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**CARIBBEAN AND LATIN
AMERICAN SCHOLARSHIP PROGRAM
EIGHTH ANNUAL REPORT**

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PREFACE

P R E F A C E

The Caribbean and Latin American Scholarship Program (CLASP) was initiated by the Agency for International Development in 1985 as a direct response to recommendations made in January 1984 by the National Bipartisan Commission on Central America, chaired by Dr. Henry Kissinger. The Commission outlined a long-term program of support to strengthen the human resource base of the region in order to provide an adequate foundation for viable democratic societies and social and economic development. The Program was expanded to include the Caribbean in 1986 and the Andean region of South America in 1987.

The first phase of the Program (CLASP-I) which extends through 1994 consists of three sub-programs: the Central American Peace Scholarship Program (CAPS), the Presidential Training Initiative for the Island Caribbean (PTIIC), and the Andean Peace Scholarship Program (APSP). The second phase (CLASP-II) began in 1991, overlapping CLASP-I, and extends through 1998. Whereas much of the emphasis in CLASP-I was focused on countering Soviet and Cuban training initiatives and influence in the region, CLASP-II reflects the changing political climate in the region and focuses on the promotion of broad-based economic and social development by encouraging and strengthening free enterprise economies and democratic pluralism in the region. The Program purpose is to equip a broad base of leaders and potential leaders with technical skills, training, and academic education and an appreciation and understanding of the workings of a free enterprise economy in a democratic society.

CLASP training, like all USAID Mission training programs and projects, must directly support each Mission's Strategic Objectives which are based on A.I.D.'s four primary strategic thrusts:

- advancing broad-based economic growth (growth with equity);
- strengthening democratic situations;
- smaller, healthier families; and
- sustaining an acceptable environmental balance.

Missions have especially used CLASP in support of two sub-objectives of the Economic Objective (Encourage Increased Opportunities for the Disadvantaged, and Encourage Preservation and Sustainable Use of the Natural Resource Base); and two sub-objectives of the Democracy Objective (Strengthen Civilian Government Institutions, and Strengthen Public Participation in the Democratic Process).

The Education and Human Resource (EHR) Division of the Latin American and Caribbean (LAC) Bureau and 16 USAID field Missions administer CLASP in 23 countries of the LAC region including 9 in the Eastern Caribbean. Individuals and groups are trained in more than 250 training institutions throughout the U.S. Twelve U.S.-based contractors assist in the placement and monitoring of the Trainees during their U.S. training. LAC/DR/EHR also manages two current Congressional earmarks under the CLASP umbrella: Georgetown University's Central American Scholarship Program (CASP) and Cooperative Association of States for Scholarships (CASS).

CLASP CHARACTERISTICS

Several characteristics are unique to CLASP. CLASP provides training to groups that have traditionally lacked access to economic and social advancement and emphasizes leadership development. Other unique characteristics include the following.

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- CLASP has a special target emphasis on training the socio-economically disadvantaged from both rural and urban areas, women, and persons who have demonstrated leadership or leadership potential.
 - Using target criteria (70% disadvantaged and 40% women), Mission staff broadly recruit potential candidates. Selection committees composed of representatives of the public and private sectors interview candidates and make selections.
 - Prior to departure to the U.S., special orientation programs are presented to the CLASP scholars to help them make the most of their U.S. training experience, both in terms of their training objective, Experience America activities, and any English language training or remedial training that might be required.
 - CLASP is designed to provide Trainees with first-hand experiences with U.S. social and democratic institutions, processes, and values. Scholars are provided with opportunities to become involved in the daily lives of individual American families, activities in the community, and in private sector and governmental organizations. These opportunities constitute the Experience America component of the training.
 - For the training experience to be most successful, structured and continued contact with returned scholars must be maintained. To accomplish this task, CLASP Missions organized Follow-on programs for scholars after they return home.
 - By the conclusion of CLASP-I in 1994, more than 16,200 individuals will have completed training activities in the United States, exceeding the original target of 15,000 participants. CLASP-II, terminating in 1998, will provide training to approximately 10,000 additional individuals.
 - A minimum of 40 percent of all CLASP Trainees should be women.
 - At least 70 percent of the CLASP Trainees should be economically or socially disadvantaged; the remaining 30 percent need not be classified as disadvantaged, but they may not be from among the elite who could study in the U.S. with their own resources.
 - For CLASP-I, a minimum target level of 30 percent of the Trainees are to be placed in long-term training (nine months or more); for CLASP-II, a 30 percent goal has been established with a minimum target level of 20 percent.
 - Although specific target numbers were not assigned, the Project Papers targeted leaders and potential leaders, a mix of rural and urban candidates, and, under CLASP-I, youth.
 - Each Mission establishes procedures to comply with Agency policy to place at least 10 percent of all U.S.-trained scholars, both academic and technical, in Historically Black Colleges and Universities (HBCUs).

CLASP TARGETS

The CLASP Project Papers and subsequent policy guidance set out several specific project targets.

EXECUTIVE SUMMARY

Executive Summary

INTRODUCTION

The Eighth Annual Report of the Caribbean and Latin American Scholarship Program (CLASP) provides the Agency for International Development (A.I.D.) with an overview of the implementation status, performance, and impact of CLASP-I and CLASP-II training initiatives through September 30, 1993 (FY 1993).

PROGRAM BACKGROUND

CLASP-I, authorized in February 1985, began as a Central American initiative operating as two projects: the Central American Peace Scholarship (CAPS) and the Georgetown University-managed congressional set-aside, the Central American Scholarship Program (CASP). In 1986, CLASP was extended to the Caribbean region through the Presidential Training Initiative for the Island Caribbean (PTIIC). The second expansion of CLASP began in 1987 when the Andean Peace Scholarship Program (APSP) was launched. Further expansion occurred in 1988 when the Georgetown University set-aside training program was expanded to encompass the Caribbean region and continue its program in Central America. This new effort was termed the Cooperative Association of States for Scholarships (CASS).

CLASP-I (1985-1994) proved to be such a successful effort that it generated a new phase, CLASP-II, which continues the modified CLASP operation to 1998. As with CLASP-I, CLASP-II continues the focus on women, the disadvantaged population, and other previously excluded sectors of developing countries. It also continues to identify and recruit scholarship candidates who have demonstrated leadership traits or leadership potential, but who are clearly unable to obtain their educational objectives in the

U.S. without scholarship assistance. CLASP-II heightens the focus on leadership qualities as a criterion of selection, and also looks more closely at the special CLASP focus on Experience America activities which are designed to provide the Trainee with increased understanding of democratic processes and institutions, the role of democratic institutions protecting a private sector economy, and how development functions in a free enterprise system. An equally important focus of CLASP-II training is the in-country Follow-on programs and how they stimulate and enhance the contributions of returned Trainees.

ORGANIZATION OF THE REPORT

This report is organized into a preface, executive summary, four chapters, and two appendices. The Preface gives an overview and reviews the background of the Program. The Executive Summary concisely highlights various aspects of the Program: Program targets, Program accomplishments, and lessons learned from impact studies, monitoring and evaluation, and cost-containment. Chapter One summarizes three impact-related evaluations conducted since FY 1992 and highlights the findings in the field of Education, CLASP's largest field of training. Chapter Two examines the quantitative aspects of the CLASP-I and CLASP-II Programs, including the achievement of targets, areas of preparation, sectors from which participants are selected, and fields of training. Chapter Three discusses, from the Trainees' point of view, the two principal components of CLASP training, skills and academic training and Experience America, as well as the benefits of training to exiting Trainees and the value of Follow-on activities of returned participants. Chapter Four, Lessons Learned, reviews information related to the costs of the CLASP Program and how these

lessons learned from the CLASP Program may be applied to LAC participant training programs that are not a part of CLASP. Appendix A contains country-specific profiles addressing program objectives and the achievement of program targets. Appendix B, the CLASP Fact Sheet for FY 1993, reports quantitative achievements for Missions and projects.

ACCOMPLISHMENTS TO DATE

Impact Studies

■ Achievement of Program Targets

Under CLASP, 20,290 individuals have initiated training in the United States, 16,242 under the CLASP-I Program and 4,048 under the CLASP-II Program. Of this number, 9,015 (44%) CLASP Trainees are women. The target for women for both programs is 40 percent.

Among all CLASP Trainees, 17,652 individuals (87%) are from socially, ethnically, or economically disadvantaged backgrounds. The target for disadvantaged Trainees for both projects is 70 percent.

Overall, 6,794 individuals (33%) have been enrolled in long-term training programs lasting over nine months. Under CLASP, Missions have a goal of 30 percent long-term training with a minimum target of 20 percent.

Field Missions have classified 17,349 Trainees (86%) as actual or potential leaders and have identified 13,960 Trainees (69%) as coming from rural areas (see Figure 1).

■ Program Accomplishments

Based on responses to Exit Questionnaires and interviews of returned Trainees, Trainees indicate that the Program is a success.

- More than 85 percent of the Trainees exiting the U.S.

express satisfaction with their training program.

- Upon exiting the U.S., slightly more than 89 percent of the Trainees would recommend the Program to others, while over 96 percent of the earlier returned Trainees and 98 percent of the more recent returnees would make the same recommendation.
- Nearly 90 percent of the exiting scholars felt that they had increased their understanding of the U.S. way of life "much" or "very much" as a result of their training program.
- Nearly 88 percent of the earlier returned Trainees and nearly 90 percent of the more recent returnees are employed; many of those not employed are continuing their education.
- Of those employed, nearly 95 percent were able to put into practice what they had learned in their U.S. training program.
- Nearly 52 percent of the earlier Trainees and slightly over 60 percent of the more recent Trainees reported an increase in salary since returning to their home country. Fifty-five percent of the earlier Trainees and 82 percent of the more recent Trainees attribute this increase in salary, at least in part, to their U.S. training.

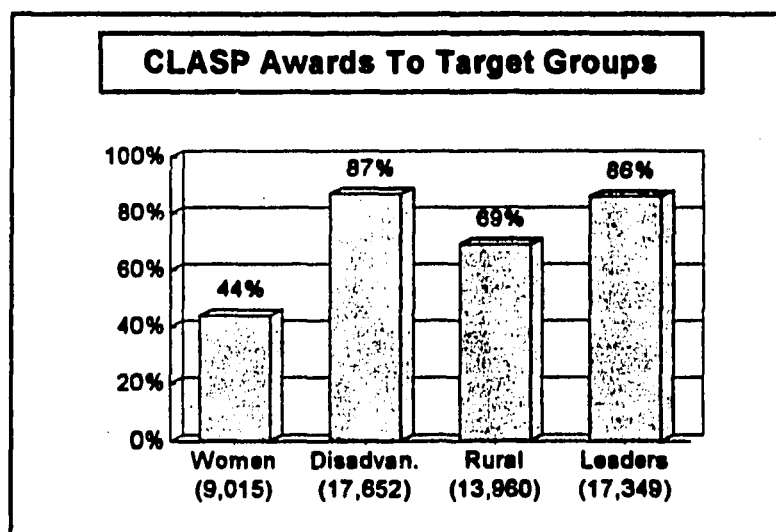


Figure 1 — Source: CIS through FY 1993

- Almost 77 percent of the returned Trainees have taken part in volunteer activities since their return from U.S. training.
- Nearly 76 percent of the returned Trainees report that they participate in the political processes of their countries.
- Fifty-seven percent of the returned Trainees surveyed in the past two years are members of CLASP alumni associations.
- Over 69 percent of the returnees responding to the Revised Returnee Questionnaire say that Follow-on activities have helped them to improve their performance at work.

■ Fiscal Year 1993 Scholarship Awards

During FY 1993, CLASP Information System data show that 1,510 scholars entered into training under the various projects of CLASP-I (226) and CLASP-II (1,284).

The 226 CLASP-I new starts include 153, mostly short-term, Trainees from the CAPS Program (Costa Rica—93, and Honduras—60), and 73 PTIC short-term Trainees from the RDO/C.

The 1,284 CLASP-II new starts consist of 618 Trainees entered by six Central American Missions (Belize—1, El Salvador—216, Guatemala—182, Honduras—151, Nicaragua—30, and Panama—38), 184 from the Andean Missions (Bolivia—89, Ecuador—65, and Peru—30), and 72 from the Caribbean region (Haiti—36 and Jamaica—36). Georgetown University's CASS-II Trainees include 287 Trainees from Central America (Belize—17, Costa Rica—24, El Salvador—30, Guatemala—41, Honduras—54, Nicaragua—99, and Panama—22), and 123 from the Caribbean Region (Dominican Republic—39, Haiti—9, Jamaica—22, and RDO/C—53).

The 1,510 FY 1993 CLASP-I and II new starts include 710 women (47%), 1,176 scholars from disadvantaged backgrounds (78%), and 548

Trainees (36%) enrolled in long-term programs. It should be noted that FY 1993 CLASP new start percentages exceed those for CLASP overall in the target areas of women (47 to 44%) and long-term scholars (36 to 33%), while the disadvantaged percentage (78%) was lower than CLASP overall (87%).

LESSONS LEARNED

Lessons learned from CLASP training are from three sources: impact of training on the education sector in three Missions, CLASP experience in project monitoring, and CLASP experience with training costs.

Impact of Training on the Education Sector

Impact studies reveal that training impact has been enhanced by the following program components:

- a selection process that involves field visits to the workplace of the scholarship candidates, which provides recruiters with a more accurate view of the background and potential of the candidates while ensuring that the candidates' scholarship experience would be held in higher esteem in the eyes of teaching colleagues and community members;
- predeparture orientation consisting either of several visits to the capital or to other regional meetings, or more extended predeparture training through which Trainees are able to fill in gaps in their knowledge and consciously plan their own future applications;
- expanded predeparture orientation that provide more extensive information to Trainees about their particular training program;
- visits by instructors from the U.S. training institutions to the candidates at their work-sites prior to training or predeparture orientation;

- the development of Trainee action plans as concomitant to their training, in which they are assisted in planning the ways in which they would apply training during the first year after their return to country; and
- active, tailored Follow-on programs for these groups which draw on employer involvement, Trainee planning, and improved trainer communications.

CLASP Experience With Project Monitoring and Evaluation

While improvements have been made by applying lessons learned in implementing CLASP training, some problem areas continue to be raised in the program monitoring and evaluation process.

- Project monitoring has consistently indicated that adequate time is required for selecting appropriate candidates and allowing them to take care of personal matters prior to departure.
- Successful predeparture orientation is strongly associated with Trainees' satisfaction with their U.S. experiences and with high performance in training. Trainee dissatisfaction most often relates to the discrepancy between what Trainees expect and what they actually experience.
- The most satisfactory training programs are those that are most directly applicable to the Trainees' employment or volunteer activities.
- Mixing Trainees from divergent backgrounds, educational levels, and age groups frequently presents a serious obstacle to the successful achievement of training objectives. Training designed to facilitate reconciliation as in the Nicaragua and El Salvador contexts is valuable, despite the potential for friction. Extensive predeparture preparation, however, is essential.

- Trainees very often demonstrate a positive shift in their opinion of the U.S. people, and less dramatically, the U.S. government as a result of training.
- Limited resources spent on Follow-on can have substantial multiplier effects on the impact that Trainees have on development-related activities in their communities, work sites, and volunteer organizations.

CLASP Experience with Cost-Containment

In their efforts to lower training costs, Project Managers, Training Officers, and Contractors have undertaken a variety of the following measures:

- sought out less costly options for implementing training, e.g., reducing the need for ESL training through Spanish language courses;
- monitored training more closely;
- negotiated more favorable training costs with providers;
- negotiated more efficient training programs;
- recruited and selected more capable Trainees;
- better prepared Trainees to meet the requirements of the training programs; and
- altered the mix of in-country, third-country, and U.S. training.

Project designers and managers must be careful not to economize on those aspects of training which are critical to its impact. Evaluations focusing on the impact of training suggest that such training related activities as predeparture orientation, appropriate English language training, adequate communication of training goals, and supportive follow-on programs can substantially increase the effectiveness and applicability of training.

Chapter One will discuss the analyses and lessons learned of impact studies on the education sectors of Bolivia, El Salvador, and Honduras.

CHAPTER ONE:

CLASP Impact In The Education Sector

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CLASP Impact In The

Education Sector

INTRODUCTION

CLASP has provided training in a wide variety of fields. The CLASP Information System (CIS) biographical database reveals that training has been offered in over 50 broad areas, and each area has many specialties and subdivisions. This chapter focuses on only one area of that multitude of training topics, the sector of education. The goal is to examine how CLASP training has supported changes in education in several USAID Missions which have chosen education as an area of emphasis.

The information presented in this chapter comes from two sources: the CIS biographical database, from which summary information is taken; and three CLASP impact evaluations conducted in Honduras, Bolivia, and El Salvador. Most of the discussion focuses on initiatives in El Salvador and Honduras.

The three CLASP impact evaluation were carried out from August 1992 to September 1993. All three have focused on the present activities of CLASP Trainees: changes they have introduced in the work place, volunteer undertakings in the community, leadership roles assumed, and involvement in grass roots development projects. Hundreds of returned Trainees participated in the evaluation surveys (174 in Bolivia, 396 in El Salvador, and 227 in Honduras). In addition, dozens more in each country took part in focus groups. Employers and associates, institutional contractors, and A.I.D. project managers were also interviewed. Current Follow-on projects were also reviewed. Each evaluation was designed to ask questions of specific interest to that Mission's programming, so the overlap among them is not complete. The evaluations also provide only that information available at the time of the research. In each case, the period of time between training

and the evaluation research may be too short, especially for long-term Trainees, to capture what the most significant impacts will be. However, the studies provide a sufficiently wide base of knowledge about training outcomes that conclusions can be drawn about how Trainees have attempted to use their CLASP training in the work place.

CLASP TRAINING IN EDUCATION: OUTCOMES AND IMPACT

Of the more than 20,000 CLASP trainees, some 4,119 have received training in topics related to education. Over 54 percent of these Trainees have been women. About 80 percent of these Trainees have taken part in short-term programs, and 13 percent of these Trainees have studied for an academic degree. About 60 percent of the educators for whom data are available worked in publicly financed institutions and 13 percent worked in private schools. About 23 percent of those trained in education were high school graduates, 34 percent had either a technical or normal school background, and about 13 percent had a university degree or graduate training. In all, some 90 percent of Trainees in education were classified as disadvantaged, either economically or socially.

While many USAID Missions have used CLASP training to make strides in human resource development in the field of elementary and secondary education, two Missions stand out in their efforts: El Salvador and Honduras. In the following pages, these two cases are described.

Elementary Education in El Salvador

The Office of Education and Training at USAID/El Salvador designed the CAPS/CLASP-II Primary Education Leaders project to

improve training for public elementary school teachers. The effort addressed the interaction of grass roots, rural school teachers with their pupils and their parents, as well as broad institutional issues related to forging improved communication and common commitment to change throughout the levels of hierarchy within the Education Ministry. This training, which has sent some 230 educators to the United States, has contributed significantly to the Mission's Strategic Objective #4, "Assist Salvadorans in being healthier and better educated."

The Primary Education Leaders project is an example where CLASP trainees (that is, Trainees from both the now ended CAPS and from the current CLASP-II Projects) provide direct support for another USAID undertaking, the Strengthening Achievement in Basic Education (SABE) Project. SABE is a major USAID project to revitalize public education in El Salvador. The innovations in teaching methodologies and curricula introduced by CLASP scholars have been consistent with the support SABE provides the Ministry of Education in improving the early years of primary education. The in-service training provided by CLASP returnees, as well as CLASP Trainee support for expanding parental and community support for local schools, promote SABE objectives in educational reform. Ministry efforts to decentralize have been strengthened by training district and regional supervisors under the CLASP program.

...report showed significantly higher academic achievement levels (by almost 30%) as compared with pupils in classrooms taught by teachers who had not been trained by CLASP.

In November 1990, therefore, CAPS launched an ambitious plan to train teachers and administrators in innovative teaching techniques. In the first year, CAPS trained 76 classroom teachers, school principals, technical support personnel and district supervisors. The CAPS placement contractor, the National Association of Partners

for the Americas (NAPA), worked with U.S. training institutions to provide eight weeks of training centered on teaching methodologies, the development and use of instructional materials, the improved use of local materials, and the development of school/community relations. In two final weeks, the Trainees came together with 20 Ministry of Education officials brought from El Salvador to develop individual action plans. Ministry officials also worked with Trainees to draft a support system for the CAPS teachers to aid them in applying what they had learned.¹

The same general training plan was followed for 87 more Trainees in late 1991, and, under the auspices of the new placement contractor, Development Associates, 42 additional teachers and administrators were trained through early 1993.

Upon their return to El Salvador, the CAPS and CLASP-II educators went back to work in the schools from which they were recruited. An assessment of the performance of the 1990 Trainees by Francisco Gavidia University research staff found that the teachers had successfully implemented in the classroom much of what they learned and were found to be using the guidelines they received in their training. This report showed significantly higher academic achievement levels (by almost 30%) as compared with pupils in classrooms taught by teachers who had not been trained by CLASP.

The CAPS and CLASP-II Primary Education Leaders have been actively involved in multiplier activities. For example, a review of the 1991 CAPS teacher training program carried out by the Ministry of Education (and provided to the evaluators by the Mission) showed that the 1991 CAPS group provided in-service training to some 2,320 teachers in the three regions of the country, which represents 10 percent of all primary school teachers. The same report found a 10 percent reduction in grade repetition and in the drop-out rate. In the 1992 school year, the two groups of CAPS Primary Education Leaders trained by that time provided seminars for more

than 2,200 of their colleagues, and these numbers were repeated in 1993.

CAPS and CLASP-II teachers also promoted the involvement of parents and the wider community in school activities to a greater degree than before training. The Ministry report showed that more parents were brought into the teaching process by the CAPS and CLASP-II Trainees. The CAPS and CLASP-II Teachers' Program, according to the report, also fostered a heightened work ethic among the teachers.

One benefit of the training has been a positive impact on the way teachers believe they are perceived in the community and by authorities, and how they view themselves. In a focus group of returned teachers, one Trainee stated his belief that even official media tended to undermine teachers' position within the community by political charges. Beyond these complex political issues, all teachers receive low wages as a condition of employment. Against this background, the CAPS and CLASP-II program conveyed a powerful message of respect for the teachers, both from the community and in their own eyes. In the words of a CAPS Trainee: "Every teacher as great potential that has to be valued, and this potential [currently] is not being exploited. So we had to go abroad [to training in the U.S.] and find out [our potential] for ourselves."

■ Observations

The CAPS Teachers Program has been so successfully viewed by those involved that the Ministry of Education has adopted what has been termed "the CAPS philosophy" as a strategy to improve primary education in areas not included in the original CAPS and CLASP-II education support program. The CLASP evaluation confirmed most of the perceptions and conclusions of earlier assessments of the program with respect to its benefits. Two issues were judged by the evaluation as possibly assisting in implementing the goals of CAPS and CLASP-II teaching training:

- First, Trainees may continue to need visible support from higher authorities in their efforts at propagating the training content beyond their classrooms. Evidence from many sources shows that CAPS and CLASP-II teachers have had considerable impact in implementing their U.S. training with their pupils. More difficult has been the effort to convince teaching colleagues to accept the training, where responses have ranged from distrust to interest to acceptance. Teachers reported that a great deal of the initial apprehension has now been transformed into recognition and dialogue, and teachers who were initially skeptical ended up requesting more CAPS and CLASP-II training. The considerable numbers of colleagues trained by CAPS and CLASP-II returnees suggest that widespread acceptance will take place. There are, however, schools where the integration of CAPS and CLASP-II teachers and their colleagues has not been completed. As a result, in those cases, two teaching styles co-exist side by side in the same school.

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The Ministry has reported that by mid-1993, the Ministry of Education had adapted the CAPS teaching philosophy to all its programs. All Ministry trainers and educational supervisors were trained by U.S. CLASP program trainers during a two week period. The objective of the training was to familiarize them with the CAPS and CLASP-II methodologies enabling them to provide effective Follow-on assistance to CLASP Trainees and other teachers.

- Secondly, the transformation of the CAPS and CLASP-II program to a nation-wide program merits a careful and detailed review of

the principles and curricula along which Salvadoran primary teachers were trained. The evaluators felt that the documentation describing the CAPS philosophy was not substantial enough to carry that burden. Nor have the curricula used by the three training subcontractors for training the CAPS teachers been uniform, so as to provide a clear model for training priorities.

