



*Education and
Human Resources
Development*

L A T I N A M E R I C A A N D T H E C A R I B B E A N

Program Overview

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Program Overview:

**Education and Human Resources Development
Latin America and the Caribbean
1991**

Frances Hays, editor

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As the U.S. Agency for International Development (USAID) moves into the 1990s, human resource development acquires a special urgency in helping attain the mutual objectives of the Latin American and the U.S. governments for broad-based, sustainable economic growth and democratic societies. The Education and Human Resources (EHR) Division of the Bureau for Latin America and the Caribbean (LAC) is committed to investing in sector programs and projects that further the development of educated citizenries able to participate fully in the economic and political transformations of their nations.

In this process, the EHR Division finds it useful to share information about its programs. In 1987, the division first brought out an overview of its activities. Four years later, there are significant accomplishments to record. Old projects have been completed, and new ones are underway. This update of the program overview is timely in several ways.

- The program overview will assist the EHR Division in developing education and human resource development programs that best support new USAID initiatives and LAC Bureau strategies for the 1990s. Education is positively related to increased individual and national incomes, increased agricultural productivity, improved health status and lower fertility rates, and greater empowerment leading to increased participation in democratic processes.
- The program overview documents USAID's concentration on policy reform that leads to increased efficiency in the management and finance of educational systems. USAID focuses on involving all sectors of society in education and training — not only the public sector, but also the private sector and the local community.

- The program overview provides a way of sharing information with and among the 20 USAID field missions and offices in the Central American, Caribbean, and Andean nations. As USAID transfers its officers, an institutional memory must be easily accessible to new officers taking over the direction of human resource development projects.
- Faced with cuts in funding, USAID must make decisions on how best to use reduced resources in the overall arena of human resource development. Perspective on past investments is essential to inform future decisions.
- The international context in which these development efforts take place has changed drastically in the past year. In this region alone, both Panama and Nicaragua are undergoing major political and economic transformations.

This overview forms the first part of a major information dissemination effort the EHR Division of the LAC Bureau is implementing. Major reviews of project experience in basic education, vocational education and training, management education and training, and participant training have been conducted. Guidelines for successful project design, implementation, and evaluation will be developed based on these reviews. Finally, the EHR Division is designing its human resource development strategy for the 1990s. These documents — the evaluations, the guidelines, and the strategy — will be available by late 1991.

Many people assisted in the production of the EHR program overview. The education and training officers in each USAID mission took time and care in submitting information and in reviewing the descriptions of their projects. The officers in the EHR Division shared their

perspectives. The team conducting the sub-sector reviews commented on relevant chapters. The Academy for Educational Development wrote and produced the program overview through the Education and Human Resources Technical Services Project under the direction of the EHR Division's deputy chief, Leopoldo Garza. I wish to thank them all for their efforts.

Joseph P. Carney

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USAID Objectives

In the 1990s, two fundamental objectives guide the development assistance strategy of the U.S. Agency for International Development (USAID) in Latin America and the Caribbean:

- *Economic growth.* Support for the achievement of broad-based, sustainable economic growth.
- *Democratic societies.* Support for the development of stable, democratic societies.

These objectives grow out of and support the transformations taking place in the region as these nations choose their governments through democratic elections and open their economies to free market competition. USAID will pursue these objectives through bilateral and regional programs and in collaboration with other U.S. government agencies, multilateral development institutions, and other bilateral donors.

To support economic growth, USAID will focus its programs in four areas: stimulating private sector trade, investment, and employment generation; encouraging increased participation in the economy by the disadvantaged; promoting the preservation and sustainable use of the natural resource base; and supporting policy and institutional reform. To support democratic development, USAID will focus on strengthening government responsiveness to citizens, promoting greater participation by citizens in non-governmental and educational institutions, and encouraging an open media.

U.S. Foreign Policy Initiatives

In the 1980s, the U.S. government established several policy initiatives that set the framework for USAID's work in the Latin American and Caribbean region. The Caribbean Basin Initiative (CBI) — first passed in 1983 and now made

permanent — provides preferential trade and tax status to the nations of the Caribbean region for selected products. With its emphasis on private sector development, the CBI fostered a concern for the training of managers and workers to enable the Caribbean nations to take advantage of the new economic environment.

The Central America Initiative addressed U.S. concerns for the security of the region, stressing the need for human resource development to ensure both democratic and economic growth. Approved in 1985, the Central America Initiative greatly increased USAID investment in human resource development in the region and supported the development of the Central America Peace Scholarship Program (CAPS), the original component of the much larger Caribbean and Latin American Scholarship Program (CLASP). In 1989, both Panama and Nicaragua returned to democratically elected governments, and in 1990 USAID undertook major new assistance programs in these countries.

In 1990, the U.S. government proposed the Enterprise for the Americas Initiative, which will provide further support for the ongoing economic and political transformation of the nations of the region as they commit themselves to open economies and democratic governments. The new initiative is designed to bolster the democratic and market-oriented transition throughout Latin America by focusing on trade, investment, and debt reduction. A companion initiative, the Partnership for Democracy and Development in Central America, will encourage broad support for regional democratization and development. It will provide a forum for regional economic policies and integration efforts, strengthen democratic institutions, and stimulate a coordinated approach to bilateral and multilateral assistance to the region.

Education and Human Resource Development

Extensive research and the experience of the newly industrialized nations point to the critical role education and human resource development play in the economic, social, and political transformation of developing nations. Educated populations — children, youth, and adults who are able to read, to write, to compute, and to solve problems — are essential for the development of societies based on economic and political pluralism. In the 1990s, therefore, USAID will continue to invest in education and human resource development in ways that promote economic growth, democratic participation, environmental protection, and national cohesion.

For over thirty years, USAID has been working with public and private organizations in the Latin American and Caribbean region to improve the quality of education and training. In the past five years, USAID has also undertaken the Caribbean and Latin American Scholarship Program (CLASP) to provide training in the United States to potential leaders from groups that have been historically disadvantaged.

USAID currently supports a broad program in education and human resource development through regional and bilateral projects. The program encompasses three sub-sectors:

- *Basic education.* Assistance to public and private systems of primary education to increase equity, quality, and efficiency in the education of children.
- *Vocational training and management education.* Assistance for the development of well-trained and flexible workers and managers able to function effectively in market-oriented economies.
- *Participant training.* Scholarships for individuals from these nations to study in the United States or other countries.

USAID field missions in the Central American, Caribbean, and Andean nations develop and implement bilateral education and human resource development projects. Regional projects are carried out by the Education and Human Resources (EHR) Division of the Bureau for Latin

America and the Caribbean. The EHR Division also provides policy guidance, program support, and evaluation and monitoring services to the missions in carrying out their education and human resource development programs.

Funding for EHR Programs

Funding for USAID Latin American and Caribbean programs in education and human resource development for fiscal year 1990 comes to almost \$115 million — \$25 million less than the high of \$140 million invested in fiscal years 1985 and 1987. The tables on the next page show the distribution of funding by sub-region and by sub-sector.

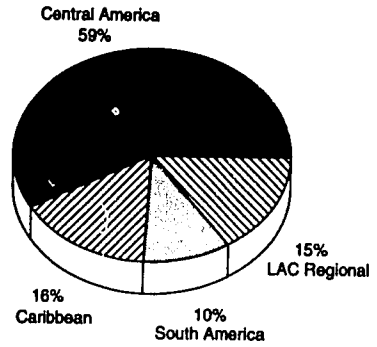
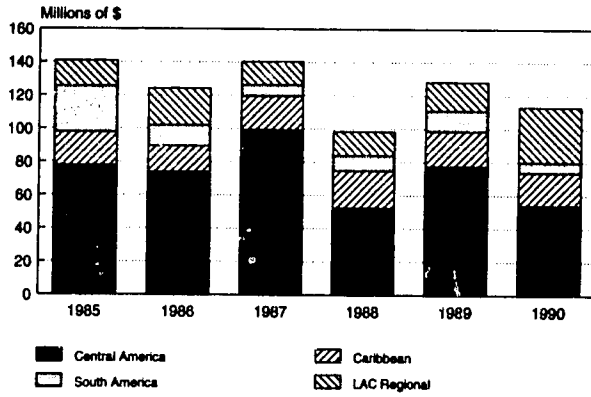
Organization of Overview

The program overview introduces the education and human resource development activities carried out by the EHR Division and the individual USAID missions in the following countries:

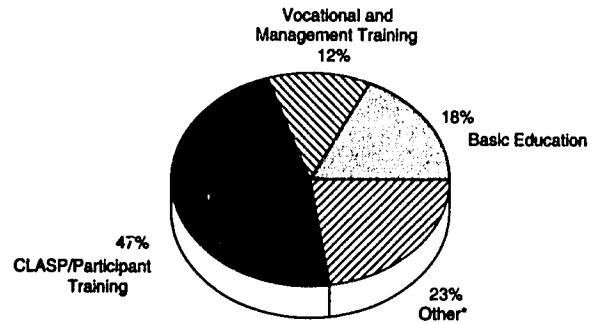
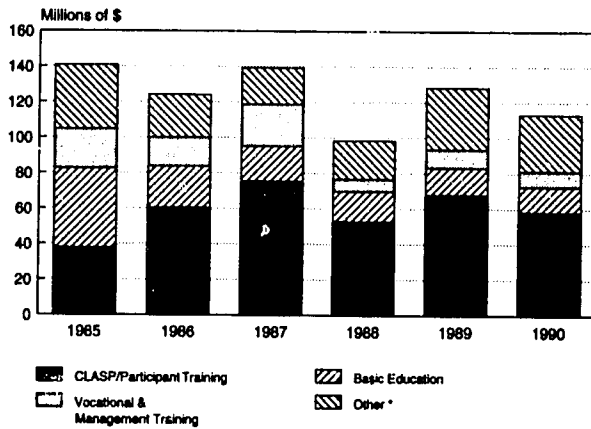
- *Central America.* Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, and Panama.
- *Caribbean.* Caribbean regional (the countries of the Eastern Caribbean), the Dominican Republic, Haiti, and Jamaica.
- *South America.* Bolivia, Ecuador, and Peru.

Chapter II presents the regional projects conducted by the EHR Division. Chapter III presents the overall USAID strategy for assistance in basic education in the LAC region and brief synopses of the projects in each country. Chapter IV introduces USAID's projects in vocational training and management education throughout the region. Matrices accompanying chapters III and IV summarize all recent or current projects in each sub-sector and provide information on duration, funding levels, and activities. Finally, chapter V focuses on two region-wide participant training programs, the Caribbean and Latin American Scholarship Program and the Advanced Developing Countries Training Program.

Distribution of Funding by Sub-Region FY 1985-1990



Distribution of Funding by Sub-Sector FY 1985-1990



* Other includes funding for program development and support, higher education, and miscellaneous small projects.

II

Regional

Projects

The Education and Human Resources (EHR) Division of the Bureau for Latin America and the Caribbean provides support to USAID field missions in many critical ways:

- interpreting policy
- formulating program strategies and assisting in program development and design
- supporting policy dialogue with host country governments
- participating in LAC Bureau process for review, approval, and budget allocation of mission programs
- monitoring mission implementation of EHR programs and projects
- providing short-term technical assistance
- evaluating overall program impact
- coordinating programs with other donors

In addition, the EHR Division manages the following regional projects through which it assists the missions in the design, implementation, and evaluation of their education and human resource development programs.

HIGHER EDUCATION

Regional Technical Aid Center (RTAC) II (1986-1996)

Through this project, USAID makes U.S.-origin, Spanish-language textbooks in technical and scientific fields available to university students in Central America. During the late 1970s and early 1980s, high exchange rates, constant inflation, and economic recession combined to make textbooks virtually unaffordable for most students in the region. The primary objective of the project is to increase the use of textbooks by

reducing their price to an affordable level for the majority of university students.

