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UNCLASSIFIED

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

BELIZE

PROJECT PAPER

CENTRAL AMERICA PEACE SCHOLARSHIP PROGRAM II

AID/LAC/P-604

PROJECT NUMBER 505-0047

UNCLASSIFIED

PROJECT DATA SHEET

1. TRANSACTION CODE

A Add
 C Change
 D Delete

Amendment Number

DOCUMENT CODE

3

COUNTRY/ENTITY

BELIZE

3. PROJECT NUMBER

505-0047

4. BUREAU/OFFICE

Latin America and the Caribbean

5. PROJECT TITLE (maximum 40 characters)

Central America Peace Scholarship Program II

6. PROJECT ASSISTANCE COMPLETION DATE (PACD)

MM DD YY
 09 30 98

7. ESTIMATED DATE OF OBLIGATION
 (Under 9" below, enter 1, 2, 3, or 4)

A. Initial FY 1910 B. Quarter 7 C. Final FY 1914

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

A. FUNDING SOURCE	FIRST FY			LIFE OF PROJECT		
	B. FY	C. L/C	D. Total	E. FY	F. L/C	G. Total
AID Appropriated Total	360		360	1,800		1,800
(Grant)	360		360	1,800		1,800
(Loan)						
Other: 1.						
U.S. 2.						
Host Country					500	500
(Other Donors)						
TOTALS	360		360	1,800	500	2,300

9. SCHEDULE OF AID FUNDING (\$000)

A. APPRO- PRIATION	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)ARDN	600	600				150		150	
(2)EHR	600	600				1,500		1,500	
(3)HE	600	600				90		90	
(4)SIDA	600	600				60		60	
TOTALS						1,800		1,800	

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

11. SECONDARY PURPOSE CODE

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

A. Code BR BU BWW
 B. Amount

15. PROJECT PURPOSE (maximum 480 characters)

To provide a broad base of leaders and potential leaders with technical training to further the long-term development of Belize, to further positive attitudes towards the United States and to establish close bonds between citizens of Belize and the United States.

14. SCHEDULED EVALUATIONS

Interim MM YY Final MM YY
 03 96

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 are in compliance with the Payment Verification Policy."

Rolland Deschambault
 Rolland Deschambault
 Acting Controller

17. APPROVED BY

Signature Paul Bisek
 Title Acting A.I.D. Representative
 Date Signed MM DD YY
 10/15/98

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

MM DD YY

AGENCY FOR INTERNATIONAL DEVELOPMENT
UNITED STATES A. I. D. MISSION TO BELIZE
EMBASSY OF THE UNITED STATES OF AMERICA
BELIZE CITY, BELIZE, CENTRAL AMERICA

PROJECT AUTHORIZATION

Name of Country: Belize
Name of Project: Central America Peace Scholarship
Project II
Number of Project: 505-0047

1. Pursuant to Sections 103, 104, 105, and 106 of the Foreign Assistance Act of 1961, as amended, I hereby authorize the Central America Peace Scholarship Project II (the "Project") for Belize involving planned obligations of not to exceed One Million Eight Hundred Thousand United States Dollars (US\$1,800,000) in grant funds over a five-year period from the date of authorization, subject to the availability of funds in accordance with the A.I.D. OYB/allotment process, to help in financing foreign exchange and local currency costs for the project. The planned life of the project is eight years and three months from the date of the initial obligation.

2. The Project will equip a broad base of leaders and potential leaders in Belize 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 Project, along with the LAC Regional/CLASP Project and other mission projects, forms the CLASP II Project. The Project consists of short- and long-term participant training of host country nationals in U.S. educational and training institutions and will include Experience America and follow-on programs, as appropriate.

3. The Project Agreements which may be negotiated and executed by the officers 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.

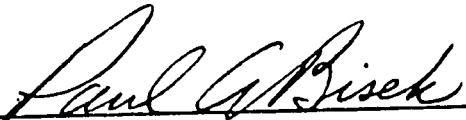
a. Source and Origin of Commodities, Nationality of Services

Commodities financed by A.I.D. under the project shall have their source and origin in Belize or in the United States, except as A.I.D. may otherwise agree in writing. Except for ocean shipping, the suppliers of commodities or services shall

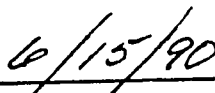
have Belize or the United States as their place of nationality, except as A.I.D. may otherwise agree in writing. Ocean shipping financed by A.I.D. under the project shall, except as A.I.D. may otherwise agree in writing, be financed only on flag vessels of the United States.

b. Waivers

The requirement for host country funding of A.I.D.-financed participant travel is hereby waived.



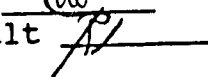


Paul A. Bisek
Acting A.I.D. Representative
USAID/Belize



Date

Clearances:

PDO, A. Villanueva 
GDO, P. McDuffie 
CONT, R. Deschambault 

Draft: PDO, PBisek: 6/13/90: W#0878p

USAID/BELIZE
CENTRAL AMERICAN PEACE SCHOLARSHIP PROJECT II (CAPS) II
505-0047

(PART OF THE REGIONAL CLASP II)

PROGRAM DESCRIPTION AND PROJECT PAPER

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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

SUMMARY:

Belize was included in the Caribbean and Latin American Scholarship Program I (CLASP I) as part of the Central America Peace Scholarship Project I (CAPS I). The CAPS I Project was designed to meet both the central objective of CLASP I -- to increase the number of U.S.-trained individuals from socially and economically disadvantaged groups --, as well as to assist in Belize's development through a program of long- and short-term training for skills upgrading across all sectors. By the end of the CAPS I Project, September 1993, approximately 300 Belizeans will have received training. Short-term training will have been provided in the following fields: educational administration and methodology, community health, nursing, farm management and extension work, management skills for microentrepreneurs, youth leadership and peer counselling, cooperatives, journalism, and community leadership. Long-term academic scholarships have been awarded to 49 individuals to complete undergraduate degrees in fields ranging from education to industrial waste management.

Although it is too early to determine the long-term impact of the CAPS I Project, the experience to date has been positive: the participants have been able to successfully complete their study programs; they have had exposure to various aspects of U.S. culture; they have returned to Belize and are using skills acquired in the U.S. This experience has encouraged USAID/Belize to design another CAPS Project, based on recommendations of the CLASP I Evaluation and the Social Institutional Framework which identified target groups specific to Belize.

The USAID/Belize CAPS II Project goal is to promote broad-based economic and social development in Belize. The project sub-goal is to encourage and strengthen free enterprise within a system of democratic pluralism.

The purpose of the Project is to provide a broad base of leaders and potential leaders with technical training to further the long-term development of Belize. The Project is also designed to further positive attitudes towards the United States and to establish close bonds between citizens of Belize and the United States.

The Mission-specific sub-purpose is to strengthen the ability of communities to work through organized groups to solve problems, particularly in areas that complement on-going USAID programs. This sub-purpose will guide both the recruitment of participants and the elaboration of training plans, particularly for short-term programs.

An estimated 74 scholarships will be offered in three types of programs: 44 six-week scholarships; 7 long-term technical scholarships; and 23 long-term academic scholarships, of which 7 will be for one year and 16 will be for two years.

All programs will meet 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; and
- (4) opportunities to build lasting personal and professional relationships with U.S. citizens and institutions.

The 44 short-term (six-week) training programs will not focus primarily on the acquisition of technical skills for the job market, but rather on leadership development, group dynamics, and strengthening community organizations. Technical content will be shaped by the nature of each group. The participants of these short-term programs are expected to return to Belize to apply the newly acquired skills in their communities. Through activities in the Experience America component, they will develop an understanding of aspects of U.S. life, values, and institutions, such as participatory democracy, volunteerism, self-initiative and accountability.

Seven long-term technical training programs will be designed to give an opportunity to promising individuals to study in fields which complement the USAID strategy and the needs of Belize. In addition to traditional fields of study, these scholarships will also include fields that heretofore may not have been offered in USAID or other donor scholarship programs, but which complement the USAID program. These programs should include on-the-job training or an internship program.

The 23 long-term academic programs will be geared towards the acquisition of Bachelor degrees. To train as many people as possible within budget constraints, these programs will be limited to one or two years. Therefore, candidates will have to have completed at least two years of post-secondary education. An estimated seven of the 23 scholarships will be set aside for individuals who have completed at least three years of study in a specific field, such as agriculture, either in Belize or a third country, and can reasonably be expected to earn a degree in one year. The fields of study for the two-year programs will be open; however, applications will be reviewed carefully to ensure that the study program can be completed in two years and is applicable to the Belizean job market. The field of study chosen should be one that would benefit not only the individual, but would also

contribute to technical advancement, social/community development or cultural preservation in Belize. Through both the Experience America activities and the training itself, participants are expected to develop an understanding of various aspects of U.S. life, values, and institutions.

Each program will have the following components: Pre-Departure Orientation, Training and Experience America, and Follow-On Activities. A USAID/Belize CAPS II Project Manager and a Follow-On Coordinator will have responsibility for managing and monitoring the Project, under the supervision of the USDH General Development Officer. The OIT Central Contractor will be used for placement and monitoring the participants in the U.S. On-going and impact evaluations will be conducted by USAID/Belize and AID/W as part of CLASP II.

RECOMMENDATION:

USAID/Belize recommends the authorization of a grant for US\$1,800,000 to finance the Central American Peace Scholarship Project II (CAPS II), a part of the regional Caribbean and Latin American Scholarship Program II (CLASP II). The CAPS II Project will entail implementation of training programs over a five-year period, FY 1990 -- FY 1995, and follow-on support activities for participants through the CLASP II Project Assistance Completion Date of September 30, 1998.

Authorization should include waiving the requirement that the cost of round-trip international travel be paid by the host government or other non-A.I.D. funding source, in accordance with Handbook 10 Section 16c(2). The Central America Peace Scholarship Program was initiated in 1985 specifically to address the needs of the economically and socially disadvantaged through long- and short-term training programs. Due to the nature of the target groups, it is not possible or reasonable to expect participants, the host government, or other sponsors to assume the cost of international travel.

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. COUNTRY PROJECT DESCRIPTION

A. Mission Background and Rationale

Diplomatic, economic and cultural ties between Belize and the United States have grown stronger since Belize attained formal independence from Great Britain in September 1981. At the request of the Government of Belize, the USAID Mission to Belize became operational in January 1983. The assistance program to date has been comprised of an economic stabilization program complemented by projects to promote economic growth and ensure equitable accessibility to the benefits of that growth. The strategy to promote economic growth has been focused on unlocking Belize's agricultural potential and strengthening the private sector, including the privatization of formerly inefficient parastatals. Projects in health, education, and training have complemented these two major areas of emphasis in order to ensure sustainability of both economic and social benefits of the USAID inputs.

USAID/Belize has been successful in implementing the Central America Peace Scholarship (CAPS) I Project as part of the regional Caribbean and Latin America Scholarship Program. This project has targeted socially and/or economically disadvantaged groups. By the end of the CAPS I Project, September 1993, approximately 300 Belizeans will have received training. Short-term training will have been provided in the following fields: educational administration and methodology; community health; nursing; farm management and extension work; management skills for microentrepreneurs; youth leadership and peer counselling; cooperatives; journalism; and community leadership. Long-term academic scholarships have been awarded to 49 individuals to complete undergraduate degrees in fields ranging from education to industrial waste management.

The USAID program for Belize for 1991-1995 will focus more narrowly in two key sectors of the economy: agriculture and tourism. These are sectors with substantial growth potential, but also with substantial potential for environmental destruction, which would limit future growth.

The Mission's strategy is to help the Government of Belize develop the capacity to rationally plan and manage its resources to effectively guide economic growth that is fostered and sustained by a strong private sector. Assistance to Belize will center on analysis and implementation of government policy change, supplemented by interrelated project activities in agriculture and tourism. The projects will address key constraints to growth in these two sectors: lack of infrastructure, a narrow export base, and a shortage of managerial and technical skills. Most of the projects have technical training components so that a cadre of

individuals with the necessary skills can maintain and build on the improved programs after the projects are terminated.

B. Mission Objectives and Strategy

Project Objectives. USAID/Belize will fully utilize the resources available under the regional CLASP II Project to support its development strategy for Belize. The goals and objectives of this project tie in directly with the Mission program goals and complement the training components of other USAID projects.

End of Project Status:

- 1) An increased number of U.S. trained Community, Youth and Women leaders.
- 2) An increased number of U.S. trained individuals from among the Maya Kekchi of Toledo and Stann Creek, from among the Garifuna population and from among the rural residents of the Belize district.
- 3) Closer business and friendship ties between Belize and the U.S. as a result of relationships formed during training.
- 4) trained Peace Scholars employing newly acquired skills to contribute to the long term development of Belize.
- 5) An increased number of individuals with exposure to free enterprise and democratic pluralism as practiced in the U.S.
- 6) A network of returned CAPS scholars working together providing support and technical assistance to each other.

The USAID/Belize CAPS II Project Goal is to promote broad-based economic and social development in Belize. The project sub-goal is to encourage and strengthen free enterprise within a system of democratic pluralism.

The purpose of the Project is to provide a broad base of leaders and potential leaders with technical training to further the long-term development of Belize. The Project is also designed to further positive attitudes towards the United States and to establish close bonds between citizens of Belize and the United States.

The Mission-specific sub-purpose is to strengthen the ability of communities to work through organized groups to solve problems,

particularly in areas that complement on-going USAID programs. This sub-purpose will guide both the recruitment of participants and the elaboration of training plans, particularly for short-term programs.

Leadership potential will be an important criterion for selection so that the benefits of the training experience can be shared with others upon the participants' return, either through the transfer of technical skills or by using organizational skills and a broader outlook to improve community life. The focus of the short-term scholarships will be to strengthen the ability of communities to work through organized groups to solve problems, particularly in areas that complement on-going USAID programs. All long-term study programs will include exposure to volunteer or service organizations to encourage participants to be active in their communities upon their return. The CAPS II Scholars will be recruited primarily from socially and/or economically disadvantaged groups in Belize and at least 40% of these Scholars will be women.

Mission Training Strategy.

Target Groups:

1. Leaders and Potential Leaders: The leadership structure in Belize consists of both formal and non-formal positions of authority and influence. In general, people have influence by virtue of their occupation, educational level, or elected office. Leaders are recognized in an organization or community as someone who can initiate action and whose opinion is respected. Potential leaders are individuals whose actions, achievements, attitudes, and communication skills indicate a potential for leadership. It is expected that with improved technical skills, personal development, and exposure to new ideas and methods of dealing with others, these individuals will return to Belize and assume formal or non-formal positions of leadership in their communities. The Social Institutional Framework (SIF), defined the following as groups from which CAPS II Scholars should be recruited:

- a. appointed community leaders serving on village councils or town boards or as justices of the peace;
- b. leaders/active members of formal associations, including cooperatives, women's groups and youth groups;
- c. professional community workers from both government departments and nongovernmental organizations, such as health care workers, extension agents, government department officers, and community development workers;
- d. individuals who have performed outstandingly in their professional or academic life and have the potential to assume leadership roles upon completion of further training.

There are other groups with influence from which leaders could be recruited. For example, educators have significant influence in Belize. They have not been specifically targeted for recruitment for CAPS II because they were a primary focus under CAPS I. However, educators could be eligible for the CAPS II study programs provided they meet the selection criteria.

2. Economically and Socially Disadvantaged Groups: In Belize, there does not appear to be sharply defined economic classes based on ethnic origin or extreme disparities between rich and poor. However, there are, of course, opportunities for improvement of an individual's quality of life, regardless of ethnic origin or economic status. These opportunities are generally tied to educational level, availability of jobs in a particular area of expertise or geographical area, and personal initiative. The GOB has endeavored to make quality education accessible to all Belizeans regardless of geographic location and to ensure that economic growth will provide more jobs in a larger selection of fields for both the rural and urban populations. However, there still are groups within Belize that are in a relatively disadvantaged position regarding access to opportunities to improve their standard of living. The SIF identified the following to be targeted for recruitment for CAPS II:

- a. at least 70% of the participants will be from families with low income (less than US\$10,000 per year for a family of four);
- b. at least 40% will be women;
- c. emphasis will be placed on recruiting individuals from the rural areas (defined as all areas outside Belize City), especially from the Toledo, Stann Creek and Belize Rural Districts; however, Belize City residents who satisfy other criteria will be eligible for the program;
- d. efforts will be made to encourage the participation of Maya Indian, East Indian, and Garifuna communities and individuals from the Toledo and Stann Creek Districts.

Excluded from the project are individuals whose family income exceeds US\$30,000 per year; individuals or immediate family members holding government positions above the rank of department head; and individuals who have U.S. permanent resident status.

Types of Training and Expectations:

The 44 short-term (six-week) training programs will not focus primarily on the acquisition of technical skills for the job market, but rather on leadership development, group dynamics, and

strengthening community organizations. The participants of these short-term programs are expected to return to Belize to apply the newly acquired skills in their communities. Through activities in the Experience America component, they will develop an understanding of some aspects of U.S. life, values, and institutions, such as participatory democracy, volunteerism, self-initiative, and accountability. In order to maximize the benefits of their short stay in the U.S., the participants will be encouraged to establish formal linkages between their organizations and similar groups in the U.S.

Seven long-term technical training programs will be designed to give an opportunity to promising individuals to study fields that heretofore may not have been offered in USAID or other donor scholarship programs, but which complement the USAID program. These programs should include on-the-job training or an internship program. Consideration will also be given to more traditional fields of study if it is the preference of outstanding individuals.

The 23 long-term academic programs will be geared towards the acquisition of Bachelor degrees. To train as many people as possible within budget constraints, these programs will be limited to one or two years. Therefore, candidates will have to have completed at least two years of post-secondary education. An estimated seven of the 23 scholarships will be set aside for individuals who have completed at least three years of study in a specific field, such as agriculture, either in Belize or a third country, and can reasonably be expected to earn a degree in one year. The fields of study for the two-year programs will be open; however, applications will be reviewed carefully to ensure that the study program can be completed in two years and is applicable to the Belizean job market. The field of study chosen should be one that would benefit not only the individual, but would also contribute to technical advancement, social/community development or cultural preservation in Belize. The long-term academic component of the Belize CAPS II Project will be a cost-effective means of ensuring the professional development of outstanding individuals who otherwise may not have the means to fulfill their career goals.

The participants of both the technical and academic long-term programs are expected to return to Belize to work in their respective fields of expertise. They should be able to find an appropriate job or have increased responsibility and/or salary if they return to their previous job. CAPS II Scholars are expected to share the benefits of the training experience with others through transfer of technical skills and/or becoming actively involved in community or professional affairs. While in the U.S., they will be encouraged to join at least one volunteer or service organization, preferably one that has a counterpart or branch in

Belize, and the Scholars are expected to continue their participation in that or other voluntary organizations upon their return. Through both the Experience America activities and the training itself, they are expected to develop an understanding of various aspects of U.S. life, values, and institutions.

C. Project Activities

The Belize CAPS II Project will emphasize high quality training programs despite the small size of the Project in terms of its budget and the number of people to receive training. There will be approximately 74 scholarships offered: 44 short-term scholarships; 7 long-term technical scholarships; and 23 long-term academic scholarships.

Target Groups, Selection Criteria, and Types of Training:

Short-Term Programs: The purpose of the 44 six-week scholarships is to promote community activism by developing leadership and management skills.

Community Leaders/Potential Leaders: Approximately 12 individuals will be recruited from this category, which includes appointed leaders (such as village council members, alcaldes of Maya Indian villages, town board members, Justices of the Peace); members of voluntary organizations, including but not limited to branches of international associations; members of cooperatives; and professional community workers from government departments or nongovernmental organizations. The candidates need not belong to a formal association. They must have the potential to assume leadership roles upon their return to Belize either through their jobs or through their volunteer work in the communities.

Selection Criteria: Candidates must be active in their communities, either in a professional capacity or on a voluntary basis; their candidacy must be endorsed by at least one acknowledged leader in their community, which could include members of the clergy or educators as well as those listed previously; also taken into consideration will be the quality of the essay section of the application in which the candidates explain past activities in the community and how they intend to use the training upon their return.

Types of Training: The skills to be emphasized are leadership skills and organizational management, including defining and prioritizing problems, goal setting, communication problems and solutions, fundraising, proposal development, encouraging volunteerism, and generating community support. In addition, this group should receive instruction in financial management,

environmental protection advocacy, and community crime prevention.

Women Leaders/Potential Leaders: A special effort will be made to design a program specifically for 12 women who have shown leadership qualities in their communities. The candidates need not belong to a formal association nor be professional community workers. The intention of this program is to open up opportunities to those women who may not have had formal recognition as yet for their contributions to the community because their efforts have generally been on a voluntary basis. The purpose will be to heighten their awareness of the potential for women to take an active part in addressing community problems and to equip them with leadership and organizational skills that can be applied upon their return to Belize.

Selection Criteria: Candidates must be women who demonstrate an interest in working to increase the participation of women in Belizean community life; otherwise, the criteria will be the same as those listed for Community Leaders.

Types of Training: The skills to be emphasized, as appropriate, are leadership skills and organizational management, including defining and prioritizing problems, goal setting, communication problems and solutions, fundraising, proposal development, encouraging volunteerism, and generating community support. In addition, this group could receive instruction in areas such as counselling, women's rights advocacy, overcoming special problems related to integrating women in the development process.

Disabled Leaders/Potential Leaders: A special program will be designed for 4 disabled individuals who are active in their communities. They will have the opportunity to become acquainted with U.S. programs for the handicapped, particularly those that deal with increasing public awareness of the potential of disabled people to contribute to their communities. (If for some reason, this program is not feasible, individuals who work in programs for the disabled will be targetted.)

Selection Criteria: Candidates must have a physical disability and demonstrate an interest in working to improve the status of the disabled in Belizean society; otherwise, the criteria will be the same as those listed for Community Leaders.

