52,185		383,560		51,663	435,223		379,724		60,000	439,724		44,998		60,411	501,405
Per Diem	65		33,443		35,115		33,108	68,223		34,763		38,451	73,214		4,373		38,714	79,987
Books and Equipment	65		9,555		35,114		9,459	45,573		34,764		10,986	45,750		4,373		11,061	51,434
Book Shipment	120		0		9,261		0	9,261		9,168		0	9,168		10,648		0	10,648
Typing (Papers)	200		14,700		15,425		14,553	29,968		15,281		16,901	32,182		17,746		17,017	34,763
Travel-International	400		29,400		0		29,106	29,106		0		33,803	33,803		0		34,034	34,034
Travel-Local	500		44,100		0		43,659	43,659		0		50,704	50,704		0		51,051	51,051
Insurance-HAC	34		4,998		18,368		4,948	23,316		18,184		5,746	23,930		10,118		5,736	26,904
ELT, U.S.	180		13,230		0		13,098	13,098		0		15,211	15,211		0		15,315	15,315
Reception Services	85		6,247		0		6,185	6,185		0		7,183	7,183		0		7,232	7,232
Sub-total			538,433		697,210		536,579	1,233,789		694,016		627,343	1,321,359		610,476		635,927	1,446,403
3. Experience America																		
WIC Orientation	325		23,897		0		23,649	23,649		0		27,465	27,465		0		27,653	27,653
Enrichment Program	50/200		3,675		15,435		3,638	19,073		15,281		4,225	19,506		17,747		4,254	22,001
Mid-Winter Community Seminars	350		0		27,011		0	27,011		26,741		0	26,741		10,256		0	31,656
Sub-total			27,562		42,446		27,287	69,733		42,022		31,690	73,712		28,003		31,967	80,710
4. Follow-On																		
Follow-up/Career Development	300		0		3,858		0	3,858		8,443		0	8,443		15,099		0	15,099
Sub-total			0		3,858		0	3,858		8,443		0	8,443		15,099		0	15,099
Sub-total			607,155		743,514		604,615	1,348,129		744,481		706,357	1,450,938		610,378		715,462	1,589,860
5. Administrative Costs																		
	250		36,750		135,056		36,383	171,439		133,703		42,252	175,955		159,020		42,543	197,823
Sub-total			36,750		135,056		36,383	171,439		133,703		42,252	175,955		159,020		42,543	197,823
TOTAL																		
			643,905		878,570		640,998	1,519,568		878,184		748,609	1,626,793		1,079,399		758,025	1,787,393
GRAND TOTAL TRAINING COSTS																		
			1,195,872		3,785,993		1,267,994	5,073,977		4,478,044		1,431,620	5,959,664		5,100,014		1,460,551	6,560,565

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Number	Year 5			Year 6		Number	Year 7	GRAND TOTAL	Component	Unit Cost
	Group 4	Number	Group 5	Total	Number					
Participant Training Academic										

1. Predeparture										
70	0	75	47,861	47,861	75	0	0	205,750	ELT, In-Country	500
	0		5,743	5,743		0		24,695	Other Orientation	60
	0		53,604	53,604		0		230,465	Sub-total	
2. Training										
	245,447		262,979	508,426		281,387		2,260,639	Tuition/Fees	2,500
	0		186,656	186,656		0		802,578	Maintenance Advance	1,950
	444,018		67,962	511,980		499,521		2,440,042	Living/Maintenance	710
	40,650		43,553	84,203		45,731		383,901	Per Diem	65
	40,649		12,444	53,093		45,731		250,136	Books and Equipment	65
	10,721		0	10,721		12,061		51,859	Book Shipment	120
	17,868		19,144	37,012		20,101		168,746	Typing (Papers)	200
	0		38,288	38,288		0		164,631	Travel-International	400
	0		57,433	57,433		0		246,947	Travel-Local	600
	21,263		6,509	27,772		23,921		130,841	Insurance-MAC	34
	0		17,230	17,230		0		74,084	ELT, U.S.	180
	0		8,136	8,136		0		34,983	Reception Services	85
	820,616		720,334	1,540,950		928,453		7,009,387	Sub-total	
3. Experience America										
	0		31,109	31,109		0		137,763	WIC Orientation	325
	17,868		4,766	22,634		20,101		107,010	Ernst & Young Program	50/200
	31,269		0	31,269		35,177		151,254	Mid-Winter Community Seminars	350
	49,137		35,895	85,032		55,278		392,027	Sub-total	
4. Follow-On										
	24,032		0	24,032		39,108	39,108	129,648	Follow-up/Career Development	300
	24,032		0	24,032		39,108	39,108	129,648	Sub-total	

	893,785		809,833	1,703,618		1,022,839	39,108	7,761,547	Sub-total	
	156,247		47,861	204,208		175,888		962,063	5. Administrative Costs	250
	156,347		47,861	204,208		175,888		962,063	Sub-total	