The project operates out of Mexico City, where all textbook orders are consolidated from project managers in participating USAID missions. The project purchases the requested texts and distributes them to each country. The books are sold through local bookstores to students at half their usual price. RTAC staff work with distribution centers and bookstores in each country to improve their business systems.

By early 1991, the project had procured over 1.2 million university textbooks — well over the target of 500,000 books for the entire project. Through the sale of the textbooks, the project generated \$2.8 million for further purchases of books. An investment of \$3.7 million in program funds resulted in the purchase of \$6.5 million worth of books. Cost recovery on USAID funds through 1990 was 74 percent.

In addition to providing textbooks for university use, RTAC has met the need for technical information in Spanish. It provides for the translation, production, and distribution of technical pamphlets for use throughout the region. The missions may also procure technical books through RTAC for special purposes in each country. In 1990-1991, for example, RTAC procured over 7.6 million elementary and secondary textbooks for all public school students in Nicaragua.

The project has had a significant impact on the quality of teaching at local universities by making up-to-date textbooks widely and easily available. Based on the success of the first phase of the project (1986-1991), the project has been extended for five years, and its services

have been expanded to additional countries in the region. RTAC II fields of study now include:

Accounting	History
Agronomy	Mathematics
Anthropology	Medicine
Architecture	Nursing
Biology	Nutrition
Business Administration	Pharmacology
Chemistry	Physical Sciences
Computer Science	Political Science
Dentistry	Psychology
Economics	Public Administration
Education	Sociology
Engineering	Veterinary Medicine

TECHNICAL ASSISTANCE

Central America Education Field Technical Support Contract (1986-1990)

In 1986, the EHR Division initiated a four-year contract to provide support to the USAID field missions in Central America. Through the Central America Education Field Technical Support (CAEFTS) Contract, missions were able to procure technical assistance in the design, implementation, and evaluation of projects in basic education, vocational education and training, and management education and training; the peace scholarship program; and the design and tracking of indicators of progress for basic education. Sub-sector assessments of basic education were carried out in Belize, El Salvador, Guatemala, and Honduras. An evaluation of the impact of the Caribbean and Latin American Scholarship Program (CLASP) was conducted to assist in the design of the second phase of CLASP.

Education and Human Resources Technical Services Project (1989-1994)

Building on the success of the CAEFTS Contract, the Education and Human Resources Technical Services (EHRTS) Project extends activities for five years and expands the scope to all the countries of the LAC region in which USAID operates. One of the primary purposes of the project is the sharing of lessons learned in the LAC region in education and human resource development. The project is organized in five components.

- *Evaluations.* Designed to meet the needs of USAID project officers, the evaluations examine

lessons learned in each sub-sector of the LAC Bureau's education and human resource development program — basic education, vocational education and training, management education and training, and participant training.

- *Guidelines.* Based on the lessons learned, the evaluators will prepare sets of guidelines for project design, implementation, and evaluation. Missions may follow or adapt the guidelines as appropriate given their strategies and host country conditions.
- *Technical assistance services.* USAID missions can contract for assistance in all areas related to the design, implementation, and evaluation of human resource development projects — for example, the preparation of sector assessments, project identification documents, project papers, project evaluations, and social-institutional frameworks.
- *Information dissemination.* Through the project, the EHR Division is collecting information on education and human resource development and sharing it with the missions as well as with host country colleagues and other donor organizations. Information sharing will take place through widespread dissemination of the evaluations and guidelines, the preparation of an annual program overview, periodic communications to the missions, and regional workshops or conferences.
- *Indicators.* Indicators measuring performance, need, and policy environment for basic education, vocational education and training, management education and training, and participant training are being developed to track overall sectoral progress and to assist missions in targeting their investments.

Partnerships in Development and Volunteerism (1990-1995)

Established in 1964 as the people-to-people component of the Alliance for Progress, the National Association of the Partners for the Americas (NAPA) is the largest private voluntary organization in the Western Hemisphere engaged in international technical assistance and training. Each year NAPA has received an annual grant from USAID. A new cooperative agreement provides funding for five years for the following activities, which will strengthen NAPA and

the individual partnerships to promote growth and democracy in the LAC region through volunteerism:

- Technical assistance to NAPA and the partnerships in program planning, management, evaluation, and fund-raising
- Technical assistance by partnerships to support development activities
- Small grants for community development projects
- Monitoring and evaluation system
- Communications among the partnerships

T R A I N I N G

Advanced Training in Economics (1989-1998)

In 1989, the USAID Assistant Administrator for Latin America and the Caribbean asked the EHR Division to initiate the Advanced Training in Economics Project. It addresses the need for well-trained economists in the region. The project provides two levels of training — undergraduate training for 80 individuals at four universities in Latin America and Ph.D.-level training for 28 individuals at universities in the United States.

Four institutions in Latin America are implementing the program:

- Argentine Center for Macroeconomic Studies
- Autonomous Technological Institute of Mexico
- Pontifical Catholic University of Chile
- University of Tucuman of Argentina

These institutions provide excellent training in applied economic analysis at the undergraduate level. From the students who complete this level, individuals will be selected to continue their studies in the United States. Participants in this program are expected to assume government jobs where their training will have a significant impact on the quality of economic analysis and the development of economic policies.

Cooperative Association of States for Scholarships (1990-1995)

Initiated in 1985 as a Congressional earmark called the Central American Scholarship Program (CASP), the Cooperative Association of States for

Scholarships (CASS) extends the program's activities for another five years and broadens the countries involved. As part of the Caribbean and Latin American Scholarship Program (CLASP), CASS has developed a network of state governments, institutions of higher education, and private sector organizations to share the costs with USAID of providing long-term training for young people from Central America and the Caribbean. Approximately 1,800 students from socially or economically disadvantaged backgrounds will receive training over the five years of the cooperative agreement. Training emphasizes basic academic and work-related skills. The program gives young people the opportunity to pursue higher education, acquire employment-related skills, and develop ties of friendship with the United States.

Leadership Center of the Americas (1988-1994)

In cooperation with the Caribbean and Latin American Scholarship Program (CLASP), the Leadership Center, Inc. (LCI), of New Orleans, Louisiana, provides supplementary training and practical experience to selected CLASP and other LAC trainees. LCI conducts several programs for participants:

- *Mid-winter and spring seminars.* Seminars for up to 450 students per year focus on the roles of democratic institutions and processes in promoting socioeconomic development and stability.
- *Summer internships.* Selected students are placed in internships with private businesses that operate in the United States or the LAC region.
- *Training in career planning.* Students not in internships receive intensive training in skills related to career planning and job acquisition.
- *Pan American Network.* LCI is helping establish a permanent network of skilled and educated leaders in the LAC region made up of graduates of the seminars. The network will hold one conference per year in conjunction with the training in career planning.
- *National advisory board.* LCI has established a national advisory board composed of leaders in education, industry, and regional affairs; the

board plays an active role in promoting the overall program and raising further resources.

Evaluation of the Caribbean and Latin American Scholarship Program (1985-1996)

The EHR Division manages the contract for the ongoing evaluation of the Caribbean and Latin American Scholarship Program (CLASP). During the first phase of CLASP (1985-1990), the evaluation focused on how the program was implemented by each participating USAID mission. Three activities were conducted to determine compliance with policy guidelines and the efficacy of mission procedures.

- *CLASP information system.* A comprehensive data base of all CLASP participants has been established; it includes information on trainee age, sex, family background, socioeconomic status, academic achievement, urban/rural location, and training program.
- *Trainee questionnaires.* Questionnaires are administered to all trainees immediately before they leave for the United States and within six months of their return home. The questionnaires assess trainee satisfaction with the training experience and trainee attitudes toward the United States.
- *Individual mission reports.* These reports assess mission compliance with the overall guidelines for CLASP, as well as the adequacy of management and implementation of the program by the mission and its contractors.

During the second phase of CLASP (1991-1996), the ongoing formative evaluation that tracks the CLASP process and mission compliance with policy guidelines will be continued. In addition, other evaluation activities will measure the impact of training on the trainee. Critical issues include the transfer of skills and knowledge, the career advancement and leadership role of the trainee, and the continuation of contacts with U.S. institutions and individuals.

USAID missions will be able to use the contract for focused surveys of sub-sets of trainees to gain deeper understanding of the impact of training and the effectiveness of follow-on programs. In-depth case studies or focus groups will be conducted on topics of concern to particular missions.

III

Basic Education

Projects

Goals

USAID works with the nations of Central America, the Caribbean, and the Andean region to support three major goals in basic education.

- *Expanding access.* In countries where large groups of children lack access to primary education, USAID works to increase opportunities for schooling, especially for girls and indigenous populations.
- *Improving quality.* Critical to the success of education is the quality of children's learning in school. USAID assists in providing relevant instructional materials for use in the classroom and in preparing teachers to use these materials effectively.
- *Increasing efficiency.* Funding for education in all countries is a scarce resource. USAID encourages policy reforms to increase funding for basic education and helps develop management systems to reduce the costs per pupil.

Many of the countries in the Latin American and Caribbean (LAC) region have made substantial progress in providing access to basic education. USAID's strategy, therefore, focuses on the improvement of quality and efficiency.

Background

The region as a whole has experienced minimal economic growth in recent years, and all governments have been hard hit by debt burden, economic recession, and inflation. In most countries, education budgets have declined as a share of national spending, and per student spending has declined also. Natural disasters have struck El Salvador and Jamaica, and civil strife has dominated El Salvador, Guatemala, Haiti, Nicaragua, and Panama.

Educational opportunities in Latin America and the Caribbean range widely. Some nations have relatively high enrollment rates for all children — both boys and girls — and high literacy rates for adults. Other nations struggle with low enrollment and literacy rates. Many nations are experiencing high repetition and dropout rates. The challenges to expanding and improving basic education opportunities are profound.

U.S. foreign policy initiatives in the mid-1980s resulted in greatly increased aid for the LAC region. Spending for basic education projects tripled, especially in Central America, where policy makers recognized the need for educated populations if these countries were to make the transition to democratic governments and broad-based, sustainable economic growth.

Program Strategy

Prompted by concern for the decline in the quality of basic education in the region, the EHR Division of the Bureau for Latin America and the Caribbean developed a strategy for investment in basic education. The strategy emphasizes improving quality to meet the needs of economic development and increasing efficiency to balance the strain imposed on educational systems by growing enrollments and declining budgets. USAID missions carry out policy dialogue with host country governments to encourage reforms that support the achievement of the major goals for the basic education sector.

In the 1990s, USAID will put increasing emphasis on basic education throughout the LAC region in order to build the human resource base needed for democratic governance and economic growth. Basic education programs are based on the results of targeted assessments within the education sector, and activities are designed in collaboration with the host country government and other donor organizations.

In policy dialogue and program activities, the EHR Division and USAID missions focus their efforts on the following three areas:

- *Management.* Efforts include promoting private sector, community, and parental involvement in education; decentralizing certain administrative responsibilities; developing achievement tests to track student progress; designing indicators of performance; and promoting the use of computer-based education management information systems.
- *Finance.* Policy dialogue with ministries of finance and education focuses on such issues as increasing public funding to primary education; lowering recurrent costs through reductions in repetition; encouraging private funding; and allocating sufficient funds for learning materials.
- *Instruction.* Activities include developing national capacities to produce and distribute textbooks; using low-cost methods such as radio to deliver education; adapting curricula to the linguistic and cultural backgrounds of children from disadvantaged populations; and strengthening teacher training for both single-grade and multi-grade classrooms.

The matrix on the following page lists all current or recent projects in basic education. Information is given on funding levels and component activities. The dates indicate the duration of the project, and the number is USAID's project number.