Types of Training: The skills to be emphasized are leadership skills and organizational management, including defining and prioritizing problems, goal setting, communication problems and solutions, fundraising, proposal development, encouraging volunteerism, and generating community support. In addition, this group should receive instruction in advocacy for the rights of the disabled, designing public relations and job-training programs.

Youth Leaders/Potential Leaders: Approximately 16 individuals will be recruited from youth groups which include those affiliated with various churches; branches of international organizations such as the Boy Scouts/Girl Guides, YMCA, YWCA, 4H, Red Cross, Lions, Rotaract and PRIDE; sports clubs; and school organizations. The skills they acquire should strengthen the ability of their organizations to attract active members and to channel the energies of young people into worthwhile, community-building activities.

Selection Criteria: Candidates must be 25 years old or younger and active members/leaders of a youth group that has active projects (not a dormant organization); their applications must be endorsed by at least one recommendation from an adult associated with that particular group; also taken into consideration will be the quality of the essay section of the application in which the candidates explain past activities in the respective groups and how they intend to use the training upon their return.

Types of Training: The skills to be emphasized are leadership skills and organizational management, including defining and prioritizing problems, goal setting, communication problems and solutions, fundraising, proposal development, encouraging volunteerism, and generating community support. In addition, this group should receive instruction in peer counselling, developing recreational programs that provide alternatives to destructive behavior and community crime prevention.

Long-term Technical Training: Seven scholarships will be offered to give dynamic, gifted Belizeans an opportunity to develop their talents. Candidates do not have to be employed in their field of choice at the time of application, but should indicate serious interest by being involved in activities related to their field of choice. The field of study will be open, so that innovative ideas can be considered. Candidates also must have the potential to assume leadership roles upon completion of further training.

Selection Criteria:

a. Candidates must demonstrate outstanding performance in their academic or professional life or must have an interest in developing a particular talent into a career. To demonstrate outstanding performance in academic life, the candidate must (1) have recommendations from teachers or school administrators; (2) have maintained a grade point average of 2.5 or above; and (3) be involved in extracurricular activities. To demonstrate outstanding performance in a job environment, a candidate must (1) have recommendations from employer(s); (2) indicate any achievements that have been a result of personal initiative, such as a promotion, an award, or implementation of a challenging or innovative idea; and (3) be involved in community activities not directly related to the job. To demonstrate outstanding achievement derived from having a particular talent, a candidate must (1) have recommendations from at least two community leaders; (2) indicate any awards or public recognition received; and (3) be involved in community activities.

b. As the field of study is not specified, each candidate must defend his/her choice in a convincing manner. The essays regarding program of study will be judged according to clarity, originality, feasibility and applicability to the Belizean job market. They must include the applicant's plans to use the training upon return to Belize. If the field chosen will entail a change in profession for the applicant, he/she must explain the reasons for the change.

c. Candidates must have completed primary school. They must be able to express themselves well in English.

d. Candidates may be single or married; however, dependents cannot accompany the participants during the training period.

e. Age limits for this program: preferably 18 to 45 years; any exceptions would require justification.

Types of Training: The fields of study for the long-term technical program will be open. The program must include on-the-job-training or internship. Ideas for innovative, nontraditional study programs will be encouraged. If possible, the program will be arranged so that the participants can receive a certificate upon completion of the program.

Academic Training: The 23 long-term academic programs will be geared towards the acquisition of Bachelor degrees. Although limited in number and in variety of fields offered, there are two-year and three-year post-secondary programs available in Belize. In addition, some Belizeans have gone to third countries to study certificate or diploma programs. These long-term scholarships will target outstanding individuals who have completed such programs and wish to obtain a Bachelor's degree. There will be one group of seven individuals who have sufficient transferable academic credits to enable them to receive a such a degree in their field within one year. Two groups, each with eight participants, will be comprised of individuals who have completed at least two years of post-secondary education and can be reasonably expected to receive a Bachelor's degree within two years.

Selection Criteria:

a. Candidates must demonstrate outstanding performance in their academic life, and also in their professional life if currently employed, and must have leadership potential. To demonstrate outstanding performance in academic life, the

candidate must (1) have recommendations from teachers or school administrators; (2) have maintained a grade point average of 2.5 or above; and (3) be involved in extracurricular activities. To demonstrate outstanding performance in a job environment, a candidate must (1) have recommendations from employer(s); (2) indicate any achievements that have been a result of personal initiative, such as a promotion, an award, or implementation of a challenging or innovative idea; and (3) be involved in community activities not directly related to the job.

b. As the field of study is not specified, each candidate must defend his/her choice in a convincing manner. The essays regarding program of study will be judged according to clarity, feasibility and applicability to the Belizean job market. They must include the applicant's plans to use the training upon return to Belize. If the field chosen will entail a change in profession for the applicant, he/she must explain the reasons for the change.

c. Candidates may be single or married; however, dependents cannot accompany the participants during the training period.

d. The age limit for this program, unless otherwise justified, is 40 years.

Types of Training: The fields of study for the long-term academic programs will be open but the field of study must be relevant to the Belizean job market. The field of study chosen should be one that would benefit not only the individual, but would also contribute to technical advancement, social/community development or cultural preservation in Belize. The aim of all the academic programs will be the acquisition of a Bachelor's degree. Each study program will include basic teaching skills to enable participants to prepare presentations and conduct training sessions for others upon their return, if appropriate. If the schedule permits, participants will attend conferences and seminars relevant to their professional fields. Participants will also be encouraged to join professional associations to keep up to date with technical developments.

Recruitment and Selection Procedures

Recruitment:

Training program recruitment will, in each case, be accomplished by open competition, advertised through the media, to ensure that all qualified individuals have a fair chance to participate. (If it is determined that advertising for the program for the disabled is

not socially/culturally appropriate, another recruitment process will be established.) Alumni of USAID training programs will be requested to assist in publicity and promotion. To ensure accessibility for applicants from the Toledo and Stann Creek Districts, Peace Corps Volunteers working in those districts will be supplied with application forms and an orientation that will enable them to answer questions regarding each program. Publicity information will include detailed information on the program and selection criteria. The GOB Establishment Department will be notified before the publicity campaign so as to alert them to the possible need for study leaves if public sector employees apply. Particularly for the short-term programs, those targeted groups that have formal associations will be contacted directly by USAID to request assistance in encouraging qualified candidates to apply. Applications for the short-term programs will include a requirement for letters of recommendation from recognized community leaders. Applications for the long-term programs will require recommendations from community leaders and employers or educators. For the short-term programs, applicants who are employed must present a form indicating concurrence with the program and agreement to grant study leave that is signed by the appropriate supervisor.

Selection Procedures:

- a. Review of applications by USAID to determine eligibility and ensure that they have been filled in properly and have all necessary documentation;
- b. Preselection of most promising candidates to be interviewed, according to the selection criteria for each program. Both the preselection and the interview will involve a committee comprised of representatives from USAID, the U.S. Embassy and/or Peace Corps, and from the Belizean community, as appropriate to each training group. Alumni may also be requested to serve on the committee.
- c. At the interview stage, each potential participant will be informed of the training objectives and his/her responsibilities throughout the program, including requirements for the visa/medical exam and what is expected upon return to Belize.
- d. The final decision on candidates and alternates will be the responsibility of the USAID General Development Office. Each applicant will be informed in writing as to the outcome of his/her application. Scholarship recipients will receive clear instructions regarding any further requirements needed prior to the pre-departure orientation.

Pre-Departure Preparation

Detailed training requests: The PIO/Ps will be finalized in collaboration with the participant and, as appropriate, other members of the target group, alumni of similar USAID training programs, and (for the long-term programs) the employer/supervisor if the participant is employed and plans to return to his/her place of employment. The training requests will outline all program activities from Pre-Departure through Follow-On and will give detailed information regarding training expectations.

Identification of training site: The OIT Contractor (currently PIET, Partners for International Education and Training) will be responsible for selection of the most appropriate and cost-effective training site, and will keep USAID up-dated on its activities. To encourage cost containment, particularly in the long-term programs, the OIT Contractor will be requested to include in their proposal solicitation those U.S. institutions which already have formal affiliation agreements with Belizean post-secondary schools. However, these institutions will be used as training sites only if they are competitive both in price and program content.

Pre-Departure Orientation: Each training group will be involved in a Pre-Departure Orientation which will last approximately one day for the short-term programs and two days for the long-term programs. The orientation will include information on the training program and site(s) as set up by PIET; review of the project's expectations and the participants' responsibilities in the training, Experience America, and follow-on components; and logistical arrangements. If feasible, the orientation for the long-term academic programs will be presented in collaboration with the U.S. Embassy CAMPUS Scholarship Program. Whenever possible, alumni from previous USAID programs and/or Belizeans who have received similar training or have visited the training site will be invited to the orientation to share their experiences with the CAPS II Scholars. At the orientation, each short-term group will select a leader to be its spokesperson/facilitator and a reporter to organize the compilation of a group report.

Experience America Component

Each training program will have an Experience America component that focuses on the following values: the importance of individual initiative, the responsibilities of the individual towards the community, volunteerism, the ways community groups can work to solve problems, and the need for environmental protection. In addition, all participants should be made aware of the potential for disabled/handicapped people to be productive and make contributions to society.

In addition, in the short-term programs, the training groups will be made aware of U.S. organizations that have objectives similar to groups in Belize through direct contact and by acquiring written information and addresses of those they have not been able to contact directly. Examples of exposure to relevant U.S. institutions are: attending meetings of the counterpart community organizations; visiting youth rehabilitation centers; visiting shelters/crisis centers for women and/or youth; (observing activities at child care centers); touring facilities that have been made accessible to the handicapped; participating in environmental protection activities; and homestays with U.S. families who have received appropriate orientation regarding the purpose of the CAPS II program and the objectives of specific training programs.

In the long-term programs, each participant will have the opportunity to observe at least one local or state government function which demonstrates the role of individual citizens in the law-making process. Examples are state legislature committee hearings and city councils meetings where citizens voice opinions on ordinances affecting their communities. Each participant will be encouraged to join at least one voluntary organization that has a branch/counterpart in Belize or could be a model for a new organization applicable to the Belizean setting, such as Junior Chamber of Commerce, Junior Achievement, or school boards. Participants will observe meetings/projects of voluntary organizations, community development groups and social intervention agencies, such as crisis centers and youth recreational programs. Homestays will be arranged with U.S. families who have received appropriate orientation regarding the purpose of the CAPS II program and the objectives of that specific long-term program.

Follow-On Activities

Evaluations of past AID training programs have identified a need to improve follow-on activities in order to provide support to trainees upon their return from the U.S. Therefore, USAID/Belize will seek to build a strong Follow-On program for both CAPS I and CAPS II Scholars. This component will be made clear at the interview stage of the training programs. A description of the Follow-On Program follows:

1. Creating a Support Network

Purpose: To provide CAPS returnees with a network of their peers they can turn to for support when recently returned, when looking for a job, and when seeking to implement their projects.

Activities

- a. **Re-Entry Meeting:** This should introduce new returnees to the Follow-On Program as well as to the current job market and economic climate of Belize. The Re-entry Program can also include a job search component where returnees learn how to present and conduct themselves for a job interview, how to prepare a curriculum vitae and/or a resume, etc.
- b. **Major Field of Study (MFOS) Groups:** Follow-on should encourage returnees to maintain regular contact with the people with whom they studied. These MFOS groups could be the primary follow-on working units. MFOS groups can formulate action plans to achieve the follow-on objectives set by their groups as well as by the Follow-On Program as a whole.
- c. **Annual General Meeting and Workshop:** The Follow-On Program should encourage the MFOS groups to get together once a year to set general policies and to report on the previous year's activities of each group. A part of the Annual General Meeting should be dedicated to strengthening the returnees' commitment to self-initiative and self-commitment.
- d. **Newsletter:** The Follow-On Program should produce a quarterly Follow-On Newsletter. Initially, this newsletter could be produced by the Follow-On Coordinator with the assistance of the MFOS groups. Gradually, though, an alumni committee should be set in place to produce the newsletter. The purpose of the newsletter will be to enable the returnees to know what types of activities their colleagues are doing, to provide a forum for USAID and the US Embassy to inform the returnees of activities and events, as well as serve as a forum through which returnees could publish and/or gather technical information.
- e. **Alumni Directory:** The Follow-On Coordinator should, with the assistance of the MFOS groups, produce an alumni directory. This directory should be distributed to the returnees as well as to organizations and associations like the Belize Chamber of Commerce, the Belize Institute of Management, the Government of Belize, etc.

- f. **New Student Orientation:** USAID should invite returnees to name representatives to participate in new student pre-departure orientations. This can serve to help relieve the anxieties of new students as well as demonstrate to students that even after their U.S. training ends they have a network they can return to.

2. Providing Continuing Education:

Purpose: To enable returned CAPS scholars to obtain up-to-date information in their respective MFOS.

Activities

- a. **Workshops:** Follow-on should seek to offer technical workshops for the different MFOS groups. Each MFOS group should determine what workshops they would like to have. The Follow-On coordinator should then assist the MFOS groups to organize and implement the workshops. Workshops should:
 - (1) Update returnees on technical advances in their MFOS.
 - (2) Provide more in-depth information in specific areas of the returnees' MFOS.
 - (3) Address issues such as starting a small business, preparing project proposals, etc.
 - (4) Address general themes such as self-initiative, goal setting, self-responsibility, participatory democracy, group motivation, group leadership, etc.
- b. **Technical Literature Service:** Follow-on should seek to provide returnees with a Technical Literature Service. The primary purpose of this service would be to ensure that returnees have access to technical information in their MFOS. This can be accomplished either by periodically providing texts, journals or magazines to each returnee or by establishing a centre that would receive the materials and lend them to or make copies for interested returnees.
- c. **Newsletter:** The newsletter mentioned above can also be used to reproduce technical articles that may be of use to the returnees. Professors from the various colleges and universities that the trainees attended, can be encouraged to submit technical articles to the Follow-on Newsletter. Similarly,

returnees could use the Newsletter to publish their technical writings.

- d. Professional Associations and Societies: Follow-on should encourage returnees to join appropriate professional associations and societies. With the help of professors and administrators of the colleges and universities attended by the returnees, the Follow-On Coordinator can supply returnees with a list of appropriate associations and societies.
- e. College Credits: Since returnees (short term) are interested in attending the University College of Belize or other universities to continue their education, follow-on should, where possible, provide assistance to returnees in obtaining credits from the college or university they attended.

3. : Providing Support in Organizing Community Activities:

Purpose: A general objective of the Belize/CAPS II Project will be to strengthen the capability of communities to solve their own problems through organization and community action. Therefore, returnees should be encouraged to organize activities for their respective communities. Where possible, the Follow-On Coordinator should provide logistical support to these returnees and also serve as an information source for the returnees.

Activities

- a. Workshops for Non-CAPS Participants: Returnees should be encouraged to organize workshops for people in their MFOS who have not had an opportunity to participate in a similar program like they did. The purpose of this would be to share knowledge gained during the trainees' U.S. experience.
- b. Implementing Techniques Learned in the U.S.A.: MFOS groups like the Youth Leadership group should be encouraged to implement activities in Belize like "Youth to Youth Conferences" which they experienced during their U.S. training.

c. **Forming and/or Strengthening Community Organizations:** Follow-on should encourage returnees to help organize people in their communities into associations and/or organizations that could help them tackle their community's problems.

4. **Fostering Contact and Exchanges with the People of the U.S.A.:**

Purpose: To develop over time strong friendship ties between individual Belizeans and North Americans.

Activities

a. **Involve Returnees in U.S. Sponsored Cultural Activities:** The Follow-On Coordinator should cooperate with the U.S. Embassy and AID Mission personnel in an effort to include the returnees in the different cultural activities sponsored by the U.S. Embassy and AID Mission to Belize.

b. **Newsletter Exchanges:** The Follow-On Coordinator should encourage returnees to send copies of their newsletter to their U.S. friends. Similarly s/he should try to obtain newsletters from the colleges and universities attended by the returnees for distribution in Belize.

c. **Educational Tours:** Through follow-on, returnees can encourage their U.S. friends to visit Belize. In Belize, tours can be organized to the various places where returnees work as well as to other industries and businesses.

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	7,400	7,400	7,400	7,400	7,400	\$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	\$45,728	\$47,490	\$44,640	\$39,762	\$39,362	\$216,982

Table 2

USAID/Belize CAPS II Project Budget Summary by Year (US\$ 000)

	FY 90 Cost Number		FY 91 Cost Number		FY 92 Cost Number		FY 93 Cost Number		FY 94 Cost Number		Total Cost Number	
1. TRAINING												
<u>Component</u>												
Short-Term Technical	\$40	4	0	0	\$120	12	\$120	12	\$160	16	\$440	44
Long-Term Technical	\$40	2	0	0	\$40	2	0	0	\$60	3	\$140	7
Academic	\$225	5	\$315	7	\$180	4	\$154	7	0	0	\$874	23
Subtotal	\$305	9	\$315	7	\$340	20	\$274	19	\$220	19	\$1454	74
2. MANAGEMENT/ TECHNICAL ASSISTANCE												
	\$40		\$40		\$20		\$71		\$125		\$296	
3. CONTINGENCIES												
	\$15		\$5		0		\$15		\$15		\$50	
TOTAL	\$360		\$360		\$360		\$360		\$360		\$1800	

-
- 1) Short-term training costs are estimated at \$6,500/mo.
The average participant is estimated to spend 1.5 mo. in U.S.
Rounded off to \$10,000/participant.
 - 2) Long-term technical training costs: est. \$2,200/mo.
The average participant is estimated to spend 9 mo. in U.S.
Rounded off to \$20,000/participant.
 - 3) Academic training costs: est. \$1,800/mo.
16 participants: 24-mo. programs; 7 participants: 12-mo.;
Rounded off to \$45,000 and \$22,000/participant, respectively.

Table 3.
 USAID/Belize CAPS II Project Budget by Training Component
 (US\$000)

Component	Number of Participants	Est. Cost per Person	Total
<u>Short-Term (6 wks)</u>			
Community Leaders	12	\$10	\$120
Disabled Leaders	4	10	40
Women Leaders	12	10	120
Youth Leaders	<u>16</u>	10	<u>160</u>
Subtotal	44		440
<u>Long-Term Technical</u>			
Group 1	4	20	80
Group 2	<u>3</u>	20	<u>60</u>
Subtotal	7		140
<u>Long-Term Academic</u>			
Two-Year Program			
Group 1	8	45	360
Group 2	8	45	360
One-Year Program	<u>7</u>	22	<u>154</u>
Subtotal	23		874
TOTALS	74		\$1454

Table 4.
Host-Country Contribution to USAID/Belize CAPS II Project
(US\$)

Description	Est. Cost per Person	No. of Participants	Total
<u>Salaries/Earning Potential*:</u>			
Short-Term (6-wk) Programs (exc. youth)	\$ 1,000	30	30,000
Long-Term Programs			
One-Year	10,000	14	140,000
Two-Year	20,000	16	<u>320,000</u>
Subtotal			490,000
<u>Pre-Departure Costs:</u>			
Photographs	5	74	\$ 370
Medical Exam	40	74	2,960
Trans. to Airport	13	74	962
In-Country Trans. (for rural Scholars)	10	37	<u>370</u>
Subtotal			4,662
		rounded off to	5,000
<u>In-Kind Contribution**</u>			5,000
TOTAL			\$500,000

*This takes into account both the salary/potential earnings of the participant and the cost of replacing the participant during the training period.

**Anticipated in-kind contributions will be the time of individuals participating in recruitment efforts, selection committees, orientations, the alumni association, GOB administration tasks, etc.

B. Financial Issues

Training Costs. The budgets for the USAID/Belize CAPS II Project are based on estimates derived from the Training Cost Analysis (TCA) computer program and Mission experience to date.

Plans for cost containment are as follows:

(1) The OIT central Contractor will be responsible for placement and monitoring responsibilities in the U.S. This mechanism has proven to be effective due to the small size of the Belize CAPS II Project. The alternatives of a Mission-specific contractor or a buy-in to a placement contractor serving another country in the region would place a greater administrative burden on the Mission and would not be less costly.

(2) For the long-term programs, proposals will be solicited from institutions that are geographically close to Belize or that offer price reductions, such as in-state tuition rates. There are several U.S. institutions that have formal affiliation agreements with Belizean post-secondary schools. USAID/Belize has had favorable experiences with such institutions in previous training programs. However, proposal solicitation will not be limited to those universities and quality program content will be the primary criterion for selection of the training site.

(3) Programs that will lead to Bachelor's degrees have been limited to one or two years. The pool of individuals with the required post-secondary education is large enough even in the targeted groups, and a higher number of participants can be trained than would be the case if the standard four-year undergraduate programs were offered.

Country Counterpart. A budget estimating the host-country contribution to this project is attached in Section 4.A., Table 4.

(1) All participants will pay for predeparture expenses themselves. These expenses include: passports, photos for the visa, medical exam, in-country transportation to attend pre-departure orientation and to go to the airport, maintenance for participants from the districts to stay in Belize City for project-related activities (interview, orientation, over-nighting the day before departure).

(2) For the short-term programs, participants who are employed will be granted study leave for a six-week period. The employer will continue to pay salary during all or part of that time. The potential income of self-employed individuals for that period of time should also be taken into account.

(3) For the long-term programs, the economic potential of both public and private sector employees during the one or two-year period is taken into consideration. For example, the Government of Belize will grant partially paid study leave to public sector employees who intend to resume government work upon return. In

addition, there is the cost of hiring someone else to do a participant's job in his/her absence or of having to cope without that resource.

Financial Capability of Implementing Institutions. The implementing institutions under the Belize CAPS II Project will be the OIT central Contractor, whose financial viability is established prior to contract award, and the U.S. training sites. It will be the responsibility of the OIT Contractor to establish financial viability of the training institutions prior to placement.