Notwithstanding these two issues, the program has made considerable strides in implementing changes in how children are taught in the classroom. Further, the focus has been, from the beginning, not only on the normally isolated and relatively powerless rural schoolteacher. The implementation plan has also purposefully included all levels of the Ministry of Education hierarchy. As a consequence, high-level Ministry officials have met the Trainees at the end of their U.S. experience and participated in the formulation of plans to carry the training back to the classroom and the community. This has ensured that the Trainees, most of whom are socially and economically disadvantaged, have had the ability to speak with authority about the Ministry's support for their efforts. The Ministry's decision to mandate the "CAPS philosophy" for all Salvadoran elementary education is an example of CLASP training affecting national-level institutions far beyond the 200 persons who received U.S. training under the program.

Teacher Training in Honduras

■ Description of the Teacher Training Program

USAID/Honduras has also undertaken a teacher training program under CAPS and HOPS-II which appears about to make a significant contribution to achieving Mission Strategic Objective #4, "Healthier, better-educated Hondurans." The program goal was to improve primary education in Honduras. At the time of the evaluation in late 1993, some 77 teachers and supervisory personnel had traveled to the U.S. for short-term training in four training groups. Three of the groups were financed with remaining

CAPS-I funds, while one—the first—was financed under the HOPS-II project. One hundred more Trainees were projected for short-term training early in 1994.

The focus on elementary education began in 1992, when a group of nine educators from seven Honduran departments studied teacher training in Colombia and then for ten weeks in Massachusetts. Considered a pilot program, the goal of the training was to inculcate teachers and administrators with new classroom and managerial techniques which could transform the rote-learning methods in widespread use. Candidates were chosen from various levels of the educational hierarchy at the departmental level, including classroom teachers, principals, and regional supervisors.

A second group of eight teachers from rural areas of the department of Colón participated in an eight-week training program in Oregon in late 1992. The main objective of this program was to improve Trainees' teaching methods, develop their leadership and multiplier skills, and to teach strategies necessary to encourage parental and community involvement in the educational process.

In the spring of 1993, 60 more teachers were trained at locations in Oregon and Florida. Training design paralleled the Colón group. Trainees in these two groups were selected from rural communities in five western departments of Honduras, a mountainous zone that is traditionally the poorest area of the country.

Successful Program Design

A number of program components were taken from a previous effort in training teachers in environmental education (another area of significant impact for CLASP training in education, described in Chapter One of the CLASP Seventh Annual Report). Except for the first 1992 group, the teachers were selected from concentrated geographic areas. The lesson had been learned from the environmental educators that a group of individuals working together

from a common base of training provides a network of interest and knowledge which helps improve their effectiveness as compared to dispersed Trainees.²

...a group of individuals working together from a common base of training provides a network of interest and knowledge which helps multiply the activities of dispersed Trainees...

The heterogeneity of the groups, combining administrators and classroom teachers, created some challenges for the training institutions. Trainers had to deal with the competing desires of administrators, who requested a thorough study of educational management, and classroom teachers, who wanted in-depth practice in classroom methods. However, the joint training of administrators and teachers proved beneficial. As in the Salvadoran case, the changes being implemented at all levels are supported by teams within institutions, whether in individual schools where teachers and principals mutually reinforce each other, or at the departmental level, where supervisors support changes within several schools in the region.

■ Program Outcomes: The Teachers and The Survey

Teachers in the CAPS/HOPS teacher training program were highlighted in a Returnee Survey through which 39 teachers were interviewed. This group was compared with the rest of the survey, 217 respondents, to examine the preliminary outcomes of this program.

Predeparture Training and The Follow-on Program

Support for Trainee Follow-on activities has been provided from the beginning. While still in the predeparture program, Trainees actively discussed their expectations for their training and what they hoped to accomplish within their own schools. During the U.S. training itself, they pre-

pared action plans to incorporate their newly acquired skills and knowledge into their work at home.

Survey results confirm the importance of Follow-on planning in this group's programming. Some 97 percent of the teachers reported that they were informed about HOPS Follow-on during their predeparture orientation, compared with only 51 percent of all other Trainees. Similarly, 97 percent also stated that, during their U.S. training, they developed a plan of action to be implemented upon returning to Honduras; only 45 percent of all other Trainees made the same statement. Nearly 75 percent of the teachers also planned Follow-on participation during their U.S. training. This compares with 43 percent of the sample, who considered Follow-on activities during their U.S. program.

Among the most successful Follow-on activities have been the reinforcement seminars provided by the returned teachers to their teaching colleagues. The Trainees from the Atlantic coast department of Colón, for example, provided two intensive three-day seminars for a total of 90 fellow teachers from throughout the department. A trainer from each of the U.S. training institutions went to Honduras as observers and guides. Two representatives from each of the five western departments also attended. The U.S.-trained scholars thus received additional training while they simultaneously began an outreach to other teachers. Returned Trainees from each of the western departments have also provided in-service seminars to several hundred teachers and supervisors from their areas.

Trainee Involvement in Current Recruitment

Indeed, the CAPS/HOPS program intends to draw on the skills of the teachers to mobilize the next training groups of teachers. Returned Trainees from Colón and the five western departments will carry out two seminars for up to 120 mid-level regional supervisors, who will then nominate some 300 potential candidates from most of the rest of the country to attend a

series of seminars—also taught by returnees—on new teaching methods. The 100 teachers to be sent for the next round of U.S. training will be selected from the teachers in attendance.

...some 87 percent of the teachers report attending formal meetings as part of a Follow-on program...

The teachers, in spite of the relatively short time since their return from the U.S., have been more active in Follow-on activities than their fellow Trainees. Some 87 percent of the teachers report attending formal meetings as a part of the Follow-on program, compared with 37 percent of the sample. Nearly half of the group reported that they have participated in CAPS/HOPS alumni groups, compared with 29 percent of the rest of the respondents in the Honduran Returnee Survey. (It should be noted that the "rest" includes the environmental education teachers for this analysis. If these Trainees were removed, the percentage of other Trainees surveyed who participate in alumni activities would drop considerably.)

In addition to participating in the CAPS/HOPS Follow-on activities, teacher Trainees are actively implementing their training within their own schools and communities. For example, more than 41 percent reported that they are involved in projects with other scholars, compared with 19 percent of the other Trainees in the sample.

Trainee Activities

Many Teachers talk enthusiastically about their new techniques of outreach into the community. Most notable has been their work with their pupils' parents, who typically have not been included in school activities in Honduras. The teachers also talk about the success they are having in mobilizing the community to support the school.

The teacher training course has had relatively little time to implement activities in Honduras. However, the initial successes of this group, including the high levels of participation in "multiplier" seminars and the enthusiasm with which the Trainees have communicated their newly acquired knowledge with colleagues and supervisors, suggest that the CAPS/HOPS program has developed an especially effective training sequence. When this training has been offered to teachers and supervisors in nearly the entire country, it can be expected to have a significant impact on the relationship between rural teachers, their pupils, the pupils' parents, and the supporting community.

Bolivia and Education Training Under CLASP

USAID/Bolivia has not chosen education as one of its Strategic Objectives.³ Nevertheless, the Andean Peace Scholarship, evaluated in 1992, has supported educator in a number of training programs, including educational administrators, teachers, and, especially, educators working in the Teaching of English as a Second Language.

One training group in the teaching of English as a Second Language was singled out by the evaluation as particularly exemplary in its design and effectiveness. Admittedly, the teaching of English is less directly supportive of overall Mission development goals compared to other fields of study. It does, however, support the broad CLASP goal which supports increased interchange between U.S. citizens and Bolivians.

...Trainees report significant changes in the way they teach and improvements in their skills in the classroom...

This 1989 group, in which 27 Trainees spent a year in the U.S., was enthusiastic about the CLASP experience and highly positive about the usefulness of the training. Trainees report significant changes in the ways they teach and improvements in their skills in the classroom.

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Those who remain in the sponsoring institution are happy with their ability to apply their training. Others have undertaken new work, in which they have been able to incorporate their newly learned teaching techniques.

...it was notable how broadly all CLASP Trainees in Bolivia support volunteer activities related to popular education, whether they were educators by profession or not...

While this training program did not develop the institutional approach adopted in Honduras and El Salvador, most of these Trainees found that their organizations and employers have been receptive to the post-training activities of the Trainees. This supports the recommendation that employers and/or intermediary institutions be more actively involved in the design of training plans and more explicitly committed to providing a framework for Trainees to implement what they have learned in future CLASP training in Bolivia.

In more general terms, it was notable how broadly all CLASP trainees in Bolivia support volunteer activities related to popular education, whether they were educators by profession or not. When Trainees in the general Returnee Survey were asked to categorize their most important volunteer activities, 20 percent stated that they worked as a volunteer in educational endeavor, and many others noted that their volunteer work had an educational component. The focus on educational activities by the greatest proportion of respondents suggests that these Trainees are acting as multipliers in direct contact with adults and youth.

The Bolivia evaluation was also instructive in discussing the obstacles that Trainees in education sometimes encounter in applying their training. Several educators in the public sector discussed the *political difficulties* of applying their training. For example, a school administrator said:

Those of us in the school administrators group returned with considerable enthusiasm; we all wanted to share all our information on arriving. Unfortunately, there occurred a period of conflict in the local education hierarchy...there was no stability among school principals. This created obstacles for us; it has all remained half done.

Trainees also found that employers were sometimes unwilling to support them in their efforts to make modifications based on their training. As one English teacher stated:

At the beginning, I was quite frustrated because I was unable to apply the innovative techniques learned due to the procedural restrictions that existed. But now in the new place where I work, I am able to directly use much of what I learned there.

And an English teacher reported:

I am only able to apply about 30 percent of what I've learned, even though I found the training to be very good. But we do not have the resources here [in Potosí] to teach using the methods we learned there.

Public sector workers often suffer particularly from problems of institutional affiliation. Some find their career possibilities or the ability to act as multipliers of their training derailed due to internal political conflicts. Such was the case of the long-term Trainee in one city, an English teacher who received training in English as a Second Language, who returned to find another person occupying her post. While she blamed her supervisor, an interview with the supervisor revealed that he was under severe pressures to accept the current occupant of the position. The supervisor had indeed made considerable effort to place the returnee in some slot, although it was inappropriate to her training.

Some public sector workers, especially those in the lower levels of the education sector hierarchy, report encountering real resistance to their efforts to apply their training not from their

superiors but from the activist unionized co-workers. These Trainees, from short-term public administration, school administration, and other groups, reported being excluded from professional activities and frequently being challenged by their unionized colleagues, who accused them of having been brainwashed in the United States or of being spies. This caused them considerable effort to re-establish ties.

WHAT MAKES TRAINING WORK FOR IMPACT?

The experiences of El Salvador, Honduras, and Bolivia suggest a number of ways that CLASP Trainees who are educators can be supported in having a positive developmental impact. For example, the El Salvador intermediary institution—that is, the various levels of the Ministry of Education which nominate Trainees and to which the Trainees will return to work—played an important role in programming the teachers and in developing ways in which Trainees can share their experience with their co-workers and supervisors. The following program components also appear to have enhanced training impact in both Honduras and El Salvador.

- The selection process usually involved field visits to the workplace of the scholarship candidates, which provided recruiters with a more accurate view of the background and potential of the candidates while ensuring that the candidate's scholarship experience would be held in higher esteem in the eyes of teaching colleagues and community members.
- Predeparture orientation consisted either of several visits to the capital or to other regional meetings, or more extended predeparture training through which Trainees were able to fill in gaps in their knowledge and consciously plan their own future applications. Predeparture training was expanded to provide more information to Trainees about their particular training program.

- Trainers from the U.S. training institutions were able, in many cases, to visit the candidates either during their predeparture training or, even better, at their work sites prior to training. This permitted the trainers to shape the training more closely to the Trainees' actual work conditions.
- Trainees were required to develop action plans as a concomitant to their training, in which they were assisted in planning the ways in which they would apply training during the first year after their return.
- USAID in El Salvador, Honduras, and Bolivia provided active, tailored Follow-on programs for these groups which drew on the components cited above of employer involvement, Trainee planning, and improved trainer communications.

These programs have successfully incorporated previous lessons learned in the course of CLASP implementation and represent the most current knowledge in the field. They provide useful models for CLASP projects throughout the hemisphere.

ENDNOTES

1. This first experience was documented in a report based on focus groups conducted during the final week of activities with teachers and Ministry personnel (Aguirre International 1991. An Evaluation of USAID's Primary School Teacher Project with the Salvadoran Ministry of Education. Washington, DC, USAID/LAC/DR/EHR, Contract No. LAC-0661-C-0046-00).
2. The "critical mass" approach to CLASP training, in which a number of Trainees are selected from a common geographic area, has been judged an effective approach in recent evaluations in Bolivia (Aguirre International 1992) and El Salvador (Aguirre International 1992).
3. These are related to increased non-coca investment, improved citizen participation in the democratic process, improved health for the population, and improved management of natural resources to avoid environmental degradation.

CHAPTER TWO:
CLASP Target Population

Chapter Two:

CLASP Target Population

INTRODUCTION

This chapter describes the extent to which the CLASP-I and CLASP-II training initiatives are reaching the target populations. (For an explanation of program nomenclature and dates, see Appendix A.)

THE CLASP TARGETS

When the CLASP training initiative was launched in 1985, USAID Missions were faced with the challenge of recruiting women candidates (40%), disadvantaged populations (70%), and rural residents, who also possessed qualities of leadership or leadership potential, and who otherwise would be overlooked for A.I.D. scholarships. All CLASP training programs are evaluated on the extent to which they meet these recruitment criteria.

The computerized CLASP Information System (CIS) was designed to collect and report data indicating compliance with the Congressional mandates. The CIS figures reported in this chapter are based on data available as of September 30, 1993. The discussion is organized by the various projects: CAPS, PTIIC, APSP, CASP, CASS, and CLASP-II.

■ Is CLASP meeting the project design targets?

Yes. CLASP managers are not only meeting targets, but exceeding them. Figure 2.1 shows the extent to which Missions addressed the target figures for women, the economically and socially disadvantaged populations, rural residents, and leaders and potential leaders.

As of the end of FY 1993, a total 20,290 Trainees—16,242 under CLASP-I and 4,048 under CLASP-II—were recruited and selected for CLASP training by the 16 USAID field Missions and the Georgetown University CASP and CASS earmark programs.

All of the selection criteria for CLASP training have been exceeded. CIS data reveal that 898 more women were selected to participate in the program than required by the 40 percent target, and 3,426 more economically and socially disadvantaged individuals were selected than required by the 70 percent target. The target of 30 percent enrolled in long-term training programs has been exceeded by 730 scholarship awards. The high proportion of Trainees selected on the basis of the criteria of rural (69%) and leader (86%) reflects the priority given these criteria by selection committees.

Even when the CLASP training initiative is broken down into its component projects, the record for compliance with the training targets is very good. In all projects, the selection targets

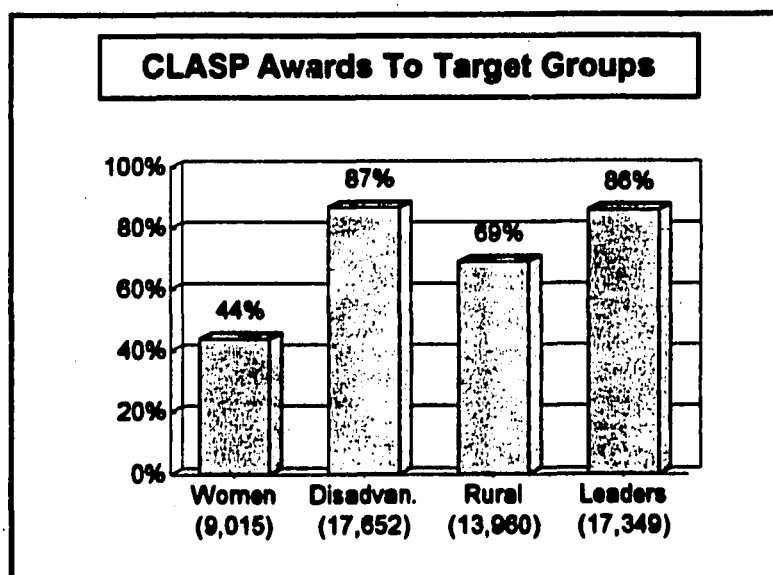


Figure 2.1 — Source: CIS through FY 1993

Table 2.1
CLASP Awards By Mission And Project

Mission/Project	Total Awards	Women		Disadvantaged		Long-term		Academic		
		#	%	#	%	#	%	#	%	
Belize:										
CAPS	296	130	44	285	96	62	21	64	22	
CASP	229	91	40	229	100	181	79	181	79	
CASS-I	25	14	56	25	100	24	96	25	100	
CASS-II	66	28	42	57	86	66	100	64	97	
CLASP-II	16	7	44	16	100	15	94	16	100	
Overall	632	270	43	612	97	348	55	350	55	
Bolivia:										
APSP	432	168	39	344	80	89	21	78	18	
CLASP-II	89	20	22	78	88	0	0	0	0	
Overall	521	188	36	422	81	89	17	78	15	
Colombia:										
APSP	294	154	52	294	100	75	26	52	18	
Costa Rica:										
CAPS	2,022	855	42	1,910	94	601	30	336	17	
CASP	187	75	40	187	100	154	82	155	83	
CASS-I	35	19	54	35	100	34	97	35	100	
CASS-II	118	48	41	99	84	118	100	116	98	
CLASP-II	329	157	48	305	93	104	32	44	13	
Overall	2,691	1,154	43	2,536	94	1,011	38	686	25	
Dominican Republic:										
PTIIC	169	70	41	142	84	106	63	44	26	
CASS-I	45	21	47	45	100	44	98	45	100	
CASS-II	189	113	60	174	92	189	100	185	98	
Overall	403	204	51	361	90	339	84	274	68	
Ecuador:										
APSP	413	182	44	313	76	90	22	46	11	
CLASP-II	120	65	54	90	75	24	20	14	12	
Overall	533	247	46	403	76	114	21	60	11	
El Salvador:										
CAPS	1,845	833	45	1,242	67	550	30	241	13	
CASP	193	98	51	193	100	144	75	144	75	
CASS-I	44	26	59	44	100	44	100	44	100	
CASS-II	142	60	42	122	86	141	99	137	96	
CLASP-II	529	247	47	484	91	72	14	0	0	
Overall	2,753	1,264	46	2,085	76	951	35	566	21	
Guatemala:										
CAPS	4,558	2,174	48	4,332	95	524	11	120	3	
CASP	186	76	41	186	100	160	86	162	87	
CASS-I	58	24	41	58	100	55	95	58	100	
CASS-II	221	102	46	205	93	221	100	214	97	
CLASP-II	822	407	50	796	97	126	15	29	4	
Overall	5,845	2,783	48	5,577	95	1,086	19	583	10	

Mission/Project	Total Awards	Women		Disadvantaged		Long-term		Academic	
		#	%	#	%	#	%	#	%
Haiti:									
PTIIC	248	115	46	171	69	51	21	50	20
CASS-I	25	6	24	25	100	25	100	25	100
CASS-II	80	30	38	72	90	80	100	80	100
CLASP-II	84	41	49	76	90	8	10	8	10
Overall	437	192	44	344	79	164	38	163	37
Honduras:									
CAPS	1,980	751	38	1,571	78	437	22	505	26
CASP	207	97	47	207	100	163	79	165	80
CASS-I	45	27	60	45	100	43	96	45	100
CASS-II	197	108	55	193	98	197	100	189	96
CLASP-II	203	61	30	150	74	64	32	56	28
Overall	2,632	1,044	40	2,166	82	904	34	960	36
Jamaica:									
PTIIC	235	152	65	71	30	65	28	131	56
CASS-I	17	9	53	17	100	16	94	17	100
CASS-II	98	58	59	77	79	98	100	97	99
CLASP-II	159	93	58	130	82	63	40	84	53
Overall	509	312	61	295	58	242	48	329	65
Nicaragua:									
CASS-II	225	105	47	205	91	225	100	67	30
CLASP-II	30	22	73	30	100	0	0	0	0
Overall	255	127	50	235	92	225	88	67	26
Panama:									
CAPS	502	155	31	449	89	446	89	332	66
CASP	127	49	39	127	100	120	94	120	94
CASS-II	52	22	42	40	77	52	100	51	98
CLASP-II	71	37	52	71	100	71	100	71	100
Overall	752	263	35	687	91	689	92	574	76
Peru:									
APSP	400	223	56	336	84	77	19	17	4
CLASP-II	30	4	13	24	80	0	0	0	0
Overall	430	227	53	360	84	77	18	17	4
RDO/C:									
PTIIC	728	348	48	646	89	223	31	213	29
CASS-I	33	19	58	33	100	32	97	33	100
CASS-II	178	92	52	129	72	178	100	170	96
Overall	939	459	49	808	86	433	46	416	44
ROCAP: CAPS									
	664	127	19	467	70	47	7	12	2
OVERALL:									
CAPS	11,867	5,025	42	10,256	86	2,667	22	1,610	14
CASP	1,129	486	43	1,129	100	922	82	927	82
PTIIC	1,380	685	50	1,030	75	445	32	438	32
APSP	1,539	726	47	1,287	84	331	22	193	13
CASS-I	327	165	50	327	100	317	97	327	100
CASS-II	1,566	766	49	1,373	88	1,565	99	1,370	87
CLASP-II	2,482	1,161	47	2,250	91	547	22	322	13
TOTAL	20,290	9,015	44	17,652	87	6,794	33	5,167	26

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were surpassed by the end of FY 1993. The PTIC (50%), CASS-I (50%), CASS-II (49%), APSP (47%), and CLASP-II (47%) projects significantly exceeded the 40 percent target for women, and all surpassed the 70 percent target for disadvantaged. The CAPS (22%) and CLASP-I (22%) projects fell below the 30 percent target for long-term placement (APSP Missions were granted a waiver of the 30% target, reduced to 20%).

Within regional projects, the record of success in meeting the targets varies among the participating Missions. The record of target achievement by each Mission and the earmarks, CASP and CASS, may be found in Table 2.1 and Appendix A (Country Profiles) and in summary form in Appendix B (CLASP FACT Sheet) sections of this report.

In examining the data on selection criteria, it should be kept in mind that a Trainee may meet more than one target, e.g., a woman who is reported as disadvantaged may be recorded as both economically and socially disadvantaged as well as meeting the rural and leadership criteria. To avoid double counting, the totals for each category should not be added.

■ **Is CLASP recruitment meeting the target for the selection of women?**

Yes. The cumulative selection of women for CLASP training surpassed the minimum target of 40 percent for the first time in FY 1989. In

that year, total awards to women reached the 42 percent level. By the end of FY 1991, the record was further improved, rising to 44 percent. The cumulative figure for the selection of women through FY 1993 is 44 percent. Figure 2.2 indicates the award of scholarships to women by the various CLASP projects and the Georgetown University set-aside programs through FY 1993.

When considering women as a target group, it is important to examine both the quantity and quality (length and type of training) of awards to determine whether the awards are distributed equitably among men and women. Certain factors may limit the number of female candidates for long-term programs, e.g., societal stereotypes, lack of equal educational opportunity, family obligations, etc., but selection policies established by project managers should be designed to overcome these barriers.

The distribution of CLASP long-term awards to women does not significantly differ from that of all awards to women (see Table 2.2). Slightly over 43 percent of all long-term scholarships were awarded to women, close to the same percentage of their participation in CLASP training overall (44%), while 56.6 percent of the long-term scholarships went to men.

Considering academic awards to women (a subset of those who have been selected for long-term training), women comprise 44.9 percent of the academic awards, slightly more than their participation in CLASP training overall.