Agency for International Development Bureau for Latin America and the Caribbean Basic Education Projects	Funding				Activities											
	Less than \$5 million	\$5-10 million	\$10-15 million	More than \$25 million	Achievement testing	Community participation	Educational administration	Instructional materials development	Interactive radio instruction	Management information system	Multi-grade classroom strategies	Policy reform	Private sector involvement	School reconstruction & maintenance	School supervision	Teacher training and support
C E N T R A L A M E R I C A																
Costa Rica 1987-1991 <i>Rural School Refurbishment • 515-0194</i>			•			•		•						•		
El Salvador 1985-1989 <i>Education System Revitalization • 519-0295</i>				•		•	•	•		•			•	•		
El Salvador 1990-1997 <i>Strengthening Achievement in Basic Education • 519-0357</i>				•	•	•	•	•	•			•	•		•	•
Guatemala 1985-1990 <i>Rural Primary Education Improvement • 520-0282</i>			•					•								•
Guatemala 1990-1995 <i>Basic Education Strengthening • 520-0374</i>				•	•	•	•	•	•	•	•	•	•		•	•
Honduras 1986-1994 <i>Primary Education Efficiency • 522-0273</i>				•	•	•	•	•	•	•	•	•	•	•	•	•
Nicaragua <i>new project planned</i>							•	•			•					•
C A R I B B E A N																
Caribbean Regional <i>new project planned</i>	•							•	•			•				•
Dominican Republic 1990-1996 <i>Private Initiatives in Primary Education • 517-0251</i>	•					•		•		•		•	•		•	•
Haiti 1986-1992 <i>Incentives to Improve Basic Education • 521-0190</i>			•		•	•	•	•		•		•	•	•	•	•
Jamaica 1985-1990 <i>Primary Education Assistance I • 532-0126</i>		•				•		•				•	•	•		
Jamaica 1990-1995 <i>Primary Education Assistance II • 532-0155</i>	•				•		•			•		•				
S O U T H A M E R I C A																
Bolivia 1988-1992 <i>Radio Education Project • 511-0597</i>	•								•							

Through two regional technical services projects (see descriptions of CAEFTS and EHRTS in previous chapter), the EHR Division of the LAC Bureau has provided technical assistance in basic education to the USAID missions in Central America since 1986. Extensive assessments of the basic education sub-sector have been carried out in Belize, El Salvador, Guatemala, Honduras, and Nicaragua. Large, new projects in El Salvador and Guatemala have been designed based on the results of the assessments and deliberations with the ministries of education in each country. In addition, indicators have been developed for each USAID mission in Central America to use in tracking progress in enrollment, repetition, and completion rates at the primary level.

C O S T A R I C A

- Primary School Textbooks (1984-1986)**
- Multi-grade Classroom Improvement (1986-1988)**
- Rural School Refurbishment (1987-1991)**
- Computers in Education (1988-1992)**

Since 1984, USAID has provided assistance to the Ministry of Education through the use of local currency funds. In response to priorities set by the Ministry of Education, USAID has worked in several areas focused on improving the quality of education, especially in rural areas where small schools with multi-grade classrooms predominate.

- **Textbooks.** The Ministry of Education undertook the writing, production, and distribution of textbooks and teacher guides for all students in primary and secondary school. USAID assistance covered the costs of publication by local printers. Texts were produced for four subjects — mathematics, science, Spanish, and social studies.
- **Multi-grade classrooms.** Forty percent of Costa Rica's primary schools are one-room schools, where one teacher has to teach six grades. To improve the quality of education in these schools, USAID provided support for materials development and teacher training. A teacher's guide and special worksheets were developed to adapt the new textbooks for use in one-room schools. More than 1,000 teachers (90 percent of the one-room school teachers) participated in

the training. Supervisors of rural schools also received training in the supervision and management of schools with multi-grade classrooms.

- **Rural school refurbishment.** In cooperation with the Ministry of Education and the Peace Corps, USAID is supporting the rehabilitation of rural school facilities. USAID provides small grants to communities that will supply labor, materials, or money. Thus far, 35,000 students in 650 communities have benefitted from this activity. Eventually, some 900 schools with 50,000 children will be involved.
- **Computers in education.** USAID has been assisting a non-governmental organization in procuring and distributing computers to schools in rural, marginal urban, or inner city areas. The effort targets children in the lowest grades (pre-primary through grade 2) and in the poorest parts of the country. As of late 1990, 30 percent of Costa Rica's schoolchildren were participating in computer-based instructional programs designed to stimulate independent thinking and problem-solving abilities.

E L S A L V A D O R

- Education Reconstruction (1982-1985)**
- Education System Revitalization (1985-1989)**
- Strengthening Achievement in Basic Education (1990-1997)**

Since 1982, USAID has been working with the Government of El Salvador to restore primary education services to communities ravaged by civil war and natural disasters. The projects have focused on increasing access to education and improving the Ministry of Education's administrative capacity.

Achievements include constructing 400 new classrooms and rehabilitating 2,400 others; providing basic school equipment, furniture, and supplies to 3,800 classrooms; implementing a school maintenance program; and supplying tool kits to 3,200 communities. In addition, 3.5 million textbooks for grades 1-6 were distributed, and more than 17,000 teachers were trained in the use of the new textbooks. Three regional centers were constructed and furnished, and the process of administrative decentralization was begun.

The initial phases of establishing a management information system to improve educational planning and record keeping have been undertaken at the Ministry of Education. With USAID technical support, the Ministry has begun pioneering work in the use of computer modeling to track educational indicators and help determine resource allocation.

A new USAID project, Strengthening Achievement in Basic Education (SABE), aims to improve the relevance, effectiveness, and efficiency of primary education. The project will assist the Ministry of Education in designing and disseminating a national curriculum for kindergarten through grade 6. The project stresses the need for broad participation on the part of parents and communities in the education of their children. The project includes two major components.

- *Curriculum and instructional program.* Educators, community leaders, and parents will work together to define a national curriculum that provides children with a firm foundation in the basic skills they need for future involvement in education, employment, and national development. Standardized tests will be developed to measure student learning under the new curriculum. Low-cost learning materials and textbooks will be produced to support the new curriculum, and all education personnel — teachers, school directors, and supervisors — will be trained in the new curriculum and instructional materials.
- *Basic education system.* The project seeks to enhance the participation of all sectors of society in basic education. Work with the Ministry of Education and its regional offices will target educational administration, decentralization, and supervision. Special social marketing campaigns will target parents and community members to stimulate their involvement in the local schools.

G U A T E M A L A

Bilingual Education (1979-1985) Rural Primary Education Improvement (1985-1990)

Basic Education Strengthening (1990-1995)

Since 1979 the Government of Guatemala and USAID have been working together to improve the quality of education for the indigenous population. Mayan children, who represent half

the school-age population, have historically had less access to schools than other children.

An initial pilot project in 1979 began the adaptation and translation of the national curriculum (pre-primary through grade 4) into four of the Mayan languages. Based on the success of that effort, the Government of Guatemala legalized the use of the Mayan languages in primary education and created a national bilingual education program (Programa Nacional de Educación Bilingüe — PRONEBI).

Bilingual education offers culturally relevant instruction in the student's native language as well as in Spanish. This approach can significantly increase student comprehension and thus reduce failure, repetition, and dropout rates. To date, the full curriculum has been introduced to 400 schools and the pre-primary curriculum to another 400 schools. Approximately 85,000 children from four major linguistic groups are receiving bilingual education. Textbooks, teacher guides, blackboards, and desks have been produced and distributed to the bilingual schools. Teachers, supervisors, and school principals have been trained in bilingual instructional methods.

The current USAID project, Basic Education Strengthening, addresses the full range of educational problems facing Guatemala with the objective of improving the efficiency, coverage, and administration of basic education services.

- *Bilingual education program.* The present program, which includes pre-primary through grade 4, will be adapted to four more Mayan languages and expanded to an additional 900 schools.
- *Teacher and community services.* The project will develop distance education programs and publish a professional magazine for teachers. Other activities will focus on strengthening the capabilities of supervisors and stimulating community participation in basic education.
- *Alternative methodologies.* Interactive radio programs will be introduced for teaching math and Spanish as a second language. In addition, a pilot project will adapt and test the "Escuela Nueva" model developed in Colombia for use in one-room, multi-grade schools.

- *Education administration.* The Ministry of Education's capacity to collect and analyze information will be strengthened through the development of a national and regional management information system, applied research studies, and improvement of the personnel administration system.

H O N D U R A S

Rural Primary Education (1980-1986) Primary Education Efficiency (1986-1994)

In Honduras, USAID has been working in partnership with the Ministry of Education to increase access to primary education and to improve the quality and cost-effectiveness of that education. The two USAID projects implemented since 1980 have focused on rural areas.

The Rural Primary Education Project built schools, provided in-service training for teachers and supervisors, and developed a better system for collecting and analyzing information at the Ministry of Education. By 1986, 1,800 new classrooms had been built and 600 classrooms renovated. Basic furniture and equipment were supplied to 2,400 classrooms, and local communities were invited to participate in the maintenance of the new schools. More than 16,000 primary school teachers and supervisors received in-service training over the course of the project.

The Primary Education Efficiency Project, an eight-year joint effort between the Government of Honduras and USAID, focuses on improving quality and increasing efficiency. The goal of the project is to reduce dropout and repetition rates, improve the quality of instruction, and streamline the administrative functions of the Ministry of Education. The project consists of seven interrelated components:

- *Textbook writing, printing, and distribution.* The project is producing textbooks and learning materials in mathematics, natural science, Spanish, and social studies for grades 1-6. The project is also assisting the Ministry to develop capabilities for writing, printing, and distributing instructional materials.
- *In-service teacher training.* All 30,000 primary school teachers and all supervisors and school directors will be trained in the use of the new textbooks.

- *Testing and evaluation.* Learning objectives have been developed for all subject areas, and standardized achievement tests are now being field tested. The tests will help assess the overall achievement of the students and the impact of the new textbooks.

- *Education research.* A new research unit within the Ministry of Education is conducting studies on such topics as the causes of repetition and dropout and the official promotion system in order to recommend changes that could increase efficiency.

- *Management information system.* The current system is being upgraded to make it accessible to more users.

- *School construction.* The Ministry of Education is continuing to construct, renovate, and maintain school buildings with local community involvement.

- *Educational media.* Beginning in 1991, the Ministry of Education will coordinate the nationwide broadcast of the interactive radio instruction series in mathematics for grades 1-3.

N I C A R A G U A

Textbook Provision (1990-1991) Basic Education Sector Assessment (1991)

In spring 1990, following the election of Violeta Chamorro, USAID reopened its mission in Nicaragua. The mission negotiated a short-term program of assistance through the Regional Technical Aid Center in Mexico City (see RTAC description in previous chapter) to provide textbooks and other instructional materials for primary and secondary schools. Altogether 7.6 million textbooks have been provided.

In early 1991, the mission undertook an assessment of the basic education sector to determine future investments. A new project will be designed for implementation beginning in 1992.

C A R I B B E A N R E G I O N A L

Basic Education and Training (1993-1998)

The mission is planning a new project to improve the quality and efficiency of basic education and vocational training for 6 - 16-year-olds in the Eastern Caribbean. The project will undertake policy reform, curriculum reform, development and use of instructional materials, related teacher training, and management of educational resources.

D O M I N I C A N R E P U B L I C

Private Initiatives in Primary Education (1990-1993)

Although school enrollment in the Dominican Republic is high, the quality of education is suffering and completion rates are low. To address the issue of quality in primary education, USAID has begun a project that will focus on private schools in lower and lower-middle income areas of the Santo Domingo metropolitan area.

EDUCA (Acción para la Educación Básica), a nonprofit organization founded in 1989 with USAID support, will implement the project. EDUCA is ideally placed to link the concerns of private and public schools and service providers in the education sector and to disseminate information about educational resources and strategies.

The first phase of the project will develop and strengthen EDUCA's internal management systems, so that it will be able to implement project activities itself after the first two years. Through the project, activities will be undertaken in the following areas:

- *Special studies.* A census will be taken of private and public schools in the project area, and criteria will be developed for participation in the project.
- *Instructional materials.* Textbooks and teacher guides will be reviewed and revised in certain subjects for selected grades.
- *Teacher and supervisor training.* In-service training will be offered for teachers and

administrators from schools participating in the project.