C. Methods of Implementation and Financing

Implementation:

Management responsibilities for the USAID/Belize CAPS II Project will be shared by the local hire CAPS Project Manager and Follow-On Coordinator, under the supervision of the USDH General Development Officer. Both positions will be funded by the project during the first year of CAPS II. Thereafter, it is expected that the Follow-On Coordinator's position will be expanded, with continued funding from the CAPS II Project. The Project Manager responsibilities will be changed to a more supervisory/monitoring role and will be combined with duties related to training in other projects. The Project Manager position after the first year will be funded from sources other than CAPS II.

To avoid cumbersome accounting, the costs of recruitment (advertising) and follow-on activities will be funded by the project through memoranda of notification to the Controller for reservation of funds, rather than be factored into each PIO/P budget. Placement and monitoring in the U.S. will be the responsibility of the OIT Contractor. These administrative costs will be budgeted and charged to each PIO/P as will the costs for the training itself and for the Experience America component.

The possibility of the Follow-On component of the CAPS program being managed by a local institution is being explored and, if feasible, a contract would be executed with an appropriate local institution for Follow-On to include the Follow-On Coordinator position. In the event that this may come about, the CAPS Project Manager position will be funded entirely by the project.

Financing: The Belize CAPS II Project will be funded from various functional accounts, such as EHR, PS/E, ARDN, HE, or SDA, according to the nature of the training.

V. IMPLEMENTATION AND EVALUATION PLAN

A. Administrative Arrangements

AID/W Responsibilities. The unique nature of the CLASP II program as a regional program encompassing individual mission projects requires a continuing role for LAC/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, 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.

1. USAID/Belize will ensure adherence to the policies and guidelines of CLASP II.
2. Before the implementation of each training program, USAID/Belize will ensure that the Government of Belize is notified.
3. USAID/Belize will send the OIT Contractor a copy of the USAID/Belize CAPS II Project Paper and Project Agreement as soon as possible after these documents have been authorized, so as to provide them with an overview of project needs.

3. Recruitment, selection, identification of training sites, and predeparture preparation will proceed as outlined under Section III.C., Project Activities. A sample implementation schedule ensuring sufficient lead time for these activities is outlined tentatively in Section V.D.(2), Implementation Schedules.
4. The training and Experience America components will be elaborated by the OIT Contractor and the training institutions based on the detailed training requests in the PIO/Ps. USAID/Belize will closely examine the plans to ensure compliance with the PIO/P and will monitor implementation of those plans by the training contractors. A tentative schedule of new starts by FY is outlined in Section V.D.(1), Implementation Schedules.
5. While the participants will be monitored by the OIT Contractor, USAID/Belize will maintain contact with the participants through the telephone, letters, or visits to the training sites of the long-term programs.
6. The Follow-On Component will be implemented as outlined in Section III.C., Project Activities. A tentative implementation schedule for Re-Entry Meetings and the yearly Follow-Up Workshop is presented in Section V.D.(1), Implementation Schedules.
7. USAID/Belize will participate in the regional process and impact evaluations. A sample implementation schedule taking into account timing of the AID/W evaluations and USAID project activities is presented in Section V.D.(1), Implementation Schedules.
8. USAID/Belize will fulfill all reporting requirements, including keeping the CLASP Information System (CIS) files on Belize up to date; and preparing quarterly and semi-annual Mission reports.

B. 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. This contractor reports to LAC/DR/EHR and is financed with a combination of CA and LAC regional funds. 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:

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

Data from this ongoing evaluation have been invaluable to the LAC Bureau in its management and oversight of the CLASP program:

- (1) 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.;
- (2) Insights from the country reports have been very helpful to both missions and AID/W in guiding adjustments to country-specific programs; and

- (3) Finally, 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 the fifth year of this highly innovative program.

Specific Nature of CLASP II Evaluation Design

Experience with the evaluation of CLASP I and with evaluation in general has shown that investments in evaluation are worth undertaking when at least two conditions are met:

- There is a genuine interest in and need for the data to be collected (e.g. the originator of the data request faces uncertainty regarding the answer to one or more questions where the answer can only be obtained through investment in an evaluation and/or where conflicting opinions are such that an evaluation study is required to obtain the answer to the question); and
- The results of the evaluation will actually be used to implement programmatic changes (e.g. the user has sufficient authority and leverage to make the changes required).

These two criteria, level of uncertainty/conflict and leverage, will serve as the guiding principles for investment in the CLASP II evaluation. In addition to these basic criteria, additional important considerations were identified in a CLASP II impact evaluation design workshop held May 3-5, 1989 (see Annex H). These other conditions for effective use of the evaluation are as follows:

- The key users of the data (e.g., AID/W and field missions) must both take on ownership of the data collected. This means that AID/W and field missions must have input into guiding both the design of the evaluation activities and their implementation;
- Data must be collected and reported on a timely basis: questions and information needs of today must be addressed today and answers provided while the questions are still relevant and the answers needed;
- Reporting of data must be done in such a way that it is easy to read and readily lends itself to use by the originator of the data request;
- Data on "process" (the way in which students are recruited, selected, and oriented and 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) must be closely linked.

The above conditions call for a dynamic and flexible design for the CLASP II evaluation that: provides information on a timely basis, is sensitive to field mission needs, and provides AID/W with the data that it needs for program accountability.

Listed below are the categories of information needs that will form the basis for CLASP II evaluation activities:

1. Information that will permit both AID/W and field missions to track policy compliance under CLASP II and to describe the U.S. training experience.

These data, commonly referred to under CLASP I as "process evaluation" data, include 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, will be 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. However, they will be updated and revised to reflect additional varying CLASP II evaluation data needs.

Data on compliance with CLASP II policy guidelines from the CIS database will be made available to AID/W and field missions semi-annually.

2. Information that will permit both AID/W and field missions to assess adequacy of field mission management and implementation procedures.

Continuing activities initiated under CLASP I, it is anticipated under CLASP II that 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.

3. Information that will permit 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.

This category of data addresses what have been referred to under CLASP I as "impact" data. 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" evaluation¹ will be adjusted somewhat. Instead of a questionnaire administered to all trainees one or more times upon the trainees return to country, evaluation will consist of a series of studies--some country-specific, some 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 a field mission has one or more 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 can be compiled, across countries and across studies, 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 Table 1. 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, responsible for providing oversight as well as liaison with AID/W and field missions on a full-time basis, will oversee the activities of a central contractor. This 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 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.

The following are anticipated outputs/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.

TABLE 1

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?
- 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?

TABLE 1 (continued)

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?

2. Mission Monitoring and Evaluation

USAID/Belize will participate in the regional process and impact evaluations and would welcome an AID/W assessment of Mission management/implementation within the first two years of the CAPS II Project. The AID/W evaluations and Mission assessment reports will be used to make any changes that would result in improvements.

In addition, the following monitoring and evaluation activities will be conducted by the Mission itself:

- a. The CAPS II Project Manager and/or Follow-On Coordinator
 - will request feedback on an informal basis regarding recruitment and selection procedures from participants during the Pre-Departure Orientations, and will take their observations into account in designing subsequent programs;
 - will maintain contact by telephone or letter with the participants while they are in the U.S. and will ask questions regarding performance of the OIT Contractor and the training institutions;
 - will bring any problems identified by the participants in these exchanges to the attention of the OIT Contractor and will follow up to ensure that appropriate action has been taken;
 - if feasible, will visit each long-term participant in the U.S. at least once during the training period to observe the performance of the OIT Contractor and the training institutions;
 - will prepare quarterly and semi-annual reports and will request input from other Mission/Embassy personnel regarding possible improvements for the program;
 - will review reports from the participants and the process/impact evaluation questionnaires to assess the project's progress and to incorporate any necessary changes.

- b. The Follow-On component of the Project will provide the following opportunities for ongoing evaluation:
 - the Re-Entry Meetings will provide a forum for participants to express their assessments of the training experience;
 - the short-term participants will submit group Training Reports at the Re-Entry Meeting;
 - the Follow-On Workshop within one year after completion of training will include informal assessment of the impact of the training.

C. Mission Contracting Plan

Mission contracts: Two local hire contracts, for CAPS Project Manager and Follow-On Coordinator, will be issued using project funds during the first year. In subsequent years, only one contract, for Follow-On Coordinator, will be funded by the project. The Project Manager position will be funded from other sources.

The possibility of the Follow-On component of the CAPS program being managed by a local institution is being explored and, if feasible, a contract would be executed with an appropriate local institution to include the Follow-On Coordinator position. In the event that this may come about, the CAPS Project Manager position will be funded entirely by the project.

OIT Contractor: Each PIO/P will buy into the central OIT Contract for placement and monitoring.

D. Implementation Schedules

TABLE 1

TENTATIVE IMPLEMENTATION SCHEDULE
NEW STARTS, ADMINISTRATION, AND KEY FOLLOW-ON ACTIVITIES BY FY

FY	NEW STARTS	ADMINISTRATION	FOLLOW-ON*
FY 90		June: Project Agreement signed Pre-Departure Preparation** for FY91 groups Set up & maintain CAPS Info System throughout proj.	Set up Follow-On Program, inc. Alumni Assoc. & Directory for CAPS I
FY 91	4 Disabled Leaders 8 Two-Year Academic	Pre Dep Prep FY92	REEM for FY91 Disabled Leaders Facilitate Alumni Assoc activities Set up Directory for CAPS II
FY 92	8 Two-Year Academic 4 Long-Term Technical	Monitoring visit to FY91 & FY92 Acad & Tech PreDep Prep FY93 AID/W assessment of Mission	FOW for FY91 Disabled Leaders, REEM for FY92 Long-Term Tech Facilitate Alumni Assoc activities

* REEM= Re-Entry Meetings upon return of group of participants

FOW= Follow-On Workshop within a year after participant's return; at this point the AID/W questionnaire for the "impact evaluation" will be administered

** The sample schedule of Pre-Departure Preparation Procedures (Section V.D., Table 2) presents these administrative tasks in more detail.

TENTATIVE IMPLEMENTATION SCHEDULE (CONTINUED)

FY	NEW STARTS	ADMINISTRATION	FOLLOW-ON*
FY 93	7 One-Year Academic 12 Community Leaders	Monitoring visit to FY93 Acad PreDep Prep FY94	REEM for FY91 Acad REEM for FY93 Community Leaders FOW for FY92 Long-Term Tech Facilitate Alumni Assoc activities
FY 94	3 Long-Term Technical 12 Women Leaders 16 Youth Leaders	Monitoring visit to FY94 L-T Tech	REEM for FY94 L-T Tech REEM for FY94 Short-Term Groups REEM for FY92 Acad REEM for FY93 Acad FOW for FY91 Acad FOW for FY93 Short Term Groups Facilitate Alumni Assoc activities
FY 95			FOW for FY92 Acad FOW for FY93 Acad FOW for FY94 L-T & Short-Term Groups Facilitate Alumni Assoc activities
FY 96- FY 98		Final Evaluation	Continued support for Alumni Assoc
FY 98		Project Close-out Sept: PACD	

D. Implementation Schedules, cont.

TABLE 2

SAMPLE SCHEDULE FOR PRE-DEPARTURE PROCEDURES

SHORT-TERM PROGRAMS	LONG-TERM PROGRAMS
7 months prior to start date:	12 months prior to start date:
Wk. 1: PCVs in Toledo & Stann Creek receive orientation & applications. Establishment Dept. contacted.	PCVs in Toledo & Stann Creek receive orientation & applications. Establishment Dept. contacted.
Wk. 2 thru Wk. 5: Media announcements. Formal associations in targeted groups contacted.	Media announcements. Formal associations in targeted groups contacted.
end of Wk. 7: Application deadline.	Application deadline.
Wk. 8 & Wk. 9: USAID review and committee pre-selection	USAID review and committee pre-selection
Wk. 10: Interview candidates contacted by telephone. (If necessary, by radio or T.V.)	Interview candidates contacted by telephone. (If necessary, by radio or T.V.)
Wk. 11: Interviews.	Interviews.
Wk. 12 & Wk. 13: Finalists & other applicants contacted. OIT Contractor alerted. PIO/P finalized.	Non-finalists contacted. OIT Contractor alerted. Individual meetings with finalists & employers or other resource people to finalize PIO/Ps.
Wk. 14: PIO/P sent to OIT.	PIO/P sent to OIT.

TABLE 2: SAMPLE SCHEDULE FOR PRE-DEPARTURE PROCEDURES, continued

SHORT-TERM PROGRAMS	LONG-TERM PROGRAMS
Wk. 15 thru Wk. 25: OIT Contractor proceeds with placement and advises USAID regularly re status of program details.	Wk. 15 thru Wk. 49: OIT Contractor proceeds with placement and advises USAID regularly re status of program details.
Wk. 25: Medical exam forms due.	Wk. 49: Medical exam forms due.
Wk. 28: Pre-departure Orientation.	Wk. 52: Pre-departure Orientation.

VI. SUMMARY OF PROJECT ANALYSES

A. Social/Institutional Analysis

The following are excerpts from the Social Institutional Framework for Belize, approved by LAC/DR on February 1, 1990. The complete text and matrices for the SIF are included as Annex E.

1. Methodology

The purpose of this study is to identify positions and institutions within the Belizean society from which leadership can be exercised to influence events consistent with CLASP II objectives. USAID/Belize contracted with two specialists to conduct the field research. One specialist was a Belizean sociologist with graduate training in England and an undergraduate degree in anthropology from California. His previous research experience in Belize included testing a socio-linguistic model in Belize City. The second specialist was a U.S. professor of anthropology with previous experience in Belize conducting dissertation research and other grant-funded research. The two researchers spend one month in Belize working on the project.

The researchers developed a working draft of Matrix 1 using their existing knowledge of the country's leading institutions, professions, organizations, and positions that exert leadership. They also spoke with USAID representatives to clarify CLASP project objectives and USAID program goals. From this initial analytical framework, key sectors (agriculture, education, and private sector) and some key professions and organizations were selected to study in more detail.

The second stage of the research involved in-depth interviews with key informants in each key sector or occupation in Belize City, Belmopan (the capital), the major towns, and a representative sample of villages in each of the six districts. These key informants [e.g. in agriculture they would include agricultural officers, extension workers, village councils, members of cooperatives and farming associations, alcaldes (mayors of Maya villages), and small farmers] were asked a standard set of questions over such topics as the status of women, position of certain ethnic groups, and leadership roles and status within their society. The qualitative results of the interviews were analyzed and interpreted in conjunction with official government and World Bank statistics.

2. Definitions

Socially and Economically Disadvantaged. The criteria for determining economic disadvantage is based on the Development Finance Corporation income scale. For purposes of this project, income of less than BZ\$20,000 per year for a family of four is considered low income.

Socially disadvantage groups generally include women, Ketchi Maya of Toledo and Stann Creek districts, Mopan Maya of Toledo district, East Indians of Toledo district, and Garifuna. While women as a group have a higher unemployment rate than men, they do not suffer some of the generic disadvantage of women in some other countries. A higher percentage of young women complete secondary level education than young men, but only half as many go on to university. Women in professional or skilled positions appear to have equal opportunity and are well-represented in mid-level and clerical positions in the civil service and private sector. However, economic growth has not provided enough job opportunities to keep pace with the increasing percentage of women entering the workforce. The unemployment problem is particularly severe for semi- or unskilled women workers and women heads of household.

The family structure is also often an indicator of disadvantage. Children in a female-headed household of a non-professional woman often have a very poor chance of acquiring a quality education, and girls born into such a family are under a double disadvantage. Moreover, children born into large families (more than 4 children) are often at an educational disadvantage because the family seldom has enough income to educate more than one or two children, leaving the youngest without formal education.

Refugees from El Salvador and Guatemala, who constitute an increasingly large segment of the Belizean population, also suffer significant social and economic disadvantages. The refugee populations are concentrated in the northern districts of Cayo, Orange Walk, and Corozal.

Finally, geography is also an indicator of disadvantage. In general, the people of Toledo, Belize Rural, and Stann Creek districts are at an educational and social disadvantage compared with people from other areas. This disadvantage is generally reflected in both the income and ethnic criteria as well.

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. Individuals whose influence is derived more from their occupation than their personal characteristics, such as journalists, are also considered leaders.

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 age.

Rural. All areas outside of Belize City are considered rural for purposes of the CLASP II project.

Elite. The "elite" or especially advantaged members of society are defined as individuals or their immediate families from the upper class private sector or who hold high level government positions at the national level. In financial terms, the "elite" are those with family incomes of greater than BZ\$60,000 per year. The political elite who will be excluded from this project are any individual or immediate family members holding professional government positions above the rank of department head. An additional group considered elite for purposes of this project are those holding U.S. permanent residency status.

Youth. Any individual under 25 years of age.

3. Target Groups

The small size of the Belize/CLASP II program limits the number and variety of people who can be trained. Therefore, the mission has decided to concentrate on strengthening the ability of communities to work through organized groups to solve problems, particularly in areas that complement on-going mission programs. The training will concentrate on training community council leaders and alcaldes, the leaders of cooperatives, women's cooperatives and groups, and youth groups. The youth oriented training will include representatives from various groups that have programs for young people, including churches, teachers, athletic coaches, and community volunteers, as well as some targeted groups of boy scouts, 4H, and girl guides. In addition, long term academic training will be provided to extension agents and health workers. Although participants will be recruited from villages and towns throughout the country, special emphasis will be given to the Toledo, Stann Creek, and Belize rural districts and to Mayan Indians.

While the SIF has identified many other groups with influence, budget considerations will not allow their inclusion in this project. One group in particular, educators, was singled out in the SIF as having significant influence. Under the Belize/CLASP II project, educators will not be targeted because they were expressly targeted in CAPS and large numbers were trained. Between 1985 and 1989, all the high school principals in the country (30) and 50 rural primary school principals received CAPS scholarships, 24 science teachers received short-term training, and 21 teachers received academic scholarships. Therefore, the mission has determined that this target group need not be emphasized in CLASP II.

All of the target groups are considered to be disadvantaged in the Belizean context. While some individual participants may not qualify as disadvantaged according to mission criteria, the project will easily exceed the 70% disadvantage goal for the CLASP II program. In addition, USAID/Belize, in its CDSS, has established a mission goal of 50% women participation in the project, which can be met using these target groups.

4. Implementation

a. Recruitment and Selection Considerations

Identification and recruitment of appropriate individuals who can exercise leadership in rural communities will continue to be a crucial aspect of the program. In order to ensure local acceptance of the training program, the project will work through nominations of the local village councils, organizations, district officials, PVOs, Peace Corps Volunteers, and other community based organizations. While applications to the program outside of this process will certainly be considered, the approval of community and organization leaders will be important in enabling the participant to be an effective leader after return. Care will be taken to assure that the various religious groups are equitably represented in training programs with church participation. (This is expected to apply only to the youth group training programs.) USAID/Belize training office will prepare presentations and materials to educate the local informants and PVOs on the objectives of the program, selection criteria and processes, and available training programs.

A two stage recruitment/selection process will be established to develop a good pool of qualified candidates. The first stage will consist of local committees who will agree on a candidate to nominate for each position. The second stage will be a USAID committee comprised of AID, Embassy, Peace Corps, and Belizeans representatives to recommend a final slate

of candidates for each group. This committee will pre-select and interview the most promising candidates for each group. The final decision will be the responsibility of the General Development Office. Recruitment of women will also present some challenges given the traditional roles that many women still play in rural society. In general, the appropriate men must be consulted prior to nominating a woman candidate, including the village council chairman and the woman's husband or father. It is expected that the men will cooperate if they are properly consulted, but if they are not appropriately consulted the women will have little chance to benefit their communities. The project can avoid most problems in this area through the process of working through local committees for recruitment and nominations.

Candidates for long-term training will be recruited through both general advertising and nominations by leaders in the appropriate technical field.

b. Experience America Considerations

Each of the matrices for the target groups includes a discussion of group-specific programming for appropriate Experience America activities. The intention of the Experience America component is to blend these activities into the technical training components as much as possible and to provide opportunities to meet Americans with similar interests and occupations. The integration of Experience America and technical components will help to make the lessons more relevant to the participants. All groups will be budgeted for visits to relevant US groups and home stays will be encouraged whenever possible. All long term academic participants will be programmed for homestays, mid-winter seminars, and special EA activities relevant to their field of study and interests.

c. Follow-on Activities

Follow-on activities will consist of two one-week training sessions for all short-term participants, an employment listing service for all participants, and possibly the creation of an alumni association. A follow-on specialist has been contracted by USAID/Belize to develop a comprehensive follow-on program and questionnaires have been sent to all CAPS I scholars requesting suggestions for follow-on activities. The possibility of a joint alumni association with the CASS/CASP returnees is being explored, as is the returnee interest in a "book of the month" club.

B. Administrative

USAID/Belize does not anticipate any administrative problems in this project. Mission staffing requirements will be met during the first year by funding two ongoing local hire positions, CAPS Project Manager and Follow-On Coordinator. Management responsibilities will be shared by the two individuals. After the first year, the scope of work for the Follow-On Coordinator will be expanded to include most day-to-day implementation responsibilities. The Project Manager position will be funded from other sources, and the responsibilities will be changed to those dealing primarily with supervision, monitoring, and technical advice. The CAPS II Project Manager and Follow-On Coordinator will receive assistance and direction from the USDH General Development/ Training Officer. In addition, the collaboration of other USAID personnel, counterparts in the U.S. Embassy, Peace Corps Volunteers, and host country personnel will be requested to assist in specific project activities, such as recruitment, selection, pre-departure orientation, and follow-on meetings, workshops, and community projects.

C. Economic

Economic analysis of participant training projects is difficult because the output--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 participants 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 lacks 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 participants 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 participants and planning the training program. The success of the program eventually rests on the ability and willingness of the participants 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 participants 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 (or 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 (if 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 participants 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 participants. 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 participants' 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 participants 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 participants 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.

¹ The terms "impact" and "process" are placed in parentheses as they are artificial terms that, while useful for purposes of discussion, inappropriately distinguish what is a continuum of evaluation activities.

VII. ANNEXES

A. Logical Framework

LOGICAL FRAMEWORK

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

<u>Narrative Summary</u>	<u>Objectively Verifiable Indicators</u>	<u>Means of Verification</u>	<u>Assumptions</u>
<u>Program Goal</u>			
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.
<u>Project Goal:</u>			
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. 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 the participants.