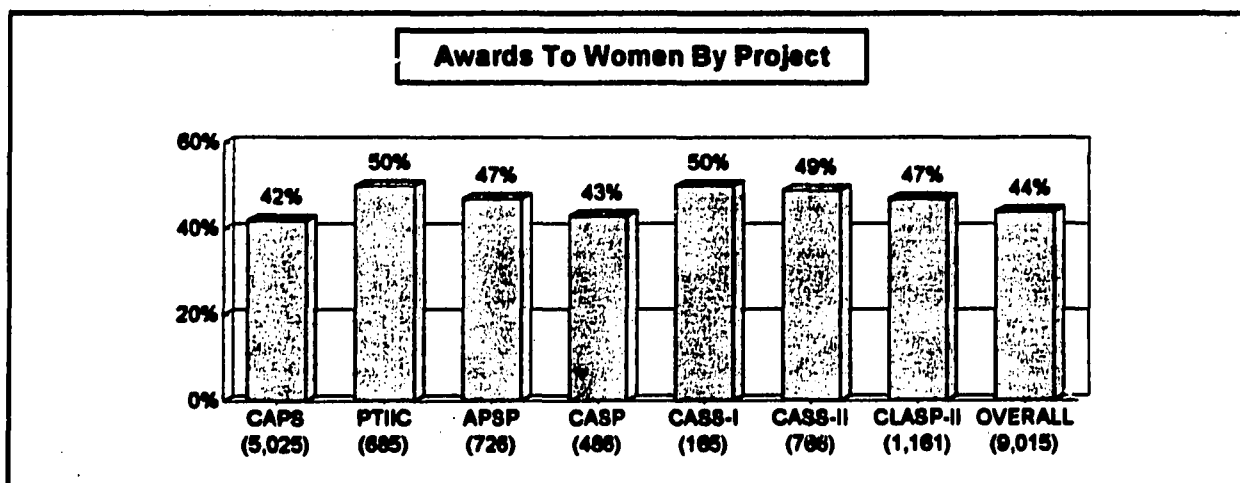


Figure 2.2 — Source: CIS through FY 1993

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Table 2.2
Awards to Women in Long-term and Academic Training Programs by Project

Project	Total	Women		Total Acad.	Women	
		#	%		#	%
CAPS	2,667	1,028	38.5	1,610	634	39.4
CASP	922	397	43.1	927	403	43.5
PTIIC	445	190	42.7	438	211	48.2
APSP	331	152	45.9	193	77	39.9
CASS-I	317	162	51.1	327	165	50.5
CASS-II	1,565	766	48.9	1,370	662	48.3
CLASP-II	547	252	46.1	322	178	55.3
OVERALL	6,794	2,947	43.4	5,187	2,330	44.9

Source: CIS through FY 1993

■ **Is CLASP selection criteria meeting the target for the selection of the disadvantaged (economically, socially, and ethnically)?**

Yes. As reported in Table 2.1, all CLASP projects are well above the minimum 70 percent target for the selection of the disadvantaged.

Missions' definitions of economic and social disadvantage vary depending on local factors. In most cases, family income and household amenities are important factors in the definition. Other factors which may be taken into consideration in determining a candidate as disadvantaged include gender or ethnic group as well as social position. Table 2.1 shows a breakdown by Mission and by project of the percentage of scholarships awarded to disadvantaged persons as of the end of FY 1993.

In addition to economic disadvantaged (used by all participating Missions), some Missions also use ethnic and social disadvantage as a basis for selection. An indication of disadvantaged status may be found in some of the demographic data maintained in CIS for all Trainees. For example, it would seem likely that the parents of Trainees who are considered to be from disadvantaged circumstances will have little education. However, since the program is also seeking candidates who have demonstrated leadership poten-

tial, it might also be assumed that the scholarship recipient would have succeeded in pursuing academic studies beyond the levels attained by his or her parents; this is validated by the CIS biographical data.

The typical Trainee selected for the CAPS project had 10.7 years of education (see Table 2.3), while the mother had an average of 3.3 years of schooling and the father

3.4 years. CLASP-II Trainees had an average of 13.1 years compared with 5.3 years for the mothers and 5.6 years for the fathers. Trainees from the CAPS and CLASP-II programs exceed the educational levels of their parents to a greater degree than all other programs (e.g., PTIIC, APSP, CASP, and CASS).

Table 2.3
Mean Years of Schooling of CLASP Trainees and Parents

Project	Trainee	Mother	Father
CAPS	10.7	3.3	3.4
PTIIC	12.8	4.9	4.9
APSP	13.5	6.3	7.2
CASP	12.2	5.6	5.5
CASS-I	12.2	5.4	5.5
CASS-II	12.1	6.1	6.0
CLASP-II	13.1	5.3	5.6

Source: CIS through FY 1993

The levels of schooling for the parents of CLASP Trainees are entirely consonant with the backgrounds of social and economic disadvantage from which the project managers are attempting to recruit. At the same time, the contrast between the educational backgrounds of the Trainees and their parents is sufficiently large to indicate that the Trainees have demonstrated the leadership to progress beyond their background of disadvantage.

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■ **Have individuals from rural areas received a significant share of CLASP awards?**

Yes. Project managers have included candidates from rural areas in their Trainee selection. CAPS, APSP, CASP, CASS-I, CASS-II, and CLASP-II projects have awarded over half of their scholarships to persons from rural areas. For CLASP overall, 13,960 individuals, close to 69 percent of the Trainees, have been from rural areas.

There is no policy mandating the distribution between rural and urban populations, and the term "rural" is defined by each Mission according to country-specific conditions. Some project managers have identified as "rural" candidates from economically deprived areas on the periphery of urban areas whose population is principally composed of migrants from rural areas.

■ **Have the CLASP project managers responded to the leadership emphasis in their selection of Trainees?**

Yes. Policy guidance has stressed the importance of seeking current or future leaders for participation in the program. As a result, 86 percent of all CLASP Trainees have been identified as individuals who possess leadership characteristics or leadership potential (see Figure 2.3).

In the program design, programming levels for leaders were not established nor were leadership traits defined. It, therefore, became the prerogative of the CLASP project managers and Mission selection committees to identify these characteristics. Over the course of the project, it has become evident that the quality of leadership is crucial in reaching project objectives. Missions have given serious consideration to definitions of leadership or functional systems for using leadership as a selection criteria.

The test of whether Trainees have been reasonably identified in terms of leadership characteristics will only come with time as they demonstrate, upon their return home, how well they are able to apply their training experience for their own advancement and for the benefit of their communities and associations. Their education levels compared to the generally much lower ones of their parents may be one indirect indicator.

ADDITIONAL CLASP PROGRAM DATA

A more complete understanding of the uniqueness of the CLASP training initiative and better appreciation of the background of the Trainees may be gained by reviewing biographical information. The following sections present information about the areas of preparation of Trainees, occupations prior to selection, and fields of

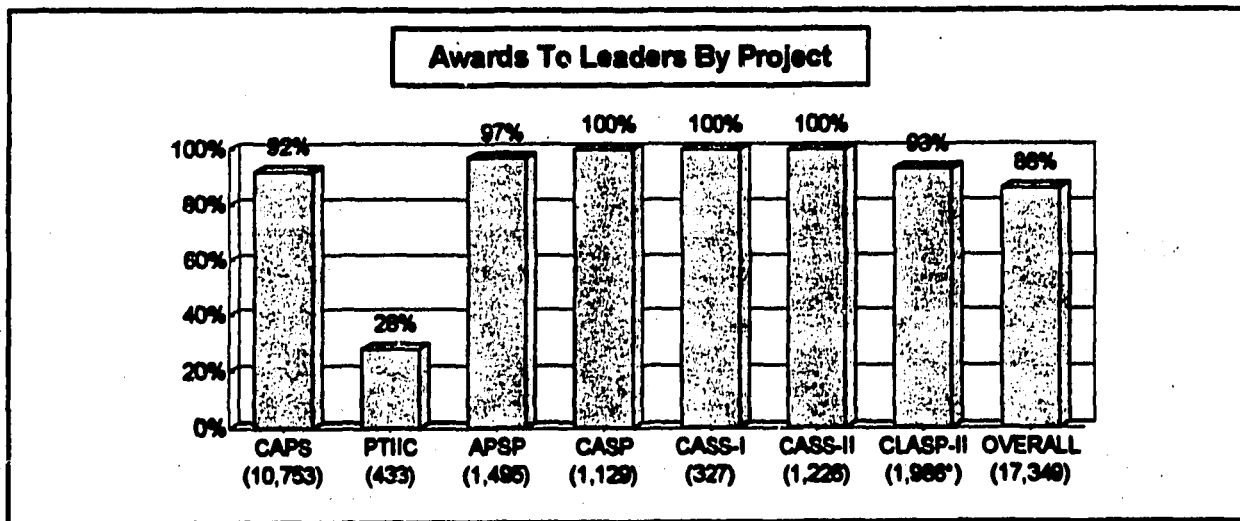


Figure 2.3 — Source: CIS through FY 1993 (* Excludes 1 Mission with incomplete data.)

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training. This information is useful in understanding areas from which CLASP implementors have selected Trainees. The placement of CLASP-II Trainees in Historically Black Colleges and Universities is also discussed in this section.

■ **What is the area of preparation of CLASP Trainees prior to training?**

The fields with the greatest number of Trainees are Education (20.8%) and Agriculture (16.4%). Business and Health follow with 8.4 and 6.8 percent, respectively (see Table 2.4). These fields are followed by the Applied Technologies, Public Administration, Manufacturing, Exact Sciences, Engineering, Economics, Sociology, Artisan (Craftsman), and Fine Arts. Reflecting the diversity of the recruitment for CLASP training, the category of "Other" accounts for 22.2 percent of the number of Trainees.

Overall, the education sector has a larger percentage of women compared with men (27.6% to 15.3%); Agriculture has the largest gender imbalance with 25.5 percent male Trainees compared with 5.1 percent female Trainees. The percentage of women in business and health fields nearly doubles that of men.

■ **What occupations did CLASP Trainees have prior to selection?**

CLASP Trainees come from a wide variety of backgrounds. Because of the disadvantaged, rural, and youth emphases of the CLASP-I program, many of the applicants have recently left school or are from backgrounds in the trades, agricultural, or self-employed areas. As indicated in Table 2.5, the largest categories, Student/Recent Graduate (24.5%) and Unskilled Worker (20.9%), contain almost equal proportions of men and women, while men predominate in the categories of Technician and Semi-skilled Worker. The percentages of women exceed those of men in the areas of Professional and Businessperson.

Table 2.4
Areas of Academic Preparation by Gender (Percentages)

Project	No.	Female	Male	Over-all
Education	4,220	27.6	15.3	20.8
Agriculture	3,337	5.1	25.5	16.4
Business	1,710	11.1	6.4	8.4
Health	1,372	9.1	4.9	6.8
Applied Tech.	1,123	3.9	6.9	5.5
Public Admnr.	980	3.8	5.5	4.7
Manufacturing	936	5.2	4.1	4.6
Exact Sciences	847	3.6	4.6	4.2
Engineering	543	1.2	3.8	2.7
Economics	355	1.4	2.0	1.7
Sociology	178	1.2	0.6	0.9
Artisan	106	1.0	0.1	0.5
Fine Arts	100	0.6	0.4	0.5
Other	4,503	25.1	19.9	22.2

Source: CIS through FY 1993

Table 2.5
Occupations by Gender (Percentages)

Occupation	No.	Female	Male	Over-all
Stud./Rec. Grad.	4,967	25.2	23.9	24.5
Unskil. Worker	4,244	20.7	21.1	20.9
Professional	3,247	18.4	14.1	16.0
Technician	2,065	6.7	12.9	10.2
Businessperson	1,691	9.8	7.1	8.3
Skilled Worker	1,173	3.6	7.5	5.8
Semi-Ski. Work.	320	1.4	1.7	1.6
Manager	246	0.6	1.7	1.2
Unemployed	176	0.6	0.8	0.9
Other	12,161	12.6	9.1	10.7

Source: CIS through FY 1993

■ **Are Trainees being selected from the private sector?**

Yes. Based on CIS data for 14,275 Trainees, private sector employees make up 50 percent of those selected for training. Figure 2.4 shows that of the 50 percent employed in the private sector, 78.2 percent worked in private, non-profit organizations. Slightly over 42 percent of the Trainees were employed in the public sector. Slightly more than 5 percent of the Trainees belonged to the autonomous sector (universi-

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ties), while 2.5 percent of the Trainees were drawn from a mixed (public-private) sector.

There were no significant differences between the percentages of men and women in the public and private sectors; women were represented in the same percentage as their overall CLASP representation. The greatest difference occurred in the autonomous sector where the percentage of men exceeded that of women (62% to 38%), indicating that a higher percentage of men than women were selected from academic or university backgrounds.

■ **What fields of training did Trainees enter?**

Education (20.3%) tops the list of fields of CLASP training with 4,119 Trainees. Business/Management (18.4%) follows closely with 3,737 individuals. (The predominance of women in these top two categories should be noted.) The next three fields are Agriculture Business and Production Sciences (6.3%), Public Affairs (5.8%), and Agricultural Sciences (5.3%). The remaining fields each contain less than five percent of the Trainees, including 28 fields that contain less than one percent each (see Table 2.6).

Table 2.6 shows only the general fields of training; detailed field of study categories are classified according to the field code list prepared by the National Center for Education Statistics and would result in a list much too lengthy to reproduce here.

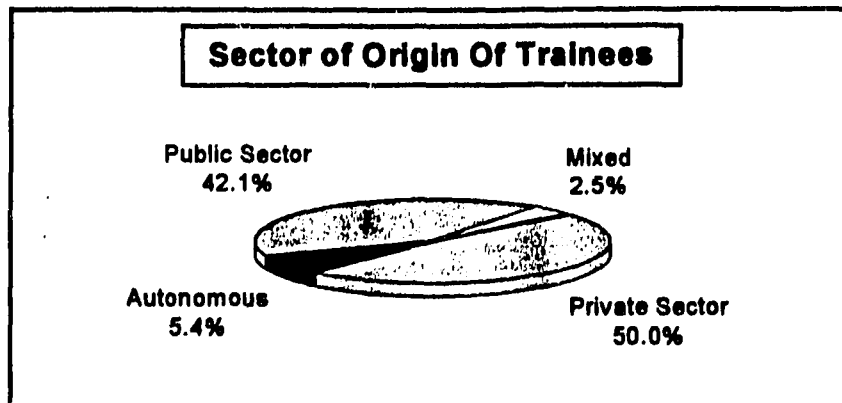


Figure 2.4— Source: CIS through FY 1993

Occupation	No.	Female	Male	Overall
Education	4,119	24.8	16.7	20.3
Business/Management	3,737	22.2	15.4	18.4
Agricul. Bus./Prod. Sci.	1,281	2.8	9.1	6.3
Public Affairs	1,168	4.9	6.5	5.8
Agricultural Sciences	1,071	2.6	7.4	5.3
Health-related Activities	963	5.4	4.2	4.7
Engin.-related Technology	914	2.8	5.9	4.5
Home Economics	640	3.4	2.9	3.2
Computer/Info. Services	612	3.4	2.7	3.0
Vocational Home Economics	583	4.7	1.4	2.9
Renewable Natural Res.	534	1.4	3.6	2.6
Health Sciences	471	3.5	1.4	2.3
Engineering	388	1.0	3.0	2.1
Citizenship/Civic Activities	387	1.2	2.4	1.9
Marketing/Distribution	378	2.2	1.6	1.9
Allied Health	350	2.2	1.3	1.7
Communications (Journal.)	329	1.3	1.8	1.6
Business and Office	324	1.8	1.5	1.6
Architect/Environ. Design	213	1.1	1.1	1.1
General Studies	202	0.5	1.4	1.0
Mechanics/Repairers	196	0.5	1.3	1.0

Note: 28 other fields each contain less than one percent of the Trainees.
Source: CIS through FY 1993

■ **To what extent have CLASP Missions placed Trainees in HBCUs?**

CLASP placements at Historically Black Colleges and Universities (HBCUs) during the past fiscal year represent an increase over past years. During FY 1993, 257 Trainees out of 879 CLASP-II new starts attended an HBCU,

compared with 250 Trainees out of 875 new starts in FY 1992, and 78 Trainees of 616 new starts in FY 1991. Under the CASS-II earmark, none of the 410 new starts in FY 1993 were enrolled in an HBCU.

For CLASP-II overall, in FY 1993, 12 long-term Trainees spent an average of 27.7 months at an HBCU, while 266 short-term Trainees spent an average of 4.4 months at an HBCU. (See Appendix A for individual Mission and CASS HBCU placement.)

CONCLUSIONS

CLASP project managers have designed their recruitment and selection to meet the Program's target and selection emphases. Forty-four percent of the Trainees are women, and the quality of their scholarship in terms of length and type compares favorably with that of men. Most of the Trainees (87%) are from the disadvantaged sectors of their societies as defined by the Missions. Over two-thirds of the Trainees come from rural areas, and most (86%) are classified as leaders or potential leaders.

Trainees selected for the program come from broad academic backgrounds and employment, with the areas of education, agriculture, and business predominating. Trainees are chosen from backgrounds of public and private sector employment, with private sector Trainees representing half of those selected.

Missions have been steadily increasing the number of participants enrolled in HBCUs.

After successfully recruiting Trainees from the targeted populations, project managers seek to provide these Trainees with appropriate training programs and experiences to meet and fulfill the goals of the Program. Chapter Three discusses the skills and academic training designed to advance the Trainees' job-related skills, to assist in the progress of their careers, and to assist in their country's development. Chapter Three will also examine a second component of CLASP training, Experience America, to show what opportunities were offered and what gains were made in understanding U.S. people, institutions, and way of life.

CHAPTER THREE:

Implementation of CLASP

INTRODUCTION

This chapter discusses the types of CLASP training, predeparture orientation, Trainee perceptions of their training program, Experience America, benefits of training, and Follow-on activities. Information reported in this chapter is derived from the CLASP Information System (CIS)—a Mission-maintained database for reporting biographical data on CLASP Trainees—and the Exit and Returnee Questionnaire databases which store information collected from CLASP Trainees describing their training program and experiences in the U.S.

GENERAL DESCRIPTION OF CLASP

The CLASP training project is composed of two mutually reinforcing components—skills development/education and Experience America. The skills development/education component is designed to provide CLASP Trainees with the tools to contribute to economic development in their country, as well as to transfer knowledge and/or skills to their peers. Through the Experience America component, Trainees are exposed

to the U.S. democratic system and culture. It is expected that by becoming familiar with the U.S., Trainees will foster the development and strengthening of democratic processes and personal initiative in their countries.

Length of Training

The duration of CLASP training programs is defined as short-term or long-term. Short-term training is less than nine months in duration; long-term training is nine months or more in duration. The CLASP target for long-term placement is 30 percent with a 20 percent minimum placement for the APSP project. Figure 3.1 shows the long-term awards to date. The PTIIC, CASP, CASS-I, and CASS-II projects exceeded the 30 percent target for long-term placement; in contrast, the remaining projects have a greater emphasis on short-term training. The APSP project exceeded its goal of 20 percent long-term placement. The CAPS and CLASP-II projects fall below the 30 percent long-term placement target, but above the 20 percent minimum level.

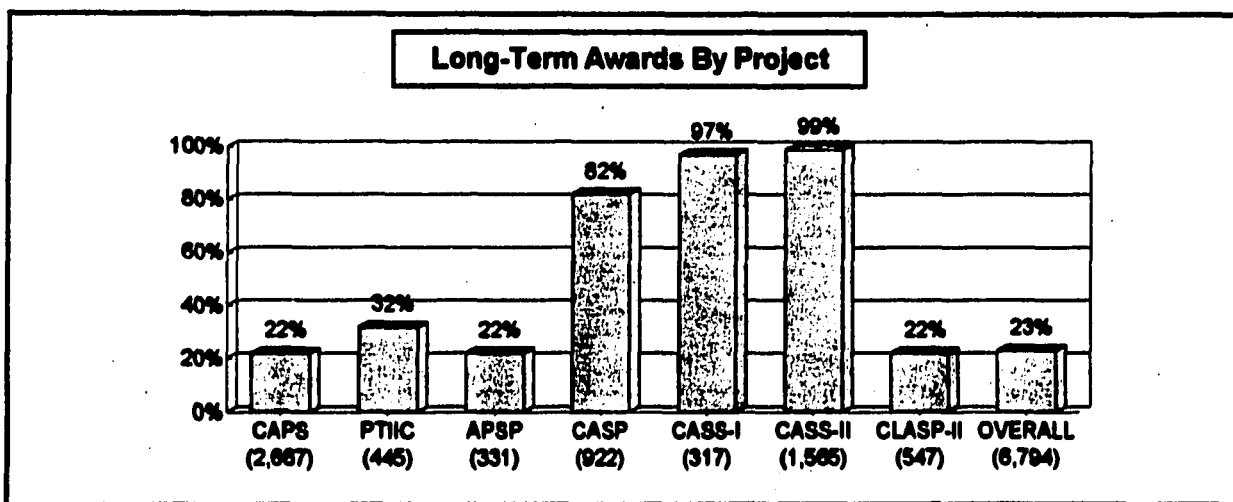


Figure 3.1 — Source: CIS through FY 1993

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Academic and Technical Training

CLASP training can be of academic or technical nature. Academic training programs are designed for Trainees to seek degrees in the sciences or in the humanities. They enroll in higher education institutions in the U.S., pursuing an Associate's, Bachelor's, Master's, or Ph.D. degree. In comparison, Trainees engaged in technical training usually seek a diploma or certificate rather than a degree, frequently enrolling in custom-made courses or programs of nine months or less. Figure 3.2 depicts the distribution of academic training among the different projects. It shows that CASP, CASS-I and CASS-II feature academic training, whereas the rest of the projects are more technically-oriented.

DESCRIPTION OF THE DATA

In 1986, A.I.D./Washington contracted with Aguirre International for technical assistance and monitoring and evaluation services for the CLASP Program. Since then, Aguirre International has gathered data on the program through self-administered questionnaires; interviews with Trainees, project managers, and contractors; focus groups; and case studies. All of these instruments are used to capture the Trainees' impressions and identify strengths and shortcomings of the program. Data gathered from questionnaires is stored in a large computerized data bank.

Three questionnaires are used for the CLASP program evaluation: the Mid-term Questionnaire, the Exit Questionnaire, and the Returnee Interview Questionnaire.

- The Mid-term Questionnaire is self-administered by long-term Trainees, half-way through their training program. Through this instrument, Trainees are able to point out problems that they are having and areas in which improvements may be needed.
- The Exit Questionnaire is a self-administered instrument collected at the end of the training period in the U.S. Currently, the database has the responses of 9,386 CLASP Exit Questionnaires.
- The Returnee Interview Questionnaire is administered in the Trainees' country at least six months after their return. The database contains 3,794 Returnee Interview Questionnaires.

The questionnaires have been refined over time in order to respond to evolving emphases in the CLASP program. As a result, there are two versions of the Exit Questionnaire and the Returnee Interview Questionnaire ("Old" and "Revised"). The revised questionnaires were introduced in FY 1992 to reflect CLASP-II emphases. Among the Exit Questionnaires processed to date, 7,723 are Old Exit Questionnaires, and 1,663 are Revised Exit Questionnaires.

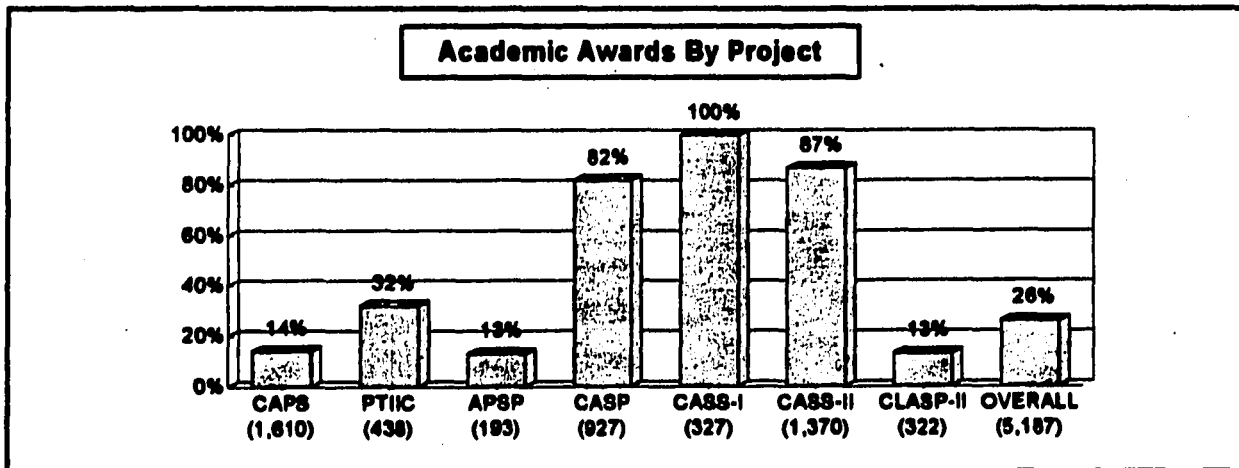


Figure 3.2 — Source: CIS through FY 1993

naires. Among the Returnee Questionnaires in the database, 2,999 are Old Returnee Questionnaires, and 795 are Revised Returnee Questionnaires.