- *Achievement testing.* Standardized tests will be developed in mathematics and Spanish for students in grades 4 and 8.
- *Management information system.* An information system will be developed, containing information on all schools participating in the project, student achievement, and instructional materials available through EDUCA.

H A I T I

Incentives to Improve Basic Education (1986-1992)

In Haiti, where more than sixty percent of the schools are private (religious and secular), USAID has been working with the private school sector to improve the quality and efficiency of primary education in rural and depressed urban areas. At the request of Haitian educators, USAID is providing assistance directly to private schools as well as to the organization that supports and represents the private schools.

In 1989, the Catholic and Protestant groups that had worked with the project since its original design phase incorporated as an independent, private organization — Fondation Haitienne de l'Enseignement Privé (FONHEP). FONHEP is a secular organization, representing Haiti's private school sector, that receives grants directly from donor organizations. FONHEP will assume responsibility for management of the school support component of the project as well as coordinate activities with the World Bank.

Since 1986, 260 schools with approximately 60,000 students have participated in the project. These schools receive an integrated set of services to improve the quality of instruction and increase the numbers of students who complete primary education.

- *Training.* School directors receive training in administration and supervision; teachers receive training in the use of new instructional materials; and community members receive training in school development.

- *Instructional materials.* Full sets of instructional materials have been furnished to these schools. All 1,700 primary school teachers and 200 pre-primary teachers have been trained in the use of the new materials and in improved classroom management techniques.
- *School equipment.* Schools have been provided with essential classroom equipment such as blackboards and student desks.
- *Renovation.* Communities that can provide labor or match funding receive assistance for classroom renovation or construction.
- *Incentive grants.* School teachers and directors who have completed the training and are successfully using the new techniques and materials have received incentive grants.

In addition to its work with the participating schools, the project's research component is testing the feasibility of a variety of educational innovations to reduce costs and extend educational opportunities.

- *Achievement tests.* Tests are being developed and administered to monitor gains in student performance and achievement at schools participating in the project.
- *Pre-primary programs.* Special programs have been instituted at 72 schools to test the quality and cost-effectiveness of four models of kindergarten programs.
- *Curriculum and instructional design.* Sequenced learning materials for teaching mathematics, French, and Creole are being developed to facilitate independent, self-paced learning. The modular format is also being used for teacher training materials.
- *Education administration.* A computerized data base of information on the participating schools has been established to improve record keeping, measure the outcome of educational innovations, and track student achievement.

J A M A I C A

Primary Education Assistance I (1985-1990)
Primary Education Assistance II (1990-1995)

In 1984, the Government of Jamaica, members of Jamaica's private sector, and several interna-

tional donors cooperated in producing low-cost textbooks that were distributed free to all children and teachers. In this collaboration between the public and private sectors, Jamaica's major newspaper printed the texts, and several donor organizations, including USAID, supported the effort.

The Primary Education Assistance Project, conducted jointly by the Government of Jamaica and USAID, combined activities in three areas to improve the quality and efficiency of primary education:

- *Instructional materials.* The successful pilot effort in producing low-cost texts on newsprint was absorbed into the project. Twelve million textbooks for grades 1-6 have been produced and distributed. Each year books are distributed to 350,000 children in some 800 schools. Teachers' guides have been provided to 8,000 teachers. Even though Hurricane Gilbert destroyed almost half of the textbooks in 1988, all books have now been replaced.
- *School renovation and reconstruction.* Local construction companies renovated 56 schools, and 10 communities renovated schools using their own resources. USAID is participating with other donors in helping the Government of Jamaica rebuild schools damaged by the 1988 hurricane.
- *Community participation.* The School and Community Outreach Programme (SCOPE), which trains local community leaders to maintain their own schools, has been enthusiastically accepted by local communities. The 300 educators who received training in school administration at a U.S. historically black college are now providing training to other local leaders.

USAID has conducted policy studies at the request of the Ministry of Education in the following areas: educational research and planning, alternate methods of financing, performance measurement, instructional media, and decentralization of administration. The Ministry has incorporated many of the recommendations in its five-year plan. A donor conference will be held in the summer of 1991 to delineate broad policy reforms in education administration and finance as well as future donor coordination.

Radio Education Project (1988-1992)

In cooperation with the Ministry of Education and under the auspices of Fé y Alegria — a private, nonprofit institution that administers primary schools for the Ministry — USAID is supporting the development of interactive radio instruction for primary schools.

- *Radio mathematics.* The project is adapting the radio mathematics curriculum for grades 2-4 to the Bolivian culture, context, and curriculum; lessons will be designed for grade 5. The lessons are broadcast over local radio stations in five of Bolivia's nine departments. Currently 20,000 children in 500 classrooms participate daily in the radio math program.
- *Radio health.* In addition to its focus on mathematics, the project has developed a preventive health curriculum for radio. The lessons for grades 4 and 5 emphasize health habits children can practice at home to support Bolivia's child survival strategy, which focuses on treating dehydration due to diarrheal diseases. In 1991, this pilot component will be expanded into a multi-year radio health project.

IV

*Vocational Training
and Management
Education Projects*

Goals

Projects in vocational training and management education are critical to the attainment of USAID's overall objective of broad-based, sustainable economic growth in the Latin American and Caribbean nations. As these nations move towards democratic governments and open economies, they need workers and managers who are able to function effectively in dynamic, changing situations. Enhancement of vocational and management skills is, thus, a necessary prerequisite for meeting the following goals.

- *Supporting economic reform.* Critical to the process of economic transformation are reforms that support private sector development. Governments of the region are committing themselves to macroeconomic reforms and structural adjustment policies that foster free enterprise and full employment. These adjustments, in turn, require new attitudes and skills among workers and managers in both the private and the public sectors.
- *Promoting non-traditional exports.* As part of the economic transition from import substitution to export development, modern business managers are needed to reorient local industries and diversify production; well-trained, flexible workers are needed to produce new goods and services. With diversified exports, nations in the region will be able to benefit from regional and international trade reform programs.
- *Developing the human resource base.* Workers and managers with new skills and new knowledge are required for nations of the LAC region to perform effectively in market-based economies. Vocational training and management education — encompassing a wide variety of programs and institutional arrangements — are a critical element in the preparation of the

skilled workers and managers essential for private sector development.

Background

USAID has been involved in the development of key institutions in vocational training and management education in the Latin American and Caribbean region since the 1960s. USAID helped support the establishment of the successful national systems for nonformal vocational skills training in Colombia, Chile, and Brazil. USAID played a major role in the creation of the Instituto Centroamericano de Administración de Empresas (INCAE — the Central American Management Training Institute) in Nicaragua and Costa Rica and the Escuela de Administración de Negocios para Graduados (ESAN — the Graduate School of Business Administration) in Peru.

With the start of the Caribbean Basin Initiative in 1983, there was a resurgence of USAID support for vocational training and management education in the LAC region. The Central America Initiative also stressed the need to support the development of free enterprise within democratic societies. In 1990, the U.S. government's Enterprise for the Americas Initiative made new proposals for trade, investment, and debt relief to further the economic transformation of the region. Ongoing development of vocational and management skills is essential for nations of the region to fully participate in this new initiative.

National Programs

Although USAID is not a major investor in either vocational or management training because of financial constraints, it invests selectively in programs that further two important objectives.

- *Linking training institutions with the private sector.* Training must be responsive to the needs of firms, and USAID encourages the

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development of policies and practices that directly involve the private sector in training.

- *Improving the quality and relevance of training.* The benefit of training depends on its utility to the worker and the manager in the workplace. USAID supports training that improves the productivity of the enterprise.

USAID is involved with vocational education and training in the LAC region at a variety of levels. A USAID mission may invest in the national formal training system administered by the ministry of education or in the national non-formal training system administered by another ministry or agency. Alternatively, the mission may seek out or help establish an intermediary organization that links training institutions directly with employers. Finally, the mission may help support the programs of a private voluntary organization that conducts informal training for the poor. Whatever the focus of USAID support, all projects include activities related to institutional strengthening — improving management systems, upgrading the ability and status of instructional staff, and providing or developing instructional materials. In the future, USAID will explore the possibility of using debt-for-development schemes to fund vocational training activities with non-governmental organizations in appropriate countries.

USAID also supports management education and training projects throughout the LAC region. Although the projects are not large in funding, each mission has some activity underway. Much of the training provided through the Caribbean and Latin American Scholarship Program (CLASP) is in the area of management. In addition, management training is frequently included as a component of development assistance projects in other sectors such as health or agriculture.

USAID projects in management education and training take a variety of forms. In general, a project focuses on strengthening academic programs at a local university or on supporting the establishment of a local, self-financing training institute. Such projects involve curriculum development, facilities improvement, and staff development. Key personnel may participate in training in the United States or in other countries of the region to upgrade their skills and expand their professional networks.

Each mission's activities in vocational training and management education are first presented in matrices on the next two pages and then described in the following text. Except in a few cases, these activities are carried out in discrete projects focused either on vocational education and training or on management education and training.

Agency for International Development Bureau for Latin America and the Caribbean Vocational Education and Training Projects	Funding				Focus				Activities											
	Less than \$1 million	\$1-5 million	\$5-10 million	More than \$10 million	Employer-based training	Intermediary organization	Nonformal training institutes	Secondary education	Basic skills instruction	Competency-based instruction	Equipment selection and specification	Facilities planning and construction	Formation of trade advisor/ committees	Instructional materials development	Instructor training	Job placement	Management information system	Private sector linkages	Skill certification/performance testing	Training needs analysis
C E N T R A L A M E R I C A																				
Belize 1985-1993 <i>Training for Employment and Productivity • 505-0020</i>	•					•	•			•	•		•	•						
Belize 1984-1991 <i>Guidance and Placement Center • 505-0026</i>	•					•									•			•		
El Salvador 1987-1992 <i>Training for Productivity & Competitiveness • 519-0315</i>				•		•	•			•	•		•	•				•		•
Honduras 1984-1992 <i>Advisory Council for Human Resources Dev. • 522-0257</i>			•		•	•	•			•			•	•				•	•	•
Panama 1984-1989; 1990-1992 <i>Private Sector Scholarship Training • 525-0258</i>	•					•														•
C A R I B B E A N																				
Caribbean Regional 1982-1992 <i>Regional Nonformal Skills Training • 538-0073</i>			•			•							•		•	•	•	•		•
Dominican Republic 1981-1989 <i>Human Resources Development • 517-0127, 517-0171</i>			•			•	•			•	•	•	•	•				•		•
Haiti 1985-1988 <i>Factory Workers' Center • 521-0182</i>	•					•		•					•	•						
Jamaica 1983-1990 <i>Basic Skills Training Project • 532-0083</i>			•			•	•			•	•		•	•				•		
Jamaica 1991-1996 <i>Technical/Vocational Education • 532-0150</i>	•					•				•	•		•	•				•		
S O U T H A M E R I C A																				
Ecuador 1984-1989 <i>Commercial Vocational Education • 518-0041</i>	•					•				•			•	•				•		
Ecuador 1984-1992 <i>Technical Training Project • 518-0044</i>	•					•		•	•	•	•		•	•				•		
Ecuador 1984-1989 <i>Technical Training for the Financial Sector • 518-0048</i>	•					•							•	•				•		

Agency for International Development Bureau for Latin America and the Caribbean Management Education and Training Projects	Funding			Focus			Activities											
	Less than \$5 million	\$5-10 million	More than \$10 million	Academic (management education)	Seminars/courses (mgmt. training)	U.S.-based participant training	Applied instructional materials	Construction of facilities	Consulting/outreach services	Course development	Entrepreneurial development	Faculty/staff training	Institutional strengthening	Library improvement	Private sector linkages	Public administration	Publications	Training needs assessment
C E N T R A L A M E R I C A																		
Belize	1985-1993																	
<i>Training for Employment and Productivity • 505-0020</i>																		
Costa Rica	1984-1991																	
<i>Training for Private Sector Development • 515-0212</i>																		
El Salvador	1985-1990																	
<i>Youth Entrepreneurial Development • 519-0311</i>																		
Guatemala	1988-1993																	
<i>Development Training and Support • 520-0384</i>																		
Honduras	1984-1988																	
<i>GEMAH Institutional Strengthening • 522-0256</i>																		
ROCAP	1985-1990																	
<i>Regional Export Management Training • 596-0124</i>																		
C A R I B B E A N																		
Caribbean Regional	1986-1995																	
<i>Regional Management Training • 538-0148</i>																		
Dominican Republic	1983-1991																	
<i>Graduate Management Training • 517-0157</i>																		
Dominican Republic	1986-1994																	
<i>Development Training Project • 517-0216</i>																		
Haiti	1985-1992																	
<i>Management and Productivity Center • 521-0183</i>																		
Jamaica	1987-1995																	
<i>UWI Management Education • 532-0129</i>																		
S O U T H A M E R I C A																		
Bolivia	1985-1995																	
<i>Management Training Project • 511-0580</i>																		
Bolivia	1985-1995																	
<i>Training for Development • 511-0584</i>																		
Peru	1985-1992																	
<i>Private Sector Management Improvement • 527-0272</i>																		

B E L I Z E

**Training for Employment and Productivity
(1985-1993)
Guidance and Placement Center (1984-1991)**

USAID has combined activities in vocational education and management training in the Training for Employment and Productivity (TEP) Project. Both components of the project support the development of non-traditional exports and tourism. In the vocational training component, the TEP Project works with the Ministry of Education to improve the overall system for and status of vocational training.