	1,050,132		857,694	1,907,826		1,198,727	39,108	8,723,610	TOTAL	

	5,402,584		1,458,906	6,861,490		4,700,590	548,629	30,891,087	GRAND TOTAL TRAINING COSTS	
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GUATEMALA PEACE SCHOLARSHIP PROJECT 520-0293
 FINANCIAL PLAN AND ANALYSIS - DISBURSEMENTS - PARTICIPANT TRAINING CALCULATED BY TCA GENERATOR WITH INFLATION INCLUDED

Component	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Total		TOTAL
	FX	LC	FX	LC	FX	LC	FX	LC	FX	LC	FX	LC	FX	LC	FX	LC	
Participant Training																	
Short-Term Technical	0		2,138,541		2,679,329		3,023,439		3,341,035		2,623,632		474,667		14,133,643		14,290,643
Long-Term Technical	541,967		1,413,869		1,653,542		1,749,742		1,612,629		878,231		34,854		7,966,834		7,986,634
Academic	543,905		1,519,568		1,626,793		1,767,683		1,907,826		1,198,727		39,168		8,103,610		8,723,610
Sub-total Training	1,185,872		5,073,978		5,959,664		6,560,964		6,861,490		4,700,590		548,629		21,603,087		30,891,087
Local Admin. Support																	
Prime Contractor	83,625		385,583		380,963		380,963		380,963		380,963		100,710		2,093,770		2,093,770
USAID/Guatemala																	
U.S. PSC	110,000		120,000		120,000		120,000		120,000		120,000		120,000		800,000		800,000
FSM Admin. Assist./Sec.		10,000		20,000		20,000		20,000		20,000		20,000		20,000		130,000	130,000
CAPS I Book Club	0		400,000		0		0		0		0		0		400,000		400,000
Additional Follow-On	0		180,000		180,000		180,000		180,000		180,000		180,000		1,080,000		1,080,000
Commodities	0		80,000		0		0		0		0		0		80,000		80,000
Communications Support	0		44,000		44,000		44,000		44,000		44,000		0		220,000		220,000
Evaluations and Audits	40,000		40,000		73,333		40,000		73,333		0		33,334		300,000		300,000
Sub-total	1,419,497	10,000	6,323,561	20,000	6,757,960	20,000	7,325,827	20,000	7,459,786	20,000	5,425,553	20,000	982,673	20,000	35,884,857	130,000	36,024,857
Inflation	0	0	62,479	3,000	39,915	3,000	38,248	3,000	39,915	3,000	36,248	3,000	21,703	3,000	253,508	18,000	256,508
Contingencies																	718,635
TOTAL																	37,000,000

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Component	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Total		TOTAL
	FX	LC	FX	LC	FX	LC	FX	LC	FX	LC	FX	LC	FX	LC	FX	LC	
TECHNICAL ASSISTANCE																	
Chief of Party	0		130,000		130,000		130,000		130,000		130,000		0		650,000		650,000
Communications Support	0		6,000		6,000		6,000		6,000		6,000		0		30,000		30,000
META Inc.	72,000		0		0		0		0		0		0		72,000		72,000
Total U.S. TA	72,000		136,000		136,000		136,000		136,000		136,000		0		752,000		752,000
Accounting Subcontractor	0		10,000		10,000		10,000		10,000		10,000		10,000		50,000		60,000
Evaluation Spec./Sub-contract	0		20,000		20,000		20,000		20,000		20,000		0		100,000		100,000
Legal Advisor	0		6,600		2,200		2,200		2,200		2,200		2,200		17,600		17,600
Overhead 5% on Sub-contracts	0		1,830		1,610		1,610		1,610		1,610		2,200		8,990		8,990
Total Local TA	0		38,430		33,810		33,810		33,810		33,810		12,810		186,480		186,480
TOTAL T.A.	72,000		174,430		169,810		169,810		169,810		169,810		12,810		938,480		939,480
SALARIES																	
Follow-On Coordinator/PR	0		24,000		24,000		24,000		24,000		24,000		24,000		144,000		144,000
Secretary/Admin. Assist.	0		6,000		6,000		6,000		6,000		6,000		6,000		36,000		36,000
Driver(s)/Messenger	0		6,000		6,000		6,000		6,000		6,000		3,000		33,000		33,000
3 Training Specialists	0		30,000		30,000		30,000		30,000		30,000		0		150,000		150,000
Admin. Assistant	0		10,000		10,000		10,000		10,000		10,000		0		50,000		50,000
Statistician/Data Entry	0		5,000		5,000		5,000		5,000		5,000		0		30,000		30,000
Bilingual Secretaries	1,250		16,000		16,000		16,000		16,000		16,000		5,000		81,250		81,250
Sub-Total	1,250		97,000		97,000		97,000		97,000		97,000		38,000		524,250		524,250
Overhead 30%	375		29,100		29,100		29,100		29,100		29,100		11,400		157,275		157,275
TOTAL SALARIES	1,625		126,100		126,100		126,100		126,100		126,100		49,400		681,525		681,525
TRAVEL/PER DIEMS																	
5 RTs Guat-Washington	0		4,000		4,000		4,000		4,000		4,000		0		20,000		20,000
Per Diem 1 RT W-6 7+99	0		693		693		693		693		693		0		3,465		3,465
4 RT 6-W 28+120	0		3,360		3,360		3,360		3,360		3,360		0		16,800		16,800
TOTAL TRAVEL	0		8,053		8,053		8,053		8,053		8,053		0		40,265		40,265