The majority of the data has been continuously collected in the different questionnaire versions. However, there are some data that cannot be linked to each questionnaire set, and thus, cannot be adequately compared. In the following section, data are provided with reference to their source.

EFFECTIVENESS OF THE PREDEPARTURE ORIENTATION

■ **Did the respondents find the predeparture training useful?**

Yes. According to data drawn from the Old Exit Questionnaire (N=6,180), the vast majority of Trainees (85%) reported that the predeparture orientation was useful to various degrees. It was "extremely useful" for 23.4 percent of the Trainees, "quite useful" for others (45.8%) and "of some use" for 4.4 percent. Some Trainees found the orientation "not very useful" (4.4%) or "of no use" (1.3%). Some (5.6%) report that they did not receive an orientation.

■ **Did the CLASP Trainees feel prepared for the training program?**

Yes. Most exiting Trainees reported having felt prepared for the training program prior to their departure to the U.S. Table 3.1 shows that depending on the version of the questionnaire administered, between 95 percent and 98 percent of the Trainees were "very prepared," "prepared," or "somewhat prepared," with the largest concentration in the first two categories. For each questionnaire, between 2.4 and 4.5 percent of the Trainees felt that they were not prepared.

Nearly 61 percent of the exiting Trainees reported that the U.S. training program was "better than expected," and 30 percent felt that it was "about the same as expected."

TRAINEE SATISFACTION WITH THE PROGRAM

■ **Were respondents satisfied with the U.S. scholarship program?**

Yes. Trainees are generally quite satisfied with the program. Trainee satisfaction has been measured in Exit and Returnee Questionnaires. According to Table 3.2, over 85 percent of the Trainees consistently expressed satisfaction with training, with more than 33 percent of them reporting being "very satisfied." Less than eight percent of the Trainees indicated that they were "dissatisfied" or "very dissatisfied."

■ **Would Trainees recommend the program to other people?**

Yes. According to responses to the Exit and Returnee Questionnaires, 89 to 98 percent of the

Table 3.1
Degree of Preparation Prior to Departure (Percentages)

	Old Exit (N=7,248)	Revised Exit (N=1,600)
Very prepared	15.5	12.0
Prepared	48.6	53.1
Somewhat prepared	31.4	32.5
Unprepared	4.5	2.4

Source: Exit Questionnaires

Table 3.2
Degree of Satisfaction With Training (Percentages)

	Exit Questionnaire		Returnee Questionnaire	
	Old (N=7,493)	Revised (N=1,598)	Old (N=2,978)	Revised (N=792)
Very satisfied	34.1	43.1	42.3	46.3
Satisfied	51.2	46.2	47.0	37.5
Neutral	7.6	3.2	6.3	8.6
Dissatisfied	2.9	3.3	2.1	3.9
Very dissatisfied	4.0	4.1	2.3	3.7

Source: Exit/Returnee Questionnaires

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Trainees indicated that they would recommend it, or a similar training program, to others (see Table 3.3). The percentage of the Trainees who actually indicated that they would not recommend the program is less than two percent on each questionnaire. Trainees who were undecided about recommending the program ranged from only 0.6 to 9.9 percent. Returnee Questionnaire responses were generally more positive than Exit Questionnaire responses.

	Exit Questionnaire		Returnee Questionnaire	
	Old (N=7,514)	Revised (N=1,537)	Old (N=1,393)	Revised (N=791)
Yes	89.3	92.5	96.2	98.0
No	0.8	1.7	1.7	1.4
Don't know	*	5.9	*	0.6
Neutral	9.9	*	2.0	*

* Variable not included on questionnaire.
Source: Exit/Returnee Questionnaires

EXPERIENCE AMERICA ACTIVITIES

The CLASP program contains an Experience America component in addition to the skills/academic training. Experience America consists of activities that provide first-hand experience about the U.S. people, culture, and institutions. The activities include programmed visits to cultural centers, local, state and federal agencies, private enterprises, non-profit organizations, and tourist and amusement parks. Most activities are designed to complement classroom training. Another activity under Experience America may be a homestay with an American family. Trainees visit or, in some cases, live in American households. The CLASP-II Program, like CLASP-I, requires an Experience America component for each training program.

■ What kind of experience did Trainees have in the United States under the Experience America component?

A wide variety. While in the United States, CLASP Trainees engaged in diverse activities that complemented their training program. Table 3.4 shows the most frequently mentioned activities. Most of the Trainees traveled in the country, visited tourist spots, participated in recreational activities, visited with American families, attended cultural events, and civic

activities. Over 92 percent of the Trainees responding to the Revised Exit Questionnaire and over 81 percent of the respondents to the Old Exit Questionnaire reported having participated in those activities. In addition, Trainees report participation in activities that exposed them to ways in which the American society is organized. Such activities include meetings with local officials, visits to volunteer organizations, socialization with businesspersons, and participation in sports.

Responses to the Revised Exit Questionnaire indicate that nearly 80 percent of the Trainees had homestays with U.S. families.

	Old Exit (N=7,723)	Revised Exit (N=1,628)
Travel in the U.S.	81.7	96.7
Tourist spots	93.2	*
Join recreational activ.	*	96.4
Visit w/U.S. families	84.1	92.3
Attend cultural events	92.7	97.8
Attend religious svcs.	*	86.9
Meet w/local officials	*	85.6
Observe volun. org.	*	83.9
Interact w/bus. person	*	71.5
Observed civic activities	63.4	97.8
Attend athletic events	67.9	*

* Variable not included on questionnaire.
Source: Exit Questionnaires

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■ **What did Trainees like most about their experience in the U.S.?**

U.S. culture and society. The most frequently cited most-liked experiences are those related to learning about the U.S. culture and society. Respect for the law, voluntary work, infrastructure development, and cleanliness of cities were valued. Social interaction with U.S. nationals and among other CLASP Trainees, learning and skill acquisition, and specific aspects of the training program were highlighted as gratifying experiences (see Table 3.5).

Table 3.5
What Trainees Liked Most
About Their Experience in the U.S. (Percentages)

	Exit Questionnaire		Returnee Questionnaire	
	Old (N=7,229)	Revised (N=1,592)	Old (N=2,964)	Revised (N=788)
Facets of U.S. culture/society	23.0	10.8	23.3	22.8
Making friends	21.6	18.9	20.0	6.3
Learning	17.1	•	9.2	•
Aspects of training program	15.1	18.2	20.6	21.7
Host family	•	7.4	•	•
Everything in the program	7.8	3.5	5.6	•
Learning English	5.4	2.4	1.0	•
Infrastructure	•	3.3	2.3	9.0
Democracy	•	2.1	•	3.7
Cleanliness of cities	•	2.3	•	8.5
Leadership training	•	0.3	4.5	•
Environment	1.0	•	3.3	•
Respect for law	•	•	•	6.0
Experience America	•	14.7	•	•

* Variable not included on questionnaire.
Source: Exit/Returnee Questionnaires

■ **What did Trainees like least about their experiences in the U.S.?**

The duration of the training. The Trainees' single most frequently mentioned unpleasant experience was the (short) duration of training (from 4.0 to 15.5%, depending on the questionnaire), followed closely by racial discrimination (4.8 to 15.5%, depending on the questionnaire). Some Trainees (less than 10%) did not like the climate, food, some traits of the U.S. culture (including the perception of individualism and materialism), urban violence, and crime.

Trainees generally enjoyed their participation in the program. It is not surprising, therefore, that some (4 to 15%, depending on questionnaire) wished the duration of training had been longer. Some Trainees would have liked having a better command of English. There was scattered dissatisfaction with some training activities, inadequate transportation

services at their training location, housing conditions, and stipend amount (see Table 3.6).

■ **Did the CLASP experience increase Trainees' understanding of the U.S.?**

Yes. Trainees reported having gained a better understanding of life in the U.S. as a result of

Table 3.6
What Trainees Liked Least
About Their Experience in the U.S. (Percentages)

	Exit Questionnaire		Returnee Questionnaire	
	Old (N=7,229)	Revised (N=1,295)	Old (N=2,964)	Revised (N=788)
Racial discrimination	11.0	10.7	4.8	11.3
Climate	9.4	10.1	6.9	•
Food	8.5	8.5	10.3	8.0
Culture of U.S.	6.1	1.2	5.4	4.3
Inadequate transportation	4.7	4.0	3.4	1.3
Duration of training	4.2	4.0	8.9	15.5
Prob. w/English language	7.7	10.0	6.0	8.4
Some training activities	4.0	•	3.1	5.2
Violence and crime	•	2.8	•	4.1
Unfriendly Americans	•	1.5	•	1.0
Housing	2.5	1.0	1.7	•
Stipends	1.3	0.2	1.3	•

* Variable not included on questionnaire.
Source: Exit/Returnee Questionnaires

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their training experience. On the Revised Returnee Questionnaire, over 93 percent of the Trainees reported an increased understanding of U.S. families and 92 percent increased their understanding of the role of women in the U.S. family.

Understanding of the U.S. increased in the areas of ethnic and racial diversity (93%), democratic institutions (86%), the free market system (85%), and volunteerism (85%).

Following their U.S. training programs, exiting Trainees reported an increased understanding of the U.S. way of life (99%), U.S. government (98%), and U.S. politics (95%).

■ **How do Trainees characterize the U.S. people?**

Trainees rate the U.S. people highly. When ranking the American people on a scale ranging from the most negative to the most positive, the responses are unequivocally positive. Seventy-six percent or more of the Trainees find Americans to be friendly, generous, and fair. Over 82 percent of the Trainees portray Americans as active and orderly. More than 62 percent of the Trainees think that Americans are peaceful, moral, tolerant, and sensitive to the Trainees' countries (see Table 3.7).

■ **How do Trainees characterize the U.S. government?**

Trainees have a positive view. Trainees have a positive image of the U.S. government. Over 72 percent of the respondents to the questionnaires think that the U.S. government is fair, generous, and responsive to its citizens and to other countries (see Table 3.8).

BENEFITS OF TRAINING TO RETURNED TRAINEES

■ **Are Trainees working?**

Yes. Over 87 percent of the respondents to the Old Returnee Questionnaire (N=2,880) and nearly 90 percent of the respondents to the Revised Returnee Questionnaire (N=781) were working at the time the questionnaires were administered. Nearly 72 percent (Old Returnee) and over 61 percent (Revised Returnee) of the respondents are working in the same job as before training.

Table 3.7
Trainees' Characterization of the U.S. People
(Percentages of Positive Responses)

	Exit Quest.		Returnee Quest.	
	Old (N=7,723)	Revised (N=1,663)	Old (N=957)	Revised (N=558)
Friendly	76.7	84.0	89.1	89.2
Orderly	82.1	*	*	*
Active	88.0	*	*	*
Fair	77.3	81.3	91.8	83.1
Generous	78.1	78.3	90.7	81.0
Sensitive to other countries	70.8	*	79.2	*
Peaceful	83.7	*	*	*
Moral	64.1	*	*	*
Tolerant	*	73.2	68.5	67.9
Sensitive to Trainee's country	*	*	62.9	*

* Variable not included on questionnaire.
Source: Exit/Returnee Questionnaires

Table 3.8
Trainees' Characterization of the U.S. Government
(Percentages of Positive Responses)

	Exit Quest.	Returnee Quest.	
	Revised (N=1,598)	Old (N=2,978)	Revised (N=792)
Fair	76.7	79.4	72.7
Generous	77.7	83.9	77.8
Responsive to its citizens	82.2	*	78.2
Sensitive to other countries	75.2	80.7	74.7
Sensitive to Trainee's country	*	82.0	*

* Variable not included on questionnaire.
Source: Exit/Returnee Questionnaires

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Ninety-four percent of the returnees report in the Revised Questionnaire that their training was in their area of employment (76%), volunteer activity (14%), or both (3%). Six percent said the training was in "Other" fields.

On the Revised Returnee Questionnaire, Trainees were asked to list the sector of their current employment. The public sector (36%) employed the greatest percentage, followed by employees in the private sector (20%), self-employed (18%), employers in the private sector (8%), private (non-government) non-profit organizations (6%), employees in a cooperative (1%), and other (11%).

■ **Do the Trainees believe that their CLASP training has helped them to obtain increases in their salaries?**

Yes, for the most part. After their return to home country from the United States, more than half of the Trainees received a salary increase (51% on the Old Returnee Questionnaire, and 60.5% on the Revised Trainee Questionnaire). A large segment of the Trainees who received a salary increase reported that the raise was due, at least in part, to their participation in the training program (55% on the Old Returnee Questionnaire, and 82% on the Revised Returnee Questionnaire).

■ **Were returned Trainees able to put their U.S. training into practice in their present job?**

For the most part. Returned Trainees say that they have used their U.S. training in their jobs to varying degrees. Nearly two-thirds of the respondents to the Revised Returnee Questionnaire (65%) report that they are able to use their newly acquired learning "a great deal" in their present job; 29 percent say that they are able to put their new learning into practice "a little." Slightly more than five percent of the respondents say that they have not been able to put their new learning into practice at all.

Reasons given by the five percent of the Trainees for the inability to implement their newly acquired learning ("a little" or "not at all") range from:

- I don't have the tools, equipment, or resources (32%);
- My present job does not require the use of knowledge obtained during the training program (29%);
- The training was not applicable to my country (25%);
- The training was not in my field of employment (14%);
- I don't have the authority to implement it (9%); and
- I don't have support of my co-workers (6%).

Some respondents gave more than one reason.

■ **Do Trainees acknowledge that their CLASP training has improved them professionally?**

Yes. Most Trainees feel that the training has helped them to improve their performance at work (95%), and to learn new skills (91%). Most Trainees have found their CLASP training "useful" or "very useful" for their present job (92%), as well as for their career goals (94%).

Slightly more than 32 percent of the returned participants report that they have been promoted since their return from U.S. training, and over 81 percent report that they have increased responsibilities at work since their return from U.S. training.

Training as an avenue for networking was generally perceived as "useful," but to a lesser extent than skill development. Trainees reported that training was "useful" and "very useful" to

meet people in the same line of work. Trainees also found the program useful to meet U.S. nationals (73%) and Trainees from their own country (74%).

FOLLOW-ON ACTIVITIES

The Missions and contractors are actively promoting well-designed and implemented in-country Follow-on activities to support the increasingly large number of Trainees who return home after their training in the U.S. Follow-on activities include training programs to reinforce the U.S. training, and assistance to individual Trainees to implement what they have learned during their training. In addition, some Missions have contributed to the formation of alumni associations, while others have provided some financial support for the development and implementation of CLASP alumni associations or community projects.

■ What ongoing activities are Trainees involved in since their return?

A variety of activities. The activities in which Trainees most frequently participate are: maintaining personal contacts with former Trainees (86%); taking part in Follow-on activities (66%); cultivating friendships with Americans they have met in the U.S. (60%); and reading U.S. professional magazines, often through A.I.D.-sponsored subscriptions (49%). To a lesser degree, they have worked on project presentation with other Trainees (38%), read U.S. popular magazines (31%), studied English (15%), and had business transactions with the U.S. (6%).

■ Do returned Trainees participate in volunteer activities upon their return home?

Yes. Almost 77 percent of the returned participants have taken part in volunteer activities since their return from U.S. training. The most frequent types of volunteer activities have been: educational (13%), charitable (12%), athletic (12%), cultural (11%), economic (10%), health-

related (9%), civic (9%), religious (8%), agricultural (6%), and a variety of others (11%).

Participants have been actively involved in helping to plan events, activities, and projects (79%); attending meetings (77%); leading, directing, or coordinating events or projects (63%); training others (60%); assuming formal leadership or administrative roles (59%); or participating as a group representative in activities outside of the community (44%).

■ Do the returned Trainees feel that their U.S. training has enabled them to become more effective leaders in their communities or workplaces?

Definitely. Ninety-four percent of the returned Trainees report that they have become more efficient leaders since their U.S. training. Over 65 percent report that their level of participation in community organizations since their return has increased compared to their participation before their U.S. training.

■ To what extent are returned Trainees participating in the political process of their community, district, or country?

To a great extent. Nearly 76 percent of the returned Trainees report that they participate in the political processes of their communities, districts, or countries. Over 96 percent vote in governmental elections, and 35 percent vote in non-governmental elections. Twenty-one percent participate in governmental political campaigns, and 19 percent participate in non-governmental campaigns. Over 22 percent ran as a candidate in non-governmental elections (company, union, associations), and 15 percent ran as a candidate in governmental elections (town council, mayor, representative).

■ Are Trainees members of CLASP alumni associations?

Yes, to some extent. On the Revised Returnee Questionnaire, Trainees were asked to indicate if

they belonged to a CLASP alumni association. Out of 795 respondents, 57 percent said that they were alumni association members.

According to the responses of 452 returned Trainees, nearly 81 percent of the alumni organizations are active, with varying degrees of activity. Specific activities include: organizing meetings (18%), implementing projects that benefit the community at large (16%), training sessions (16%), providing community services (15%), seminars (6%), and social gatherings (5%).

■ **Have the Follow-on activities helped Trainees increase their efficiency at work?**

Yes. Over 69 percent of the returned Trainees responding to the Revised Returnee Questionnaire said that the Follow-on activities have helped them to improve their performance at work. Data show that the activities have contributed to preparing Trainees to implement community activities as leaders. It has given them the means and methods to plan and execute projects (29%), has reinforced knowledge acquisition (15%) and exchange of ideas (13%), which have resulted in greater self-confidence (8%). It has also promoted increased output production (9%) and an expansion in the themes around which Trainees do community work (4%).

CONCLUSIONS

Since 1985, CLASP has provided training for 20,290 individuals. Most of the training has been technical in content, and short-term in duration. The majority of the Trainees have expressed their satisfaction with the way in which the information was conveyed and skills were developed in their U.S. training. CLASP has also promoted the values of a democratic society among the Trainees through the incorporation of Experience America activities in all of the training. CLASP has encouraged the development of the Caribbean and Latin American region by furnishing technical skills and knowledge and by laying the foundations for the development of democratic pluralistic societies.

Chapter Four presents a discussion of CLASP administrative and training costs drawn from implementation and placement contractors. Lessons learned from CLASP evaluations are reviewed.

CHAPTER FOUR:

Lessons Learned

Chapter Four:

Lessons Learned

INTRODUCTION

Lessons Learned from the CLASP-I and CLASP-II Programs have been reported during the eight years of their implementation. Aguirre International has been responsible for the evaluation of both programs since their beginning and has reported on these lessons in its Annual Reports, Information Memoranda, Country Reports and Individual Program Exit (IPE) Reports. CLASP Project Managers and their contractors have integrated many of these findings into their new activities. As a result, CLASP training has improved over the years. The Seventh Annual CLASP Report summarized many of these improvements and suggested a number of areas where improvements in the implementation of CLASP training programs are still needed.

In this Eighth Annual CLASP Report, the Lessons Learned emphasis will be on two areas which have not been covered to date. The first is a review of the information related to the costs of the CLASP Program. With U.S. training costs going up faster than inflation and Mission development assistance budgets in the LAC Region being cut, the costs of training CLASP participants in the U.S. is of great concern to Missions and the LAC Bureau. The second new area to be addressed will be how the Lessons Learned from the CLASP Programs can be applied to LAC participant training programs which are not part of CLASP.

COSTS OF TRAINING CLASP PARTICIPANTS

How Training Costs Are Measured

At the end of FY 1992, Aguirre International requested that all contractors under the CLASP Program provide Training Cost Analysis (TCA)

data on how much they had spent on the CLASP-II Program from its beginning until the close of FY 1992. These cumulative training cost figures reported to Aguirre International were presented by actual beginning and ending dates of training so that an accurate measure of 30 days could be applied to calculate costs per training month. Careful monitoring of beginning and ending dates and reporting only actual expenditures has provided a basis for comparing USAID training costs that is not found elsewhere in the Agency.

Because each contractor's actual training costs are considered by them as confidential information, the analysis of training costs presented here will not report cost data for any specific contractor. The analysis will be related to averages of all training costs for certain categories of training activities or ranges of training costs without specifying which contractors are responsible for the costs that are presented. The general categories for which costs are reported include:

- **Administrative Costs**—The costs of administering training activities as opposed to carrying out the actual training responsibilities. Because contractors often program both technical and academic training simultaneously, it is not always possible to separate administrative costs between the above two categories;
- **Academic Training**—The direct costs for all training programs which result in a formal degree; and
- **Technical Training**—The direct costs for all training programs which do not result in a formal degree.

■ Administrative Costs

Administrative Costs are those related to the management of participant training and not the actual delivery of training. They include salaries and consulting fees for those administering the program as well as equipment and other direct costs (e.g., communications, supplies, rent, travel, etc.). The guidance for defining Administrative Costs is provided in USAID Handbook 10.

The CLASP-II Program has a broad range in the amounts of Administrative Costs among the various contractors which implement the Program. The range of Administrative Costs per training month extends from a low of around \$410 to a high of approximately \$3,030. There are, of course, many explanations for variations in the level of administrative costs for specific contractors. These include:

- **Amortization of Training Costs**—At the very beginning of a program, substantial costs are incurred in hiring individuals, purchasing supplies and equipment and other similar costs. Initially, there are few actual training months to amortize these extensive start-up costs. As the program matures, the training months of the students increase and start-up training costs are amortized successively over greater numbers of training months. The very high estimate for the contractor at the top of the range reported above represents the influence of these start-up costs. The Administrative Costs of this contractor per training month will drop significantly as the number of training months increase over time.
- **The Nature of the Training**—Experience has shown that Technical Training, which is usually of a short-term, tailor-made nature, is more expensive to administer than is degree oriented Academic Training. Therefore, when a contractor is primarily responsible for Academic Training, its Administrative Costs per training month will generally be lower than a contractor which has a heavy load of Techni-

cal Training. In the case of the contractors reporting FY 1992 information, those contractors implementing only Technical Training had an average monthly administrative cost of \$910 compared to \$420 for those only engaged in Academic Training. The contractor at the lowest end of the Administrative Cost range, in fact, programmed only Trainees enrolled in Academic Training.

- **The Duration of Training and the Number of People in Training Groups**—Administering training programs of short durations or for very small groups will be more costly per month than will be the case for administering programs of longer duration or those having larger number of Trainees within a single group. Logic would indicate that having a longer period or a greater number of Trainees would enable the Administrative Costs for developing a program to be amortized over a larger number of training months.
- **Tailor making courses to meet the needs of a specific group and the relative complexity of the group's needs** will greatly influence Administrative Cost rates. Placing Trainees in readily available off-the-shelf training programs requires little more than reserving space in the program and making certain that the Trainee arrives at the designated time. Developing a brand new activity to address the very specific needs of a group—especially if the program is given in a language not widely spoken in the U.S.—will produce a much higher Administrative Cost.

In summary, the range of Administrative Cost rates varies greatly across contractors and programs. With such a wide range in contractor Administrative Costs, it is obvious that savings can be made through negotiating appropriate contract provisions with placement contractors. Missions and Bureaus, however, must be careful when analyzing these costs. Start-up costs should be amortized over at least 50 percent or more of the total number of training months for the life of the contract before comparisons are

made with other contractor rates. The mix of Academic and Technical Training will affect the level of contractor Administrative Costs as will the size of training groups and the duration of training. Custom designed training requires a greater level of effort than placing Trainees in existing programs.

■ **Academic Training Program Costs**

Academic Training consists of programs in accredited institutions of higher education which lead to an academic degree. CLASP-II academic programs include Trainees in junior and community colleges, undergraduate university programs, and graduate degree programs, for the most part at the Masters level.

The range in contractor rates for providing Academic Training in institutions of higher education begins at approximately \$980 per training month and goes as high as \$3,860. Again, there are many variables which influence the different levels of academic training costs.