- *Vocational/Technical Training Unit.* The Ministry of Education has established a new unit to oversee all formal programs in vocational/technical education. The unit has taken the lead in preparing a national vocational plan and in forming a national vocational advisory committee with representatives from the private and the public sectors.
- *Professional development.* The project has enabled vocational instructors to receive training in the United States and in Belize. The Belize Vocational Association has been established, and a professional newsletter is produced quarterly. Vocational teachers will be certified, and their salaries will be adjusted to be in line with other secondary school teachers.
- *Vocational secondary schools.* Through the project, nine high schools have received new equipment. Five new training programs have been developed in radio/television repair, catering, diesel mechanics, computer labs, and air conditioning and refrigeration.
- *Job placement.* In a separate project, USAID has carried out a pilot effort to set up a guidance and placement service for young people. This service has offered job guidance and counseling services to some 2,100 youths. It has built links with employers and private sector organizations as well as with the government ministries involved in offering training services.

The management training component of the TEP Project has supported the revitalization of the

Belize Institute of Management (BIM). Project funding has been used for a variety of institution-building activities including training for BIM's executive staff and instructors. In 1991, USAID will assist in the construction of a new training center for BIM.

- *Private sector services.* BIM has developed 16 courses on management topics and has provided training through seminars and workshops to 2,200 managers in the private sector. BIM is developing a new program to provide training and advisory services to small- and medium-sized businesses.
- *Public sector training.* BIM has provided training to 1,200 government officials in aspects of public administration related to export and tourism development.
- *Tourism training.* In 1989, a new component was added to the project to strengthen the Belize Tourism Industry Association (BTIA). Tourism is one of Belize's major areas of growth, and the development of this sector calls for careful management to protect the natural environment. BIM has provided technical assistance in organizational development to BTIA. In 1991, BTIA will become the implementing agency for the private sector component of a new tourism management project.

Currently the USAID mission is designing several new projects that will provide increased opportunities for training in planning, management, technical, and administrative skills to strengthen the development of Belize. The Development Training Scholarship Project will provide further training opportunities to public and private sector employees in areas that support the development goals of the Government of Belize and USAID.

C O S T A R I C A

**Training for Private Sector Development
(1984-1991)**

USAID has provided training to three sectors critical to the development of non-traditional exports — the private sector, the financial sector, and the university sector. The project has

supported the development of the Costa Rican Coalition for Development Initiatives (CINDE) — the private, nonprofit institution that is implementing the project through its training division. CINDE administers all in-country training for the project and assists in the selection and preparation of trainees who go to the United States.

- *Private sector training.* To date, 300 managers and technicians from enterprises with export potential have received short-term training in the United States. Training is organized by sector for personnel with responsibilities for production, commercialization, or marketing. Since 1985, more than 4,000 individuals have participated in short-term training in Costa Rica.
- *Financial sector training.* Nine bankers have completed master's degree programs in the United States, and 1,600 individuals have participated in short-term training in Costa Rica.
- *University sector training.* Twenty individuals have participated in short-term training in the United States, and 15 professors will complete graduate training there. Since 1985, 900 university personnel have participated in short-term training in Costa Rica.

E L S A L V A D O R

Youth Entrepreneurial Development (1985-1990)

Since 1977, the Junior Achievement Association of El Salvador has demonstrated to almost 45,000 of the country's young people the principles of free enterprise. Through the experience of founding and running mini-companies, high school students participate in all stages of business management — creating a company, selling shares, managing production and sales, and liquidating profits after six months.

With assistance from USAID, the Association was able to expand the Junior Achievement Program from San Salvador to four other cities. Each center has a library and a computer lab; training in basic computer literacy was offered to 12,500 young people. In addition, the Association added a high school program to teach classes on the basic principles of business; 7,000 young people

attended these classes. Finally, a program was established to assist Junior Achievement graduates in setting up their own businesses or in finding jobs.

Each year some 6,000 high school students participate in the Junior Achievement Program; 5,500 in the computer training; and 1,000 in the high school courses. Currently 320 enterprises from the private sector contribute to the Junior Achievement Association of El Salvador.

Training for Productivity and Competitiveness (1987-1992)

The project is providing assistance for the support and development of a new private sector organization, Fundación Empresarial para el Desarrollo Educativo (FEPADE), which was established in 1987. FEPADE's purpose is to stimulate vocational and technical training that is responsive to the needs of the private sector as El Salvador seeks to increase exports. An intermediary organization, FEPADE is undertaking activities to upgrade the quality and relevance of vocational and technical training and to create effective links between training institutions and private industries. USAID assistance to FEPADE is targeted at the following areas:

- *Institutional development.* The project provides technical assistance and training to help FEPADE carry out its major activities — identifying training needs and stimulating the development of competency-based training programs.
- *Vocational and technical training.* Industry-specific advisory groups have been established; instructors are receiving training; modular courses are being developed; and training institutions are being provided with equipment and instructional materials.
- *Industrial management training.* FEPADE is offering management training to executive-level personnel in private industries.
- *Scholarships and educational credit.* FEPADE will provide educational credit for students and instructors at vocational training institutions.
- *Export training.* FEPADE is sponsoring training in the development of non-traditional exports.

G U A T E M A L A

Development Training and Support (1988-1993)

The project provides training in skills needed to enhance the development of Guatemala. The project focuses on two kinds of training — training for leaders to stimulate institutional change and training for managers to strengthen communication between the public and the private sectors. Both U.S.-based and in-country training are offered to participants from the private, public, and educational sectors. Upon completion of training, all participants organize events that build on the training at their own institutions.

- *Private sector training.* In-country training targets industrial relations and public-private sector dialogue for 200 people, as well as the management of nonprofit organizations for 250 people. U.S.-based training for 100 individuals from the private sector includes industrial relations, nonprofit management, and tourism. A limited amount of vocational training targets the construction industry.
- *Public sector training.* In-country training stresses financial management training for 750 people and civil service training for another 100. U.S.-based training for 50 individuals includes statistical training and civil service training.
- *Educational sector training.* Training for 100 individuals focuses on improving the quality of university faculty and on upgrading instruction in agriculture with long-term students attending the Pan American Agricultural School in Zamorano, Honduras.

H O N D U R A S

Advisory Council for Human Resources Development (1984-1992)

USAID has been working with the Advisory Council for Human Resources Development — Centro Asesor para el Desarrollo de Recursos Humanos de Honduras (CADERH) — since 1983, when a group of Honduran business leaders began gathering to discuss the vocational and technical training needs of the private sector. The goal of USAID's assistance to CADERH has been the development of a viable institution that

can bring together training institutions and private sector industries to articulate training needs and develop appropriate training programs.

CADERH has succeeded in raising national understanding of the importance of training for increasing productivity. In 1987, the project was amended to increase funding, extend its length, and consolidate activities into three components. CADERH's activities target both entry-level training for new workers and skills upgrading for current workers.

- *Curriculum development and trade certification.* With the assistance of trade-specific advisory groups, CADERH has developed certification standards and examinations as well as competency-based instructional materials for 14 trade areas. CADERH is helping strengthen 15 training institutions that serve the poor. These centers are using the competency-based instructional materials in their programs. In 1991, over 3,500 persons will receive training at these centers. The centers have achieved a retention rate of more than 80 percent and a job placement rate of 75 percent.
- *In-plant training programs.* CADERH provides in-plant training to meet high priority training needs of the private sector. More than 500 people received such training in 1990.
- *Training materials production and dissemination.* CADERH has established a training materials bank for all materials it develops, as well as for relevant materials from training centers in other countries. CADERH has produced and distributed more than 110,000 competency-based instructional modules and 3,500 audio-visual pieces.

GEMAH Institutional Strengthening (1984-1988)

GEMAH (Gerentes y Empresarios Asociados de Honduras — the Association of Honduran Managers and Businessmen) was established in 1982 by a group of young businessmen to promote the principles of free enterprise in Honduras and to demonstrate the value of management training for economic development. USAID support provided technical assistance and training for GEMAH's staff, the development of courses, and the establishment of a management library and a periodic publication.

As of September 1988 when USAID completed its support, GEMAH had given over 300 courses in which some 5,500 managers from the private sector and the government had participated. By the close of the project, GEMAH had succeeded in establishing strong links with the private sector and in achieving a large degree of economic self-sufficiency. GEMAH's income comes from membership and course fees; GEMAH now has over 300 institutional members. In successfully completing the transition from donor support to independence, GEMAH exemplifies the kind of institution USAID seeks to nurture.

N I C A R A G U A

Vocational Skills Training Needs Assessment (1990)

In fall 1990, the USAID mission carried out a training needs assessment for vocational skills. The study focused on the training needs of the manufacturing, construction, and agro-business sectors, as well as the training needs of micro-entrepreneurs. The study includes an assessment of the capabilities of local formal and nonformal training institutes. The mission will incorporate the findings of the study in other sectoral projects and a development training project.

P A N A M A

Private Sector Scholarship Training (1984-1989; 1990-1992)

El Consejo del Sector Privado para la Asistencia Educacional (COSPAE) — the Council of the Private Sector for Educational Assistance — was founded in 1984 under the auspices of the Panamanian Chamber of Commerce to address the training needs of the private sector. USAID has provided technical assistance and training to COSPAE to strengthen the organization.

Under this project, COSPAE manages training programs for technicians and supervisors from private sector firms. From 1984-1988, 250 individuals received short-term technical training in the United States, and 30 individuals completed associate degree programs in the United States. During 1988-1989, USAID concentrated on strengthening COSPAE's abilities to handle the scholarship process itself — identifying training needs, recruiting and selecting trainees, arranging training programs in the United States or in Panama, and helping integrate trainees back into their jobs at the conclusion of training.

COSPAE was forced to halt its programs during 1989 because of the political conditions in Panama. In 1990, COSPAE resumed activities, and USAID is again providing matching grant funds to resume the scholarship program.