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GUATEMALA PEACE SCHOLARSHIP PROJECT 520-0393
 FINANCIAL PLAN AND ANALYSIS - DISBURSEMENTS
 LOCAL ADMINISTRATIVE SUPPORT - PRIME CONTRACTOR

Component	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Total		TOTAL	
	FX	LC	FX	LC	FX	LC	FX	LC	FX	LC	FX	LC	FX	LC	FX	LC		
OPERATING EXPENSES																		
Office Rentals	0		48,000		49,000		49,000		49,000		49,000		24,000		244,000		264,000	
Office Expenses	10,000		25,000		25,000		25,000		25,000		25,000		12,500		147,500		147,500	
Gasolina, Vehicle Maint.	0		4,000		4,000		4,000		4,000		4,000		2,000		22,000		22,000	
TOTAL OP. EXPS.	10,000		77,000		77,000		77,000		77,000		77,000		38,500		400,500		400,500	
TOTAL ADMIN. SUPPORT	63,625		385,583		380,963		380,963		380,963		380,963		100,710		1,193,770		2,093,770	
COMMUNICATIONS SUPPORT																		
Pamphlets	0		4,000		4,000		4,000		4,000		4,000		0		20,000		20,000	
Media Publicity	0		40,000		40,000		40,000		40,000		40,000		0		200,000		200,000	
TOTAL MEDIA CAMPAIGN	0		44,000		44,000		44,000		44,000		44,000		0		220,000		220,000	
ADDITIONAL FOLLOW-ON																		
Newsletters	0		100,000		100,000		100,000		100,000		100,000		100,000		600,000		600,000	
Meetings	0		80,000		80,000		80,000		80,000		80,000		80,000		420,000		420,000	
TOTAL ADDIT'L. FOLLOW-ON	0		180,000		180,000		180,000		180,000		180,000		180,000		1,020,000		1,020,000	
COMMODITIES																		
2 Vehicles	0		40,000		0		0		0		0		0		40,000		40,000	
3 ATs, Printers and Software	0		18,000		0		0		0		0		0		18,000		18,000	
Fax	0		2,000		0		0		0		0		0		2,000		2,000	
Office Furniture etc.	0		20,000		0		0		0		0		0		20,000		20,000	
TOTAL COMMODITIES	0		80,000		0		0		0		0		0		80,000		80,000	

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ILLUSTRATIVE LIST OF QUESTIONS FOR CLASP II "IMPACT" EVALUATION

Trainee knowledge of the U.S.

- Has the trainee's knowledge of the U.S. changed in any way since going to the U.S. for training?
- What have been the nature of the changes?
- Which aspects of the CLASP II process (pre-departure orientation, U.S. training, home-stays, follow-on) seem to have contributed to these changes, and in what ways?

Career Advancement

- To what extent are CLASP II returnees advancing in their careers (increased status on the job, increased responsibility, promotion in rank, increase in pay, etc.)?
- What aspects of the CLASP II training program seem to have made the most contribution to these advancements?

Leadership

- In what ways have CLASP II returnees' leadership skills been enhanced as a result of their training in the U.S.?
- What are they doing with these skills that they did not do prior to departing for the U.S.?
- What elements of the CLASP II program (pre-departure orientation, U.S. training, follow-on) seem to have most contributed to the above?

Effectiveness of Short-term Training Programs

- Are there any specific types of short-term training programs common to a number of missions that seem to be more effective than others in enhancing career mobility and leadership skills and that should be recommended for broader application?

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- What are the characteristics of these training programs?
- Are there any specific types of short-term training programs common to a number of missions that seem not to be effective in enhancing career advancement or leadership skills?

Effectiveness of Long-term Training Programs

- What types of long-term training programs seem to be the most effective in terms of promoting career advancement and enhancing leadership skills (e.g. two-year undergraduate, four-year undergraduate, junior year abroad, Master's degree training)?
- Under what circumstances are these programs best carried out and how should they be designed so as to assure maximum impact?
- What elements of the CLASP II experience seem to have contributed most to the above?

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