- The high end of the range represents a newly developed program which still reflects the very high level start-up costs of recruiting and selecting candidates, placing students in academic programs, tuition and fees, book purchases and other up-front expenditures. There were still very few training months upon which to amortize the high start-up investment.
- The level of monthly training costs for Academic Training is influenced by the mix of junior college, undergraduate and graduate school training. Organizations which predominately place students in junior/community colleges have far lower training month costs than do those contractors which predominately place students in graduate studies.
- The duration of Academic Training may have an influence on costs as demonstrated below, although the relationship between costs and

duration of training is not absolutely clear. Data from Georgetown University (junior/community colleges) are eliminated because of the unique qualities of the Georgetown program.

Only academic programs which have been completed are included in the above table because of the aforementioned problem with amortizing start-up costs. Unfortunately, very few Trainees have completed their CLASP-II Academic Training programs. It would appear from the above data that, apart from programs lasting 3 to 6 months, training costs decline as the duration of the programs increase. There are too few data, however, at this time to make generalizations. Additional information will be available from this year's review of FY 1993 training costs.

AVERAGE MONTHLY COST OF ACADEMIC TRAINING BY DURATION			
Duration of Training	# of Trainees	Total Training Months	Cost Per Training Month
Up to 3	0	0.0	0
3 to 6	4	17.2	\$1,490
6 to 9	2	15.9	\$1,660
9 to 12	4	45.4	\$1,400
12 to 18	2	27.5	\$1,480
18 to 24	0	0.0	0
24 or more	0	0.0	0

■ **Technical Training**

Technical Training is defined in USAID Handbook 10 as non-degree training programs. For the most part, these are special programs designed to meet the particular needs of individuals or groups of individuals, although some of them are off-the-shelf (prefabricated) non-degree programs. Many times, Technical Training is offered in the native languages of the Trainees or are translated into their languages, often adding to training costs. Internships, workshops, or practical applications of training are frequent features of Technical Training. Technical Training is therefore likely to be more costly than Academic Training. The exception to

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this rule is the National 4-H Council Program which places Costa Rican teenagers in U.S. High Schools. Because of the uniqueness of this Program, it is not included in the analysis of Technical Training Costs presented in this section.

The higher cost of Technical Training is reflected in the range of costs per training month of the various contractors which provide these CLASP-II services. The range of Academic Training costs per training month was \$980 to \$3,860. Technical Training costs range from \$2,320 to \$6,800 per training month. The high end of the scale represents training for individuals or very small groups for very short periods of time. The volume of training months was very low compared to the high costs of arranging these short programs. The average Technical Training Cost per training month was \$2,710 compared to \$1,010 for Academic Training.

Much of CLASP-II Technical Training is programmed for groups of Trainees. The size of the group and the duration of the training has an important effect on the costs. The following two tables demonstrate this.

The effect of the duration of training on the costs of Technical Training is very clear. Rates drop consistently as the duration increases from less than 3 months up to 18 months but rise again between 18 to 24 months duration. There is no apparent explanation for this change.

There is, however, a constant reduction in the cost per training month as the size of the group is increased. Certainly one must be concerned about the ability to provide effective training in very large groups. Training providers should study the optimal maximum size of the group for specific training requirements. Very small groups, however, incur double the costs per training month compared to groups of 16 to 25 Trainees.

Factors Affecting the Monthly Training Costs

A broad range exists among contractors in their Administrative Costs, their direct Technical Training Costs and their direct Academic Training Costs. The message to LAC Bureau and Mission Project Managers is that savings can be made in all of these areas by carefully working with contractors and training providers in identifying the most cost-effective solution to meeting individual training problems. It is important to remember, however, that several factors influence the level of training costs:

- Start-up Administrative Costs which include establishing offices, purchasing equipment, training staff members, paying initial rent, and leasing certain items must be amortized over some period of time for that cost level to be comparable to other contractors' costs, e.g., half the length of the program. The same applies to start-up Technical and Academic Training Costs.

AVERAGE MONTHLY COST OF TECHNICAL TRAINING BY DURATION			
Duration of Training	# of Trainees	Total Training Months	Cost Per Training Month
Up to 3	50	60.4	\$6,420
3 to 6	6	5.6	\$5,470
6 to 9	0	0.0	0
9 to 12	11	20.1	\$3,990
12 to 18	11	15.8	\$2,910
18 to 24	59	102.1	\$3,790
24 or more	889	1,817.0	\$2,940

AVERAGE MONTHLY COST OF TECHNICAL TRAINING BY SIZE OF GROUP			
Size of Group	# of Trainees	Total Training Months	Cost Per Training Month
2 to 5	16	19.1	\$6,670
6 to 10	34	58.5	\$4,700
11 to 15	52	75.0	\$3,200
16 to 20	198	366.7	\$3,050
21 to 25	547	1,078.1	\$2,960
26 to 30	78	117.0	\$2,520
31 or more	48	55.2	\$2,510

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- The duration of training and the number of individuals in a training group will influence the costs of Technical and Academic Training Costs.
- Specially designed, tailor-made programs and those which require special language services will be more costly than training which is being offered through prefabricated programs.
- Technical Training will be, for the most part, more costly than Academic Training. Within the category of Academic Training, training in junior/community colleges will be less costly than undergraduate courses in four year institutions followed by graduate programs.

Cost Cutting Options

In their efforts to lower training costs, Project Managers, Training Officers and contractors have done the following:

- Sought out less costly options for implementing training—In the case of U.S. training, universities and other training providers which offer quality programs at lower costs have been substituted for training previously provided by some of the more prestigious institutions.
- Monitored training more closely—Contractors are closely reviewing the progress of Trainees to make certain they are closely following their course itineraries so they avoid having to wait for courses that would delay their completion.
- Negotiated training costs with training providers—Contractors have negotiated tuition and other costs with training providers to obtain more favorable cost options than would otherwise be available. In some cases, cost sharing with training providers has been a part of the competitive process for selecting

training programs as is the case for the Georgetown University CASS Program.

- Negotiated more efficient training programs—Contractors have negotiated special treatment of USAID Trainees to be certain that all course work can be completed in the shortest period of time.
- Recruited and selected more capable Trainees—Mission personnel and contractors have been more careful in their selection of Trainees allowing only those to come who can adequately meet the standards of the training providers. More information is being provided to training providers about the Trainees and their training requirements so that adequate support services are available to enhance Trainees' abilities to meet program requirements.
- Better prepared Trainees to meet the requirements of the training programs—Mission staff and contractors have provided remedial and other predeparture orientation and training to better prepare Trainees to enter the programs that have been selected for them. Finding more cost-effective solutions for English Language Training is a particularly fertile area for introducing cost savings in the training process. Combining in-country programs with U.S. topping off—especially at the U.S. training institution where they receive their long-term training—may be the most efficient solution to this problem.
- Altered the mix of in-country, third-country, and U.S. training—Since U.S. training with all of its benefits is by far the most costly alternative, contractors and Mission personnel are exploring more cost-effective combinations of in-country, third-country, and U.S. training which will meet development requirements at lower costs.

Caveat on Cost Cutting

It must be remembered that many cost-cutting efforts can negatively influence the quality and applicability of training. The most costly training is that which does not achieve the anticipated development goals. Evaluations which focus on the impact of training further suggest that such training related activities as predeparture orientation, appropriate English language training, adequate communication of training goals, and supportive follow-on programs can substantially increase the effectiveness and applicability of training. Coincidentally, these activities (with the possible exception of English Language Training) are the least costly aspects of training. Project designers and managers must remember not to economize on those aspects of training which enhance its impact.

CLASP LESSONS LEARNED APPLIED TO OTHER TRAINING ACTIVITIES

In the 1993 CLASP Seventh Annual Report, Lessons Learned from CLASP evaluations that have been applied to improve CLASP training were reviewed. These Lessons Learned still apply with equal force:

- Adequate lead time is required for recruiting and selecting appropriate candidates and for preparing their U.S. training programs;
- Adequate and appropriate predeparture orientation and training improves the effectiveness of U.S. training;
- Training programs are best when they are directly applicable to the Trainees' employment or community participation;
- Homogeneity within training groups allows all Trainees to benefit from the program;
- Appropriate Experience America programs permits Trainees to have exposure to U.S. institutions and individuals to complement the technical/academic aspects of their training; and

- Follow-on programs reinforce and broaden returnees' contribution to the development of their communities and their respective countries.

It must be remembered that many cost-cutting efforts can negatively influence the quality and applicability of training. The most costly training is that which does not achieve the anticipated development goals.

Missions are now exploring how these and other lessons, which have enhanced the impact and cost-effectiveness of CLASP training, can be effectively applied to participant training across the board. Of special note is USAID/El Salvador which has initiated a study of how "traditional participant training"—that training which is done outside of the CLASP Program—can be improved by introducing "Lessons Learned" from CLASP. Some of the difficulties attributable to "traditional training" include:

- Training is often too advanced for the technological condition of the host country;
- The absence of Follow-on programs limits the long-term impact and cost-effectiveness of training;
- Little or no host-country involvement in the training process contributes to the lack of applicability of U.S. training to meeting local needs and curtails the sense of ownership and responsibility for insuring that newly acquired skills are successfully applied;
- Training focuses exclusively on technical or academic skills without including leadership training or exposure to situations which alter behavior, especially as it relates to democratic initiatives or private enterprise development; and
- Project developers do not appreciate the role of human capital development as it relates to

the attainment of project goals, Mission Strategic Objectives, and overall development goals.

An ongoing activity under the new HERNS Project of the Office of International Training (OIT) reviews CLASP experiences as well as results attained under "traditional" participant training in USAID/El Salvador. Comparisons are made of how the two groups of Trainees and their employers view the relevance of training and their ability to apply it in the workplace. The Objective is to provide a strategy for applying those elements of CLASP design which enhance its impact and cost effectiveness to participant training across the board. Based on the study, a simplified guide will be prepared for use by project designers in the future to maximize the effectiveness of training.

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APPENDIX A:
Country Profiles

Appendix A:

Country Profiles

INTRODUCTION

This Appendix is designed to narrow the focus on the Mission-specific and Cooperative Agreement projects by presenting project summaries and achievement of selection targets. The Country Profiles describe the USAID Mission-managed programs of CAPS (in Central America), PTIIC (in the Caribbean), APSP (in the Andean Region of South America) and CLASP-II region-wide. Separate sections are included on the two Georgetown University-administered projects (CASP and CASS), although the achievements of these two projects are noted in the country-specific profiles.

Two of the USAID Missions have managed regional CLASP training efforts. Both of these, the USAID/ROCAP Mission in Central America (CLASP-I only), and the USAID/RDO/C Mission in the Caribbean, recruit CLASP Trainees from several countries. In the ROCAP Mission (which has completed its CLASP-I project and is not participating in CLASP-II) as in the Georgetown-administered Congressional set-aside projects, the recruitment of Trainees is from countries where country-specific USAID Missions are also managing CLASP training programs. In reporting these regional training efforts in this section, the Trainees are treated as a group, rather than separated by nationality.

It should be noted that the recruitment and selection procedures, as well as the emphases of the training programs, may vary significantly among projects, especially with regard to differences in focus between the country-based programs and the region-based programs, and this variance may significantly influence Trainee appraisals. Information about these programs was derived from Program Objective Documents, Action Plans, Country Training Plans,

and a specific information request made to Missions by LAC/DR/EHR.

The data on achievement of selection targets presented in this Appendix to depict Mission compliance with A.I.D./Washington guidance, is taken from CIS as of the end of FY 1993. It is supplied by the participating Missions and by Georgetown University. The data depicts the cumulative achievements of all CLASP projects with regard to minimum targets for recruitment of females and the disadvantaged. It also reflects the amount of scholarship programming dedicated to long-term training (more than nine months). The 30 percent long-term target of CLASP-I did not apply to the four Andean participating countries, where the minimum target was 20 percent. Under CLASP-II, the suggested long-term target for all Missions is 20 percent. The data depicted in the Country Profile graphs also indicate the characteristics of CLASP Trainees in terms of two other categories, academic (degree-seeking) training and leadership, which are emphasized in the CLASP design. Because these two program emphases do not have a specific minimum programmatic target, Missions are responsible for setting their own targets. The data regarding target selection is presented in a different format (by Mission and by individual project) in Chapter Two, Table 2.1, of this report.

During FY 1992, impact evaluation studies were conducted in Guatemala, Bolivia, and El Salvador, and in FY 1993 an impact assessment was conducted in Honduras. For an in-depth analysis of impact in individual country programs, interested readers are referred to these reports produced for A.I.D./Washington by the CLASP Monitoring and Evaluation Contractor, Aguirre International.

BELIZE

SUB-REGION:
Central America

PROJECT TITLES (PROJECT NUMBERS):

CLASP-I:
CAPS (505-0039)
CASP (597-0001)
CASS-I (597-0001)
CLASP-II:
CASS-II (598-0661)
CLASP-II (505-0047)

PROJECT PERIOD:

CLASP-I: FY 1985 - 1994
CLASP-II: FY 1990 - 1998

PROJECT MANAGERS:

USAID/Belize: Lourdes Smith
AID/Washington: John Jessup

CONTRACTOR:

CLASP-I:
Essex Community College, MD; Ferris State University, MI; Hampton University, VA; University of New Mexico, NM
Programmed through PIO/P's: Partners for International Education and Training; U.S. Department of Agriculture
CLASP-II:
Programmed through PIO/P's: Partners for International Education and Training

PROGRAM SUMMARY

USAID efforts in Belize have concentrated on two sectors: agriculture and tourism. The program is focused on the single goal of sustainable economic growth, driven by private sector investment, with special emphasis on resource planning and management. However, budget reductions have narrowed the program focus and, since a higher than expected pace of economic growth has occurred in Belize, the USAID/Belize program strategy is to improve the use of terrestrial resources, which is compatible with the LAC Bureau sub-objective to encourage preservation and sustainable use of the natural resource base. Another Mission objective is to strengthen public participation in democratic processes.

Without placing it under a specific strategic objective, USAID/Belize has characterized its CLASP-II Program as one that will continue to provide training for targeted leadership groups in fields relevant to Belize's needs.

USAID/Belize administers the CLASP Central American Peace Scholarships (CAPS) project and the CLASP-II project. Additionally, the Mission monitors two regional projects implemented under a cooperative agreement with Georgetown University, the Central American Scholarships Program (CASP) and the Cooperative Association of States for Scholarships (CASS). All of these projects have a common goal, the awarding of education and training scholarships to individuals from disadvantaged sectors of society who display leadership traits or leadership potential, and who otherwise would not have the opportunity to profit from training in the United States. Of all of these scholarship projects, CAPS is the largest. USAID/Belize has trained 296 Trainees under CAPS and 16 under CLASP-II. Under the earmarks, CASP trained 229; CASS-I enrolled 25; and CASS-II has trained 66 individuals.

Over the last eight years of operation, USAID/Belize has emphasized the training of a nationwide cadre of school principals and vice-principals, community health and agricultural extension workers, and Belize's private sector mid-level managers. Earlier in the program, an emphasis was placed on the recruitment of individuals who had previously been trained in one of several Soviet Bloc countries.

ACCOMPLISHMENTS

In FY 1991, Belize's training goals under CAPS were achieved. To date 296 scholarships have been provided to 166 men and 130 women. Of all Trainees, 285 or 96 percent were identified as

disadvantaged by the Mission, 62 or 21 percent were pursuing long-term training, and the majority (78%) of all of Belize's CAPS Trainees were placed in technical training. Almost all (98%) of the Belizean Trainees were identified as leaders or potential leaders.

CASP is the second largest of the CLASP components in Belize. Under CASP, 229 Trainees have received training in the United States, 138 men and 91 women. All are classified as disadvantaged. In contrast, and due to its recent start, Belize's CLASP-II has only trained 16 participants; all of which were enrolled in academic long-term training.

In FY 1992, Belize's seven CLASP-II new starts entered the following general fields of training: Education (2); and Agriculture Business and Production Sciences, Business and Management, Computer and Information Sciences, Health Sciences, and Psychology (1 each).

Twenty-five scholarships have been awarded under CASS-I and 66 under CASS-II, 99 percent of them to disadvantaged individuals primarily pursuing academic long-term training in the United States.

Overall, 632 Trainees have been trained under the different CLASP projects, 362 men and 270 women. The minimum 40 percent target of female participants has been exceeded (43%),

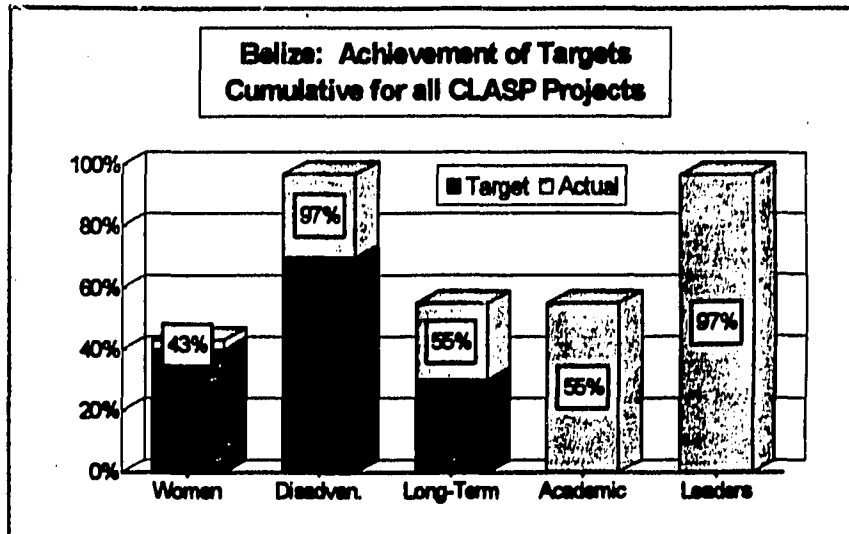


Figure A.1 — Source: CIS through FY 1993

and the 70 percent CLASP target of disadvantaged Trainees has also been surpassed, with 97 percent of all Trainees classified as such. Belize's initial CLASP training goals have been accomplished.

Through FY 1993, six Trainees were enrolled in HBCUs (two CLASP-II Trainees and four CASS-II Trainees).

In FY 1993, Belize enrolled one long-term CLASP-II Trainee. Enrollment projections for FY 1994 include 11 long-term and 12 short-term Trainees.

Figure A.1 compares and contrasts Belize's CLASP targets with actual program accomplishments through FY 1993. All of the program targets have been achieved for the recruitment of women, socio-economic disadvantaged, long-term, academics, and leaders.

BOLIVIA

SUB-REGION:
Andean Region

PROJECT TITLES (PROJECT NUMBERS):

CLASP-I:
APSP (511-0603)
CLASP-II:
BPSP (511-0811)

PROJECT PERIOD:

CLASP-I: FY 1987 - 1994
CLASP-II: FY 1990 - 1998

PROJECT MANAGERS:

USAID/La Paz: Beatriz O'Brien
AID/Washington: John Jessup (CLASP-II)

CONTRACTOR:

CLASP-I:
Development Associates
CLASP-II:
Development Associates

PROJECT SUMMARY

USAID/Bolivia goal's are congruent with the LAC Bureau's Objectives. The CLASP-II Program (Bolivian Peace Scholarships Program, BPSP) supports the LAC Bureau sub-objective of improved natural resource management. BPSP also supports the two democracy sub-objectives: improving application of the law and strengthening the law-making process, and strengthening citizen participation in the decision-making process.

The CLASP-I APSP training project began in 1987 with 20 short-term training scholarships. By the end of the project in FY 1992, a total of 434 participants had been enrolled in U.S. training programs: 39 percent women, 79 percent disadvantaged, and 18 percent in degree-seeking programs. The APSP project trained in areas of health, small business administration, agriculture, lawyers and judges, and public and educational administrators. USAID/Bolivia selected participants to form geographic and occupational nuclei of returned Trainees on

which Trainees could build to mutually reinforce efforts to apply the lessons learned from their U.S. training experiences.

USAID/Bolivia began its CLASP-II Program, BPSP, in FY 1993. The BPSP program is oriented to provide U.S.-based tailor-made training to socially and economically disadvantaged leaders from urban and rural areas, who have traditionally lacked access to training opportunities and who are believed to have the potential to act as agents of change in their communities or institutions in support of democratic efforts. The BPSP is aimed at specifically exposing participants to U.S. values and institutions to familiarize them with an environment where it can be seen that democratic processes and a free-market economy work together.

Areas of concentration of BPSP training for the next three to five years include, but are not limited to community leadership, public administration, management, export promotion, health education, economics, non-formal education and communications, agricultural techniques and the environment. In FY 1993, CLASP-II Trainees were placed in the fields of Poultry and Hog-Raising (26) and NGO Administrators (19).

Over the five years of the BPSP project, the Mission plans to award 300 scholarships for U.S. training, 240 in short-term training programs and 60 in long-term programs.

ACCOMPLISHMENTS

CIS biographical data for USAID/Bolivia through the end of FY 1993 indicate that there were 89 CLASP-II scholarship awards and 432 APSP (CLASP-I) awards, a total of 521 CLASP participants.

BPSP records show that 20 percent of the awards to date went to women and 88 percent to

economically or socially disadvantaged individuals. All 89 Trainees were enrolled in short-term programs and all attended an HBCU for a portion of their training.

During FY 1994, USAID/Bolivia anticipates the enrollment of 15 scholars in long-term programs and 60 in short-term programs.

Figure A.2 reflects the distribution of the cumulative scholarships awarded for the CLASP projects in Bolivia at the end of FY 1993 in terms of compliance with the minimum targets for long-term training, the selection of women, and the selection of persons from backgrounds of disadvantage.

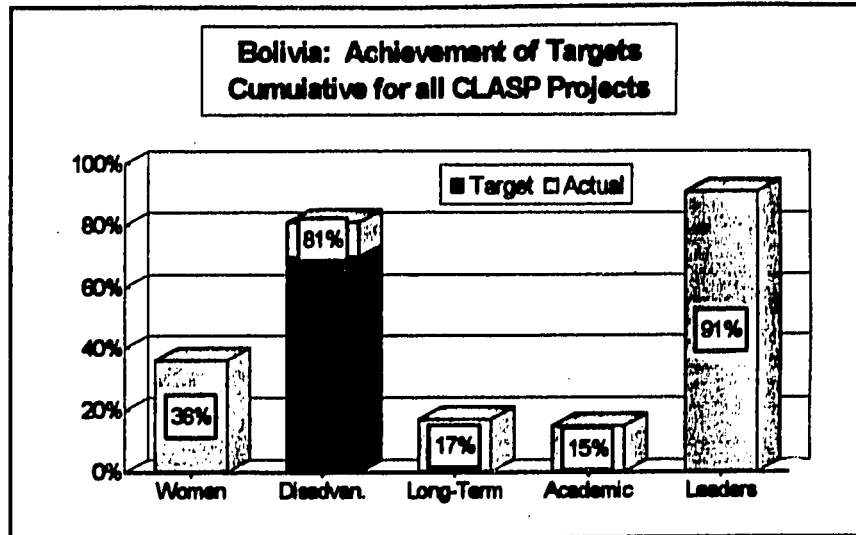


Figure A.2 — Source: CIS through FY 1993

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COLOMBIA

SUB-REGION:
Andean Region

PROJECT TITLE (PROJECT NUMBER):
APSP (598-0640)

PROJECT PERIOD:
CLASP-I: FY 1987 - 1994

PROJECT MANAGERS:
USAID/Colombia: Edward Kadunc
AID/Washington: John Jessup

CONTRACTOR:
Development Associates
Programmed through PIO/P's: Partners for International Education and Training

PROJECT SUMMARY

Because of its relative level of economic development, Colombia has been classified by A.I.D., for purposes of its assistance programs, as a More Developed Country (MDC). This status removes the country from normal A.I.D. country development programming. A.I.D. personnel in-country is minimal and developmental programs are designed to require less in-country attention. The inclusion of Colombia in the CLASP training initiative through APSP presented A.I.D. managers with unique organizational challenges. Drawing on the experience of A.I.D. missions with well-established CLASP programs, a special evaluation was conducted to suggest structural, staffing, and programming arrangements. As a result, an APSP Office was established in Colombia that began scholarship programming by the end of FY 1987. In June 1988 USAID/Colombia contracted the Fundación para la Educación Superior (FES) to administer all APSP advertising, recruitment, pre-selection, predeparture orientation, and Follow-on activities. By the end of FY 1988, 40 scholarships had been awarded, and the Colombian program began full-scale activities with both short-term and long-term Trainees. The remaining APSP/Colombia scholarships

were awarded during FY 1989 and FY 1990; no new awards were made after FY 1990.