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Narrative Summary

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 enterprise economy.

Objectively Verifiable Indicators

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.

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

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

Means of Verification

Process Evaluation
Impact Evaluation
Project Reports

Assumptions

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

Training program facilitates career advancement of Peace Scholars.

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

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

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

<u>Narrative Summary</u>	<u>Objectively Verifiable Indicators</u>	<u>Means of Verification</u>	<u>Assumptions</u>
<u>Mission Project OUTPUTS</u>			
<u>1. Program Requirements</u>			
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. Project process evaluation. Process evaluation.	Selection procedures are instituted and followed. Appropriate candidates can be found.
2. Peace Scholar selection and recruitment procedures identify leaders and potential leaders.	2. Mission strategy and procedures established and functioning.		
3. All Peace Scholars given adequate pre-departure preparation in language, skills, and remedial academic preparation.	3. Interviews indicate that Peace Scholars are well prepared for program.		
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.		
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.		

JD

<u>Narrative Summary</u>	<u>Objectively Verifiable Indicators</u>	<u>Means of Verification</u>	<u>Assumptions</u>
<u>Outputs (contd)</u>			
6. All programs include integrated Experience America program.	6. Experience America strategy and program articulated in the mission and integrated into customized training plans.	Project records Process evaluation	
7. Returned Peace Scholars needs met by customized follow-on program	Every Peace Scholar has appropriate EA programs. 7. Mission follow-on program strategy clearly articulated and implemented.		
	All returned Peace Scholars are included in follow-on activities		
<u>11. Project Outputs (completed by mission)</u>			
1. Short-term technical training	1. At least 44 people are trained in the identified priority fields.	Project Records	
2. Long-term Technical training is completed consistent with the CTP.	2. At least 7 people are trained in the identified priority fields	Project Records	
3. Academic Education programs are completed.	3. At least 23 people "receive Bachelor's" degrees in the identified fields	Project Records	

INPUTS

Scholarships
 Technical Assistance

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BELIZE CAPS II PROJECT

5C(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.

CROSS REFERENCES: IS COUNTRY CHECKLIST UP TO DATE? HAS STANDARD ITEM CHECKLIST BEEN REVIEWED FOR THIS PROJECT?

A. GENERAL CRITERIA FOR PROJECT

1. FY 1989 Appropriations Act Sec. 523; FAA Sec. 634A
If money is sought to be 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?

CN submitted per STATE 157842 dated 16 May 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?

Yes

3. FAA Sec. 611(a)(2). If legislative action is required within recipient country, what is the basis for a reasonable expectation that such action will be completed in time to permit orderly accomplishment of the purpose of the assistance?

N/A

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The completed Statutory Checklist is located at the Belize Mission.

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.? N/A
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? N/A
18. State Authorization Sec. 139 (as interpreted by conference report). Has confirmation of the date of signing 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). Consultation/confirmation not required. Amount of Agreement will be less than \$25,000,000 and is not significant for reasons other than size.

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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.

- 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. DA funds will be used.
- 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)? N/A
- 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)? Since this is a regional project, this requirement does not apply.

- i. FY 1989 Appropriations 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? **N/A**
- 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 disadvantaged 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)? **At least 10% of all U.S.-trained participants will be placed in HBCUs.**

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

APPR: FS *[Signature]*
DRAFT: EW *[Signature]*
OTHER: LW *[Signature]*
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

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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

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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

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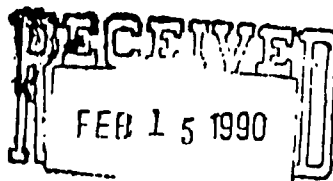
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CAPS II Project Paper
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SUBJECT: CLASP-II SOCIAL-INSTITUTIONAL FRAMEWORK (SIF)
REVIEW

1. LACZOR DIRECTOR TERRENCE BROWN CHAIRED A REVIEW OF THE USAID BELIZE CLASP-II SIF ON FEBRUARY 1, 1990. THE SIF WAS FOUND TO BE WELL-DONE PROVIDING A THOROUGH AND ANALYTICAL DESCRIPTION OF THE SOCIAL AND ECONOMIC FRAMEWORK OF THE TARGETTED CLASP-II BENEFICIARIES. LACZOR CONCURS IN THE MISSION COMPLETING THE PP FOR PROJECT AUTHORIZATION. EAGLEBURGER

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USAID/BELIZE SOCIAL-INSTITUTIONAL FRAMEWORK

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I. INTRODUCTION AND BACKGROUND

A. Country Background

Belize is the newest independent country in Central America, attaining official independence only in 1981. Prior to that, it was a self-governing colony of Great Britain known as British Honduras. Its government is patterned after the British system and it continues to be a member of the British Commonwealth, with a Belizean Governor General serving as the representative of the Queen of England.

Belize is a small, sparsely settled country with a population of approximately 170,000 people that is primarily concentrated in about 25% of the country. The population is almost equally divided between urban areas (small cities and towns) and rural areas. Within this relatively small population, there are eight significant ethnic groups in Belize: Creoles with African and European ancestry (39.7%); Mestizo who are descended from Indian and European parentage (33.1%); Garifuna (African-Carib Indian mixture) (7.6%); three Mayan Indian groups, including Yucatec and Mopan (6.8%) and Ketchi (2.7%); East Indian (2.1%); and others (including Chinese and European) (4.7%). A substantial percentage of the Europeans are Mennonites who immigrated to Belize because the government granted them the right to practice their religion, manage their schools, and be exempt from military service. In recent years, refugees from the civil strife in neighboring Central American countries have settled in Belize and now constitute a significant minority group of uncertain size. Estimates of the numbers of refugees range as high as 30,000, or 15% of the population.

Although the official language of Belize is English, the primary vernacular language is Creole and sizable minorities speak Spanish or a Mayan dialect as a first language. Not surprisingly, most Belizeans are multilingual.

Belize is divided into six districts representing historical settlement patterns of the different ethnic groups. Although improved infrastructure and mobility is changing the composition of the districts, they continue to maintain a certain degree of ethnic integrity. Both the rural/urban dichotomy and the district ethnic distinctions have political, economic, and social ramifications relevant to the leadership patterns of the country.

Belize District is predominantly Creole and the northern districts of Corozal and Orange Walk are predominately Mestizo. The Maya constitute a significant minority (estimated 13.8%) of the population in Corozal. The Cayo District in the west is primarily Mestizo with a significant Creole population. The southern district of Stann Creek has traditionally been

predominately Garifuna but also has a large Creole population. Most of the country's Maya speaking peoples live in Toledo district, with approximately 25% of the population being Mopan and 32% Ketchi, and with the Garifuna comprising the third significant ethnic group with 13%. Refugees from El Salvador and Guatemala have settled in Cayo, Corozal, and Orange Walk districts.

B. Economy of Belize

The economy of Belize expanded at a real annual rate of 4.5% per year in the 1960's and 1970's. Real GDP growth fell to less than 2% per year in the early 1980's due to lower sugar prices and higher oil prices. A successful economic stabilization program in the mid-1980's, followed by improved sugar prices, increased exports, and expanded tourism activity resulted in real GDP growth of 5-6% by 1987 and 1988. The high rate of population growth, however, has limited the impact of this growth on standard of living. Using official population estimates, real income has barely changed since 1980. If unofficial estimates of the refugee population are included in the population, real per capita income has fallen by over 10% since 1980.

Agriculture is the dominant economic activity in Belize, generating over 20% of the GDP and employing one out of every three workers. Important crops include sugar cane, citrus, bananas, fish and shrimp, as well as the basic foods for domestic consumption--rice, beans, corn, poultry and cattle. Farms range from large mechanized operations to subsistence slash and burn cultivation. The agricultural sector is export oriented and consequently is heavily dependent on trade preferences and world price levels for its produce. The primary commodity exports are sugar, citrus, and bananas.

Tourism is the second largest sector in foreign exchange earnings in Belize. Despite tourism's important economic contribution, there exists enormous potential for further development of this sector. Belize's proximity to the U.S. and the spectacular natural beauty of the barrier reef and beaches offer many possibilities for promotion of sport fishing, sailing, windsurfing, and other marine sports.

Unlike most of the other Central American countries, Belize does not appear to have extreme disparities between rich and poor. Although official income distribution data is not available, the World Bank estimates that income is relatively evenly distributed. Moreover, the conspicuous consumption of luxury homes, cars, and clothes by the wealthier families, so common in some neighboring countries, is seldom seen in Belize. Nonetheless, poverty is endemic in Belize and is severe for rural small farmers, the unemployed, refugees, and many other groups.

In addition to relatively equitable income distribution, Belize has many basic advantages that most other Central American countries lack -- abundant land, a high literacy rate, established democratic government and traditions, and varied tourist attractions. On the other hand, the small size of the economy and low population density impose many constraints on development, including limited opportunities for economies of scale in import substitution, relatively high per unit costs of imports, and relatively high per capita costs of basic infrastructure. In addition, the rapid population growth of the country is overwhelming the available resources for social services.

Most of the Belizean workforce are unskilled, but the great majority are literate and have completed primary education. Only an estimated 15% have received any formal occupational training. Approximately 1/3 of the estimated 57,000 workers are in seasonal agricultural work. Unemployment remains a serious problem, affecting an estimated 15% of the labor force. The unemployment problem is particularly severe for women, who are increasingly seeking work outside of the home. About half of the unemployed are in Belize City, often teenagers who are unwilling to work in agriculture.

C. USAID/Belize Program

The USAID program in Belize is concentrated in two key sectors of the economy--agriculture and tourism. These are sectors with substantial growth potential, but also with substantial potential for environmental destruction of tropical forests and the barrier reef which will limit future growth. The mission strategy is to help the Government of Belize develop the capacity to rationally plan and manage its resources to effectively guide economic growth, while continuing to address key constraints to growth -- inadequate infrastructure, shortage of managerial and technical skills, and a narrow export product base -- in the two priority areas.

D. CLASP Experience to Date

By the end of 1989, a total of 270 participants had been sent for training under the CAPS I project. The primary target groups for short-term training under CAPS I were educators (30 high school principals, 30 high school science teachers, 50 primary school principals and teachers), health care, workers and youth. In addition, training groups in agricultural extension, small business, and farmers were sent to short term courses. A total of 209 participants attended short-term programs. In addition, 61 participants attended long-term academic programs at the undergraduate level. In general, the long-term programs provided up to two years of training in the U.S. to complete a bachelor degree for students who already had some training in local

colleges. Among the long-term participants were four people who had previously attended training programs in Soviet Bloc countries.

The USAID/Belize CAPS program has been implemented entirely through the OIT central contract with PIET. Recruitment and selection has been the responsibility of the local hire training officer in collaboration with a USAID selection panel. Follow-on activities have consisted of four in-country short-courses, a cultural exchange event in Belize City, and the purchase of textbooks for the teachers to use in their classes. The mission has contracted a follow-on coordinator, to begin in January 1990, who will be responsible for developing more comprehensive follow-on activities. The mission anticipates continuing the same implementation arrangements for CLASP II.

E. Definitions

Socially and Economically Disadvantaged. The criteria for determining economic disadvantage is based on the Development Finance Corporation income scale. For purposes of this project, income of less than BZ\$20,000 per year for a family of four is considered low income.

Socially disadvantaged groups generally include women, Ketchi Maya of Toledo and Stann Creek districts, Mopan Maya of Toledo district, East Indians of Toledo district, and Garifuna. While women as a group have a higher unemployment rate than men, they do not suffer some of the generic disadvantages of women in some other countries. A higher percentage of young women complete secondary level education than young men, but only half as many go on to university. Women in professional or skilled positions appear to have equal opportunity and are well-represented in mid-level and clerical positions in the civil service and private sector. However, economic growth has not provided enough job opportunities to keep pace with the increasing percentage of women entering the workforce. The unemployment problem is particularly severe for semi- or unskilled women workers and women heads of household.

The family structure is also often an indicator of disadvantage. Children in a female-headed household of a non-professional woman often have a very poor chance of acquiring a quality education, and girls born into such a family are under a double disadvantage. Moreover, children born into large families (more than 4 children) are often at an educational disadvantage because the family seldom has enough income to educate more than one or two children, leaving the youngest without formal education.

Refugees from El Salvador and Guatemala, who constitute an increasingly large segment of the Belizean population, also suffer significant social and economic disadvantages. The refugee

populations are concentrated in the northern districts of Cayo, Orange Walk, and Corozal.

Finally, geography is also an indicator of disadvantage. In general, the people of Toledo, Belize Rural, and Stann Creek districts are at an educational and social disadvantage compared with people from other areas. This disadvantage is generally reflected in both the income and ethnic criteria as well.

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. Individuals whose influence is derived more from their occupation than their personal characteristics, such as journalists, are also considered leaders.

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 age.

Rural. All areas outside of Belize City are considered rural for purposes of the CLASP II project.

Elite. The "elite" or especially advantaged members of society are defined as individuals or their immediate families from the upper class private sector or who hold high level government positions at the national level. In financial terms, the "elite" are those with family incomes of greater than BZ\$60,000 per year. The political elite who will be excluded from this project are any individual or immediate family members holding professional government positions above the rank of department head. An additional group considered elite for purposes of this project are those holding U.S. permanent residency status.

Youth. Any individual under 25 years of age.

II. STUDY OBJECTIVES AND METHODOLOGY

The purpose of this study is to identify positions and institutions within the Belizean society from which leadership can be exercised to influence events consistent with CLASP II objectives. USAID/Belize contracted with two specialists to conduct the field research. One specialist was a Belizean sociologist with graduate training in England and an undergraduate degree in anthropology from California. His previous research experience in Belize included testing a socio-linguistic model in Belize City. The second specialist was a U.S. professor of anthropology with previous experience in Belize conducting dissertation research and other grant-funded research. The two researchers spend one month in Belize working on the project.

The researchers developed a working draft of Matrix 1 using their existing knowledge of the country's leading institutions, professions, organizations, and positions that exert leadership. They also spoke with USAID representatives to clarify CLASP project objectives and USAID program goals. From this initial analytical framework, key sectors (agriculture, education, and private sector) and some key professions and organizations were selected to study in more detail.

The second stage of the research involved in-depth interviews with key informants in each key sector or occupation in Belize City, Belmopan (the capital), the major towns, and a representative sample of villages in each of the six districts. These key informants [e.g. in agriculture they would include agricultural officers, extension workers, village councils, members of cooperatives and farming associations, alcaldes (mayors of Maya villages), and small farmers] were asked a standard set of questions over such topics as the status of women, position of certain ethnic groups, and leadership roles and status within their society. The qualitative results of the interviews were analyzed and interpreted in conjunction with official government and World Bank statistics.

III. CONCLUSIONS

A. General Leadership Patterns in Belize

The leadership structure in Belize consists of both formal and non-formal positions of authority and influence. In general, however, in Belize people have influence by virtue of their occupation, educational level, or elected office. The following is a brief description of the leadership structure at present:

National Level. The Queen of England is represented by a Belizean Governor-General, who approves acts of the National Assembly and formation of new governments. However, the primary leadership and authority at the national level is exercised through the three branches of government in a parliamentary-democratic system: legislative, executive, and judicial. The National Assembly consists of 28 representatives elected for five year terms. Ten of the representatives are from Belize City and the remainder are from the other districts.

Executive branch consists of a prime minister presiding over the various functional ministries headed by a minister and directly administered by a permanent secretary. The third level of authority in the ministries is that of department head. The executive branch offices are often seriously understaffed.

The judicial branch consists of the supreme court, which has jurisdiction over all serious crimes, the magistrate court, district courts, and a newly established family court.

The primary non-government sources of leadership at the national level are professional associations of teachers, lawyers, and doctors, organized business groups such as the chamber of commerce, political parties, and the church leadership. The mass media also have a broad audience in this largely literate society and clearly influence the opinions on a variety of subjects. However, this influence is primarily derived from occupation rather than personal factors; outside of Belize City, journalists as individuals are not likely to be considered leaders.

District Level. There are no formal administrative structures at the district level. Rather, the primary administrative functions in the district are performed by city councils and town boards of the major town in the district. The municipal administrations collect taxes, approve licenses, and perform the normal municipal government functions.

Community Level. Most villages in Belize have village councils consisting of seven villagers elected every two years. In some villages, leadership and positions on the council are concentrated in a small number of families who have traditionally

held leadership positions. Unlike the city councils, the village councils have no formal legal status, but rather are semi-formal community organizations dealing with local problems such as allocation of village lots, farming, and village upkeep. The councils and council chairmen are very influential in village affairs.

Many of the Ketchi villages in the Toledo district still use the "alcalde" system, in which an individual is elected annually to serve as the village leader and spokesperson. The alcaldes have the authority to punish offenders in specified minor cases. Although the position of alcalde is elected and clearly is a leadership role, the position is often rotated by turns among the influential men of the village.

Another important source of rural leadership is in the agricultural extension workers. They are usually young men who are involved in the communities, influence the opinions of large numbers of farmers through their extension activities, and are assuming positions of general leadership. The larger landowners and merchants are also usually among those found in leadership positions in the rural areas.

Influence in rural communities is often associated with educational level and occupational position. The positions which have influence in a rural community would include village policemen, forestry officers, justice of the peace, local representatives of farmers associations (cane or citrus growers), local representatives of political parties, clergy, and health care workers.

B. Special Leadership Categories

Educators. One of the most important titles in Belize is that of educator. In addition to their obvious influence in developing the minds and opinions of young people, principals and teachers are often actively involved in village councils and civic groups and are disproportionately represented in all areas of public life. At the village level, teachers and principals are traditionally the most literate and therefore perform many important community functions such as writing letters, interpreting documents, and helping with health care. Principals are particularly esteemed.

Church. Religion is an important part of the society and churches are active in many aspects of Belizean life, including education, health, youth groups, and women groups. In the 1980 census, over 91% of the population declared a specific religious preference, of which 61% were Roman Catholic.

Most of the schools in the country are denominationally affiliated. An historical church-state relationship in education has resulted in the shared management and financing of the educational system. The Ministry of Education establishes educational policies but the churches are responsible for daily operations of most primary schools and half of the secondary schools. The Government pays the salaries of all primary school teachers and 70% of the secondary school teachers. For all school levels, the Government pays half of the maintenance and capital outlay expenses.

Community Organizations. There is an increasing number of Belizeans participating in non-governmental organizations of all kinds, particularly women's groups. In some areas, women seem to be emerging as new and energetic leaders in their communities, either filling gaps in the traditional leadership structure or serving as advocates for women's issues. The approach of working through organized special interest groups to deal with community problems appears to be a relatively recent phenomenon that can be encouraged through training.

Potential Leaders. Potential leaders are often difficult to identify outside of accomplishment in school. However, several youth groups exist that are dedicated to developing leadership and technical skills in young people and are a good source for identifying promising individuals. Such groups include church affiliated youth groups, 4H clubs, boy scouts, girl guides, and junior red cross. Although the activities of some of these groups have declined in recent years, there are current efforts to revive these groups as a means of helping young people.

C. Impact of Training on Leadership Status

Despite the high level of basic literacy in Belize, few people move beyond basic elementary education. For those people who do achieve advanced educational attainment or receive special training, enhanced local status and prestige usually accompanies it. For this reason, it is anticipated that the provision of appropriate training to people with leadership qualities will result in enhanced status among their peers.

IV. BELIZE CLASP II PROGRAM FOCUS

A. Objectives

A general objective of the Belize/CLASP II training program will be to strengthen the capability of communities to solve their own problems through organization and community action. The program will focus on training individuals in both technical and management skills to work through organized groups for civic improvement.

B. Target Groups

The small size of the Belize/CLASP II program limits the number and variety of people who can be trained. Therefore, the mission has decided to concentrate on strengthening the ability of communities to work through organized groups to solve problems, particularly in areas that complement on-going mission programs. The training will concentrate on training community council leaders and alcaldes, and leaders of cooperatives, women's cooperatives and groups, and youth groups. The youth oriented training will include representatives from various groups that have programs for young people, including churches, teachers, athletic coaches, and community volunteers, as well as some targeted groups of boy scouts, 4H, and girl guides. In addition, long term academic training will be provided to extension agents and health workers. Although participants will be recruited from villages and towns throughout the country, special emphasis will be given to the Toledo, Stann Creek, and Belize rural districts and to Mayan indians.

While the SIF has identified many other groups with influence, budget considerations will not allow their inclusion in this project. One group in particular, educators, was singled out in the SIF as having significant influence. Under the Belize/CLASP II project, educators will not be targeted because they were expressly targeted in CAPS and large numbers were trained. Between 1985 and 1989, all of the high school principals in the country (30) and 50 rural primary school principals received CAPS scholarships, 24 science teachers received short-term training, and 21 teachers received academic scholarships. Therefore, the mission has determined that this target group need not be emphasized in CLASP II.

All of the target groups are considered to be disadvantaged in the Belizean context. While some individual participants may not qualify as disadvantaged according to mission criteria, the project will easily exceed the 70% disadvantaged goal for the CLASP II program. In addition, USAID/Belize, in its CDSS, has

established a mission goal of 50% women participation in the project, which can be met using these target groups.

C. Nature of Training

Short-term Training. Approximately 75% of the participants will attend short-term training programs lasting between 6 and 12 weeks. The relatively short duration of this technical training is required because of the nature of the participants. The ability of most of the participants to attend longer-term programs will be constrained by family, occupational, or financial responsibilities. In any case, however, the short-term programs are appropriate to the training needs and capacity of the targeted participants, many of whom will have very limited formal education. Moreover, the training plans for the short-term training will be concentrated on a small number of immediately applicable skills to facilitate the use of the training after return and will be reinforced through follow-on in-country training. In some cases, training institutions will be asked to perform in-country needs assessments to identify specific skills that can be taught in this time frame.