R O C A P

Regional Export Management Training (1985-1990)

Administered by the Regional Office for Central America and Panama (ROCAP), this project strengthened the capacity of the Instituto Centroamericano de Administración de Empresas (INCAE) to function as the regional center for training, research, and policy dialogue related to export management. The project supported the following activities:

- *Export management training program.* Under this component, the project provided support for the production of case studies in areas related to export development. INCAE held seminars on competitiveness in international markets throughout the Central American region, and the project provided scholarships for business managers to attend the seminars. Finally, the project established a program for MBA students from INCAE to participate in summer internships at businesses in the United States.
- *University assistance program.* Through its Central American Teachers Program, INCAE offered training in export management to more than 250 teachers of business and management at universities in Central America. INCAE also worked directly with local business schools to develop curriculum units on export management. Scholarship assistance enabled faculty members from local schools to enroll in INCAE's MBA program.
- *Center for Policy Studies and Applied Economics.* Through this new unit, INCAE has held policy dialogue seminars in each country for senior leaders in government, business, labor, and the media. The Center conducts applied economic research and publishes a journal and newsletter. Finally, the Center has strengthened INCAE's MBA program through the development of new courses in economics and the revision of existing courses to reflect the focus on export development.

C A R I B B E A N R E G I O N A L

Regional Nonformal Skills Training (1982-1992)

Originally designed as a pilot activity, this project has provided support for establishing vocational and technical skills training networks in the member nations of the Organization of Eastern Caribbean States (OECS). The purpose of the training networks is to enhance the employability and income of unemployed and underemployed young people and to develop financially sustainable training systems in each country.

The project began in Barbados, Dominica, and St. Lucia. In 1985, the project was extended and expanded to include four more sites — Antigua and Barbuda, Grenada, St. Kitts and Nevis, and St. Vincent and the Grenadines. Through 1989, the project was jointly administered by the USAID Regional Development Office for the Caribbean (RDO/C) and the Organization of American States. The final phase of the project now aims at completing the institutionalization of the training systems. The OECS is providing technical assistance and project coordination.

The project has offered training in a wide variety of skills. To date, more than 8,000 young people have received training, and 80 percent of them have been placed in jobs within the first three months after graduation. Training is based on the needs of the private sector and often takes place in plants or firms with instructors provided by the training networks. Training for self-employment is provided where there is demand.

Regional Management Training (1986-1995)

A pilot project (1986-1990) tested the demand for management training on the part of senior managers and business owners in the seven member countries of the Organization of Eastern Caribbean States. The project was based at the Cave Hill campus of the University of the West Indies (UWI) on Barbados but functioned quite independently of the university in carrying out activities.

During the pilot project, 250 senior managers from the Eastern Caribbean participated in symposia and seminars. Sixty instructors from management training institutions received

training in the development and use of case studies; over 50 case studies and a book of case materials were developed and published. The pilot project successfully demonstrated the demand for management training in the region and the willingness of chief executive officers to pay internationally competitive fees for training programs delivered locally rather than in the United States.

Based on the positive results of the pilot project, the project was extended for five years (1990-1995). A self-financing, semi-autonomous organization, the Center for Management Development will be established at the Cave Hill campus of the University of the West Indies. The Center will offer management training and education programs — including a part-time, two-year executive MBA program — as well as consulting and research services to the private sector and other management training institutions in the region. In addition, the project will provide support for upgrading the diploma and undergraduate programs of the Department of Management Studies at UWI/Cave Hill.

D O M I N I C A N R E P U B L I C

Human Resources Development (1981-1989)

USAID has worked with the Fundación APEC para el Crédito Educativo (FUNDAPEC) since 1981 in the implementation of projects directed toward improving basic education and vocational and technical training in the Dominican Republic. FUNDAPEC is a credit institution that works as an intermediary organization with donor organizations, training institutions, and students. FUNDAPEC has developed systems to assess training needs, assist training institutions in developing long-term plans, select students for training in fields of high priority to the economic development of the country, track loans, and help graduates find jobs.

From 1981-1989, USAID funded the Human Resources Development (HRD) Project through FUNDAPEC to provide assistance to students and training institutions. Over the course of the project, 5,600 students received loans to enroll in vocational or technical training programs at some 35 institutions in 60 fields. FUNDAPEC administered grants to 13 training institutions

for upgrading faculty and procuring equipment. To participate in the program, the schools prepared long-term institutional development plans and set up advisory committees to ensure effective communication with employers in the relevant fields of training. FUNDAPEC established an employment center to help graduates find jobs. In addition, FUNDAPEC administered a small credit program to fund management training for some 1,500 managers and owners of small businesses through the HRD Project.

USAID assistance helped lay the foundation for FUNDAPEC to continue conducting activities in vocational and technical training. In 1989, the Inter-American Development Bank approved a \$20 million project for FUNDAPEC based on the accomplishments of the HRD project. The new project includes funding for student loans, equipment, and some construction.

Graduate Management Training (1983-1991)

This project has two major components focusing on the development of new academic programs.

- *MBA and MPA programs.* With USAID assistance, new graduate programs in business management and public administration have been established at the Santo Domingo campus of Universidad Católica Madre y Maestra. Faculty members have received training in the United States; new courses have been designed and taught; a new building for the School of Administration has been completed and equipped with a computer center and a library. By 1990, 100 students had graduated from the MBA program and 65 from the MPA program. The University is also carrying out applied research, conducting executive training seminars, and providing consultancy services to the private sector.
- *Hotel management and tourism.* In 1986, a new component was added to the project to improve training in hotel management and tourism. Faculty of the University and of the Montemar Technical Hotel School have received training in the United States and the Dominican Republic; curricula for the associate and the bachelor degree programs at the University have been revised; a food technology lab has been installed at the University. Currently 100 students are enrolled at the Montemar Hotel School and 600 students in the University programs; some 1,450 students have already graduated from these programs.

Development Training Project (1986-1994)

This project provides training in the Dominican Republic and in the United States for managers in government and private sector organizations vital to the development of an export-oriented economy. In order to ensure that individual training is integrated into a human resource development strategy, each organization that requests training must first prepare an overall training plan.

- *Private sector training.* El Consejo Nacional de Hombres de Empresa (the National Council of Businessmen) oversees the recruitment and selection of candidates from the private sector. Altogether 80 managers from export-oriented firms will receive master's degrees in the United States, and another 500 managers will participate in short-term seminars there. In-country training includes 54 seminars for 25 managers apiece.
- *Public and nonprofit sector training.* In 1988, the project was amended to extend training to these sectors, also. FUNDAPEC oversees this component of the project. U.S.-based training includes master's degrees for 54 candidates and short-term seminars for 135 individuals. In-country seminars will be held for some 750 individuals.

H A I T I

USAID has carried out two small projects aimed at establishing independent institutions to carry out targeted activities in vocational training and management education.

Factory Workers' Center (1985-1988)

USAID helped establish a non-governmental organization to provide training services for female factory workers in the light assembly sector, where 75 percent of the work force is female. The Center provides training in literacy, family planning, small business development, and general health care. Since the conclusion of USAID assistance, the Center has successfully raised funds from other international donors and expanded its programs.

Management and Productivity Center (1985-1992)

USAID has supported the establishment of the Management and Productivity Center, which

provides management training for senior and mid-level managers, shop-floor supervisors, and micro-entrepreneurs through seminars and modular training. It also designs and provides training tailored to the needs of individual companies. It is aiming to achieve financial self-sufficiency by the end of the project through fund-raising and marketing efforts in the local business and international donor communities.

J A M A I C A

**Basic Skills Training Project (1983-1990)
Technical/Vocational Education (1991-1996)**

USAID has been assisting in the development of Jamaica's vocational skills training system since 1983 to help it become more responsive to national economic policies and the needs of the private sector. The Basic Skills Training Project undertook major activities with several of the governmental agencies involved in skills training.

- *Formal skills training.* The project provided support to the eleven technical high schools administered by the Ministry of Education. The project focused on development of the Ministry's abilities to administer the high schools and on the schools' abilities to deliver quality training. The schools were renovated and new equipment procured. Staff received training and technical assistance in school management and curriculum development.
- *Nonformal skills training.* The project worked with both the Human Employment and Resources Training Trust, the national body that oversaw skills training from 1982-1989, and the Ministry of Youth and Community Development in the delivery of nonformal skills training. The project provided support for four skills training academies administered by the Trust. The project also assisted in curriculum development, management, monitoring, and planning.
- *Training management.* The project supported the development of a management information system for the eleven technical high schools and the nonformal training system. Further activities focused on collecting accurate information about trainees and their performance and eventual placement, as well as conducting policy studies related to future directions in skills training.

A new vocational skills training project will build on the achievements of the Basic Skills Training Project. The project will assist the Ministry of Education in strengthening its ability to oversee a more rational, efficient, and effective skills training system. USAID will work with the government to develop a set of policy incentives to increase the participation of the private sector in skills training.

UWI Management Education (1987-1995)

Designed as a ten-year effort to upgrade the Department of Management Studies at the Mona campus of the University of the West Indies (UWI), the project has stressed increasing the relevance of UWI's management training and education programs to the needs of the private sector. The project has had an impact on management education and training throughout the Caribbean region because of the linkages among the various campuses of the University of the West Indies. Phase I (1987-1990) of the project laid the foundation for future efforts by undertaking the following work:

- *Institutional development.* With project assistance, an extension to the Department's building was constructed and a computer center and library equipped. Faculty members received training in the United States.
- *Academic programs.* The Department began upgrading its undergraduate program through the development of new case studies. It also established a two-year, part-time executive MBA program for senior business leaders.
- *Outreach services.* The Department launched an Institute of Business to address the needs of the private sector through consultancy services, applied research projects, and executive management development seminars.

In 1990, the project was extended for five years. During Phase II (1990-1995), UWI faculty will complete master's and doctoral degree training in the United States; the Institute of Business will become fully operational; project activities will become self-financing. In 1991, UWI will develop a long-term financial strategy to generate sufficient funding through project activities. Implementation of Phase III (1995-1997) will depend on UWI's ability to implement this strategy and move toward financial sustainability of course offerings and services under the Department of Management Studies.

B O L I V I A

In support of Bolivia's return to a democratic form of government in 1982, USAID undertook two human resource development projects that would provide the training needed to strengthen Bolivia's commitment to democracy and its ability to develop a free market economy. In 1990, both projects were amended to extend their activities until 1995 and to increase the numbers of people who receive training.

Management Training Project (1985-1995)

Under the auspices of the Bolivian Confederation of Private Entrepreneurs, USAID has helped set up an independent management training institute — Instituto para el Desarrollo de Empresarios y Administradores (IDEA). The Institute offers courses in La Paz and in major regional cities. By 1990, training had been provided to 245 management training instructors; 3,150 executives of private sector firms; 2,250 senior managers; 6,400 mid-level managers, and 7,100 micro-entrepreneurs. The project extension allows for further technical assistance, the establishment of an escrow account, and the development of training for the banking sector.

Training for Development (1985-1995)

The project provides U.S.-based training in economics, business management, finance, and public administration to individuals in leadership and policy-making positions of the Bolivian government or private sector. Thus far, 90 individuals have received short-term technical training, and 30 have enrolled in master's degree programs. In 1990, the project was extended to provide long-term training for another 40 individuals and short-term training for another 100 individuals. In addition, the project will provide in-country seminars on macroeconomic issues for leaders from the public and private sectors.

E C U A D O R

The USAID mission has focused its efforts in vocational and technical training on the creation of independent, private institutes that offer training in specific fields.

Commercial Vocational Education (1984-1989)

USAID supported the development of a professional training institute for public and private sector personnel in the commercial sector. Under the auspices of the Chamber of Commerce of Guayaquil, the Instituto de Desarrollo Profesional (IDEPRO) offers courses in the areas of management, marketing, accounting, and secretarial skills. It has established a learning resources center; curricula have been designed to match professional job descriptions; appropriate educational technologies have been acquired. By the end of the project, the Institute had achieved financial self-sufficiency and had established a reputation as the leading provider of training in commercial fields.