Colombia's unique problems, such as improving its institutional capability to deal with the narcotics trafficking problem, presented special programming challenges to USAID/Colombia. The Mission sought to train individuals in how to confront the dangers of drug production, trafficking and consumption. Special training emphases focussed on human resource development needs and on the private sector, where an effort was made to identify leaders emerging from backgrounds of economic disadvantage. Other programming targets were the areas of national resources and environmental sciences. APSP programming was also directed in part at training trainers, in order to take advantage of the multiplier-effect of such training.

In its training program, USAID/Colombia Trainees normally do not know English. This meant that survival English had to be designed for short-term groups, and that long-term Trainees had to be taught English as part of their program.

ACCOMPLISHMENTS

Although USAID/Colombia began its APSP programming slowly due to reasons unique to its status as an ADC country, it achieved a level of scholarship awards similar to that of its Andean neighbors by FY 1990. Similar to the neighboring APSP training programs, scholarship awards for long-term training began in FY 1989.

Figure A.3 reflects the cumulative scholarships awarded for the CLASP/APSP project in Colombia at the end of FY 1991 in terms of compliance with the minimum targets for long-term training, for selection of women, and for selection of persons from backgrounds of disad-

vantage. USAID/Colombia exceeded the targets in selecting women and persons from economically disadvantaged backgrounds. Long-term training was well over the APSP-specific minimum target of 20 percent. The APSP/CLASP training effort in Colombia classified 100 percent of its Trainees as leaders.

The APSP placement contractor reported that, as of the end of the APSP project, 9.1 percent of 275 APSP/Colombia Trainees were placed in HBCUs. APSP/Colombia Trainee placements in HBCUs totaled 24.2 training months.

USAID/Colombia is not participating in the CLASP-II Program.

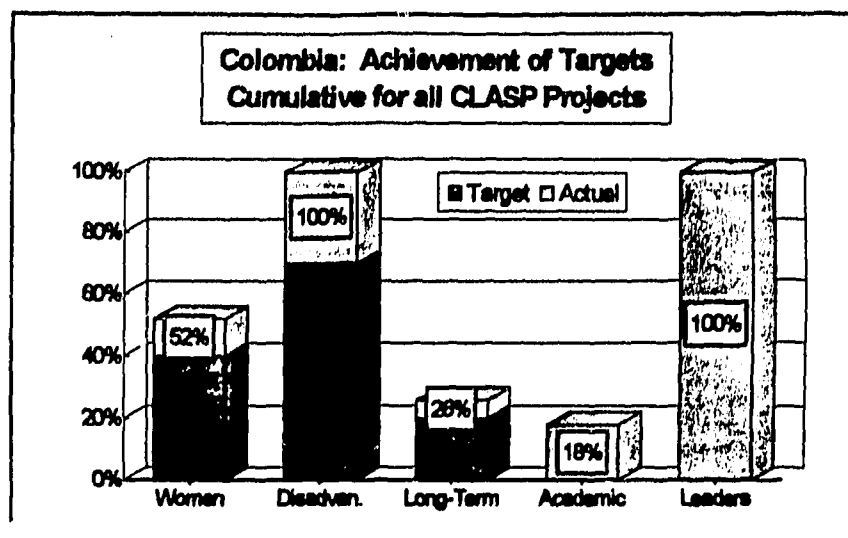


Figure A.3 — Source: CIS through FY 1993

56

COSTA RICA

SUB-REGION:
Central America

PROJECT TITLES (PROJECT NUMBERS):

CLASP-I:
CAPS (515-0242)
CASP (597-0001)
CASS-I (597-0001)
CLASP-II:
CASS-II (598-0661)
CAPS-II (515-0254)

PROJECT PERIOD:

CLASP-I: FY 1985 - 1994
CAPS-II: FY 1990 - 1998

PROJECT MANAGERS:

USAID/San Jose: Terrence Tiffany
AID/Washington: John Jessup

CONTRACTORS:

CLASP-I:
Agricultural Cooperative Development International; American Field Services; CenAmerican Institute for Business Administration; Creative Associates; Eastern Carolina University; Experiment in International Living; National 4-H Council; National Rural Electric Cooperative Association; United Schools of America
Programmed through PIO/P's: Consortium for International Development; Partners for International Education and Training; U.S. Department of Agriculture; Walton Program
CLASP-II:
Consortium for Service to Latin America
Programmed through PIO/P's: Consortium for International Development; Partners for International Education and Training

PROGRAM SUMMARY

USAID/Costa Rica has placed CLASP-II training under the LAC sub-objective of strengthening the human resource base of the country by assisting predominantly lower income groups to participate actively in the economy.

USAID/Costa Rica has allocated its largest number of CAPS scholarships to short-term training. Groups have been formed of about 20 representatives from such fields as rural municipi-

pal leaders, Red Cross workers, public health workers, teachers, school administrators, counselors, rural firemen, and women leaders of cooperatives. A second emphasis of the scholarships program in Costa Rica has been secondary school students, primarily from rural areas. After English Language Training (ELT) they travel to the U.S., where they stay in U.S. homes and attend U.S. high schools for nine to ten months. The third focus of the Costa Rican program has been long-term scholarships. These generally are for the last two years of an undergraduate degree or for an M.A./M.S. degree. The last group of CLASP-I (CAPS) Trainees came to the U.S. in FY 1993. The CLASP-I Trainees totaled 2,022 with 42 percent women, 94 percent disadvantaged, and 17 percent academic.

CLASP-II training has been restructured around the Mission's Strategic Objectives which has resulted on an increased focus on Natural Resources and Environmental Education. Since CLASP-II began in FY 1991, 329 participants have been enrolled in CLASP-II training programs, 48 percent women, 93 percent disadvantaged, and 13 percent academic.

ACCOMPLISHMENTS

Costa Rica's CLASP is comprised of: CLASP-I the Central American Peace Scholarships (CAPS), the Central American Scholarship Program (CASP) and the Cooperative Association of States for Scholarships I (CASS-I), and under CLASP-II, CAPS-II and the Cooperative Association of States for Scholarships II (CASS-II). CAPS, however, is the largest of all of USAID/San Jose's scholarship projects. From its inception in 1985 through FY 1993, it has trained 2,691 in the United States, 1,537 men and 1,154 women.

Costa Rica's other CLASP training projects are smaller in scope than CAPS. Under CASP, for

instance, 187 Trainees have been trained, while CASS-I, operating one year under CLASP-I, awarded 35 long-term academic scholarships. Under CASS-II, 118 scholarships have been awarded for long-term academic training. The CLASP-II project has enrolled 329 Trainees as of the end of FY 1993.

In FY 1993, Costa Rica's 93 new starts (CAPS) entered the following fields of training: High School (90), Electrical Engineering (1), Law (1), and TESOL (1).

Of the 329 CLASP-II participants, 147 have spent some portion of their U.S. training in Historically Black Colleges and Universities.

Figure A.4 reflects the cumulative distribution of the scholarships awarded by USAID/San Jose at the end of FY 1993. It shows the Mission's

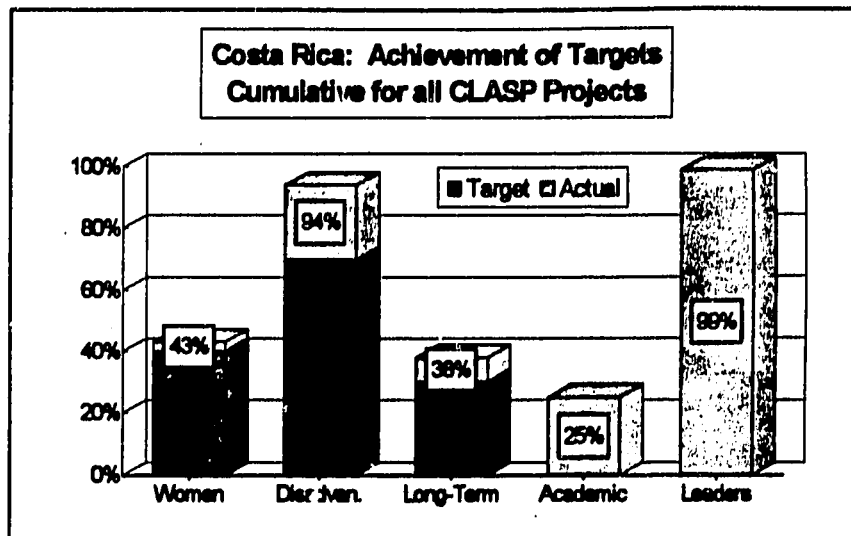


Figure A.4 — Source: CIS through FY 1993

compliance with recruitment targets pertaining to gender, socioeconomic status, length of training, training emphasis (academic/technical), and Trainees' leadership and leadership potential.

In FY 1994, USAID Costa Rica expects to enter between 40 and 50 long-term technical participants into U.S. training programs.

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DOMINICAN REPUBLIC

SUB-REGION:

Caribbean

PROJECT TITLES (PROJECT NUMBERS):

PTIIC (517-0216)
CASS-I (597-0001)
CASS-II (598-0881)

PROJECT PERIOD:

CLASP-I: FY 1986 - 1994

PROJECT MANAGERS:

USAID/Santo Domingo: Gloria Pineda
AID/Washington:
Marilyn Arnold (PTIIC)
John Jessup (CLASP-II)

CONTRACTORS:

United Schools of America/Creative Associates,
Inc.
Programmed through PIO/P's: Partners for
International Education and Training

PROJECT SUMMARY

USAID/Dominican Republic has selected as its primary goals the LAC Bureau Objectives of sustainable economic growth and support for the evolution of stable, participatory democratic societies. While the Mission Action Plan does not address CLASP-II training, it assigns Development Training II as supportive of these objectives.

Under the CLASP-I rubric, The Presidential Training Initiative for the Islands of the Caribbean (PTIIC) was launched in the Dominican Republic in FY 1986. USAID/Dominican Republic focused its now completed project of non-traditional U.S.-based training in three distinct areas: two-year A.A. or certificate training for economically disadvantaged youth, M.A. degree level studies for public university professors, and short-term technical programs. Their achievement in dedicating scholarships to long-term training (64%) was the second highest in CLASP overall.

Long-term Trainees were sent to U.S. junior and community colleges in such fields as computer programming, tourism, agriculture, industrial electricity, marketing, health, furniture production, electronics, education, communications media, and economics. Two-year Master's Degree programs were offered in the science areas. The Georgetown University-administered CASP/CASS project also operates in the Dominican Republic. Common to both projects is the selection emphasis on leaders and potential leaders from disadvantaged backgrounds.

A mid-program change in the training placement contractor (January 1989) directly affected Trainees in the U.S. This development along with the suspension of project funds during sanctions related to non-payment of debt obligation resulted in revised placement figures (169 actual versus projected 188).

USAID/Dominican Republic does not foresee programming new Trainees using CLASP-II funds until a later date. The focus of this renewed training effort will closely reflect the original project design, but with less emphasis on youth. Trainees will be selected from among elementary and secondary H.S. teachers and administrators, university professors, department heads and university students to receive both academic and technical training in management, curriculum development, materials development and student motivation.

ACCOMPLISHMENTS

USAID/Dominican Republic has trained 403 participants since the program's inception in 1986: 169 PTIIC, 45 CASP, and 189 CASS-II.

Figure A.5 reflects the cumulative scholarships awarded for the CLASP/PTIIC and CASS projects in the Dominican Republic through FY 1993. USAID/Dominican Republic has substantially achieved the program targets which are an

integral part of the CLASP program concept. In terms of the emphasis on long-term training, the project was significantly above the minimum target.

Through FY 1993, CASS-II has enrolled one Trainee in an HBCU institution. The Mission has announced no enrollment projection for FY 1994.

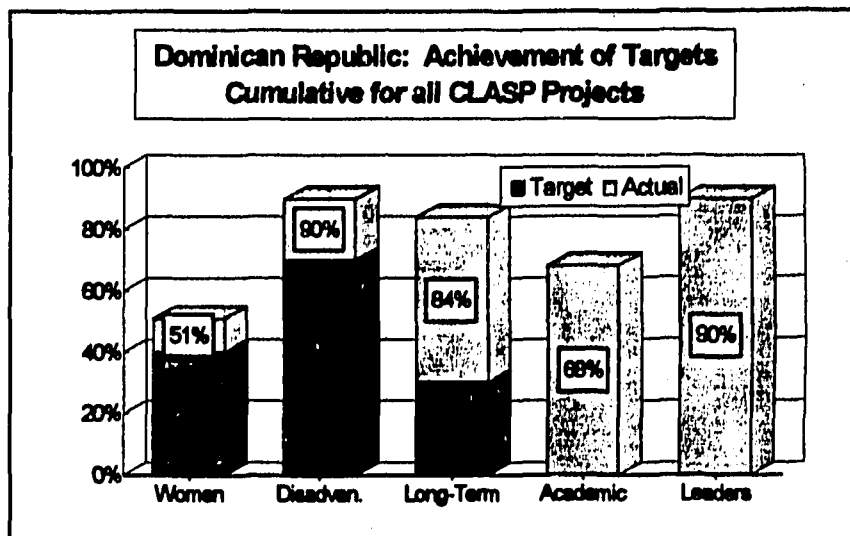


Figure A.5 — Source: CIS through FY 1993

ECUADOR

SUB-REGION:
Andean Region

PROJECT TITLES (PROJECT NUMBERS):

CLASP-I:
APSP (518-0067)

CLASP-II:
EDSP (518-0091)

PROJECT PERIOD:

CLASP-I: FY 1987 - 1994
CLASP-II: FY 1990 - 1997

PROJECT MANAGERS:

USAID/Quito: Ellen Leddy
AID/Washington:
Leslie Anderson (APSP)
John Jessup (CLASP-II)

CONTRACTORS:

CLASP-I:
Development Associates; Experiment in
International Living (World Learning, Inc.)

CLASP-II:
Experiment in International Living
Programmed through PIO/P's: Partners for
International Education and Training

PROJECT SUMMARY

USAID/Ecuador has placed its CLASP-II training program (the Ecuadorian Development Scholarship Program) under the LAC Bureau Objective to support the evolution of stable participatory democratic societies, with the Mission objective of equipping leaders and potential leaders with new skills and knowledge and the ability to apply them.

Ecuador initiated participation in the Caribbean and Latin American Scholarship Program (CLASP) in FY 1988, with the launching of the Andean Peace Scholarship Program (APSP). APSP sought to promote democratic values and strengthen ties between the U.S. and the countries of the Andean region through training of leaders and potential leaders from both the public and private sectors who could make a contribution to the development of the country

and demonstrate the potential to influence opinions and policies.

Short-term training of Ecuadoreans has been directed at health professionals (public health technicians, administrators and policy-makers), agricultural trainees (aquaculturists, extensionists and natural resource managers, among others), community development leaders, mayors and municipal officials, drug prevention specialists, journalists, artisans, and youth groups (including young political leaders). Long-term training (evenly divided between Masters programs and non-degree academic work) has been targeted at public health technicians and administrators, agricultural economists, special education professionals, university professors and administrators, university students, and other young professionals demonstrating leadership potential. Training has often been coordinated through intermediary organizations both in the public and private sectors.

The Ecuadorian Development Scholarship Program under CLASP programmed its first participants (55) in FY 1992, and through FY 1993 a total of 120 Trainees.

ACCOMPLISHMENTS

The APSP program in Ecuador (CLASP-I) was in operation for five years and reached a total of 413 scholarship awards at the end of FY 1992. Of these, 44 percent were female; 46 individuals (11%) went to academic training, and 313 (76%) were from disadvantaged populations.

USAID/Ecuador awarded the training contract for its Ecuador Development Scholarship Program (EDSP) under CLASP-II to World Learning, Inc., and selected five illustrative training areas for emphasis: agricultural and natural resources; health and family planning; urban growth management; export, trade, and

investment; and government and democratic initiatives. In FY 1993, the Mission offered scholarships to 65 CLASP-II Trainees in the following fields of training: Nursing Assistants (20), Renewable Natural Resources (16), Community Services (15), Resources Protection/Regulation (4), Agriculture (2), Public Health (2), Food Processing Technology (2), Horticultural Science (1), International Business Management (1), Parks and Recreation (1), and Wood Science (1).

The 120 EDSP participants include 65 women (54%), 90 disadvantaged (76%), and 14 in academic degree-seeking programs (11%).

Fifty-three of these participants were enrolled for some part of their training in an Historically Black College or University.

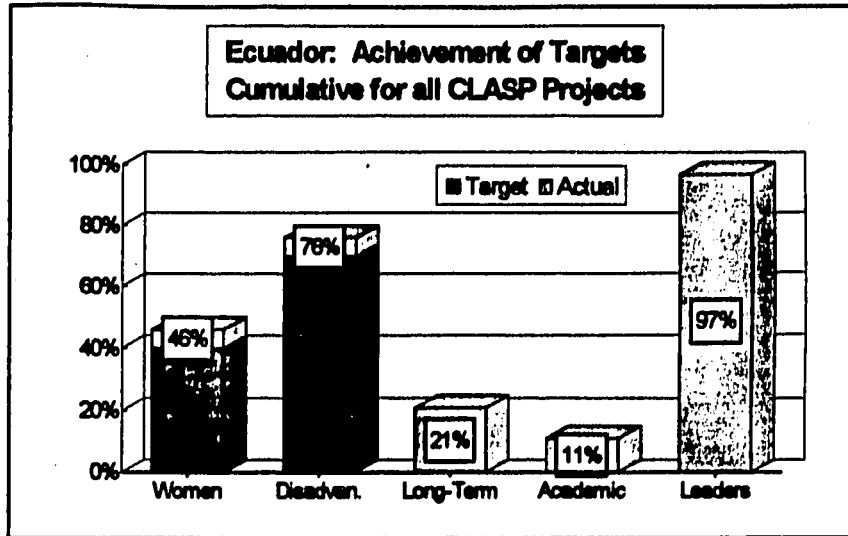


Figure A.6 — Source: CIS through FY 1993

In FY 1994, USAID/Ecuador expects to send 25 long-term scholars and 48 short-term EDSP scholars.

Figure A.6 reflects the cumulative scholarships awarded for the CLASP-I and II Projects in Ecuador at the end of FY 1993 in terms of the target for long-term training, for selection of women, and for selection of persons from backgrounds of disadvantage.

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EL SALVADOR

SUB-REGION:
Central America

PROJECT TITLES (PROJECT NUMBERS):

CLASP-I:
CAPS (519-0337)
CASP (597-0001)
CASS-I (597-0001)
CLASP-II:
CASS-II (598-0661)
CLASP-II (518-0091)

PROJECT PERIOD:

CLASP-I: FY 1985 - 1994
CLASP-II: FY 1990 - 1998

PROJECT MANAGERS:

USAID/San Salvador: Jaleh de Torres
AID/Washington: John Jessup

CONTRACTORS:

CLASP-I:
Consortium for Services to Latin America;
National Association of Partners of the
Americas; United Schools of America;
University of New Mexico
Programmed through PIO/P's: Partners for
International Education and Training; U.S.
Department of Agriculture
CLASP-II:
Development Associates

PROGRAM SUMMARY

USAID/El Salvador uses its CLASP-II Program to meet the following Strategic Objectives: increased and equitable economic growth, improved environmental and natural resource management, healthier and better educated Salvadorans, and the transition from war to peace.

The largest CLASP scholarship project in El Salvador was the Mission-administered CAPS project. Salvadoran Trainees are also trained under two successive CLASP projects administered on a regional basis by Georgetown University (CASP/CASS). These CLASP projects have a common purpose, i.e., to benefit economically disadvantaged individuals by providing

them with a scholarship to the U.S. and to allocate a major share of the scholarship awards to females, youth, rural dwellers, and persons who have demonstrated leadership or leadership potential.

The USAID/El Salvador-managed CAPS program allocated a majority of its long-term scholarships to three-year programs for disadvantaged individuals who otherwise would not have had the opportunity to visit and study in the United States. The first year was used for English language study and orientation. The following two years led to an Associate of Applied Science degree, typically in a field such as business administration, accounting, construction management, agricultural mechanics, electronics repair, or medical equipment repair.

Short-term training was generally focused on economically disadvantaged community leadership, considered most likely to influence young people, such as teachers and youth leaders. A special youth-related program in El Salvador has been the selection of school valedictorians for a five-week program which exposed them to the U.S. life style, instructed them in leadership skills, taught the role of government and the private sector in a democracy, and emphasized communication skills and voluntary service for community development.

The first CLASP-II participants were enrolled in FY 1991.

ACCOMPLISHMENTS

CLASP programs I and II in El Salvador have now been operational for eight years. A total of 2,753 Trainees have been trained, 1,845 under CLASP-I (CAPS), 329 under CLASP-II, and under the earmarks of CASP (193), CASS-I (44), and CASS-II (142). Forty-six percent of all Trainees were women; 76 percent were

disadvantaged; 35 percent came for long-term study in the U.S., and 21 percent were programmed for academic training. All projects, have met or exceeded the minimum 40 percent women recruitment criterion, and all but CAPS (67%) met the 70 percent disadvantaged recruitment target.

In FY 1993, El Salvador's 216 CLASP-II new starts entered training in the following general fields of training: Teaching English as a Foreign Language (75), Elementary Education (42), Education (33), Paramedics (26), and Education of the Physically Handicapped (20).

USAID/El Salvador projects 275 short-term CLASP-II Trainees for FY 1994.

Of the 529 CLASP-II Trainees to date, 83 have attended Historically Black Colleges and Universities as part of their U.S. training experience (38 in FY 1993).

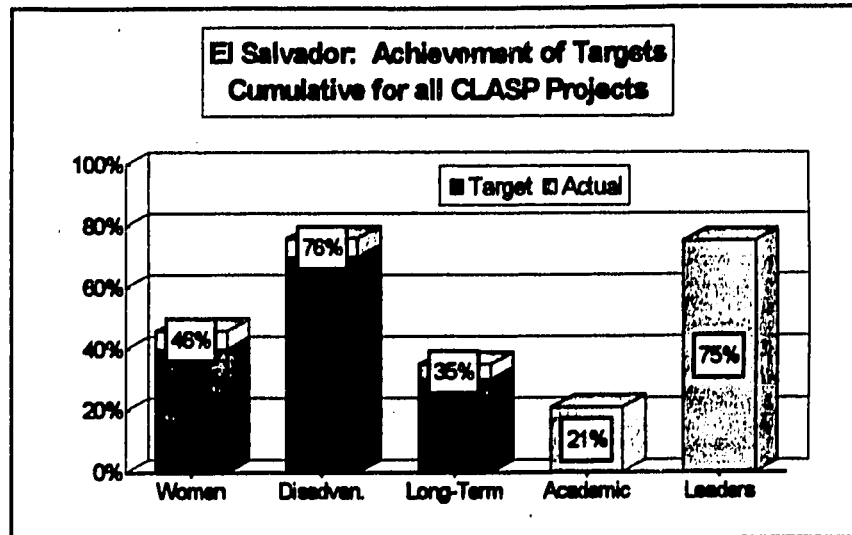


Figure A.7 — Source: CIS through FY 1993

Figure A.7 depicts CLASP/El Salvador performance in important target areas for all projects. All of the gender, disadvantaged, and long-term percentages of recruitment targets have been met or exceeded, and the academic and leadership categories show satisfactory achievement.

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GUATEMALA

SUB-REGION:
Central America

PROJECT TITLES (PROJECT NUMBERS):

CLASP-I:
CAPS (520-0362)
CASP (597-0001)
CASS-I (597-0001)
CLASP-II:
CASS-II (598-0661)
GPSP (520-0393)

PROJECT PERIOD:

CLASP-I: FY 1985 - 1994
CLASP-II: FY 1990 - 1998

PROJECT MANAGERS:

USAID/Guatemala: Bambi Arellano
AID/Washington: John Jessup

CONTRACTORS:

CLASP-I:
Del Valle University, Guatemala; Experiment in
International Living; META, Inc.
Programmed through PIO/P's: Partners for
International Education and Training; U.S.
Department of Agriculture
CLASP-II:
Development Associates

PROGRAM SUMMARY

USAID/Guatemala's CLASP-II Program supports the objective of the evolution of stable democratic societies. The Mission acknowledges that the Guatemala Peace Scholarships Project (GPSP) which reinforces all strategic objectives continues the tradition initiated under CAPS (the Central America Peace Scholarships) which has had major impact in training future Guatemalan leaders and introducing them to U.S. values.