The technical training programs for all of the groups will include leadership training and techniques for managing volunteer and community organizations, fundraising, communications, and planning and implementing community projects. Within these general training fields, different groups will receive group specific training to meet their needs. The youth group leaders and members will learn about drug intervention programs, working with youth gangs, and youth and peer counseling techniques. Boy scout, 4H, and girl guide groups will receive similar counseling training as well as conservation oriented training.

Long-term Technical Training. A nine month program in cooperative development and management consisting of a combination technical/management training program and an internship will be provided to a small number of rural Belizeans. The participants in this program will include Mayan women interested in production and marketing cooperatives for handicrafts as well as agriculture related cooperatives. This group of trainees will attend a common training program and then be placed in intern positions appropriate to their interests.

Long-term Academic Training. Long-term academic training will be provided to approximately 14 participants, many of whom will already have attended several years in local or regional universities. These participants can transfer their credits and will usually need one, or sometimes two, years to complete a degree in a U.S. university. It is not anticipated that any of the long-term degree students will require English language training.

One group of candidates for long-term training are agricultural extension workers who have completed studies at the Pan American Agricultural School in Honduras and still lack one year of academic studies for their degree. The Ministry of Agriculture now requires the completed degree for all district agricultural officers. These students can transfer their existing credits to U.S. universities and complete the coursework in one year. The most promising leaders of the estimated sixteen agricultural workers in this situation will be selected.

Two year long-term academic training will be provided for a small number of outstanding students in the local university so that they can complete their degrees in the U.S.

D. Recruitment and Selection Considerations

Identification and recruitment of appropriate individuals who can exercise leadership in rural communities will continue to be a crucial aspect of the program. In order to ensure local acceptance of the training program and participants, the project will work through nominations of the local village councils, organizations, district officials, PVOs, Peace Corps Volunteers, and other community based organizations. While applications to the program outside of this process will certainly be considered, the approval of community and organization leaders will be important in enabling the participant to be an effective leader after return. Care will be taken to assure that the various religious groups are equitably represented in training programs with church participation. (This is expected to apply only to the youth group training programs.) USAID/Belize training office will prepare presentations and materials to educate the local informants and PVOs on the objectives of the program, selection criteria and processes, and available training programs.

A two stage recruitment/selection process will be established to develop a good pool of qualified candidates. The first stage will consist of local committees who will agree on a candidate to nominate for each position. The second stage will be a USAID committee comprised of AID, Embassy, Peace Corps, and Belizean representatives to recommend a final slate of candidates for each group. This committee will pre-select and interview the most promising candidates for each group. The final decision will be the responsibility of the General Development Office.

Recruitment of women will also present some challenges given the traditional roles that many women still play in rural society. In general, the appropriate men must be consulted prior to nominating a woman candidate, including the village council chairman and the woman's husband or father. It is expected that the men will cooperate if they are properly consulted, but if they are not appropriately consulted the women will have little chance

to benefit their communities. The project can avoid most problems in this area through the process of working through local committees for recruitment and nominations.

Candidates for long-term training will be recruited through both general advertising and nominations by leaders in the appropriate technical field.

E. Experience America Considerations

Each of the matrices for the target groups includes a discussion of group-specific programming for appropriate Experience America activities. The intention of the Experience America component is to blend these activities into the technical training components as much as possible and to provide opportunities to meet Americans with similar interests and occupations. The integration of Experience America and technical components will help to make the lessons more relevant to the participants. All groups will be budgeted for visits to relevant US groups and home stays will be encouraged whenever possible. All long term academic participants will be programmed for homestays, mid-winter seminars, and special EA activities relevant to their field of study and interests.

F. Follow-on Activities

Follow-on activities will consist of two one-week training sessions for all short-term participants, an employment listing service for all participants, and possibly the creation of an alumni association. A follow-on specialist has been contracted by USAID/Belize to develop a comprehensive follow-on program and questionnaires have been sent to all CAPS I scholars requesting suggestions for follow-on activities. The possibility of a joint alumni association with the CASS/CASP returnees is being explored, as is the returnee interest in a "book of the month" club.

Training Plan Summary

Long-term Academic Training	6 two year scholarships 8 one year scholarships
Long-term Technical Training	7 nine-month training with internships
Short Term Technical Training	
Youth groups -	1 group of 16
Scouts, girl guides, 4H	2 groups of 12
Community leaders	1 group of 24
Cooperatives	1 group of 10
Womens groups	1 group of 10

BELIZE/CLASP II SOCIAL INSTITUTIONAL FRAMEWORK
 MATRIX ONE
 IDENTIFICATION OF KEY SECTORS, INSTITUTIONS AND PROFESSIONS

Sphere of influence	----- Mid-high income	----- low income	----- Mid-high income	----- low income
National Issues and Policies	Chamber of Commerce Lawyers & bar associations Government officials Rotary club Media-TV, radio, newspaper M e d i c a l association churches	National teachers union journalists	Media - TV, radio B u s i n e s s associations - cane growers - citrus growers - ag assoc fisherman coop churches	Cooperatives
District Issues	A r e a representatives Justice of the peace Church journalists Social welfare officer District school managers and superintendent	Journalists Social welfare officers	S c h o o l superintendents and managers	

SIF MATRIX ONE (cont'd)

Sphere of influence	-----	-----	-----	-----
	Mid-high income	low income	Mid-high income	low income
Town/village	Church B u s i n e s s associations Town Board	Town board health workers church teachers	large farmers & landowners local merchants village councils mayors/alcaldes	village councils mayors/alcaldes Teachers farmer/fisher associations health care workers extension agents NGOs churches local associations scouts/4H/youth groups
Community level	c o m m u n i t y organizations social groups lodges womens groups churches	NGOs c o m m u n i t y organizations social groups lodges women's groups churches	larger farmers and merchants village councils mayor/alcalde	village councils mayor/alcalde c o m m u n i t y organizations extension workers health workers NGOs youth groups
Development areas of special interest	agriculture tourism			

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USAID/BELIZE
SOCIAL INSTITUTIONAL FRAMEWORK
MATRIX TWO
SUMMARY OF TRAINING PLAN

<u>CATEGORY</u>	<u>COMMUNITY LEADERS</u>	<u>COOPERATIVES</u>	<u>YOUTH GROUPS</u>	<u>SCOUTS 4H</u>	<u>WOMENS GROUPS</u>
Nature of Influence	Pervasive influence over local affairs, appointments representing community to district and central government.	Primarily related to technical fields and marketing. Also often community opinion leaders	Peer influence on youth issues, value formation, parents, group members,	Peer influence on youth issues, values, influence on parents, active community projects	Primarily on womens issues (violence, children, etc) and social position of women
Income level	low	low	low	low	low-medium
Spread Effect	high - entire village, other villages and district leaders,	high-members of cooperative farmers in region, other area leaders	moderate to high depending on composition and activities of group	moderate to high depending on activities of group	moderate to high dependion topic, and activities of group
Special Concerns	limited community participation, planning and organizational capabilities	management and financial skills, communicate promoting membership	drug use, gang activities, future leadership	drug use, environmental issues, future leadership	organizational strengths, fundraising skills, management

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<u>CATEGORY</u>	<u>COMMUNITY LEADERS</u>	<u>COOPERATIVES</u>	<u>YOUTH GROUPS</u>	<u>SCOUTS 4H</u>	<u>WOMENS GROUPS</u>
Selection criteria	balanced commendations from area reps and selection committees, village development activities, quality of proposal of how training will be used	active membership and leadership in cooperative, nominated by cooperative members, balanced commendations from community, cooperative dept., peace corps, pvos	active in group, nominated by group members and leaders, group has active projects	nominated by troop and leaders, group has active projects	group is active in community, balanced commendations from pvos, community, others
Skills Acquire	to general leadership, defining and prioritizing problems, communications, proposal development, organization skills, how to run a meeting.	Organization and management skills, financial management, marketing, goal setting, generating participation by coop members	organization skills, volunteer group management, fundraising, group dynamics, alternative approaches to drug and gang problems, peer counseling	group management and organization skills, fundraising, project proposals, goal setting, environmental awareness	organization skills, fundraising, proposal development, counseling
Nature and Duration of Training	6 - 12 weeks technical training	6 weeks to 9 months technical training	6 - 12 weeks technical training	6 - 12 weeks technical training	6 - 12 weeks technical, 9 month LT certificate training

<u>CATEGORY</u>	<u>COMMUNITY LEADERS</u>	<u>COOPERATIVES</u>	<u>YOUTH GROUPS</u>	<u>SCOUTS 4H</u>	<u>WOMENS GROUPS</u>
Experience America Considerations	Meet with rural community development groups, rural governments to see local participation and decision making, homestays,	visit small rural coops director meetings, marketing facilities, homestays	meet with other youth groups with similar programs, help with their programs, homestays,	meet with US scout and 4H groups, participate in their activities, homestays	visit women's groups, crisis centers, family planning groups, child care, and maybe NOW chapters
Follow-on considerations	workshops, possible alumni association or book club	workshops, alumni association, books and materials,	workshops, alumni association, books and materials	workshops, alumni association, books and materials,	workshops, alumni association, networking women groups, books and materials

Notes

Community leaders are village council members and other individuals nominated by community

Cooperatives will include agriculture, fisheries, marketing, credit and artisan cooperatives, participants will include reps of BEST and the registrar

Youth groups will include church groups, teachers, coaches, community volunteers. Groups will include both youth members and adult group leaders, and drug counselors

Scouts will include boy scouts, girl guides, and 4H groups. Groups will include both youth members and adult leaders

Women's groups will include any voluntary group involved on women's focused issues

CATEGORY	AGRICULTURAL EXTENSION	OUTSTANDING INDIVIDUALS
Nature of Influence	Respected in farming community for technical knowledge, often are active in other community activities	Respected in peer groups and community for educational or professional achievement.
Income Level	low	low
Spread Effect	High - contacts farmers over a large area, influences other area leaders	moderate
Special Concerns	communications skills, technical skills,	limited technical skills, social commitment to improving country

CATEGORY	AGRICULTURAL EXTENSION	OUTSTANDING INDIVIDUALS
Selection Criteria	recommended by area ag officers and community leaders, PVOs and others	recommended by educational community, outstanding academic credential, active in community or school activities, disadvantaged
Skills Acquire	to Technical agriculture, environmenta l issues (pesticide, fertilizers, e t c) , communicatio ns, TOT training	Bachelor degree in relevant field
Nature Duration Training	and of One year academic training	Two year academic training in U.S. to complete a degree

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CATEGORY	AGRICULTURAL EXTENSION	OUTSTANDING INDIVIDUALS
Experience America	home stays, w i n t e r s e m i n a r , visits to l o c a l e x t e n s i o n s e r v i c e s a n d a g r e l a t e d c o m p a n i e s	home stays, w i n t e r s e m i n a r , visits to c o m m u n i t y d e v e l o p m e n t o r g a n i z a t i o n s
Follow-on	workshops, m a t e r i a l s , p o s s i b l e a l u m n i a s s o c i a t i o n a n d b o o k c l u b , a s s i s t i n t r a i n i n g w o r k s h o p s	a l u m n i a s s o c i a t i o n , b o o k c l u b ,

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ANNEX F, TRAINING COST ANALYSIS FOR THE BELIZE CAPS II, WILL BE
FINALIZED BY LOURDES SMITH AS SOON AS THE COMPUTER PROGRAM IS
FIXED.

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.

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.

- 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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ANNEX H

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 DIT (Don 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 Roy 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:

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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

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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.

- (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 evaluation

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

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 Ray 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 Ray 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 existense 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:

- 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.

- (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 EHRTS 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.

- 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 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
Gilles
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

ATTACHMENT 2

**EVALUATION DESIGN FRAMEWORK PREPARED PRIOR
TO WORKSHOP**

CLASP II EVALUATION DESIGN FRAMEWORK

DATA DESIRED	AUDIENCE					MECHANISM	TIMING	BUDGET
	FIELD MISSIONS	LAC BUREAU (LAC/DR)	LAC BUREAU AGENCY MGT.	CONGRESS	CONTRACTORS			
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>			
3. <u>EFFECTS (IMPACT) ON TRAINEES</u>	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	
- Attitudes/knowledge of U.S.								
- U.S. linkages								
- Career advancement								
- Leadership/multiplier effect								

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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 LAC/DR/EST 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 LAC/DR/EST 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.

Annex I Page 2

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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Annex I Page 3

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.

AGENCY FOR INTERNATIONAL DEVELOPMENT

1. COOPERATING COUNTRY
Country B

2. PIO/P NUMBER

PROJECT IMPLEMENTATION ORDER/
PARTICIPANTS (PIO/P)

3. PROJECT ACTIVITY NUMBER & TITLE

CLASP II

4. APPROPRIATION

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. ORIGINAL
 AMENDMENT NUMBER

13. LOCATION/DURATION OF TRAINING

U.S. P/M Third Country P/M In Country P/M

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				
AID/W	(d)				1,950.00
	(e)				43,454.08
THIRD COUNTRY	(f)				
	(g)				
	(h)				
	(i)				

15. COOPERATING COUNTRY FINANCING

16. U.S. TRUST ACCOUNT

A. TRUST ACCOUNT NUMBER
B. ALLOTMENT SYMBOL

C. AUTHORIZED

D. CURRENCY UNIT

E. AMOUNT

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/GRANTEE

SIGNATURE

TITLE

DATE

20. AGENCY FOR INTERNATIONAL DEVELOPMENT

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)

6. PARTICIPANT'S FUTURE EMPLOYMENT

A. CHECK APPROPRIATE BOX (B47)

GOVERNMENT

PRIVATE

JOINT

B. OCCUPATIONAL
CATEGORY CODE
(B48-49)

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.

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AGENCY FOR INTERNATIONAL DEVELOPMENT

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

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

PAGE 1 OF

8. PROJECT COMPLETION DATE	9. DESIRED START DATE	10. TERMINAL START DATE	11. NUMBER OF PARTICIPANT
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	

14. FINANCING

AGENT	TYPE OF EXPENSE	A. PREVIOUS TOTAL	B. INCREASE	C. DECREASE	D. NEW TOTAL
AID	(a)				\$164,760.
MISSION	(b) Int. Travel				
	(c) Maint. Advance				
AID/W	(d)				39,000
THIRD COUNTRY	(e)				125,760.
	(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	DATE
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

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)

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

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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.

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.

G. Training Cost Analysis (TCA) Instructions and Sample Forms

INTRODUCTION

The purpose of this appendix is to introduce CLASP II participating Missions to the Training Cost Analysis (TCA) process of identifying, estimating, and tracking and monitoring the costs associated with participant programming and to provide two sets of completed TCA forms: one for a short-term technical group and one for a long-term academic participant.

Training Cost Analysis (TCA), as defined and discussed in the TCA Training Manual (available from the Agency for International Development (A.I.D.) Office of International Training (OIT)), is a financial accounting system. TCA was devised by A.I.D. as a result of A.I.D.'s concern for the spiraling costs associated with participant training and the Agency's inability to respond to questions regarding actual program costs.

TCA is a project management system. It was designed to assist A.I.D. staff in determining what activities should be included in the training process, who should be responsible for each part of the process, and what the estimated costs of the training project should be. TCA is also designed for use by contractors in the competitive bidding process. It requires contractors to use uniform definitions for training activities and to present cost proposals in a standardized format. By providing a standard format for cost proposals, it will be easier for A.I.D. technical review panels and contracting officers to identify costs which are not consistent with A.I.D. estimates nor with statements made in the technical proposal. A final step in the system, TA requires the use of a standardized reporting system by contractors which will enable A.I.D. to provide average cost data for each segment of the training process.

Missions will have certain responsibilities as will CLASP II contractors with regard to TCA.

Missions will:

- o use standard definitions with regard to reporting. These standard definitions are included in the TCA Glossary of Terms;
- o determine what activities are necessary for the participants who will be trained within the CLASP II framework. In order to identify these activities, Missions will need to use the TCA Checklist of Activities;
- o prepare a budget estimate using the TCA Budget Estimate Worksheet for all long-term and short-term individuals and groups who will receive participant training. This estimate must include costs for the following:
 - Education and Training
 - Allowances
 - Travel
 - Insurance

- Supplemental Activities
- Administrative Costs;

- o when contracting out for participant training activities, be required to initiate Requests for Proposals (RFPs) from potential contractors. RFPs will include TCA Proposal Worksheets which will be completed by contractors identifying the offerers proposed costs;

- o review Contractors' offers and proposed costs using the TCA Cost Analysis Worksheet and determine the best offer based on reasonableness of cost; and

- o track and monitor the costs expended against the actual contractor budgets from reports received on a quarterly basis from contractors providing participant programming. Because CLASP II differs in some respects from other Participant Training programs, there is some additional information necessary for project management for CLASP II. Therefore, Missions will have to review Contractors' TCA CLASP Summary Reports, review Training Implementation Plans (TIPs) and TIP budgets and Budget Amendments using TCA format.

Contractors will be required to:

- o submit Cost Proposals in TCA format during the Request for Proposal (RFP) process;

- o upon award of contract and final negotiation of the CLASP II contractor's budget, submit reports to the Mission and the LAC Bureau detailing the expenses against the budget;

- o submit an annual report summary in the form of the CLASP TCA Summary Report (an addition to the 4th quarter TCA Quarterly Report; and

- o prepare and submit TIP Budgets for the five program areas required in TCA and the amendments to those TIP Budgets once expenditures and final costs are known.

This annex is divided into Mission TCA and Contractor TCA requirements with the inclusion of necessary forms, references to Handbook 10, and examples when appropriate.

Finally, it is appropriate to note that Handbook 10 establishes that any A.I.D. money used for the training of participants requires the TCA system from budgeting to reporting of expenditures as of October 1, 1988. It will be necessary for any Mission personnel working with the TCA system to be familiar with the definitions used in TCA and found in the GLOSSARY OF TERMS included in this appendix as Attachment 1.

IDENTIFICATION OF APPROPRIATE ACTIVITIES FOR CLASP II PARTICIPANTS

For each participant in the CLASP II program, it is necessary for the Mission to have some conceptual plan as to what each individual or groups of individuals are to receive in the way of a training program appropriate to the needs of the participant and to make a substantive contribution to the participant's career and leadership ability. These activities will then include those supplemental activities which may be provided by the Mission, the Host Country, the Contractor, and/or the Office of International Training.

It is this assessment that will assist the Mission in determining a realistic budget for each participant or group heading to the U.S. for Training. Those activities which are identified in this assessment which require the support of a Contractor, are those which are in turn identified in the Statement of Work in the RFP.

Attachment 2 is a copy of the Checklist of activities. The columns across the top of the form identify the sources available to provide those activities listed in the Checklist.

The activities listed are arranged as Pre-program and In-Program activities. It is essential that the Mission have a clear understanding of the activities necessary for each group in order to develop a TCA budget estimate.

Examples of Pre-program activities:

- recruitment
- screening
- pre-departure orientation

Examples of In-program activities:

- reception services
- Mid-winter seminars
- Health and Accident Coverage (HAC)

Therefore, if the pre-program activities will be provided by the Mission, the Insurance by OIT and the reception services and Mid-winter seminars will be provided by the contractors, those services should be identified and included in the RFP in order for the contractor to budget for those activities.

PREPARING A BUDGET ESTIMATE USING TRAINING COST ANALYSIS

The Budget Estimate Worksheet is included as Attachment 3. This form lists all the possible participant training activities necessary for a CLASP II participant meet the training objectives. These activities are also those which are listed in the Checklist of Activities. To prepare a realistic budget estimate, the preparer must remember several key points:

- o Academic and technical participants are prepared on separate budgets and combined in the summary report.

As stated in the TCA Glossary of Terms, academic training leads to a degree; technical training is all other training not defined as academic training. Generally, technical training is synonymous with short-term training, and academic training is synonymous with long-term. In the case of CLASP II, short-term refers to those programs less than nine months and long-term refers to those programs longer than nine months.

- o Program costs must be separated from administrative costs and are those costs associated with actual delivery of training. If the cost is related to the management of participants and not the actual delivery of training, the cost is administrative.

- o Five program areas must be considered in the estimate process: education/training; allowances; travel; insurance; and supplemental activities and then the administrative costs for those five program areas.

- o A budget estimate must be prepared for each participant for each year of the project and each year of training. It is important to inflate costs for projected years. An inflation factor of 6% is suggested for education/training costs; an inflation factor of 4% is suggested for the other program costs. However, TCA is flexible to allow the Mission to determine its own costs based on experience.

- o The number of participant months must be projected. Participant months is determined by multiplying the total number of months of training by the total number of participants for the year being budgeted.

- o The allowance and insurance costs are available based on the most current A.I.D. Training Notices, (current allowances are as of 1/1/89 from the Office of International Training).

- o The budget line items on TCA forms add up to the total lines rather than down as on traditional budget forms.

- o Administrative costs are only an estimate at the Mission level and benchmarks can be used (\$200-300 per participant month which are the costs used by OIT programming agents) or a per cent of program costs (15-20 per cent of program costs).

PREPARING A PROPOSAL WORKSHEET USING TRAINING COST ANALYSIS

The proposal worksheet is a contractor responsibility. This form is exhibited as Attachment 4. The proposal worksheet is completed in response to the Request for Proposal (RFP) and should detail the costs outlined in the offeror's technical proposal. This form is exactly like the Budget Estimate Worksheet, however, the section on Administrative Costs must include:

- o the offeror's overhead rate
- o negotiated indirect cost rate
- o fixed fee
- o proposed salaries
- o all direct costs to the administration of this contract

A suggestion should be made in the RFP for the offerors to submit a cost proposal narrative to explain their costs.

In essence, this is the CLASP II contractors' best estimate of the actual costs to perform the tasks that have been outlined in the RFP statement of work and in the offeror's technical approach to conducting those tasks.

Several important pieces of information must be included in the RFP if contractors are to submit realistic cost estimates:

- o inflation rates: they should be told what factor to use for education costs and other costs
- o total number of academic trainees and length of training
- o total number of technical trainees and length of training
- o estimated start and completion date of contract
- o timing of English Language Training
- o all supplemental activities the Mission expects the contractor to provide.