Technical Training Project (1984-1992)

USAID has supported the development of the Centro Juvenil San Patricio, a private institute that serves the needs of poor youth. With project assistance, the Center has produced competency-based curricula and training modules, renovated its workshops and classrooms, and provided training for its staff. In 1989, the project was extended to provide for the dissemination of the "San Patricio" model to other institutions in Ecuador that provide technical skills training to poor youth. The Center is formally linked both to the private sector and to the Ministries of Education and Social Welfare.

Technical Training for the Financial Sector (1984-1989)

USAID supported the development of an independent institute to provide training for the financial sector — Instituto de Prácticas Bancarias y Financieras. The Institute now has a well-trained staff of 32 instructors, a well-stocked library of training materials, and a full complement of courses. By the end of the project, the Institute had conducted 160 courses and seminars for some 4,300 participants in the areas of financial management, accounting, insurance, credit, banking legislation, and tax collection. Since 1989, the curriculum has been expanded to include additional subject areas.

**Private Sector Management Improvement
(1985-1992)**

The project has supported five of Peru's leading management education and training institutions (Asociación de Exportadores, Escuela de Administración de Negocios para Graduados, Instituto Peruano de Administración de Empresas, Universidad del Pacífico, and Universidad de Piura) in strengthening their programs and increasing their responsiveness to the needs of the private sector.

The project provided assistance in the following areas:

- *Academic programs.* The institutions upgraded their existing management programs and introduced new programs in international business, agribusiness, and small business development.
- *Institutional development.* The project provided technical assistance for course development; technical and graduate training in the United States and third countries for faculty members from these institutions; and procurement of computer equipment and library materials.
- *Private sector collaboration.* The project has encouraged the institutions to collaborate with the private sector in carrying out applied research and in writing case studies. Some of the institutions have established regional management training centers.

V

Regional Participant

Training Programs

The EHR Division of the LAC Bureau oversees a large portfolio of participant training activities, dominated by the region-wide Caribbean and Latin American Scholarship Program (CLASP). Participant training activities — which provide training in the United States for individuals from the countries in which USAID works — address two sets of objectives related to human resource development.

- *Supporting free enterprise economies and democratic pluralism.* Training prepares students to work effectively in societies making the transition to economic and political pluralism.
- *Achieving USAID development strategies.* Professionals from critical sectors of development such as agriculture, business, education, environment, or health receive training to strengthen the performance of these sectors.

This chapter introduces the major regional participant training programs of the LAC Bureau:

- *Caribbean and Latin American Scholarship Program (CLASP)*
- *Advanced Developing Countries (ADC) Training Program*

Caribbean and Latin American Scholarship Program

Goals

The Caribbean and Latin American Scholarship Program (CLASP) was initiated in 1985 in response to recommendations of the National Bipartisan Commission on Central America (NBCCA). 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 long-term program of support and concluded that the human resource base of the region must be strengthened to provide an adequate foundation for viable democratic societies and social and economic development.

The goals of CLASP emphasize strengthening the human resource base of Latin America and strengthening the ties of friendship and understanding between the countries of the LAC region and the United States. CLASP promotes broad-based economic and social development in the LAC region and encourages the development of free enterprise economies and democratic pluralism. CLASP provides a broad base of leaders and potential leaders from socially and economically disadvantaged classes with technical skills and training, academic education, and an appreciation of free enterprise economies in democratic societies.

Organization

CLASP represents one of the largest and most diverse participant training programs undertaken by USAID. It involves the EHR Division of the LAC Bureau in Washington; 16 USAID field missions, representing 25 countries in the LAC region; 12 U.S.-based contractors; and 250 training institutions throughout the United States. From 1985 through 1990, more than 15,000 trainees participated in CLASP training—65 percent in short-term programs and 35 percent in long-term programs.

By the conclusion of the first phase of CLASP (1985-1993), some 17,000 individuals will have participated in training activities in the United States. The second phase of CLASP (1990-1996) will provide training to an additional 10,000 individuals.

CLASP I consists of the following sub-programs:

- *Central American Peace Scholarships Program (CAPS).* CAPS was begun in 1985 to provide training in the United States to 7,000 Central Americans; training targets were subsequently increased to 12,200.
- *Presidential Training Initiative for the Island Caribbean (PTIIC).* Begun in 1986, PTIIC will provide training for about 1,500 participants

from the Dominican Republic, Haiti, Jamaica, and the island countries of the Eastern Caribbean.

- *Andean Peace Scholarship Program (APSP)*. Begun in 1987, APSP will provide training for 1,750 participants from Bolivia, Colombia, Ecuador, and Peru.

In addition to these sub-programs, CLASP contains two special programs created by the U.S. Congress:

- *Central American Scholarship Program (CASP) and Cooperative Association of States for Scholarships (CASS)*. Administered by Georgetown University, CASP/CASS works with state education systems, training institutions, and community organizations to develop cost-effective training programs for disadvantaged youth from Central America and the Caribbean.
- *Leadership Center of the Americas (LCA)*. Administered by the nonprofit Leadership Center, Inc., of New Orleans, the LCA program carries out mid-winter seminars and summer internships for undergraduate students to establish a network of future Latin American leaders.

Responsibilities for the management of CLASP are divided between the EHR Division of the LAC Bureau and the USAID field missions. The EHR Division issues policy guidance and monitors project implementation for compliance with program objectives. In collaboration with the field missions, the EHR Division manages the evaluation of CLASP. The EHR Division is also responsible for managing the special programs mandated by Congress.

The USAID field missions are responsible for designing, implementing, and evaluating CLASP training in line with overall policy guidance and program objectives. The individual missions contract with local and U.S.-based contractors to carry out specific portions of the program from recruitment and orientation through placement, follow-on, and evaluation.

Recruitment and Selection

CLASP provides training opportunities to groups that have traditionally lacked access to economic

and social advancement. CLASP emphasizes the leadership abilities of the trainee in addition to the field of training. The program sets specific guidelines for the selection of participants:

- *Disadvantaged groups*. Seventy percent of CLASP trainees must come from socially or economically disadvantaged groups.
- *Female participation*. Forty percent of CLASP trainees must be female.

Because its explicit purpose is the training of leaders or potential leaders, the second phase of CLASP makes leadership one of the primary criteria for the selection of trainees. To clarify the selection process and target the groups that CLASP II training will reach, each USAID mission is carrying out a study to define the social-institutional framework of the country in which it operates.

The social-institutional framework helps the mission identify groups and individuals that exercise leadership on the national, provincial, municipal, or community levels. Through developing the framework, each mission adapts the global goals and purposes of CLASP to the particular needs and characteristics of the host country. Missions completed this exercise in 1990-91 in preparation for designing CLASP II training programs.

Training Objectives

Just as important as the selection of trainees is the design of training to match trainee needs and expectations. CLASP provides both academic (degree) and technical (non-degree) training. Academic training is provided primarily at the undergraduate level. Seminars, workshops, and conferences are included as components in both academic and technical training.

Training objectives for CLASP include:

- Career advancement and leadership development for the individual trainee.
- Enhancement of professional and leadership skills that contribute to national economic development.
- Exposure to free enterprise economies and democratic politics as they relate to the

trainee's own occupation and national political system.

- Opportunities to form lasting professional and personal relationships with U.S. citizens and institutions.

Achievement of these objectives requires USAID missions to focus on the quality of training programs rather than the sheer number of people trained. Each training program specifies not only the technical or academic training itself, but also the way in which the training will be used upon the trainee's return, the activities that will allow the trainee to experience the American culture, and what follow-on activities will take place once training has been completed.

Orientation and Experience America

Given the nature of the trainee population, orientation is of special importance. Activities include English language training, remedial academic training, cultural orientation to the United States, and introduction to the institutions where the trainee will be studying, as well as the anticipated follow-on programs.

A unique element of CLASP is its emphasis on enabling trainees to experience American life and values first-hand. This component of the program offers the trainees an experiential and participatory approach to understanding the United States. Because no training program can encompass the entire spectrum of American life, each USAID mission specifies the particular aspects of American life, values, and institutions that training should highlight. Experience America activities are identified in each trainee's program request. Typically such activities include contact with individual American families and involvement with professional and community organizations.

Follow-on Programs

In CLASP II, follow-on programs will be incorporated into each training program. Follow-on involves two kinds of activities: first, tracking and maintaining contact with returned trainees; and, second, developing programs that help trainees apply their training, maintain their professional contacts and knowledge, and exercise their leadership abilities. The specific nature of follow-on activities depends on the

needs of particular groups of trainees. In general, however, each mission has organized an alumni association for CLASP trainees, published a newsletter, and provided some form of follow-on training to encourage trainees to take responsibility for their own professional development.

Evaluation

As explained in Chapter II, the EHR Division of the LAC Bureau manages the overall evaluation of CLASP. Under CLASP I, an ongoing set of activities has been conducted to evaluate the CLASP process:

- *The CLASP Information System.* A comprehensive data base of all CLASP participants has been established, including information on trainee age, sex, family background, socioeconomic status, academic achievement, urban/rural location, and training program.
- *Trainee questionnaires.* Questionnaires are administered to all trainees immediately before they leave for the United States and within six months of their return. The questionnaires assess trainee satisfaction with the training experience and trainee attitudes toward the United States.
- *Individual mission reports.* These reports assess the mission's compliance with the overall guidelines for CLASP, as well as the adequacy of management and implementation of the program by the mission and its contractors.

CLASP II will continue the formative evaluation efforts that track the CLASP process and mission compliance with policy guidelines. Another set of evaluation activities will assess the impact of training on trainees. Critical issues include the transfer of skills and knowledge, career advancement and leadership roles, and the continuation of contacts with U.S. institutions and individuals.

Focused surveys will be administered for subsets of returned trainees to gain deeper understanding of the impact of training. Issues already identified include the cultural meaning of leadership and the effect of gender on the impact of training. In-depth case studies or focus

groups will be conducted on topics of concern to particular missions. In addition, missions will receive assistance in planning evaluation activities and in collecting and analyzing data.

CLASP I Accomplishments

By the end of 1990, CLASP had achieved the following results related to its primary goal of providing training to potential leaders from economically and socially disadvantaged groups:

- In total, 15,474 trainees had undertaken training in the United States.
- 13,533 (87 percent) of the trainees came from disadvantaged groups.
- 6,674 (43 percent) of the trainees were female.
- 5,290 (34 percent) were enrolled in training programs that lasted more than nine months.

Summary of CLASP I Participants through December 1990									
Project	Total Trainees	Female		Academic		Long-Term		Disadvantaged	
		No.	%	No.	%	No.	%	No.	%
APSP	1,125	518	46%	151	13%	269	24%	1,010	90%
CAPS	11,121	4,599	41%	1,573	14%	2,781	25%	9,599	86%
PTIIC	1,226	632	52%	393	32%	446	36%	922	75%
CASP	1,129	486	43%	927	82%	922	82%	1,129	100%
CASS	873	439	50%	873	100%	872	100%	873	100%
Total	15,474	6,674	43%	3,917	25%	5,290	34%	13,533	87%

Source: Aguirre International, CLASP Fact Sheet for FY 91.1

The following section provides a brief overview of each USAID mission's CLASP initiative, arranged by country within each sub-region.

C E N T R A L A M E R I C A

Belize

During CLASP I, the mission concentrated its scholarship program on the education sector with a special emphasis on rural areas. All high school principals and/or vice-principals and more than one-quarter of primary school principals received short-term training; teachers with strong leadership qualities received bachelor's degrees. Follow-on workshops have been held to assist returned trainees in maintaining connections with the training institutions they attended in the United States. Other target groups included youth leaders, extension agents, journalists, micro-entrepreneurs, farmers, cooperative leaders, and rural health nurses.

The objective of CLASP II training is to provide a broad base of leaders and potential leaders with technical training to further the long-term development of Belize and strengthen the ability of communities to work through organized groups to solve local problems. Most of the training will be short-term and will include leadership and organizational development for volunteer and community organizations. Long-term technical and academic training will be offered to promising individuals who choose fields of study that will contribute to the technical advancement, social/community development, or cultural preservation of Belize.