The CLASP scholarship program in Guatemala is administered by the USAID Mission. Under CLASP-I, some Trainees were selected on regional bases by the ROCAP Mission, also located in Guatemala. Additionally, Guatemala's Trainees are recruited into the CASP/CASS project by Georgetown University. The CLASP-I Program, CAPS, in Guatemala was the largest

project among all countries participating in the CLASP training initiative. All of Guatemala's CLASP projects share the CLASP objective of seeking economically disadvantaged individuals for short-term and long-term training in the U.S. In Guatemala, an added emphasis has been placed in recruiting youth and indigenous populations.

The first CLASP/CAPS scholarships in the country were awarded in FY 1985. In that year, the Mission selected 325 individuals to be sent to the U.S. for training. Subsequently, the CAPS programming averaged nearly one thousand awards per year. In 1988, USAID/Guatemala began include a greater portion of long-term Trainees in its programming. Consequently, and due to the higher costs associated with longer periods of training, the total number of new starts declined.

Overall, the CAPS project in Guatemala focused on short-term training for target populations from small and medium private sector enterprises, and from the public sector among persons employed in primary health care, community development, training, BA primary education. The long-term training has been targeted on several groups. The Junior Year Abroad (JYA) program was the conduit for about 100 university students per year. This effort complemented other A.I.D. funding, and it is designed to help deserving youth complete a secondary education. Long-term training has typically included fields such as business administration, education, engineering, public health, agriculture, and computer science.

GPSP has now become the major training vehicle for USAID/Guatemala's strategic process. The major elements of this strategy are:

- work with Mission strategic Objective teams to identify training requirement(s);

- design U.S.-based training program and selection of participants in close coordination with institutional counterparts;
- implement U.S.-based training (primarily short-term) including skills and leadership elements; and
- 18 months of in-country follow-on focused on multiplier effects.

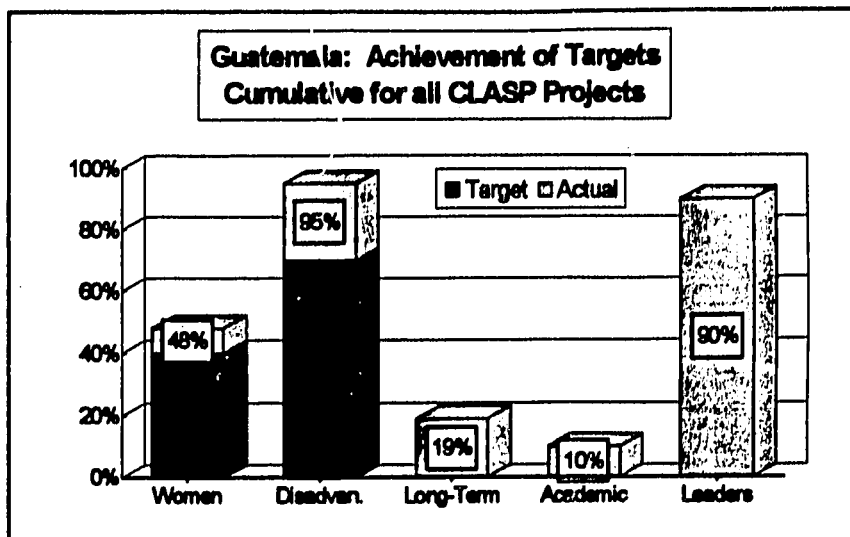


Figure A.8 — Source: CIS through FY 1993

ACCOMPLISHMENTS

Guatemala's CAPS program has provided training in the United States to 4,558 Trainees, 52 percent men and 48 percent women. Under CAPS, the disadvantaged target reached 95 percent, and the academic training percentage was only three percent.

Under Georgetown University's CASP Program, 186 persons were trained; under CASS-I, 58 persons received training, and 221 individuals were trained under CASS-II.

Under the Guatemala Peace Scholarship Program, 822 individuals have entered training. Of this number, 312 were enrolled for some portion of their training in Historically Black Colleges and Universities (48 in FY 1993).

In the Country Training Plan, GPSP projects the enrollment of 1,336 Trainees in FY 1994.

Overall, 5,845 Guatemalans have received CLASP scholarships, 52 percent men and 48 percent women. Of this number, 95 percent have been classified as disadvantaged by the Mission, 19 percent were enrolled in long-term training, and 10 percent pursued academic studies.

Figure A.8 captures the percentages by target categories for Guatemala's CLASP Program overall through FY 1993.

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HAITI

SUB-REGION:
Caribbean

PROJECT TITLES (PROJECT NUMBERS):

CLASP-I:
PTIIC (521-0640)
CASS-I (597-0001)
CLASP-II:
CASS-II (598-0681)
CLASP-II (521-0227)

PROJECT PERIOD:

CLASP-I: FY 1986 - 1992
CLASP-II: FY 1990 - 1998

PROJECT MANAGERS:

USAID/Port-au-Prince:
Nicole Jean-Mary (CLASP-I)
Herve Jean-Charles (CLASP-II)
AID/Washington:
Marilyn Arnold (PTIIC)
John Jessup (CLASP-II)

CONTRACTORS:

CLASP-I:
United Schools of America
Programmed through PIO/P's: Partners for
International Education and Training
CLASP-II:
Programmed through PIO/P's: Partners for
International Education and Training

PROJECT SUMMARY

USAID/Haiti has placed its CLASP-II program under the LAC sub-objective to encourage accelerated opportunities for increased participation in the economy by the historically disadvantaged. Under CLASP-II, the Mission expects to train nurses, doctors, and professionals from education, agriculture, journalism, and the private sector.

In Haiti, as elsewhere in the Caribbean, the Caribbean and Latin American Scholarship Program (CLASP) was implemented through both the PTIIC project, administered by A.I.D., and the CASS earmark project, administered by Georgetown University. Both of these projects targeted both short-term and long-term training opportunities in the U.S. for the socially and

economically disadvantaged (including a major participation of women), to enhance their active role in the development of their country. In Haiti, the PTIIC project began in early FY 1987. Selection of scholarship recipients included communication specialists, political party officials, legislators and labor activists. The project also included public sector representatives from the Ministry of Information and from the Ministry of Justice. These courses were intended to advance the democratic development of Haiti.

A change in training placement contractor midway through the project produced special programming difficulties leading to a reduction in Trainee placements. In FY 1990, the final year for PTIIC in Haiti, 44 Trainees were enrolled in U.S. training.

CLASP-II funding was tapped to place 48 Trainees (8 academic long-term) in FY 1991. Planning for the remainder of CLASP-II through FY 1995 called for training 153 Haitians professionals from education, agriculture, the private sector, and journalism for U.S.-based training. However, this program, along with other USAID programs in Haiti, was suspended during most of FY 1992 because of the political situation and no participants were enrolled in U.S. training.

In FY 1993, CLASP-II training resumed with the placement of 36 individuals in U.S. training programs, 10 women and 20 men, 19 of whom were programmed for some portion of their training in Historically Black Colleges and Universities.

ACCOMPLISHMENTS

The CLASP/PTIIC program in Haiti began awarding scholarships in FY 1987. Initial programming was mostly short-term training, but also included a small group of long-term academic students. In the second year of the pro-

ject, a major increase of long-term scholarships was awarded. By the third year of the program, the USAID Mission in Haiti scaled back its long-term programming to assure sufficient funding availability for the students already in long-term training. This was also influenced by the change in placement contractor. By the end of FY 1991, a total of 248 PTIC Trainees had been enrolled in U.S. training programs.

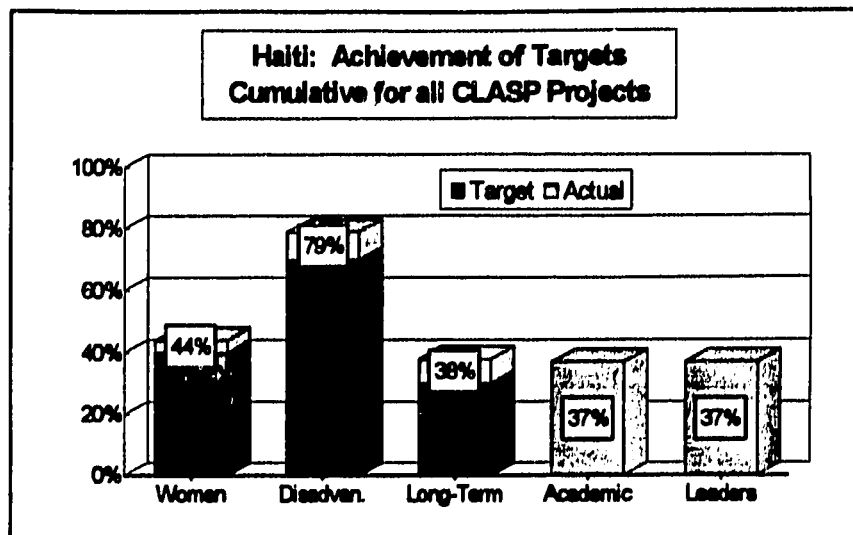


Figure A.9 — Source: CIS through FY 1993

Since the beginning of the CLASP-II Project in FY 1991, a total of 84 Trainees have been enrolled in U.S. training, 28 percent women, 90 percent disadvantaged, and 10 percent in academic programs.

USAID/Haiti plans to enroll 77 CLASP-II Trainees in FY 1994, 25 in long-term and 52 in short-term programs.

Figure A.9 reflects the cumulative scholarships awarded for the PTIC/CLASP-II Projects and CASS in Haiti at the end of FY 1993 relative to minimum targets for long-term and academic training, for selection of women, the disadvantaged, and leaders.

68

HONDURAS

SUB-REGION:

Central America

PROJECT TITLES (PROJECT NUMBERS):**CLASP-I:**

CAPS/HOPS ((522-0329)

CASP (597-0001)

CASS-I (597-0001)

CLASP-II:

CASS-II (598-0661)

HOPS-II (522-0364)

PROJECT PERIOD:

CLASP-I: FY 1985 - 1994

CLASP-II: FY 1990 - 1998

PROJECT MANAGERS:

USAID/Honduras: Ned Van Steenwyck

AID/Washington: John Jessup

CONTRACTORS:**CLASP-I:**

Academy for Educational Development;
Agricultural Cooperative Development
International; CenAmerican Institute for
Business Administration; Galloway Farms;
Honduras/Vermont Partners; Land O'Lakes;
National Association of the Partners of
Americas; University of New Mexico; Winrock
International Institute for Agriculture
Development

Programmed through PIO/P's: Northeast
Technical Institute, MN; Partners for
International Education and Training; U.S.
Department of Agriculture

CLASP-II:

Academy for Educational Development

PROJECT SUMMARY

USAID/Honduras has used the CLASP-II Program, the Honduras Peace Scholarships (HOPS-II) to meet the Mission objectives of seeking more responsive selected institutions and processes with greater citizen participation.

In Honduras, the largest CLASP scholarship project was CAPS. CAPS Trainees were selected by the USAID/Honduras, but a few Hondurans were also recruited and selected by ROCAP, the regional A.I.D. Mission in Guatemala. The CASP/CASS Projects are managed

by Georgetown University on the basis of a legislative set-aside in the CLASP authorization. Both of the projects have the same goal of awarding scholarships to emerging leaders who come primarily from disadvantaged backgrounds. These scholarships are reserved for persons who would not otherwise have the opportunity for exposure to U.S. society and to U.S. education and training designed to help them realize their leadership potential. The CAPS training program in Honduras provided a mix of both short-term and long-term educational opportunities. The Honduran CLASP-II Program, known as HOPS-II, sent its first Trainees in FY 1992.

A key element of the HOPS training program for both short-term and long-term Trainees is active exposure to and participation in the culture and democratic aspects of life in the United States. Fields of study are related to priority areas for Honduras' development such as agriculture, communications, education, environmental protection, finance, health, and municipal development. Targeted for long-term training, primarily at the undergraduate level, are youth from rural areas who have leadership potential.

ACCOMPLISHMENTS

The CAPS program in Honduras began in FY 1985, with 209 scholarships awarded; the same year CASP awarded 14 scholarships. CLASP awards to the end of FY 1993 have reached 2,632 (1,980 CAPS, 207 CASP, 45 CASS-I, 197 CASS-II, and 203 CLASP-II Trainees).

USAID/Honduras has succeeded in finding qualified scholarship recipients who come from economically or socially disadvantaged backgrounds, as well as assuring that a significant portion of those awards go to women. The overall percentage for women is slightly below the 40 percent target, but the Mission has surpassed the CLASP minimum target for

persons from economically and socially disadvantaged backgrounds.

In FY 1993, Honduras' 151 CLASP-II (HOPS-II) new starts were in the following general fields of training: Municipal Development (45), Watershed Management (30), Community Development (20), Banking (13), Rehabilitation of the Blind (12), Education (8), Public Health (4), Forestry (3), Natural Resource Management (3), Environmental Engineering (3), Entomology, (2), Health Care (2), International Agriculture (2), and one each in Computers, Library Science, Small Business Management, and Tourism Development.

Since the beginning of HOPS-II, five of the 203 Trainees spent a portion of their training in Historically Black Colleges and Universities.

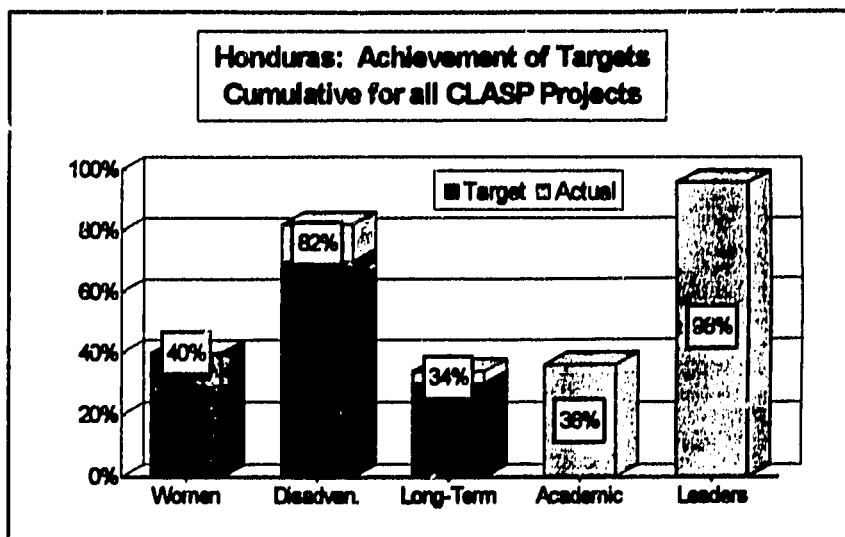


Figure A.10 — Source: CIS through FY 1993

Figure A.10 reflects the cumulative scholarships awarded for the CLASP Projects and CASS in Honduras at the end of FY 1993 relative to the minimum targets for long-term and academic training and for selection of women and persons from disadvantaged backgrounds.

Projected HOPS-II placements for FY 1994 include 30 long-term and 393 short-term participants.

70

JAMAICA

SUB-REGION:
Caribbean

PROJECT TITLES (PROJECT NUMBERS):
CLASP-I:
PTIIC (532-0147)
CASS-I (597-0001)
CLASP-II:
CASS-II (598-0661)
CLASP-II (532-0169)

PROJECT PERIOD:
CLASP-I: FY 1986 - 1994
CLASP-II: FY 1990 - 1998

PROJECT MANAGERS:
USAID/Kingston: Jerry Wood
AID/Washington:
Marilyn Arnold (PTIIC)
John Jessup (CLASP-II)

CONTRACTORS:
CLASP-I:
United Schools of America
Programmed through PIO/P's: Partners for
International Education and Training
CLASP-II:
Programmed through PIO/P's: Partners for
International Education and Training

PROJECT SUMMARY

USAID/Jamaica has utilized its CLASP-II programs in support of two main Mission objectives: improved human resource development for the private sector, and improved environmental management and protection.

The CLASP training initiative in Jamaica has been carried out through PTIIC and more recently under CLASP-II administered by USAID/Kingston, and CASS, administered by Georgetown University. Both projects have the same goal of including sectors of the society that otherwise would not normally be included in sectoral-oriented development training. The USAID-managed project, which is the largest, includes a mix of short-term and long-term training, whereas the Georgetown-administered pro-

ject, based on a legislative earmark, is currently focussed exclusively on long-term training. Jamaica's PTIIC project beginning in FY 1986 was fully operational by FY 1987. It targeted individuals, e.g., teachers and private sector leaders, whose U.S. experience could create multiplier effects. Training for women in the construction industry, journalist, media personnel and labor leaders all typify successful sector programs. Due to a change in training placement contractor midway through the project, the project faced and surmounted special programming difficulties. This change resulted in a reduction in Trainee placements (15) in the U.S. for FY 1989.

FY 1990 saw the closing stages of PTIIC overlapping with the commencement of CLASP-II. The latter extends the basic principles of PTIIC, but gives greater emphasis to leadership development for individuals engaged in agriculture, health, tourism, small business, environmental protection, and development of economic infrastructure and education.

ACCOMPLISHMENTS

Through FY 1993, USAID/Kingston has selected and sent a total of 509 Jamaicans to the U.S. for training under CLASP programs (235 PTIIC Trainees, 159 CLASP-II Trainees, 17 CASS-I Trainees, and 98 CASS-II).

Although initially USAID/Kingston encountered problems in structuring its scholarship project to meet all of the target emphases, it has increased levels of scholarship awards for Trainees from disadvantaged backgrounds (77% in FY 1991, 83% in FY 1992, and 78% in FY 1993 for CLASP-II Trainees). This training ratio increases the overall percentage of compliance with that target. USAID/Kingston has awarded a large proportion of its CLASP scholarships to women, 61 percent.

In FY 1993, Jamaica's 36 CLASP-II new starts entered a wide variety of fields of training: Business (5), Pre-College Summer Program (5), Architecture (2), Tourism (2), Resources Protection (2), and one each in Animal Nutrition, Biological Engineering, Chemistry, Communications Technology, Electrical Engineering, Evaluation and Measurement, Food Sciences, Health Care Planning, Hotel Management, International Business, International Marketing, Environmental Law, Marketing and Finance, MBA-General, Medical Technology, Mineral Economics, Pharmacy, Public Administration, Social Work, Learning Disabilities, and Urban and Regional Planning.

Figure A.11 reflects the cumulative scholarship awarded for the CLASP/PTIC project in Jamaica at the end of FY 1993 relative to the

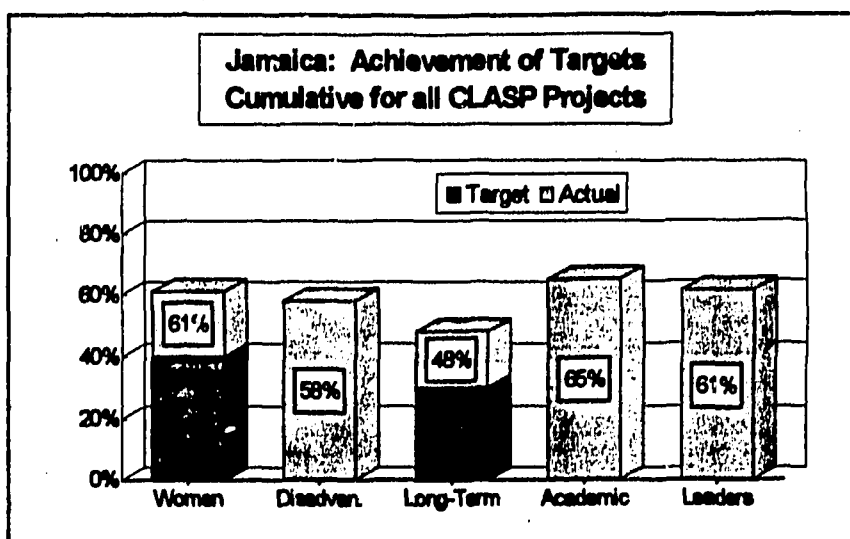


Figure A.11 — Source: CIS through FY 1993

minimum targets for selection of women, those from social/economic disadvantaged backgrounds, long-term and academic training and Trainees with leadership skills or potential.

Through FY 1993, USAID/Kingston reports the HBCU placement of 15 Trainees under CLASP-II and one under CASS-II.

72

NICARAGUA

SUB-REGION:

Central America

PROJECT TITLES (PROJECT NUMBERS):

CASS-II (598-0661)

NPSP (524-0318)

PROJECT PERIOD:

CLASP-II: FY 1990 - 1998

PROJECT MANAGERS:

USAID/Managua: Joseph Williams

AID/Washington: John Jessup

CONTRACTORS:

Academy for Educational Development

Programmed through PIO/P's: Partners for
International Education and Training

PROJECT SUMMARY

USAID/Managua has placed CLASP-II training under the LAC sub-objective to encourage increased economic opportunities for the disadvantaged, and specifically under increased participation in the economy.

USAID/Managua manages the CLASP-II program known as the Nicaragua Peace Scholarship Program (NPSP). The primary target groups are adults already in leadership positions or potential leaders in the education sector, mayors and regional council members, and cooperative leaders. Over the length of project, an estimated 260 Nicaraguans will attend short-term technical programs, and an estimated 77 individuals will attend long-term programs (42 in technical programs and 35 in academic programs leading to a Masters degree).

The NPSP is one of two projects under the Nicaraguan Development Training Project (DPT), the other being a traditional development training program. The DPT is consistent with CDSS strategy in its design to train those who will contribute to improving government services to create a positive investment environment. The NPSP component supports the goal of

expanding economic participation by training regional and community leaders, especially women and minorities. It will also address the needs of the country by focusing on training designed to expand the leadership base of the country. Significant training is planned for the education sector; normal school teachers, in-service trainers, and university faculty will serve as target groups.

The Nicaragua CLASP-II component will address some of the priority skills needs of Nicaragua within the context of leadership development for strengthening democratic institutions and values. CLASP-II provides training in basic skills and attitudes necessary to participate in and strengthen a democratic system and the technical, organizational, and planning skills needed for economic, social, and political development. NPSP scholars are expected to return to Nicaragua and actively work to share their newly acquired skills and knowledge with co-workers, and to contribute directly to the social, economic, and political development of their organizations and communities.

ACCOMPLISHMENTS

The Nicaragua CLASP-II Program began in June 1991 with an 18-month training program in computer operations implemented under CASS. It included English as a Second Language and Experience America components. The program, administered by Georgetown University, was designed for 15 Nicaraguan vocational teachers and 75 Nicaraguan youth who have not completed secondary education. In FYs 1992 and 1993, CASS enrolled 36 and 99 additional Trainees, respectively, in long-term academic programs.

Trainees received training in six community colleges in computer science, computer secretarial skills or computer repair. Programs for the teachers concluded in May 1992, and for the

youth Trainees in November 1992. The cooperating colleges provide basic education to assist the students in developing skills applicable to the workplace in Nicaragua, including the basics of starting, marketing, and operating small, micro- and home businesses. The Experience America goal is to introduce students to small community and individual initiatives responding to unemployment and private enterprise. Co-operating colleges also give priority to personal development activities aimed at helping students to understand the concepts of personal worth, potential growth, and direction; to help develop self-confidence and initiative; and to learn appropriate attitudes and behaviors about employment in the workplace. Upon completion of training, a two-day pre-return workshop is given which focuses on re-entry and employment issues based on the prevailing economic reality in Nicaragua.

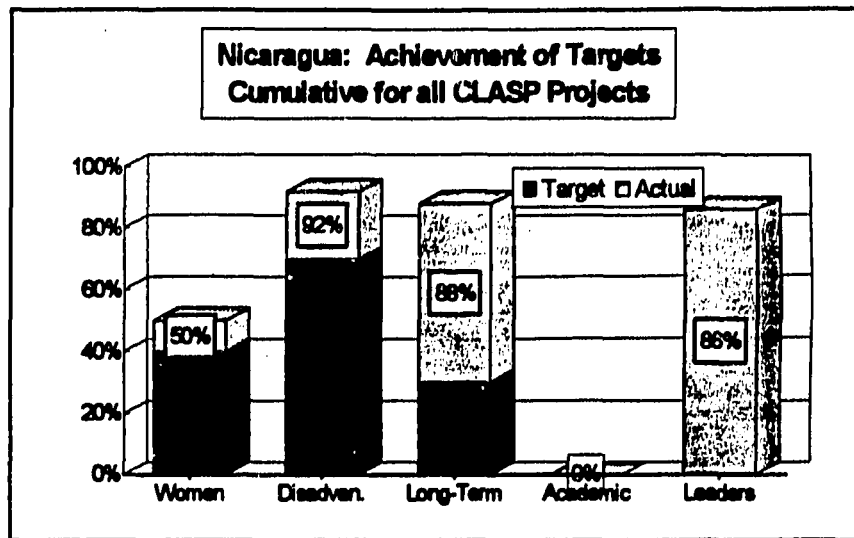


Figure A.12 — Source: CIS through FY 1993

In FY 1993, the Nicaragua Peace Scholarship Program (CLASP-II) enrolled 30 students in Teacher Education programs in U.S. training institutions. Twenty-two of the participants were women; all were disadvantaged, and all attended short-term training programs. None were enrolled in an HBCU.