COMPARING COSTS OF PROPOSALS USING THE PROPOSAL ANALYSIS WORKSHEET IN TRAINING COST ANALYSIS

The Proposal Analysis worksheet, Attachment 5, is a form to assist the Mission in analyzing the costs proposed by those offerors who have been ranked as having the best technical proposals for carrying out the tasks identified in the RFP, Statement of Work.

The form allows for three proposals (A, B, and C) to be compared to the Mission (or Agency) estimate completed on the Budget Estimate Worksheet. Once these costs are compared, the panel reviewing these costs can ask the offeror to submit a Best and Final Offer (BAFO) by addressing concerns identified in both the technical and cost proposals. Once those BAFOs are resubmitted, the Proposal Analysis Worksheet should again be used to show the comparison of costs and assist the Mission in awarding the CLASP II contract to the contractor (offeror) who has exhibited "reasonableness of cost". Awards should not be made on cost alone. The estimate produced by the Mission should be the basis for the questions asked in the Best and Final Offer negotiations. Low costs could mean that the tasks cannot be accomplished for the amount of money quoted.

A suggestion: CLASP II Technical Review Panels should be used after their review and ratings by the Cost Review Panel to assist in determining "Reasonableness of Cost" and in identifying concerns about the costs presented. In other words, if the Technical Review people have selected top proposal offers based on what the offerer stated could be done, it seems appropriate for this review to have some relevance to the costs proposed, e.g., "they can't do what they said they would do for this amount of money".

REPORTING EXPENSES AGAINST CONTRACT BUDGETS, USING TRAINING COST ANALYSIS

In order for the A.I.D. Mission to track and monitor the costs associated with participant programming, it is necessary for contractors to report their expenditures against approved budgets. To do this, reports are required for five program areas: Education and Training; Allowances; Travel; Insurance; and Supplemental Activities. Also required is the reporting of program administration.

It is important for Missions to include a copy of the TCA Quarterly Report (See Attachment 6) in the RFP as well as the due dates and designated offices to receive this report. It is suggested that the Mission require the reporting within thirty (30) days after the end of each quarter of the fiscal year. This report is to be sent to:

- o The Mission
- o LAC/DR/EST
- o OIT

CLASP II contractors must also report additional information which is TCA-related but does not appear on the TCA Quarterly Report. The TCA CLASP Summary Report (see Attachment 7) is an annual report which should be included as an attachment to the 4th quarter TCA Quarterly Report. The CLASP Summary report is distributed to the Mission and LAC only. It does not go to OIT.

Finally, the only other TCA-related requirements with regard to reporting is with the HANDBOOK 10 requirement of a TRAINING IMPLEMENTATION PLAN (TIP). TIPs are required for every participant programming that occurs for A.I.D. TIPs are required to have a TIP Budget included. Because this budget is often amended and Missions need to know the dollar amount of difference between the original estimate and the actual budget, a TIP Budget form includes a column for the budgeted amount, a column for the budget amendment, a column for expended, and a column to report the dollars remaining.

For technical training programs of short (less than 3 month) duration, this form will be submitted twice: once with the TIP and again after training has been completed and all costs associated with a program are final. For Academic programs, this form should be completed and submitted with the TIP. It should be revised and submitted whenever there is a significant budget amendment which might affect overall Mission projections. Finally, it should be submitted at the end of a training program when all costs are final. The CLASP TIP Budget is included as Attachment 8.

GLOSSARY OF TRAINING COSTS ANALYSIS (TCA) TERMS

Academic Training: A program, leading to an academic degree, in an accredited institution of higher education.

Academic Up-grade: Specific training given to overcome academic/technical deficiencies in a participant's background in preparation for beginning a full technical or academic program. This training can be given in the host country, a third country or the U.S.

Administrative Costs: Those cost related to the management of participants, not the actual delivery of training. These cost will include:

- Salaries
- Indirect Cost
- Subcontracts (for participant management and related activities)
- Consulting Fees (for participant management and related activities)
- Equipment (expendable and capital — not used by the participants)
- Other Direct Costs (telephone, postage, supplies, equipment, word processing, computer processing)
- Overhead/General and Administrative (G&A)
- Fixed Fee or Profit

Allowances: Allowances are those rates set by A.I.D.'s Office of International Training which cover maintenance, per diem, and attendant costs of participating in an educational program such as books, typing, professional memberships, etc.

Information on allowances is contained in A.I.D.'s Handbook 10 which is updated through periodic release of Training Notices. These are provided to Mission personnel and contractors whenever changes are made to allowances.

Participant Training Notices on allowances are available from:

The Agency For International Development
Office of International Training (OIT)
SA-16
Washington, D. C. 20523

Career Development: (See Follow-up and Career Development)

Consulting Fees: Consulting fees may be categorized into two parts: (1) fees paid to consultants for providing training; and (2) fees paid to consultants for assisting in some phase of the management of participants, e.g., setting up computer tracking systems.

Cooperative Training: (See Internship/Cooperative

Training)

Counseling: Activities involved with assisting participants to identify and resolve personal or training situations/problems which are adversely affecting performance.

Documentation: The process of providing the Mission A.I.D. office with all relevant forms and information needed to begin participant's programming and placement.

Documentation normally takes place in the host country. The process includes the collection of information needed to develop the PIO/P (including transcripts/TOEFL scores) and the preliminary identification of training opportunities which best meet the training objectives.

NOTE: Health clearances, passport photographs, and bio-data should also be collected at this time.

English Language Training (ELT): English language training provided prior to, or in conjunction with, the program of study.

Enrichment Programs: Activities designed to provide participants with cultural/social/educational experience geared to furthering their understanding of U.S. institutions and mores. These programs are conducted as an adjunct to technical or academic training provided in the U.S.

Equipment, Contractor: (See Federal Acquisition Regulations)

Escort Services: (See Interpreter and Escort Services)

Evaluation: The process of measuring the effectiveness of a participant's training program in achieving the goals and objectives identified by the PIO/P. Tools used to measure program effectiveness both during and after training include post program language testing, on-site training questionnaires and exit interviews and may extend to long term assessments of the impact of the program on the project/country.

Fixed Fee/Profit: (See Federal Acquisition Regulations)

Follow-up and Career Development: Activities which build on the training experience and which are designed to encourage and equip participants to remain professionally involved in their field.

Typical follow-up activities include: encouraging communication among participants; publication of newsletters; promoting membership in returned participant organizations; promoting professional memberships/meetings; use of host country follow-up in conjunction with a program evaluation.

Overhead/General & Administrative (G&A): (See Federal Acquisition Regulations)

Package Programs: Programs of training or instruction where the payment made to the vendor includes the instructional cost, supplies/equipment, and lodging. Some package programs will also include board (food). Both types of packages are to be included in the line item "Packaged Programs."

Participants: Foreign nationals sponsored by A.I.D. to receive training outside their home countries, under A.I.D. sponsorship. This may include those whose training programs are funded by A.I.D. loans or grants, those under partial A.I.D. funding and those whose training is paid for by other than U.S. resources but are granted a visa to study in the U.S. by A.I.D. As used herein, the term participant is a shortened title for "United States A.I.D. Participant," used since the early years of United States Technical Assistance denoting a "participant in development." Participants' programs are managed either by OIT, an A.I.D. Mission, and A.I.D. contractor, or a host country.

NOTE: Foreign nationals on international travel orders or financed under general support grants are not considered participants.

Placement: The process of enrolling participants in the selected training program and negotiating appropriate courses or study programs.

Placement is a companion to Programming and is often done at the same time. It may be necessary to modify the training plan to reflect reality once the placement process has begun. The student with less than adequate preparation may have to begin at a more rudimentary level of study than initially anticipated in the training plan. Because placement determines the participant's training location, housing arrangements -- although technically programming -- are often made at this time.

Professional Enrichment: (See Enrichment Programs)

Profit: (See Fixed Fee/Profit) (See Federal Acquisition Regulations)

Programming: The process of analyzing participants' training/education credentials against the training goals and objectives of the PIO/P.

Programming is a companion to Placement and is often done at the same time. The Mission reviews and approves the program. Programming agents may use a variety of mechanisms to gain Mission concurrence. OIT programming agents provide the mission with a Training Implementation Plan (TIP) and is suggested that a similar document be required from all contractors and Missions.

Reception Services: Meeting the participant upon arrival in the country of training. Reception services should be

provided at the ultimate destination and may take place the initial arrival point if it is determined that the participant will need assistance with layover accommodations travel connections.

Recruitment: The process of identifying candidates for training program. Recruitment may be done using host country mass media, host agency training announcement staff available under ongoing USAID projects, in-country or home office consultants/staff or any other means available to attract candidates.

Reporting/Monitoring: (See Monitoring/Reporting)

Salaries: (See Federal Acquisition Regulations)

Screening: The process of reviewing candidate applications, interviewing participants, and making recommendations for final selection. Screening may involve the use of A.I.D. direct hire staff, contractor staff and/or local committees. The screening process may require that preliminary testing be done to assess the candidates' suitability for training.

Selection: The process of choosing qualified candidates for education, training, or observation tours. Selection activities include: developing selection criteria (e.g., English language test scores); candidate interviews; candidate credential reviews; shared cost negotiation for the proposed training. Final selection approval is provided by A.I.D.

Short-term Training: (Also known as Technical Training.) Training which is not designed to lead to the awarding of an academic degree.

Social/Professional Enrichment: (See Enrichment Programs)

Subcontracts: Contracts let by the prime contractor to another entity for the performance of a segment of the contract.

Technical Training: All training not classified as academic training. Technical training may take the form of observational visits, on-the-job training (OJT), special seminars or programs, workshops, and non-degree training in academic institutions.

Testing: The process of examining and/or evaluating, in the host country, participants' skills and achievements for the purpose of properly selecting participants and placing them in appropriate programs. Testing may include the SAT, TOEFL, ALIGU, GRE, and/or GMAT, depending on availability within the host country. Testing of individual's English language skills is most frequently required.

Training Cost: Normally training costs refer to the cost of short-term programs. Academic programs may include attendance at short-term seminars, workshops, etc. and those costs would be training costs while the balance of the program cost would be included under tuition/fees.

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Instructions:
CHECKLIST OF ACTIVITIES
IN THE PARTICIPANT TRAINING PROCESS

The following Checklist of Activities in the Participant Training Process is a listing of some — but not all — of the components of a training program. Shown also are the key agents (i.e., Host Country, Mission, OIT, etc.) in the training process. The matrix thus established allows the project planner to identify both the activities appropriate to the planned program and the agents involved in each activity. From this checklist, program elements and principle agents can be identified. This assists the planner in including all appropriate activities and denoting the responsible agent(s) for each. The program element identification should facilitate development of RFPs.

Note again that this is merely a partial listing. The program planner will find it a convenient starting point and format. However, additional program elements must be added as appropriate for a complete identification of training components.

As this is a "checklist," place a checkmark following any activity relevant to the training program being planned. Check each agent who will be responsible for part or all of that activity. Add activities as appropriate and check each agent associated with those activities.

CHECKLIST OF ACTIVITIES IN THE PARTICIPANT TRAINING PROCESS

NOTE: This list is not intended to be comprehensive. It is instead a basic framework from which all appropriate training project activities can be identified.

PRE-PROGRAM

	Host Country	Mission	OIT	Contractor	Other
I. Recruitment, Including:					
o Media advertisement and training announcements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o Visits to local agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o Preliminary interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II. Screening & Selection, Including:					
o Developing selection criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o ELT language screening, testing, & other exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o Applications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o Interviewing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o Reviewing credentials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III. Testing (Host Country and U.S.), Including:					
o TOEFL/ALIGU	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o Graduate Records (GRE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o Scholastic Aptitude (SAT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV. Documentation (Host Country and U.S.), Including:					
o PIO/P and bio data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o Transcripts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o Test Results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o Letters of reference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o Medical exam (clearance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o IAP 66A (blue copy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o PDF - Establish record	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V. Programming (Host Country and U.S.), Including:					
o Analyzing credentials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o Selecting training institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o Developing Training Implementation Plan (TIP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o Arranging for program termination and departure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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CHECKLIST OF ACTIVITIES IN THE PARTICIPANT TRAINING PROCESS

NOTE: This list is not intended to be comprehensive. It is instead a basic framework from which all appropriate training project activities can be identified.

PRE-PROGRAM (cont.)

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	Host Country	Mission	OIT	Contractor	Other
VI. Placement (Host Country and U.S.), Including:					
o Negotiating participant's enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o Determining remedial training needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o Arranging housing and developing a meal plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VII. Allowance Payments					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VIII. Pre-Departure Orientation, Including:					
o Administrative Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o Cultural Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IX. Training (Host Country and U.S.), Including:					
o English Language Training (ELT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o Remedial math/science training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o Academic (long-term) training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o Technical (short-term) training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IN-PROGRAM					
X. Reception Service, Including:					
o Meeting at international airport & transportation to hotel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
XI. Interpreter and Escort Services, Including:					
o Short-term training or observation tour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
XII. Orientation, Including:					
o Cultural orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o Administrative orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o Academic program orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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CHECKLIST OF ACTIVITIES IN THE PARTICIPANT TRAINING PROCESS

NOTE: This list is not intended to be comprehensive. It is instead a basic framework from which all appropriate training project activities can be identified.

IN-PROGRAM (cont.)

	Host Country	Mission	OIT	Contractor	Other
XIII. Monitoring and Reporting, Including:					
○ Regular participant contact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Reviewing Academic Enrollment and Term Reports (AETRs) and technical examinations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Consulting with faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Reporting to OIT on Participant Data Form (PDF) and Visa Renewal Form (IAP 66A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Reporting progress and financial status to A.I.D.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
XIV. Enrichment Programs, Including:					
○ Supplemental experiences in U.S. related to technical field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Mid-Winter Community Seminars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Other special programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
XV. Health and Accident Coverage (HAC)					
○ Arranging for mandatory health insurance coverage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
XVI. Counseling, Including:					
○ Resolving personal problems that jeopardize program completion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Handling accidents and deaths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
XVII. Follow-Up (Host Country and U.S.), Including:					
○ Membership in professional organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Newsletters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Returned participant organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Follow-up training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Training utilization assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
XVIII. Evaluation, Including:					
○ Exit interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Evaluation questionnaires	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Course evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Analysis of project effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Impact studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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2
3
4
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Instructions:
BUDGET ESTIMATE WORKSHEET
ACADEMIC OR TECHNICAL COST

****Not All Activities Apply To All Programs; Select Only Those Items That Are Applicable To the Proposed Program****

General Instructions:

1. Use Budget Estimate Worksheet for all training programs. For training projects having more than one training program (academic and/or technical) complete a Budget Estimate Worksheet for each such program.

2. Prepare also a separate Budget Estimate Worksheet for each year of the training. Indicate the budget year and contract period (in years) in the "Project Year" space (e.g., "Project Year: 1 of 4 years" for the first year of a year training project).

Prepare a separate budget estimate for all academic training and all technical training for the life of the project (a total academic and a total technical training budget). Indicate "All academic training" or "All technical training" in the "Comments" space.

Make budget estimates in U.S. dollars.

Where further breakdown is desired (e.g., In-Country, U.S., Third Country), use the "Other (Mission Option)" space or breakout such costs using additional copies of this worksheet. Identify breakdown in "Comments"

6. Specify the measurements used as "units" for entries under "Unit Price" (e.g., \$1150/semester, \$200/year, \$635/month, \$375/week, or \$75/participant (for flat rate items such as Professional Membership or Book Shipment)).

Specific Line Item Instructions:

Participant Type: Check the appropriate box in the upper right corner of pages 1 - 4 to indicate whether the budget estimate is for academic or technical training.

Participant Months: A measure of total participant months for both academic and technical training provides a standard measure of the amount of training being proposed or provided. Compute this figure for each year of the project and for the project life. Enter the appropriate

number in the space marked "Participant Months Projected (This Year) = _____."

Line I.A. Education/Training Costs: This line must be completed for all training programs. Complete lines I.A.1 - I.A.4 first. Then, enter the total number of participants for the contract year being reported.

(NOTE: This figure will not always equal the sum of "Number of Participants" proposed in lines I.A.1 - I.A.4.) Finally, enter the sum of the "Subtotal" amounts in the "Total" space.

Lines I.A.1 - I.A.4: Optional breakdown. The glossary (see Glossary of TCA Terms) defines (1) tuition/fees, (2) training costs, and (3) package program costs. The "Other (Mission Option)" category allows for special breakouts (e.g., a specially designed observation tour for academic participants for which a separate cost breakdown is desired).

For any of these lines, enter (a) the number of participants to incur the cost, (b) the total number of cost units (see item (6) under "General Instructions") for those participants in the contract year being costed, (c) the unit prices for each cost category, and (d) Education/Training Cost "Subtotals" (i.e., (b) x (c), above) for each line.

Line I.B. Allowances: This line must be completed for all training programs. USE CURRENT A.I.D. APPROVED RATES. As was done for line I.A, complete lines I.B.1 through I.B.10 first, then enter the sum of the "Subtotals" for those lines in the "Total" space for line I.B.

Lines I.B.1 - I.B.10: Optional breakdown. Definitions and approved rates for these cost items are contained in Handbook 10 and Participant Training Notices (see "Allowances" in Glossary). The "Other (Mission Option)" category allows for special breakouts (e.g., books used in English Language Training, ELT). For instructions on specific column entries, follow instructions for Lines I.A.1 through I.A.4.

Instructions:
BUDGET ESTIMATE WORKSHEET
SUMMARY

General Instructions:

1. Use Budget Estimate Worksheet to summarize project training costs for each project year and for the entire project life. Data will be transferred from previously completed budget estimates for all training programs.

2. Two columns are to be completed for Academic Training data and two for Technical Training. In both cases, the information required is (a) the number of participants budgeted for the cost item and/or category and (b) the total cost for that item or category. These figures are directly transferred from Budget Estimate Worksheet pages 1-4.

3. Prepare a separate budget estimate summary for each year of the training. Indicate the budget year and contract period (in years) in the "Project Year" space (e.g., "Project Year: 1 of 4 years" for the first year of a 4-year training project).

Specific Line Item Instructions:

Line I.A. Education/Training Costs: From Line I.A. of all academic program budget estimate worksheets add the "Number of Participants" numbers (for the year being summarized) and enter this sum in the first data column ("Academic Training --# of Part.") on Line I.A.

From Line I.A. of all academic program budget estimate worksheets add the "Total numbers (for the year being summarized) and enter this sum in the second data column ("Academic Training--Item Cost") on Line I.A.

Repeat the above two computations for all technical program budget estimate worksheets and enter in their corresponding spaces.

Add the "Item Costs" for Academic and Technical Train-

ing (data columns 2 and 4) and enter the sum in the fifth data column ("Line Total") on Line I.A.

Lines I.A.1 - I.E.12: All remaining lines in Summary, sections I.A.1 - I.E.12, are completed in a corresponding manner to items in Line I.A as described above. For example, "Academic Training--# of Part." sums are computed by adding the "Number of Participants" figures from all academic training programs for the corresponding cost element. Likewise for all "Academic Training--Item Costs." All "Technical Training--# of Part." sums are computed by adding the "Number of Participants" figures from all technical training programs for the corresponding cost element. Likewise for all "Technical Training--Item Costs."

TOTAL PARTICIPANT COSTS (Academic & Technical): The yearly total of participant costs can now be computed. Enter the project year (or write "all" for the total project) in the "Year ____" space. Add lines I.A. through I.E. and enter the total in the "TOTAL PARTICIPANT COSTS (Academic & Technical)" space.

Lines II.F. - II.F.8: Budget Estimate Worksheet page 8 is identical in format to Budget Estimate Worksheet page 4. To compute the value for any cost space on the Summary sheet, add the corresponding values from page(s) and enter that sum in the corresponding space on the Summary sheet.

TOTAL TRAINING COST (A+B+C+D+E+F): Values for each of the five spaces on this line are computed in a similar manner. For Year 1, add the "Item Cost" figures for elements A-E, Year 1. To this subtotal, add II.F, Year 1 (Administrative Costs). This sum is the total training cost for Year 1.

Compute totals for other years in a similar manner.

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

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

Academic

Technical

PROJECT YEAR
 ____ OF ____ Year

DATE BUDGET PREPARED

PROJECT TITLE

PROJECT WRITER

COMMENTS:

PROJECT NUMBER

PARTICIPANT MONTHS PROJECTED
 (THIS YEAR)

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS*	UNIT PRICE*	SUBTOTAL	TOTAL
A. Education/Training Cost					
1. Tuition/Fees					\$
2. Training Costs			\$ /	\$	
3. Package Program Costs			/		
4. Other (Mission Option)			/		
B. Allowances			/		
1. Maintenance Advance			/		
2. Living/Maintenance			/		
3. Per Diem			/		
4. Books & Equipment			/		
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 (ICA)

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

Academic
 Technical

PROJECT NUMBER

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					
1. HAC for U.S.			/		
2. Required by Institution			/		
3. Other (Mission Option)			/		
E. Supplemental Activities					
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 Programs			/		

* Units are standard measures. * cost element (e.g., per. is, participant weeks, etc.)