Costa Rica

The mission has established several innovative practices to strengthen its overall scholarship program. The mission has identified a select list of training institutions in the United States for long-term training and has negotiated tuition discounts with them. These institutions are used for all long-term training and related English language training. Short-term trainees receive a two-week course in English before departing for the United States in groups of 20 that are organized by profession — for example, rural municipal leaders, public health workers, teachers, rural firemen, and women leaders of

rural cooperatives. High school students from rural areas study in U.S. high schools and live with American families.

The mission conducts an evaluation of each group of trainees two to three months after its return to Costa Rica. A data base of returned trainees is maintained, and a network of returned trainees has been established.

El Salvador

Under CLASP I, the mission's scholarship program stressed training for mid-level technical skills in areas of potentially high employment. High school graduates received three-year scholarships that included one year of English language training and two years in an associate's degree program in such fields as business administration, accounting, construction, agricultural mechanics, and electronics repair. Recent graduates from agricultural colleges received training for one year in areas such as aquaculture or fruits and vegetable production. An innovative short-term training program was developed for high school valedictorians.

The mission recently conducted a study to determine appropriate follow-on activities. The mission provides job counseling and placement services as well as seminars and workshops for returned trainees. In addition, each returned trainee receives 20 professional books per year purchased through the Regional Technical Aid Center.

Guatemala

USAID/Guatemala has conducted the largest of the CAPS programs. It emphasizes training for youth, women, and the indigenous Mayan population. Short-term training focused on private sector development, education, community development, and primary health care. Long-term training focused on such fields as business administration, education, engineering, public health, agriculture, and computer science. A special program allowed high school students to attend U.S. high schools for the junior year. Another innovative program allowed Guatemalan students at the Pan American Agricultural School in Zamorano, Honduras, to complete their final year of studies in the United States and receive U.S. degrees.

In 1987, the mission established an alumni association for returned trainees; the association distributes a quarterly newsletter. A special fund has been set up to permit trainees to carry out small community projects in which they can apply their new skills and knowledge. In 1989, the mission began a new follow-on program that provides two weeks of in-country training to all returned short-term trainees for two years. This training emphasizes the skills needed for implementing successful community development activities.

CLASP II will continue the focus on training people to function effectively in democratic systems and to achieve economic growth. The primary objective of CLASP II training will be to strengthen the ability of rural communities to solve their own problems through organization and action. While CLASP I training targeted the informal leadership structure of communities (teachers, health workers, small entrepreneurs, cooperative leaders), CLASP II will expand the target groups to include members of the formal leadership structure, in particular mayors and members of village councils. Short-term training will be the dominant mode of training for adult leaders. Long-term academic training will be reserved primarily for university students in academic year-abroad programs and long-term technical training for youth from rural areas.

Honduras

Under CLASP I, the mission provided all trainees with English language and preparatory academic training prior to departure to the United States. Youth from rural areas were selected for long-term training at the undergraduate level in such fields of importance to national development as agriculture, education, health and population, and small business development. High school students from rural areas attended school and lived with American families for periods of six months. Short-term training also focused on fields of importance to national development and on small business management. In 1990, local alumni associations were established and a directory of returned trainees published.

Panama

Under CLASP I, the majority of trainees were sent to the United States for long-term training. Among the first groups selected for training were Panama Canal pilots and electrical engineers.

Subsequent groups included economists, transportation managers, teachers and education administrators, computer programmers, and professors of English. Short-term training was provided to a wide variety of people, including rural youth, student leaders, community action leaders, journalists, and union officials.

The CLASP initiative in Panama was suspended from 1988 to the end of 1989 for political reasons. In 1990, CLASP activities were resumed. Recent high school graduates will receive training in useful technical fields at U.S. junior colleges.

Regional Office for Central America and Panama (ROCAP)

Under CLASP I, ROCAP sponsored training that complemented the efforts of the USAID missions in each of the Central American countries by focusing on two areas — agriculture and business. ROCAP worked through two regional training institutes to select participants for training in the United States — the Pan American Agricultural School in Zamorano, Honduras, and the Central American Institute for Business Administration (INCAE) in San José, Costa Rica. Training focused on agricultural educators, public auditors, owners of small businesses, and cooperative technicians. ROCAP held regional follow-on meetings for returned trainees in each of these groups. Because of the special nature of training under CLASP II, ROCAP will not participate in the upcoming program.

C A R I B B E A N

Caribbean Regional

Under CLASP I, the Regional Development Office for the Caribbean (RDO/C) has provided academic and technical training in a wide number of areas for such groups as primary and secondary school teachers, youth leaders, and business people. Youth leaders are completing associate's or bachelor's degrees; teachers are participating in short- and long-term training; private sector trainees are studying business development and management; high school students are attending U.S. high schools and living with American families. Follow-on activities are carried out through alumni associations in each of the Eastern Caribbean countries.

Under CLASP II, the mission will continue to provide training in the United States to leaders or potential leaders from socially or economically disadvantaged groups. A parallel development training project will provide training locally in fields critical to the economic and social development of the region. The goal of both projects is to further strengthen free enterprise economies and democratic pluralism.

Dominican Republic

In contrast to most missions, USAID/Dominican Republic has stressed long-term training. Disadvantaged youth from rural areas were sent to the United States for two-year training programs at junior and community colleges in fields with high employment potential. Short-term training focused on entrepreneurs, public officials, and university professors. Follow-on activities for the returned trainees include cultural debriefing and re-entry workshops, a data bank of job opportunities, and a scholarship program for continuation of study toward the bachelor's degree.

Haiti

The mission has stressed long-term training for youth leaders and short-term training for members of private voluntary organizations, entrepreneurs, political party officials, legislators, labor activists, and communication specialists. Training has been provided in such fields as agriculture, community development, literacy, journalism, the electoral process, and management. The mission provides four months of remedial academic training and intensive English language training for long-term trainees; Creole/English translators accompany each group of short-term trainees. Youth leaders participate in special leadership training, civic education, and semiannual workshops. Beginning in 1989, the mission has produced a newsletter for all trainees.

In CLASP II, the mission will provide training for members of the informal leadership structure at the community level, especially for indigenous self-help organizations. Training will focus on agriculture, health, education, and the private sector. Training will integrate technical and leadership skills, so that returned trainees will function more effectively in their own organizations and in relationship to the formal power structure.

Jamaica

Under CLASP I, the mission targeted training for teachers, entrepreneurs, and labor union officials, as well as mid-level managers from the public and the private sectors. The mission conducted a survey of all returned participants to ascertain their current employment and the impact of the training on their careers. In general, training has resulted in career mobility and increased job responsibility for returned trainees.

In CLASP II, training will be focused on groups that are economically and socially disadvantaged and that lack access to training. Training will be provided in such sectors as tourism, agriculture, health, education, and private sector development. Training will include both technical and management skills, so that trainees can enhance their economic positions as well as their roles as leaders in local organizations. Trainees will be selected from women's organizations, umbrella organizations for micro-entrepreneurs, private voluntary organizations, youth groups, cultural groups, and student organizations. Because women play a strong leadership role among the middle and lower-middle classes, the mission will emphasize the participation of women at all levels of training.

S O U T H A M E R I C A

Bolivia

Since 1987, the mission has sent several diverse groups per year to the United States for short-term training. Such groups have included knitters, journalists, agricultural producers, labor leaders, and health specialists. Teachers of English as a second language and university professors of economics and of public administration have received long-term training. Follow-on activities include professional workshops and seminars for returned trainees; the workshops allow trainees to expand their knowledge and to apply their new skills.

Training under CLASP II will focus on five areas: agricultural production techniques for small farmers, small business and cooperative management skills, infant and maternal health, nonformal education and communications, and natural resource management. The themes have been selected to maximize the development

impact of training on leaders from historically disadvantaged groups. Recruitment will target the large number of private voluntary organizations that work in these areas and the regions of Bolivia that traditionally have had few scholarship opportunities for their residents.

Colombia

The mission is focusing on providing training to assist Colombia in dealing with its narcotics problems, to further human resource development, and to strengthen private sector development. Other areas of interest include natural resources and environmental sciences. The mission sent its first group of long-term trainees in 1989. The follow-on program includes formal activities and the establishment of a local fund to help returned trainees undertake small projects related to the training they received.

Ecuador

The mission is using CLASP training to focus on groups outside the usual development sectors. Leaders of youth groups, journalists, entrepreneurs, community action leaders, drug abuse prevention specialists, and educators have received specialized short-term training. Public sector planners and educators are enrolled in academic programs. In 1990, short-term training targeted health officials, agricultural extensionists, managers of energy and environmental programs, municipal officials, and community development leaders. Returned trainees are included in the activities of relevant USAID projects.

Peru

Since 1988, the mission has sent diverse groups of trainees to the United States for short-term training, including women entrepreneurs from rural areas, health workers, early childhood educators, and agricultural leaders. The mission has stressed providing training opportunities for women from disadvantaged areas. Long-term training has targeted teachers of English as a second language and university professors in agriculture and economics. Follow-on activities include regional meetings with returned trainees and the establishment of an alumni association.

Under CLASP II, the mission has targeted the sectors most critical to the development of the country's historically disadvantaged groups —

agriculture, education, local government, health, law, private voluntary organizations, and mass communications. Within each sector, specific positions or professions that play leadership roles have been identified, and trainees will be selected from among these groups.

Advanced Developing Countries Training Program

Goals

In 1990, the Advanced Developing Countries (ADC) Training Program began to provide training for participants from three countries in Latin America that have achieved middle-income status. The ADC program builds on training efforts begun under Phase II of the Latin America and Caribbean Training Initiatives (LAC II). The goal of the ADC program is to promote broad-based economic and social development in these countries; its purpose is to support USAID development strategies by providing specialized technical and academic training in priority fields. USAID stresses promoting commercial, institutional, and political relations and facilitating technology transfer between these countries and the United States.

Scope

An estimated 1,000 individuals will receive training through the five-year, \$10 million ADC program. Each USAID mission will establish country-specific objectives, strategies, priority training fields, and implementation arrangements.

Each mission will work closely with local businesses and institutions to identify participants, plan training programs, and raise additional resources to support training. Like CLASP, this program stresses activities that will enable trainees to participate in U.S. institutions and in suitable follow-on activities. Training programs are developed together with trainees and their supervisors, so that all parties are in agreement as to the nature of the training and the use to which it will be put when trainees return.

Each mission has set recruitment and selection procedures that address USAID's concern for the participation of women and ensure that funding is not used to train members of the elite. In addition, missions will place at least 10 percent

of the participants at historically black colleges and universities (HBCUs).

Brazil

The mission has targeted four priority fields: AIDS prevention, narcotics awareness, global climate change, and family planning. The objective of the training program is to improve the technical skills of individuals in these areas through transfer of U.S. technology and to strengthen long-term bonds between U.S. and Brazilian institutions. Under LAC II, training was provided to 200 individuals for study in the United States through 1990. Under the ADC program, the mission plans to sponsor another 225 individuals, most of whom will participate in short-term technical training.

Chile

The mission's objective is to expand private sector participation in and support of skills training and vocational education. Vocational and technical instructors will receive training that will be useful in improving the productivity and salary levels of technical occupations. Altogether 65 individuals will receive short-term technical training.

Mexico

Under the LAC II project, USAID/Mexico sponsored training for 1,000 people, most of whom attended short-term programs in the fields of agriculture, environmental and forest management, private sector development, and health care. Training under the ADC program for an estimated 435 individuals will support the mission's priority areas: private sector enterprise, population and family planning, health and child survival, education and training, agriculture and rural development, biological diversity and ecology, drug abuse prevention and education, AIDS prevention and education, and energy. The ADC training program will provide short-term technical training, attendance at conferences, and a small number of graduate-level academic programs.