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

Academic
 Technical

PROJECT NUMBER	COMMENTS:
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II. ADMINISTRATIVE COST					
PROGRAM CATEGORIES/TRAINING ACTIVITIES	YEAR 1	YEAR 2	YEAR 3	YEAR 4	TOTAL
II F. Administrative Costs	\$	\$	\$	\$	\$
1. Salaries (Total)					
a. Professional					
i. U.S.					
ii. Field					
b. Support Staff					
i. U.S.					
ii. 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)	\$	\$	\$	\$	\$

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BUDGET ESTIMATE WORKSHEET: Summary
Training Cost Analysis (TCA)

SEE "Instructions: Budget Estimate Worksheet - Summary"

Academic

Technical

PROJECT YEAR
 ____ OF ____ Years

DATE BUDGET PREPARED

PROJECT TITLE

PROJECT NUMBER

PROJECT WRITER

PARTICIPANT MONTHS PROJECTED
 (THIS YEAR)

COMMENTS:

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC TRAINING		TECHNICAL TRAINING		LINE TOTAL
	No. of Participants	Item Cost	No. of Participants	Item Cost	
A. Education/Training Cost		\$		\$	\$
1. Tuition/Fees					
2. Training Costs					
3. Package Program Costs					
4. Other (Mission Option)					
B. Allowances					
1. Maintenance Advance					
2. Living/Maintenance					
3. Per Diem					
4. Books & Equipment					
5. Book Shipment					
6. Typing					
7. Thesis					
8. Doctoral Dissertation					
9. Professional Membership					
10. Other (Mission Option)					

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BUDGET ESTIMATE WORKSHEET: Summary
Training Cost Analysis (TCA)

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

Academic

Technical

PROJECT NUMBER

COMMENTS:

I. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC TRAINING		TECHNICAL TRAINING		LINE TOTAL
	No of Participants	Item Cost	No of Participants	Item Cost	
C. Travel		\$		\$	\$
1. International					
2. Local					
3. Other (Mission Option)					
D. Insurances					
1. HAC for U.S.					
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities					
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 Programs					

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Training Cost Analysis (TCA)

Summary

PROJECT NUMBER

COMMENTS:

Academic
 Technical

II. ADMINISTRATIVE COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	YEAR 1	YEAR 2	YEAR 3	YEAR 4	TOTAL
II.F. Administrative Costs	\$	\$	\$	\$	\$
1. Salaries (Total)					
a. Professional					
i. U.S.					
ii. Field					
b. Support Staff					
i. U.S.					
ii. 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)	\$	\$	\$	\$	\$

1/90

Attachment 4

Instructions:

PROPOSAL WORKSHEET

This Worksheet may be used by the perspective contractor/implementor of the project. It and its accompanying instructions may be included in the RFP

Not All Activities Apply To All Programs; Select Only Those Items That Are Applicable To the Proposed Program

General Instructions:

1. Use the Proposal Worksheet for all training programs. For training projects having more than one training program (academic and/or technical) complete a Proposal Worksheet for each such program.
2. Prepare also a separate Proposal Worksheet for each year of the training. Indicate the budget year and contract period (in years) in the "Project Year" space (e.g., "Project Year: 1 of 4 years" for the first year of a 4-year training project).
3. Prepare a separate proposal for all academic training and all technical training for the life of the project (a total academic and a total technical training budget). Indicate "All academic training" or "All technical training" in the "Comments" space.
4. Make budget estimates in U.S. dollars.
5. Where further breakdown is desired (e.g., In-Country, U.S., Third Country), use the "Other (Mission Option)" space or breakout such costs using additional copies of this worksheet. Identify breakdown in "Comments" space.
6. Specify the measurements used as "units" for entries under "Unit Price" (e.g., \$1150/semester, \$200/year, \$635/month, \$375/week, or \$75/participant (for flat rate items such as Professional Membership or Book Shipment)).
7. Administrative costs are estimated by categories. The RFP will indicate which functions are required of the contractor. The proposed costs should reflect the level of effort proposed for each function.

Specific Line Item Instructions:

Training Type: Check the appropriate box in the upper right corner of pages 1-4 to indicate whether the budget

estimate is for academic or technical training.

Participant Months Proposed: A measure of total participant months for both academic and technical training provides a standard measure of the amount of training being proposed or provided. Compute this figure for each year of the project and for the project life.

Line I.A. Education/Training Costs: This line must be completed for all training programs. Complete lines I.A.1 - I.A.4 first. Then, enter the total number of participants for the contract year being reported.

(NOTE: This figure will not always equal the sum of "Number of Participants" proposed in lines I.A.1 - I.A.4.) Finally, enter the sum of the "Subtotal" amounts in the "Total" space.

Lines I.A.1 - I.A.4: Optional breakdown. The glossary (see Glossary of TCA Terms) defines (1) tuition/fees, (2) training costs, and (3) package program costs. The "Other (Mission Option)" category allows for special breakouts (e.g., a specially designed observation tour for academic participants for which a separate cost breakdown is desired).

For any of these lines, enter (a) the number of participants to incur the cost, (b) the total number of cost units (see item (6) under "General Instructions") for those participants in the contract year being costed, (c) the unit prices for each cost category, and (d) Education/Training Cost "Subtotals" (i.e., (b) x (c), above) for each line.

Line I.B. Allowances: This line must be completed for all training programs. USE CURRENT A.I.D. APPROVED RATES. As was done for line I.A., complete lines I.B.1 through I.B.10 first, then enter the sum of the "Subtotals" for those lines in the "Total" space for line I.B.

Lines I.B.1 - I.B.10: Optional breakdown. Definitions and approved rates for these cost items are contained in

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

SEE "Instructions: Proposal Worksheet"

Academic

Technical

PROJECT TITLE	RFP NUMBER	PROJECT YEAR _____ OF _____ Years
IMPLEMENTOR/CONTRACTOR	PARTICIPANT MONTHS PROJECTED (THIS YEAR)	DATE PREPARED
COMMENTS:		

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS*	UNIT PRICE*	SUBTOTAL	TOTAL
A. Education/Training Cost					\$
1. Tuition/Fees			\$ /	\$	
2. Training Costs			/		
3. Package Program Costs			/		
4. Other (Mission Option)			/		
B. Allowances					
1. Maintenance Advance			/		
2. Living/Maintenance			/		
3. Per Diem			/		
4. Books & Equipment			/		
5. Book Shipment			/		
6. Typing (papers) - Academic Only			/		
7. Thesis - Academic Only			/		
8. Doctoral Dissertation - Academic			/		
9. Professional Membership			/		
10. Other (Mission Option)			/		

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

**SEE "Instructions: Proposal Worksheet" **

Academic

Technical

PROJECT TITLE	RFP NUMBER	YEAR _____ OF _____
IMPLEMENTOR/CONTRACTOR	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					
1. HAC for U.S.			/		
2. Required by Institution			/		
3. Other (Mission Option)			/		
E. Supplemental Activities					
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 Programs			/		

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**PROPOSAL WORKSHEET: Academic or Technical Costs
Training Cost Analysis (TCA)**

Academic
 Technical

PROJECT TITLE	RFP NUMBER	YEAR _____ OF _____
IMPLEMENTOR/CONTRACTOR	COMMENTS:	

II. ADMINISTRATIVE COST

PROGRAM CATEGORIES/ TRAINING ACTIVITIES	PERSON MONTHS	TOTAL COST	PROGRAM CATEGORIES/ TRAINING ACTIVITIES	PERSON MONTHS	TOTAL COST
II.F. Administrative Costs		\$			\$
1. Salaries (Total)			4. Consultant Fees (Total)		
a. Professional			a. United States		
i. U.S.			b. Field		
ii. Field			5. Equipment		
b. Support Staff			6. Sub-Contracts		
i. U.S.			7. Indirect Costs		
ii. Field			8. Other (Mission Option)		
2. Fringe Benefits					
3. Travel (Total)					
a. International					
b. Local					

Total Administrative Cost, Item II.F. above: \$ _____

TOTAL TRAINING COSTS (Total Participant Costs from Previous Page + Line II.F.) = \$ _____

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ANALYSIS WORKSHEET: Summary
Training Cost Analysis (TCA)

** SEE "Instructions: Analysis Worksheet" on Reverse **

Academic
 Technical

PROJECT TITLE	PROJECT NUMBER
EVALUATOR	DATE

NAME OF OFFEROR:	PROPOSAL A	PROPOSAL B	PROPOSAL C	A.I.D ESTIMATE
ITEM	RATING: = COST	RATING: = COST	RATING: = COST	COST
I. PARTICIPANT COSTS:	\$	\$	\$	\$
A. Education/Training Costs				
B. Allowances				
C. Travel				
D. HAC				
E. Supplemental Activities				
Total Participant Costs:	\$	\$	\$	\$
II.F. ADMINISTRATIVE COSTS:	\$	\$	\$	\$
1. Salaries (Total)				
2. Fringe Benefits				
3. Travel (Total)				
4. Consultant Fees (Total)				
5. Equipment				
6. Sub-Contracts				
7. Indirect Costs				
8. Other (Mission Option)				
Total Administrative Costs:	\$	\$	\$	\$
GRAND TOTAL TRAINING COSTS:	\$	\$	\$	\$

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PROPOSAL WORKSHEET: Summary
Training Cost Analysis (TCA)

Academic
 Technical

PROJECT TITLE

RFP NUMBER

YEAR _____ OF _____

IMPLEMENTOR/CONTRACTOR

COMMENTS:

COST

ITEM	COST		Total
	Academic	Technical	
I. PARTICIPANT COSTS:	\$	\$	\$
A. Education/Training Costs			
B. Allowances			
C. Travel			
D. HAC			
E. Supplemental Activities			
Total Participant Costs:	\$	+ \$	= \$

II.F. ADMINISTRATIVE COSTS:	\$	\$	\$
1. Salaries (Total)			
2. Fringe Benefits			
3. Travel (Total)			
4. Consultant Fees (Total)			
5. Equipment			
6. Sub-Contracts			
7. Indirect Costs			
8. Other (Mission Option)			
Total Administrative Costs:	\$	+ \$	= \$

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PROPOSAL ANALYSIS WORKSHEET: Academic or Technical Costs
 Training Cost Analysis (TCA)

** SFE "Instructions: Analysis Worksheet" on Reverse, Page 2 **

Academic
 Technical

PROJECT TITLE	PROJECT NUMBER
EVALUATOR	DATE

NAME OF OFFEROR:	PROPOSAL A	PROPOSAL B	PROPOSAL C	A I D ESTIMATE
ITEM	RATING: = COST	RATING: = COST	RATING: = COST	COST
I. PARTICIPANT COSTS (Academic)	\$	\$	\$	\$
A. Education/Training Costs				
B. Allowances				
C. Travel				
D. HAC				
E. Supplemental Activities				
Sub-Total Participant Costs:	\$	\$	\$	\$
II.F. ADMINISTRATIVE COSTS:	\$	\$	\$	\$
1. Salaries (Total)				
2. Fringe Benefits				
3. Travel (Total)				
4. Consultant Fees (Total)				
5. Equipment				
6. Sub-Contracts				
7. Indirect Costs				
8. Other (Mission Option)				
Sub-Total Administrative Costs:	\$	\$	\$	\$

1/94

**QUARTERLY REPORT: Academic Programs
Training Cost Analysis (TCA)**

••SEE "Instructions: Quarterly Report", Reverse of Page 4••

PROJECT TITLE	PROJECT NUMBER	IMPLEMENTOR
CONTRACT QUARTER _____ of _____	REPORT PERIOD	DATE

I. PARTICIPANT TRAINING COSTS

ACADEMIC PROGRAMS:	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXTENDED TO DATE	BALANCE REMAINING	% OF BUDGET
A. Education/Training Cost	\$	\$	\$	\$	\$	%
B. Allowances						%
C. Travel						%
D. HAC						%
E. Supplemental Activities						%
Total, Academic Costs	\$	\$	\$	\$	\$	%

THIS QUARTER:

Number of Participant Months Projected: _____

Number of Participant Months Completed: _____

TOTAL PROJECT:

Number of Participant Months Projected: _____

Number of Participant Months Completed: _____

**QUARTERLY REPORT: Technical Programs
Training Cost Analysis (TCA)**

SEE "Instructions: Quarterly Report", Reverse of Page 4

PROJECT TITLE	PROJECT NUMBER	IMPLEMENTOR
CONTRACT QUARTER _____ of _____	REPORT PERIOD	DATE

I. PARTICIPANT TRAINING COSTS

ACADEMIC PROGRAMS:	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXTENDED TO DATE	BALANCE REMAINING	% OF BUDGET
A. Education/Training Cost	\$	\$	\$	\$	\$	%
B. Allowances						%
C. Travel						%
D. HAC						%
E. Supplemental Activities						%
Total, Academic Costs	\$	\$	\$	\$	\$	%

THIS QUARTER:

Number of Participant Months Projected: _____

Number of Participant Months Completed: _____

TOTAL PROJECT:

Number of Participant Months Projected: _____

Number of Participant Months Completed: _____

IMPORTANT: SPECIFY PROGRAM TYPE

(Check Only One Category)

- Classroom Training
- Observation Tour
- On-the-Job Training

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**QUARTERLY REPORT: Technical Programs
Training Cost Analysis (TCA)**

SEE "Instructions: Quarterly Report", Reverse of Page 4

PROJECT TITLE	PROJECT NUMBER	IMPLEMENTOR
CONTRACT QUARTER _____ of _____	REPORT PERIOD	DATE

I. PARTICIPANT TRAINING COSTS

SPECIAL TRACKING ITEMS:	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXTENDED TO DATE	BALANCE REMAINING	% OF BUDGET
E. 1. ELT, In-Country	\$	\$	\$	\$	\$	%
E. 2. ELT, U.S.	\$	\$	\$	\$	\$	%

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DIAF

CLASP Training Implementation Plan (TIP) Budget
Training Cost Analysis (TCA)

Academic
 Technical

Project Number: _____ PI/P Number: _____ Date: / /
No. Trainees in group: _____ Training Dates for this PI/P:
From: / / To: / /

PROGRAM CATEGORIES/TRAINING ACTIVITIES	BUDGETED	BUDGET AMENDMENT	EXPENDED	REMAINDER
A. Education/Training Cost				
1. Tuition/Fees				
2. Training Costs				
3. Package Program Costs				
4. Other (Mission Option)				
B. Allowances				
1. Maintenance Advance				
2. Living/Maintenance				
3. Per Diem				
4. Books & Equipment				
5. Book Shipment				
6. Typing				
7. Thesis				
8. Doctoral Dissertation				
9. Professional Membership				
10. Other (Mission Option)				
C. Travel				
1. International				
2. Local				
D. Insurance				
1. HAC for U.S.				
2. Required by Institution				
3. Other (Mission Option)				
E. Supplemental Activities				
1. ELT, In-Country				
2. ELT, U.S.				
3. Academic Up-Grade				
4. Reception Services				
5. WIC/Other Orientation				
6. Interpreters/Escorts				
7. Internship/Cooperative				
8. Enrichment Programs				
9. Mid-Winter Community Seminars				
10. Follow-Up/Career Development				
11. Other (Mission Option)				
TOTAL PROGRAM COSTS				

QUARTERLY REPORT: Technical Programs
 Training Cost Analysis (TCA)

SEE "Instructions: Quarterly Report", Reverse of Page 4

PROJECT TITLE	PROJECT NUMBER	IMPLEMENTOR
CONTRACT QUARTER _____ of _____	REPORT PERIOD	DATE

II. ADMINISTRATIVE COSTS

II. F. ADMINISTRATIVE COSTS	BUDGET	PROJECTED THIS QUARTER	EXPENDED THIS QUARTER	EXTENDED TO DATE	BALANCE REMAINING	% OF BUD.
1. Salaries	\$	\$	\$	\$	\$	
2. Fringe Benefits						
3. Travel						
4. Consultants						
5. Equipment						
6. Sub-Contracts						
7. Indirect Costs						
8. Other						
II. F. TOTAL ADMINISTRATIVE COSTS	\$	\$	\$	\$	\$	
GRAND TOTAL, TRAINING COSTS:	\$	\$	\$	\$	\$	

NOTE: % Of Budget refers to that %age of the total budget (for each line) that has been spent.

$$\% \text{ of Budget} = \frac{[\text{Expended to Date}]}{[\text{Budget}]}$$

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CDV

Instructions:
QUARTERLY REPORT

The Quarterly Report is provided by the Implementor/contractor. The format of this report is essentially the same as those of the Budget Estimate Worksheet and the Proposal Worksheet with tracking columns for budget monitoring.

The Quarterly Report lists (1) budgeted amounts by program activity [i.e., by budget line item], (2) that amount of the budget proposed for the quarter under report, (3) the amount actually spent during the quarter, (4) the cumulative expenditure to date, (5) the balance of the line item budget left unspent, and (6) the percentage of the budget that had been spent at the end of the reporting period. NOTE: These budget items are also reported as "Special Tracking Items" on page 2 of the Quarterly Report for special review. Later, the format for page 2 will allow for special tracking of any cost elements using the standard codes for those elements.

The first data column reflects the final negotiated contract amounts — different from the corresponding figures on the budget estimate and proposal worksheets to the extent that contract negotiations altered those numbers. Contractor should make an annual (life of project) projection of quarterly training costs, then each quarters' projection is entered in this column.

The second data column shows the amount of each budget line item projected to be spent during the quarter under report; the third data column reports the actual amount spent.

Data column "Expended to Date," presents the cumulative expenditure as of the end of the reporting period. The "Balance Remaining" (data column 5) is the "Budget" figure minus "Expended to Date."

The last data column, "% of Budget," shows the percentage of the budget line item spent at the close of the reporting period. It is computed by dividing the "Expended to Date" figures by their corresponding "Budget" figures.

(NOTE: For a cost item expected to be evenly spread over the contract period, the "% of Budget" figure should correspond to the percentage obtained by dividing the "Contract Quarter" under report by the contract life [in quarters] shown in the "Contract Quarter: _____ of _____" space.)

The last two lines provide measures of projected and actual participant months for both the quarter being reported and the project to date.

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CLASP TCA SUMMARY REPORT

PURPOSE: The purpose of this form is to provide CLASP Project Officers and AID Managers with summary cost (expenditure) information on CLASP activities. The form will be requested annually for all contractors and may be requested by Project Officers as needed.

GENERAL: Use as many sheets as necessary. Use separate sheets for Academic and Technical Training and total last sheet only for each.

1. **Date:** Note the date of submission in the "date" box.
2. **Academic or Technical:** Check if this sheet contains Academic or Technical programs. **DO NOT INCLUDE ACADEMIC AND TECHNICAL PROGRAM INFORMATION ON THE SAME SHEET.**
3. **Period of this report:** Note the period covered by this report. Usually this will be from beginning of contract to present.
4. **Contract Number:** Write your contract number in the indicated space.
5. **Contractor:** Write your firm's name in the indicated space.
6. **USAID:** USAID or other AID Office of your Project Officer.
7. **Country:** Country of training (separate sheet for separate countries).
8. **PIO/P Number or Group Name:** Give the PIO/P number if available. If the group is in-country and does not have a PIO/P number, provide your own identifier for the group or individual. Groups of academic Trainees in in-country training may be grouped together for this report.

IMPORTANT NOTE The in-country (field) portion of training is reported separately from the U.S. portion. Never include information on in-country and U.S. training on the same line. When a group or individual

comes to the U.S., they should be reported as a totally separate notation.

9. **Field or U.S.:** Check one only (see note above).
 10. **Number of Trainees in Group:** self explanatory.
 11. **Training dates:** Report beginning and end dates of training for field and U.S. training programs. If unknown, give best estimate of end date.
 12. **HBCU CONTENT:** Check if any significant portion of this training program conducted in an Historical Black College or University (HBCU).
 13. **Training Objective:** Note the group/individual's training objective using the abbreviations at the foot of the form. Choose the training objective which is most relevant.
 14. **Program Budgets:** Report budgets for each program.
 15. **Program Expenditures:** Report expenditures to date for each program.
- NOTE:** Definitions of program cost categories follow AID's Office of International Training (OIT) guidelines. OIT Training Cost Analysis (TCA) publications provide definitions. Program costs include 1) education/training costs; 2) Allowances as specified in Handbook 10; 3) Travel; 4) Insurance; and 5) Supplemental activities.
16. **Major training sites (states):** List abbreviations of states where significant training took place.
 17. **Total Program Costs:** Sum Program Budgets and Program Expenditures columns.
 18. **Total U.S. Administrative Expenditures:** Use OIT's guidelines for reporting administrative costs. These costs include your staff salaries, fringe benefits, overhead (indirect), your staff travel, material and equipment except that purchased for Trainees, any subcontracts or consultants used, and profit/fee.

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CLASP Training Implementation Plan (TIP) Budget
Training Cost Analysis (TCA)

- Academic
- Technical

Project Number	PIG/P Number	Date / /	No. Trainers in group	Training Dates for this PIG/P From: / / To: / /
----------------	--------------	----------	-----------------------	----------------------------------------------------

PROGRAM CATEGORIES/TRAINING ACTIVITIES	BUDGETED	BUDGET AMENDMENT	EXPENDED	REMAINDER
A. Education/Training Cost				
1. Tuition/Fees				
2. Training Costs				
3. Package Program Costs				
4. Other (Mission Option)				
B. Allowances				
1. Maintenance Advance				
2. Living/Maintenance				
3. Per Diem				
4. Books & Equipment				
5. Book Shipment				
6. Typing				
7. Thesis				
8. Doctoral Dissertation				
9. Professional Membership				
10. Other (Mission Option)				
C. Travel				
1. International				
2. Local				
D. Insurance				
1. HAC for U.S.				
2. Required by Institution				
3. Other (Mission Option)				
E. Supplemental Activities				
1. ELT, In-Country				
2. ELT, U.S.				
3. Academic Up-Grade				
4. Reception Services				
5. WIC/Other Orientation				
6. Interpreters/Escorts				
7. Internship/Cooperative				
8. Enrichment Programs				
9. Mid-Winter Community Seminars				
10. Follow-Up/Career Development				
11. Other (Mission Option)				
TOTAL PROGRAM COSTS				

DIA

INSTRUCTIONS FOR COMPLETING
TRAINING IMPLEMENTATION PLAN (TIP)
BUDGET

PURPOSE: The purpose of this sheet is to provide Project Officers and Training Officers cost information needed for project management. This form will become an important part of Mission records which are maintained by PIO/P.

GENERAL: For technical training programs of short (less than 3 month) duration, this form will be submitted twice: once with the Training Implementation Plan (TIP) and again after training has been completed and all costs associated with a program are final. For Academic programs, this form should be completed and submitted with the TIP. It should be revised and submitted whenever there is a significant budget amendment which might affect overall Mission projections. Finally, it should be submitted at the end of a training program when all costs are final.

1. Academic or Technical: Check the appropriate box.
2. Project Number: Self-explanatory.
3. PIO/P Number: Note the PIO/P number if known. If not known note your own identifier in this space so that this form can be traced to a particular PIO/P at a later date.
4. Date: Date of submission.
5. Number of Trainees in group: Self-explanatory.
6. Training dates for the PIO/P: Note beginning and end dates of training. If end date is not known provide a reasonable estimate. When end date becomes available, modify this item on the next report.
7. Program Categories/Training Activities: As defined by AID's Office of International Training (OIT) in the Training Cost Analysis (TCA) instructions.
8. Budgeted: Original budget for each relevant line item.
9. Budget Amendment: When it is determined that an activity or category will vary significantly from the original budget, note the new TOTAL amount in this column.
10. Expended: Provide expenditures as of the date covered in the report.
11. Remainder: Budgeted (or amended budget) less expenditures.

BUDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)

•• SEE "Instructions: Budget Estimate Worksheet - Summary" ••

ACADEMIC
 TECHNICAL

PROJECT TITLE
 CLASP II

PROJECT NUMBER
 125-2687.10

TOTAL PROJECT
 3.00 YEARS

PROJECT WRITER

PARTICIPANT MONTHS PROJECTED
 (THIS YEAR) 63

DATE BUDGET PREPARED
 06/16/1989

COMMENTS:

Summary of Participant Costs for 1 Academic and 20 Technical Participants for three years.

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					
1. Tuition/Fees	1	\$ 14,277.86	20	\$ 60,000.00	\$ 74,277.86
2. Training Costs	1	\$ 14,277.86			\$ 14,277.86
3. Package Program Costs			20	\$ 60,000.00	\$ 60,000.00
4. Other (Mission Option)					
B. ALLOWANCES					
1. Maintenance Advance	1	\$ 21,835.90	20	\$ 48,900.00	\$ 70,735.90
2. Living/Maintenance	1	\$ 1,950.00	20	\$ 39,000.00	\$ 40,950.00
3. Per Diem	1	\$ 16,192.96			\$ 16,192.96
4. Books & Equipment	1	\$ 852.36	20	\$ 7,500.00	\$ 8,352.36
5. Book Shipment	1	\$ 1,568.63	20	\$ 1,200.00	\$ 2,768.63
6. Typing (papers) - Academic Only	1	\$ 129.79	20	\$ 1,200.00	\$ 1,329.79
7. Thesis - Academic Only	1	\$ 624.32			\$ 624.32
8. Doctoral Dissertation - Academic	1	\$ 324.48			\$ 324.48
9. Professional Membership					
10. Other (Mission Option)	1	\$ 243.36			\$ 243.36

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

WDC

BUDGET ESTIMATE WORKSHEET: Summary
Training Cost Analysis (TCA)

•• SEE "Instructions: Budget Estimate Worksheet - Summary" ••

ACADEMIC
 TECHNICAL

PROJECT NUMBER
125-3687.10

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
C. Travel					
1. International	1	\$ 1,352.80	20	\$ 10,000.00	\$ 11,352.80
2. Local	1	\$ 1,352.80	20	\$ 10,000.00	\$ 11,352.80
3. Other (Mission Option)					
D. Insurances					
1. HAC for U.S.	1	\$ 820.52	20	\$ 1,360.00	\$ 2,180.52
2. Required by Institution	1	\$ 820.52	20	\$ 1,360.00	\$ 2,180.52
3. Other (Mission Option)					
E. Supplemental Activities					
1. ELT, In-Country	1	\$ 1,317.00	20	\$ 34,500.00	\$ 35,817.00
2. ELT, U.S.	1	\$ 380.00			\$ 380.00
3. Academic Up-Grade					
4. Reception Services			20	\$ 4,000.00	\$ 4,000.00
5. WIC Orientation	1	\$ 325.00	20	\$ 6,500.00	\$ 6,825.00
6. Other Orientation					
7. Interpreters/Escorts			20	\$ 24,000.00	\$ 24,000.00
8. Internship/Cooperative					
9. Enrichment Program					

* 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
 1125-3687.10

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
10. Mid-Winter Community Seminars	1	\$ 612.00			612.00
11. Follow-Up/Career Development					
12. Other (Mission Option)					
TOTAL PARTICIPANT COSTS (A + B + C + D + E) =					\$ 194,414.08

• 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
 CLASP II

PROJECT NUMBER
 125-3687.10

PROJECT YEAR
 1 OF 3.00 Years

PROJECT WRITER

PARTICIPANT MONTHS PROJECTED
 (THIS YEAR) 43

DATE BUDGET PREPARED
 6/16/1989

COMMENTS:

Summary for Year 1 for 1 Academic and 20 Technical Participants. (Participant Costs)

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					
1. Tuition/Fees	1	\$ 2,850.00	20	\$ 60,000.00	\$ 62,850.00
2. Training Costs	1	\$ 2,850.00			\$ 2,850.00
3. Frelage Program Costs					
4. Other (Mission Option)			20	\$ 60,000.00	\$ 60,000.00
B. ALLOWANCES					
1. Maintenance Advance	1	\$ 4,120.00	20	\$ 48,900.00	\$ 53,020.00
2. Living/Maintenance	1	\$ 1,950.00	20	\$ 39,000.00	\$ 40,950.00
3. Per Diem	1	\$ 1,400.00			\$ 1,400.00
4. Tools & Equipment	1	\$ 375.00	20	\$ 7,500.00	\$ 7,875.00
5. Book Shipment	1	\$ 195.00	20	\$ 1,200.00	\$ 1,395.00
6. Typing (papers) - Academic Only	1	\$ 200.00	20	\$ 1,200.00	\$ 1,200.00
7. Thesis - Academic Only					\$ 200.00
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
 125-3687.10

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
C. Travel					
1. International	1	\$ 500.00	20	\$ 10,000.00	\$ 10,500.00
2. Local					
3. Other (Mission Option)	1	\$ 500.00	20	\$ 10,000.00	\$ 10,500.00
D. Insurances					
1. HAC for U.S.	1	\$ 102.00	20	\$ 1,360.00	\$ 1,462.00
2. Required by Institution	1	\$ 102.00	20	\$ 1,360.00	\$ 1,462.00
3. Other (Mission Option)					
E. Supplemental Activities					
1. ELT, In-Country	1	\$ 1,005.00	20	\$ 34,500.00	\$ 35,505.00
2. ELT, U.S.	1	\$ 360.00			\$ 360.00
3. Academic Up-Grade					
4. Reception Services					
5. WIC Orientation			20	\$ 4,000.00	\$ 4,000.00
6. Other Orientation	1	\$ 325.00	20	\$ 6,500.00	\$ 6,825.00
7. Interpreters/Escorts					
8. Internship/Cooperative			20	\$ 24,000.00	\$ 24,000.00
9. Enrichment Program					

* 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
125-3687.10

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
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10. Mid-Winter Community Seminars

1 \$ 300.00

11. Follow-Up/Career Development

\$ 300.00

12. Other (Mission Option)

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

\$ 163,337.00

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

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RIDGET ESTIMATE WORKSHEET: Summary
 Training Cost Analysis (TCA)

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

PROJECT TITLE
 CLASP II

PROJECT WRITER

COMMENTS:

PROJECT NUMBER
 125-3667.10

FARTICIPANT MONTHS PROJECTED
 (THIS YEAR) 12

ACADEMIC
 TECHNICAL

PROJECT YEAR
 2 of 3.00 Years

DATE BUDGET PREPARED
 06/16/1989

Summary for Year 2 for 1 Academic and 20 Technical Participants. (Participant Costs)

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					
1. Tuition/Fees	1	\$ 7,102.00			\$ 7,102.00
2. Training Costs	1	\$ 7,102.00			\$ 7,102.00
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES					
1. Maintenance Advance	1	\$ 9,989.20			\$ 9,989.20
2. Living/Maintenance	1	\$ 8,736.00			\$ 8,736.00
3. Per Diem	1	\$ 234.00			\$ 234.00
4. Books & Equipment	1	\$ 811.20			\$ 811.20
5. Book Shipment					
6. Typing (papers) - Academic Only	1	\$ 208.00			\$ 208.00
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are standard measures for the cost element (e

participants, participant weeks, etc.)

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20

BUDGET ESTIMATE WORKSHEET: Summary
Training Cost Analysis (TCA)

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

ACADEMIC
 TECHNICAL

PROJECT NUMBER
125-3687.10

COMMENTS

1. PARTICIPANT COST - SUMMARY

PROGRAM CATEGORIES/TRAINING ACTIVITIES

PROGRAM CATEGORIES/TRAINING ACTIVITIES	ACADEMIC Number of Participants	TRAINING Item Cost	TECHNICAL Number of Participants	TRAINING Item Cost	LINE TOTAL
C. Travel					
1. International	1	\$ 312.00		\$	312.00
2. Local	1	\$ 312.00		\$	312.00
3. Other (Mission Option)					
D. Insurances					
1. HAC for U.S.	1	\$ 424.32		\$	424.32
2. Required by Institution	1	\$ 424.32		\$	424.32
3. Other (Mission Option)					
E. Supplemental Activities					
1. ELT, In-Country	1	\$ 312.00		\$	312.00
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services					
5. WJE Orientation					
6. Other Orientation					
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program					

* 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
 1125-3687.10

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
10. Mid-Winter Community Seminars	1	\$ 312.00			312.00
11. Follow-Up/Career Development					
12. Other (Mission Option)					

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

\$ 10,129.52

* 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: 125-3687.10
 PROJECT YEAR: 3 of 3.00 Years
 PARTICIPANT MONTHS PROJECTED (THIS YEAR): 8
 DATE BUDGET PREPARED: 06/16/1989

PROJECT TITLE
 CLASP II
 PROJECT WRITER

COMMENTS: Summary for Year 3 for 1 Academic and 20 Technical Participants (Participant Costs)

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					
1. Tuition/Fees	1	\$ 4,325.86			\$ 4,325.86
2. Training Costs	11	\$ 4,325.86			\$ 4,325.86
3. Frilage Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES					
1. Maintenance Advance	1	\$ 7,776.70			\$ 7,776.70
2. Living/Maintenance	1	\$ 6,056.96			\$ 6,056.96
3. Per Diem	1	\$ 243.36			\$ 243.36
4. Pools & Equipment	1	\$ 562.43			\$ 562.43
5. Book Shipment	1	\$ 129.79			\$ 129.79
6. Typing (papers) - Academic Only	1	\$ 216.32			\$ 216.32
7. Thesis - Academic Only	1	\$ 324.48			\$ 324.48
8. Doctoral Dissertation - Academic					
9. Professional Membership	1	\$ 243.36			\$ 243.36
10. Other (Mission Option)					

* Units are standard measures for the cost element (e.g., Participants, participant meals, 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
 1025-3687.10

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
C. Travel					
1. International	1	\$ 540.80			\$ 540.80
2. Local					
3. Other (Mission Option)	1	\$ 540.80			\$ 540.80
D. Insurances					
1. HAC for U.S.	1	\$ 294.20			\$ 294.20
2. Required by Institution	1	\$ 294.20			\$ 294.20
3. Other (Mission Option)					
E. Supplemental Activities					
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					

* 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
 125-3687.10

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
10. Mid-Winter Community Seminars					
11. Follow-Up/Career Development					
12. Other (Mission Option)					

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

12,927.56

* 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" **

PROJECT TITLE
 CLASIF II, FIREFIGHTERS

PROJECT NUMBER
 1125-3687.10

ACADEMIC
 TECHNICAL

PROJECT WRITER

PROJECT YEAR
 1 OF 3.00 YEARS

COMMENTS:

FARTICIPANT MONTHS PROJECTED (THIS YEAR) 40
 DATE BUDGET PREPARED 06/16/1989

I. FARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF FARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	20				
1. Tuition/Fees					
Regular Session	20	1	.00	.00	60,000.00
Summer Session					
2. Training Costs					
3. Package Program Costs	20		3,000.00	60,000.00	
4. Other (Mission Option)					
B. ALLOWANCES	20				
1. Maintenance Advance	20				48,900.00
2. Living/Maintenance			1,950.00	39,000.00	
3. Per Diem	20	5	75.00	7,500.00	
4. Books & Equipment	20	2	60.00	1,200.00	
5. Book Shipment	20		60.00	1,200.00	
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
 125-2687.10

COMMENTS

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel	20				
1. International					\$ 10,000.00
2. Local	20				
3. Other (Mission Option)			\$ 500.00	\$ 10,000.00	
D. Insurances	20				
1. HAC for U.S.	20				\$ 1,360.00
2. Required by Institution		2	\$ 34.00	\$ 1,360.00	
3. Other (Mission Option)					
E. Supplemental Activities	20				\$ 34,500.00
1. ELT, In-Country					
2. ELT, U.S.					
3. Academic Up-Grade					
4. Reception Services	20				
5. WIC Orientation	20		\$ 200.00	\$ 4,000.00	
6. Other Orientation			\$ 325.00	\$ 6,500.00	
7. Interpreters/Escorts	20				
8. Internship/Cooperative			\$ 1,200.00	\$ 24,000.00	
9. Enrichment Program					

* 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
 1125-3687.10

COMMENTS

1. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES

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) =					

\$ 154,760.00

* 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" ••

[X] ACADEMIC
 [] TECHNICAL

PROJECT TITLE
 CLASIF II, AQUACULTURE

PROJECT NUMBER
 1125-3687.10

PROJECT YEAR
 1 OF 3.00 Years

PROJECT WRITER
 FA

PARTICIPANT MONTHS PROJECTED
 (THIS YEAR) 3

DATE BUDGET PREPARED
 06/16/1989

COMMENTS:

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	1				
1. Tuition/Fees					\$ 2,850.00
Regular Session	1				
Summer Session		1	\$ 2,850.00	\$ 2,850.00	
2. Training Costs					
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	1				\$ 4,120.00
1. Maintenance Advance	1		\$ 1,950.00	\$ 1,950.00	
2. Living/Maintenance	1	2	\$ 700.00	\$ 1,400.00	
3. Per Diem	1	5	\$ 75.00	\$ 375.00	
4. Books & Equipment	1	3	\$ 65.00	\$ 195.00	
5. Book Shipment					
6. Typing (papers) - Academic Only	1		\$ 200.00	\$ 200.00	
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
 125-3687.10

COMMENTS

1. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel					
1. International	1				\$ 500.00
2. Local	1				
3. Other (Mission Option)			\$ 500.00	\$ 500.00	
D. Insurances					
1. HAC, for U.S.	1				\$ 102.00
2. Required by Institution	1	3	\$ 34.00	\$ 102.00	
3. Other (Mission Option)					
E. Supplemental Activities					
1. ELT, In-Country	1				\$ 1,005.00
2. ELT, U.S.	1				
3. Academic Up-Grade			\$ 380.00	\$ 380.00	
4. Reception Services					
5. WIC Orientation	1				
6. Other Orientation			\$ 325.00	\$ 325.00	
7. Interpreters/Escorts					
8. Internship/Cooperative					
9. Enrichment Program					

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

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4/3

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

ACADEMIC
 TECHNICAL

PROJECT NUMBER
 125-2687.10

COMMENTS

1. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
10. Mid-Winter Community Seminars	1				
11. Follow-Up/Career Development			\$ 300.00	\$ 300.00	
12. Other (Mission Option)					
TOTAL PARTICIPANT COSTS (A + B + C + D + E) =					\$ 8,577.00

* 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" ••

(X) ACADEMIC
 () TECHNICAL
 PROJECT YEAR
2 Of 3.00 Years
 DATE BUDGET PREPARED
 06/16/1989

PROJECT TITLE
 CLASP II, ADUACULTURE
 PROJECT WRITER

PROJECT NUMBER
 1125-3687.10

PARTICIPANT MONTHS PROJECTED
 (THIS YEAR) 12

COMMENTS:

I. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost					
1. Tuition/Fees	1				7,102.00
Regular Session	1				
Summer Session	1	2	\$ 3,021.00	\$ 6,042.00	
2. Training Costs		1	\$ 1,060.00	\$ 1,060.00	
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES					
1. Maintenance Advance	1				9,989.20
2. Living/Maintenance	1	12	\$ 728.00	\$ 8,736.00	
3. Per Diem	1	3	\$ 78.00	\$ 234.00	
4. Books & Equipment	1	12	\$ 67.60	\$ 811.20	
5. Book Shipment					
6. Typing (papers) - Academic Only	1		\$ 208.00	\$ 208.00	
7. Thesis - Academic Only					
8. Doctoral Dissertation - Academic					
9. Professional Membership					
10. Other (Mission Option)					

* Units are stand.

...ures for the cost element (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
 125-3687.10

COMMENTS

1. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel	1				
1. International					\$ 312.00
2. Local	1		\$ 312.00	\$ 312.00	
3. Other (Mission Option)					
D. Insurances	1				
1. HAC for U.S.	1	12	\$ 35.36	\$ 424.32	\$ 424.32
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities	1				
1. ELT, In-Country					\$ 312.00
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					

* 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
 125-3487-10

COMMENTS

1. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
10. Mid-Winter Community Seminars	1		\$ 312.00	\$ 312.00	
11. Follow-Up/Career Development					
12. Other (Mission Option)					

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

\$ 18,129.52

* 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
 CLASP II, AQUACULTURE

PROJECT NUMBER
 1125-3687.10

PROJECT YEAR
 3 OF 3.00 Years

PROJECT WRITER

PARTICIPANT MONTHS PROJECTED (THIS YEAR) 8
 DATE BUDGET PREPARED 06/16/1989

COMMENTS:

1. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
A. Education/Training Cost	1				4,325.86
1. Tuition/Fees					
Regular Session	1	1	\$ 3,202.26	\$ 3,202.26	
Summer Session	1	1	\$ 1,123.60	\$ 1,123.60	
2. Training Costs					
3. Package Program Costs					
4. Other (Mission Option)					
B. ALLOWANCES	1				7,776.70
1. Maintenance Advance					
2. Living/Maintenance	1	8	\$ 757.12	\$ 6,056.96	
3. Per Diem	1	3	\$ 81.12	\$ 243.36	
4. Books & Equipment	1	8	\$ 70.30	\$ 562.43	
5. Book Shipment	1		\$ 129.79	\$ 129.79	
6. Typing (papers) - Academic Only	1		\$ 216.32	\$ 216.32	
7. Thesis - Academic Only	1		\$ 324.48	\$ 324.48	
8. Doctoral Dissertation - Academic					
9. Professional Membership	1		\$ 243.36	\$ 243.36	
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
125-3687.10

COMMENTS

1. PARTICIPANT COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	NUMBER OF PARTICIPANTS	NUMBER OF UNITS	UNIT PRICE	SUBTOTAL	TOTAL
C. Travel	1				
1. International					\$ 540.80
2. Local	1		\$ 540.80	\$ 540.80	
3. Other (Mission Option)					
D. Insurances	1				
1. HAC for U.S.	1	8	\$ 36.77	\$ 294.20	\$ 294.20
2. Required by Institution					
3. Other (Mission Option)					
E. Supplemental Activities					
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					

* 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
 125-3687.10

COMMENTS

1. PARTICIPANT COST

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

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

\$ 12,937.56

* 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)

ACADEMIC
 TECHNICAL

PROJECT TITLE
 CLASP II

PROJECT NUMBER
 125-3687.10

COMMENTS:

II. ADMINISTRATIVE COST

PROGRAM CATEGORIES/TRAINING ACTIVITIES	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
11.F. Administrative Costs	\$ 10,750	\$ 3,000	\$ 2,000			\$ 15,750
1. Salaries (Total)						
a. Professional						
i. U.S.						
ii. Field						
b. Support Staff						
i. U.S.						
ii. 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+E+C+D+E+F)=	\$ 174,087	\$ 21,139	\$ 14,937			\$ 210,164

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AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON, DC 20523

LAC-IEE-89-47

ENVIRONMENTAL THRESHOLD DECISION

Project Location : LAC Regional
Project Title : Caribbean Latin American
Scholarship 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

INITIAL ENVIRONMENTAL EXAMINATION

Project Location : LAC Regional
Project Title : Caribbean Latin American
Scholarship Program II
Funding : \$200 million

Project Description

The goal of the Caribbean Latin America Scholarship Program II is to promote broad-based economic and social development in the LAC countries by encouraging and strengthening democratic pluralism and free enterprise economies. The program purpose is to equip a broad base of leaders and potential leaders in LAC countries with specialized skills, training, and academic education, and with an appreciation and understanding of the workings of democratic processes within a free enterprise economy.

To achieve the goal and purpose, CLASP II will provide \$200 million in A.I.D. grant funds through 13 mission projects and an LAC regional project over eight years for customized training programs incorporating both Experience America and follow-on activities. All CLASP II participants will be leaders or potential leaders on the local, community, or national levels and participants will be representative of the social and economic structure in each country.

Environmental Impact

The proposed project will not involve activities that have a harmful effect on the natural or physical environment. The activities which will be carried out qualify for a categorical exclusion according to Section 216.2(c) (2)(i) of 22 CFR as "education, technical assistance or training programs except to the extent such programs included activities directly affecting the environment (such as construction of facilities, etc.)."

Recommendation

Based on the categorical exclusion discussed above, LAC/DR recommends that the Caribbean Latin American Scholarship Program II be given a Categorical Exclusion determination requiring no further environmental review.

Concurrence: Terrence J. Brown
Terrence J. Brown
Director
Office of Development Resources
Bureau for Latin America and
the Caribbean

6/14/89

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AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON D C 20523

DATE:

TO: SER/OP/OS/LAC
Room 1504 TT II

FROM: LAC/DR, Linda Seville
Room 2252 HS

SUBJECT: Request for Processing of PIO/T

Attached are two copies of the PIO/T described below:

Country: _____

PIO/T No.: _____

LAC/DR Technician: _____

Attachment: a/s

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