Figure A.12 reflects the percentages of Trainees selected according to specific targets.

74

PANAMA

SUB-REGION:

Central America

PROJECT TITLES (PROJECT NUMBERS):**CLASP-I:**

CAPS (525-1000)

CASP (597-0001)

CLASP-II:

CASS-II (598-0661)

PROJECT PERIOD:

CLASP-I: FY 1985 - 1989

CLASP-II: FY 1990 - 1998

PROJECT MANAGERS:

USAID/Panama: Vielka Gozaine

AID/Washington: John Jessup

CONTRACTORS:**CLASP-I:**

Georgetown University; National 4-H Council
Programmed through PIO/P's: Partners for
International Education and Training

CLASP-II:

TO BE DECIDED

Programmed through PIO/Ps: World
Learning, Inc.

PROJECT SUMMARY

USAID/Panama has assigned CLASP-II training in support of the LAC Objective to strengthen public participation in the democratic process. The Mission's sub-objective is the increase of pluralism and public support for democratic values and processes.

The CLASP Training program, which began in 1985, was suspended in FY 1989 after A.I.D. was asked to leave Panama in 1987. With the establishment of civilian government in December 1989, both the USAID/Panama Mission-managed CAPS and Georgetown University-managed CASP projects resumed training during FY 1990. Some Panamanians have also been trained in the CAPS project through the regional effort managed by the ROCAP Mission in Guatemala. Both the CAPS and the CASP projects share the same objectives and programming targets, although both projects have

limited the breadth of their impact by concentrating on long-term training, almost to the exclusion of short-term training. This has meant that the recruitment population has been constituted by sectors of Panamanian society that were either not employed or able to be away from their jobs for an extended period. At the time the CAPS training effort was suspended in 1989, the Mission had awarded 427 scholarships.

The first groups selected under CAPS for long-term training were potential Panama Canal pilots and electrical engineers, while training in agriculture was provided to rural youth. Subsequent long-term groups were composed of economists, transportation managers, English professors, teachers and administrators, computer programmers, and undergraduates in general fields such as business administration, the sciences, and economics. Short-term training was provided to rural youth, journalists, former trainees in the Soviet Bloc, politicians, and persons in various maritime occupations.

Provincial committees have been established under the CAPS project in the 10 provinces to organize and set up Follow-on programs for returned Trainees. These committees, composed of business and community leaders, have been given the challenge of meeting with returned Trainees, advising them on career paths and how best to pursue their professional goals, and assisting them in finding jobs.

ACCOMPLISHMENTS

Under the CAPS project, 427 scholarships were awarded the first four years (FYs 1985 - 1988); over half of all scholarships (246) were awarded during the second year of the program. The program was suspended in FY 1989. Since the CLASP/CAPS training was restarted in FY 1990, an additional 75 Trainees began their U.S. training programs, bringing the total CAPS/

Panama scholarships to 502 to date. The CASP program enrolled 127 Panamanian participants during its life of project. Through FY 1993, 71 long-term Trainees were enrolled in U.S. training under CLASP-II, and 52 CASS-II participants have entered training.

The CLASP minimum targets, designed to insure the participation of sectors of society that otherwise would not experience training in the U.S., have been met under the various programs with the exception of the percentage of CAPS/Panama female Trainees (31%). In FY 1993, one CLASP-II Trainee was placed in an HBCU.

In FY 1993, Panama's 38 CLASP-II new starts entered the following general fields of training: Business Administration (5), Computers (4), Marketing (3), Accounting/Bookkeeping (3), Broadcasting (2), Banking/Finance (2), Electronics (2), Drafting (2), Environmental Science Technologies (2) and one each for Agricultural Science, Biomedical Engineering, Building Construction, Chemical Engineering, Childhood

Education, Economics, General Business, Graphic Design, Human Services, Industrial Engineering, Physical Therapy, and Quality Control Technology.

Figure A.13 reflects the scholarships that have been awarded under the CLASP program overall by Panama to the end of FY 1992 relative to the minimum targets for women, persons from disadvantaged backgrounds, long-term training, and academic training, and selection of leaders or potential leaders.

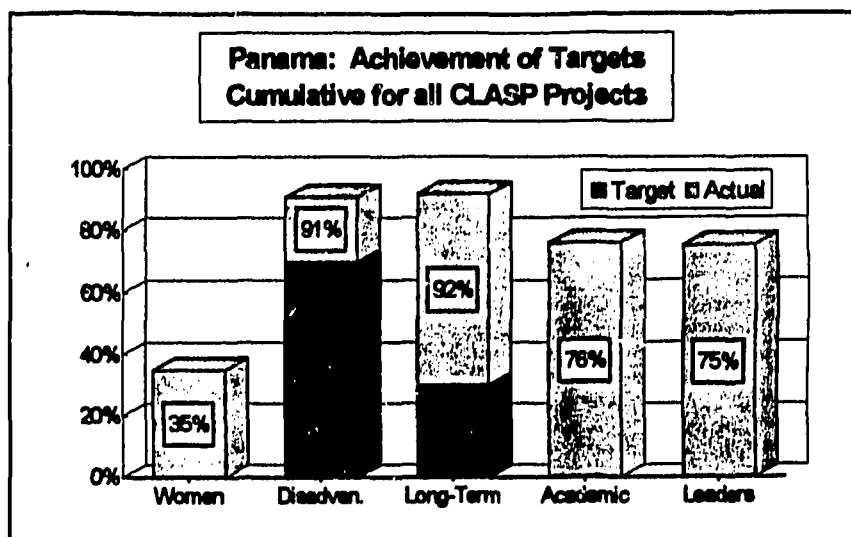


Figure A.13 — Source: CIS through FY 1993

76

PERU

SUB-REGION:

Andean Region

PROJECT TITLES (PROJECT NUMBERS):

CLASP-I:

APSP (527-0313)

CLASP-II:

CLASP-II (527-0340)

PROJECT PERIOD:

CLASP-I: FY 1987 - 1994

CLASP-II: FY 1990 - 1998

PROJECT MANAGERS:

USAID/Lima: Veronica Ferrero

AID/Washington:

Leslie Anderson (APSP)

John Jessup (CLASP-II)

CONTRACTORS:

CLASP-I:

Development Associates; National Association of the Partners of the Americas; Partners of the Americas (Texas-Partners)

CLASP-II:

National Association of the Partners of the Americas

The diverse groups from which participants are selected include: community leaders and organizers, agricultural leaders, teachers at high school and university levels, principals, journalists, farmers and cooperative leaders, drug abuse prevention and legal system professionals, development and finance specialists, and industrial workers. The technical training has ranged from formal academic studies at junior colleges and universities to observation trips, meetings with officials and technicians, visits to active local community organizations, factories and farms, seminars, lectures, workshops, and hands-on technical training. Training in the U.S. is offered in Spanish, in English with Spanish interpreters, or in English without interpreters. To the extent practical and feasible, the participants interact and live with U.S. families. They participate in community events and activities through such organizations as the Scouts, the 4-H, civic action groups, sports clubs, cultural societies, and church groups.

PROJECT SUMMARY

USAID/Peru has placed its CLASP-II training program under LAC Bureau Objective II with the goal of encouraging strong democratic institutions that reinforce economic freedom.

The Andean Peace Scholarship Program (APSP) in Peru began CLASP training in FY 1987. This project, managed by USAID/Lima, is directed primarily to disadvantaged populations. It has two main objectives, cultural and developmental. The cultural objective seeks to strengthen the ties between the U.S. and Peru by exposing Trainees to the U.S., its citizens, values, cultures, and institutions, and to enable them to acquire a realistic and positive understanding of the U.S. The development objective is to provide Trainees with appropriate and relevant training to increase their skills and broaden their knowledge base in a particular discipline or sector related to priority development concerns in Peru.

ACCOMPLISHMENTS

USAID/Lima began full-scale programming of the APSP project in FY 1988. It maintained a level of scholarship awards averaging about 90 per year until FY 1991, when 131 awards were given.

From FY 1988 through FY 1990, Development Associates, Inc., served as the U.S. placement contractor for USAID/Lima within the overall APSP project. The application of 620Q restrictions against Peru required APSP/Peru to contract with a recognized Private Voluntary Organization working within Peru. A cooperative agreement was signed with the National Association of Partners of the Americas (NAPA) for the final project year.

USAID Peru's CLASP-II Program began with the award of 30 scholarships in FY 1993, 15 in the field of Health and 15 in the field of Political

Science. Eighty percent of the participants were disadvantaged, and 13 percent were women. None were enrolled in HBCU institutions.

USAID/Peru's participation in the CLASP-II effort will bring over 300 Trainees to the U.S. for training in the fields of agriculture, education, governance and community polity, human rights, mass communications, and small business associations and labor unions. The program began in FY 1993 and will be implemented over five years.

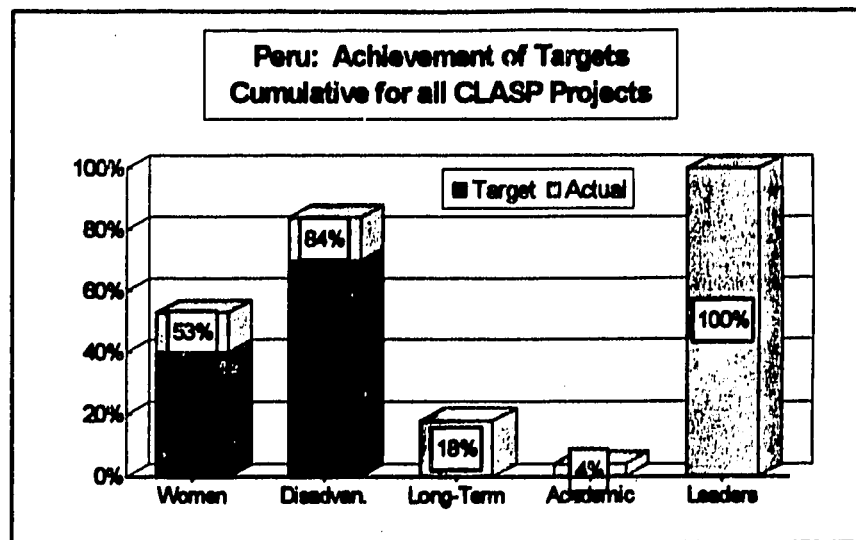


Figure A.14 — Source: CIS through FY 1993

Figure A.14 reflects the scholarships awarded for the APSP and CLASP-II Programs in Peru at the end of FY 1993 in terms of the minimum targets for long-term training, for selection of women, and for selection of persons from disadvantaged backgrounds. USAID/Peru's programming of women overall has significantly exceeded the minimum target (53% compared to 40%). The Mission exceeded the target for economic and social disadvantage.

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RDO/C

SUB-REGION:
Caribbean

PROJECT TITLES (PROJECT NUMBERS):

CLASP-I:

PTIIC (538-0640)

CASS-I (597-0001)

CLASP-II:

CASS-II (598-0681)

CLDT (538-0173)*

* Split with Development Training.

PROJECT PERIOD:

CLASP-I: FY 1986 - 1994

CLASP-II: FY 1990 - 1998

PROJECT MANAGERS:

USAID/RDO/C: Sylvia Samuels

AID/Washington:

Marilyn Arnold (PTIIC)

John Jessup (CLASP-II)

CONTRACTORS:

CLASP-I:

Academy for Educational Development; United Schools of America/Creative Associates

Programmed through PIO/P's: Partners for International Education and Training

CLASP-II:

Partners for International Education and Training

728 scholarships, while the Georgetown University-managed CASS-I and CASS-II projects have awarded 211 scholarships among the same population since FY 1989.

Table A.1
Distribution of RDO/C Trainees

Country	PTIIC	CASS
Antigua/Barbuda	84	36
Barbados	30	22
British V.I.	25	0
Dominica	88	23
Grenada	109	33
Montserrat	43	0
St. Kitts/Nevis	54	24
St. Lucia	104	31
St. Vincent/Gren.	99	42
Other	2	0
Total RDO/C	728	211

Source: CIS data as of 9/30/93

The target population for both scholarship projects is the economically disadvantaged strata which might not otherwise be able to develop its leadership potential, nor have the chance to experience U.S. society. While the priority groups for inclusion in the program are tailored to the needs of the respective countries, the major focus has been on primary and secondary teachers, youth leaders, private sector individuals, public sector representatives seeking training in areas vital to economic development.

The PTIIC training initiative encountered special programming difficulties because of a change in training placement contractor in the middle of the project period (January 1989). This directly affected Trainees in the U.S. and placement targets for subsequent years.

PTIIC and the Caribbean Leadership and Development Training Project (CLDT) were implemented as parallel programs for four years (1990 through 1994). CLDT utilizes both CLASP-II funding and general development

PROJECT SUMMARY

USAID/RDO/C has placed its CLASP-II Program under the LAC Objectives to increase and diversify trade and to improve the management of natural resources.

Since FY 1986, the USAID Regional Development Office for the Caribbean (RDO/C) in Bridgetown, Barbados has been implementing the PTIIC scholarship project. PTIIC was designed to increase both long-term and short-term educational and training opportunities in the U.S. for citizens of the island states of Antigua-Barbuda, Barbados, British Virgin Islands, Dominica, Grenada, Montserrat, St. Christopher-Nevis, St. Lucia, and St. Vincent-Grenadines (Table A.1 shows the distribution of awards). Since its inception, PTIIC has awarded

training funds to train approximately 30 long-term associate degree candidates and 25 short-term (three month) technical Trainees. Training emphasis is on leadership development and training of trainers. Since the numbers of Trainees slated for CLASP-II are relatively small, RDO/C will buy-in to OIT's placement contractor, PIET. During FY 1993, no CLASP-II Trainees were programmed.

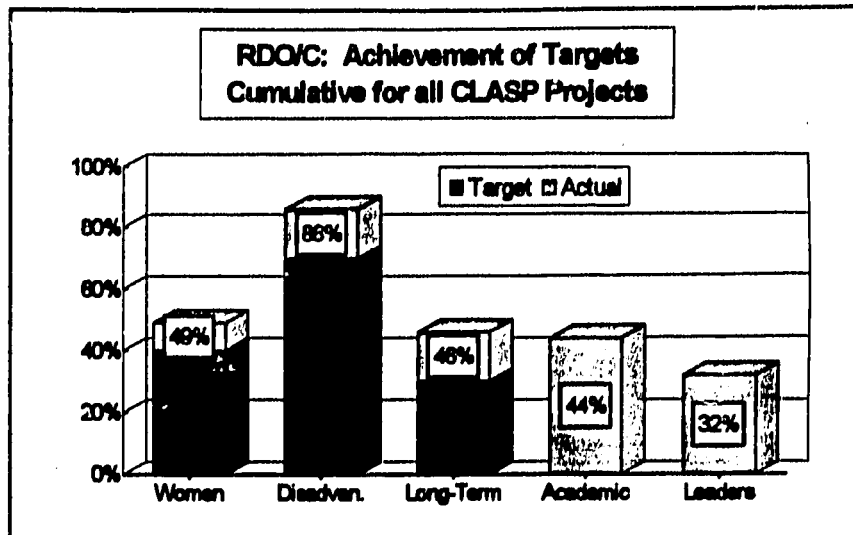


Figure A.15 — Source: CIS through FY 1993

ACCOMPLISHMENTS

The Caribbean regional scholarship program began in the summer of 1986, when a group of primary and secondary school teachers participated in a specially tailored course to upgrade and enhance their teaching skills. Since the inception of the program, training has been arranged for individuals from a wide range of fields: education, journalism, agribusiness, and management training for mid-level public sector employees.

The 73 new PTIC starts in FY 1993 included training in Management of Rural Development (12), Tax Administration (12), Women in Development (11), Customs and Excise Tax Administration (10), Democracy and Leadership (9), Management of Health Services (8), Public Taxation Policy (5), Public Budget and Financial Management (4), and one each for Consumer Education and Analysis of Laboratory Market Information.

In FY 1993, 40 Trainees were placed in HBCU institutions.

Figure A.15 reflects the PTIC and CASS scholarships awarded by USAID/RDO/C to the end of FY 1993 relative to the minimum targets for selection of women, those from social/economic disadvantaged backgrounds, long-term and academic training, and Trainees with leadership skills or potential. All minimum target areas have been exceeded. The Mission did not begin recording data on leadership criteria at project inception; this, in part, explains why selection of leaders appears under-represented.

Between FY 1994 and FY 1997, RDO/C plans to enter 129 participants into CLASP-II training.

ROCAP

SUB-REGION:

Central America

PROJECT TITLE (PROJECT NUMBER):

CAPS (598-0130)

PROJECT PERIOD:

CLASP-I: FY 1985 - 1990

PROJECT MANAGERS:

USAID/ROCAP: Joseph Kelly

AID/Washington: Anthony Vollbrecht

CONTRACTORS:

CenAmerican Institute for Business Administration;

Escuela Agricola Panamericana Zamorano

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non-profit organizations, especially those that served low income target groups. Its objective was to improve the human resource base of the region in two vital areas: agricultural education and public fiscal management.

The ROCAP program offered a mix of short-term and long-term training programs. Short-term typically provided an initial month at the regional institution followed by two or three months in the U.S. Groups targeted for short-term training included agricultural educators and key personnel of the different Controller Generals' offices of Central America. Long-term non-academic training was offered to selected Zamorano faculty, with long-term academic training provided to Zamorano graduates for B.S. degree completion at a U.S. agricultural university.

PROJECT SUMMARY

The goal of the USAID Regional Office for Central American Programs (ROCAP), located in Guatemala, was to complement the efforts of the separate Central American USAID Missions' administration of the Caribbean and Latin American Scholarship Program (CLASP). Table A.2 provides the distribution of ROCAP Trainees by country. The last ROCAP Trainees entered training in FY 1990. ROCAP is not a participant in the CLASP-II project.

The several regional academic and training institutes, like CLASP, were designed to help develop the human resources of the region. USAID/ROCAP, because of its region-wide focus, maintained cooperative programs with these regional schools. ROCAP worked with two schools to select CAPS scholarship recipients for U.S.-based training: EAP, located at Zamorano, Honduras (usually referred to by its location), and INCAE, located in San Jose, Costa Rica.

ROCAP's management of the CAPS training project began in FY 1985 and continued through FY 1990. The focus of its training effort was on cooperatives, small business associations, and

Table A.2
Distribution of ROCAP Trainees

Country	Number
Belize	1
Costa Rica	158
El Salvador	143
Guatemala	133
Honduras	159
Panama	68
Other	2
Total ROCAP	664

Source: CIS data as of 9/30/90

ACCOMPLISHMENTS

ROCAP structured its regional CAPS project to avoid duplicating USAID country missions' efforts. This limited the Trainee selection pool to the regional institutions, whose student bodies have fewer women and are less often from disadvantaged backgrounds, and who are already enrolled in academic training. ROCAP was, therefore, constrained in its recruitment efforts.

USAID/ROCAP acknowledged the need to refocus its recruitment efforts to seek a higher percentage of women and long-term scholarship Trainees, and through efforts, the recruitment share for disadvantaged during FY 1990 rose to 78 percent. However, the for FY 1990, the recruitment level for women fell to three percent, decreasing the overall average.

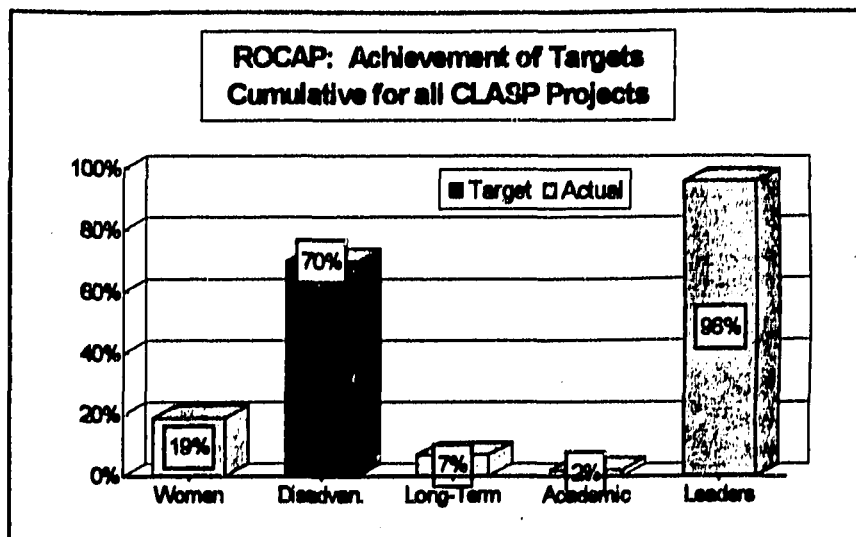


Figure A.16 — Source: CIS through FY 1990

Figure A.16 reflects the scholarships awarded by USAID/ROCAP at the end of FY 1990 (its final year of CLASP participation) relative to the minimum targets for long-term and academic training, for selection of women and the disadvantaged. Not only was ROCAP below target for including at least 40 percent women, their long-term training was less than one quarter of the 30 percent minimum target level, with no academic awards to women.

USAID/ROCAP has completed its participation in the CLASP Program. Previously it had reported that it was programming approximately 40 percent of its scholarship recipients at HBCUs.

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CASP

SUB-REGION:

Central America

PROJECT TITLE (PROJECT NUMBER):

CASP (597-0001)

PROJECT PERIOD:

FY 1985 - 1992

PROJECT MANAGERS:

Georgetown University:

Thomas Oates

Elizabeth Robinson

AID/Washington: Anthony Vollbrecht

CONTRACTOR:

Georgetown University

PROJECT SUMMARY

CASP, implemented by Georgetown University through a legislative set-aside of CLASP funding, began operating in Central America in FY 1985 concurrently with the AID-managed CAPS project. The focus of the Georgetown effort was to develop training programs using educational and training institutions (specifically community colleges) in the U.S. that had not traditionally been involved in training foreign students. The last group of CASP Trainees returned from U.S. training in early FY 1992. Table A.3 depicts the Trainee population by country, that received CASP scholarship awards.

An important aspect of the CASP training design was the type of training being provided. The U.S. community college system is designed to provide professional skills training beyond the secondary level. Through CASP, disadvantaged Central American youth, who had demonstrated exceptional academic achievement at the secondary school level, were provided this type of training in addition to being introduced to the U.S. way of life and learning some English.

Table A.3
Distribution of CASP Trainees

Country	Number
Belize	229
Costa Rica	187
El Salvador	103
Guatemala	188
Honduras	207
Panama	127
Total CASP	1,129

Source: CIS data as of 9/30/92

ACCOMPLISHMENTS

To manage CASP recruitment, selection, pre-departure orientation, and follow-on programs in tandem with the Central American A.I.D. Missions, Georgetown established a series of regional country offices. Although the CASP training effort, in part, competed with the Missions' recruitment efforts, CASP was generally more narrowly focussed. CASP also worked collaboratively with the Missions and followed the Missions' Country Development Strategy Statements.

CASP managers developed successful procedures for preparing U.S. institutions to receive CASP Trainees, including arranging for school representatives to visit the region and participate in orientation programs. Georgetown University, assisted by its active alumni associations in the Central American region, initiated new activities designed to assist the returned Trainee in transitioning his or her new skills to productive employment and civic activities.

Figure A.17 reflects the scholarships awarded by CASP at the end of FY 1990 relative to the minimum targets for long-term and academic training, and for selection of women and the disadvantaged. CASP exceeded minimum targets in all of these categories.

CASP reported no HBCU placements.

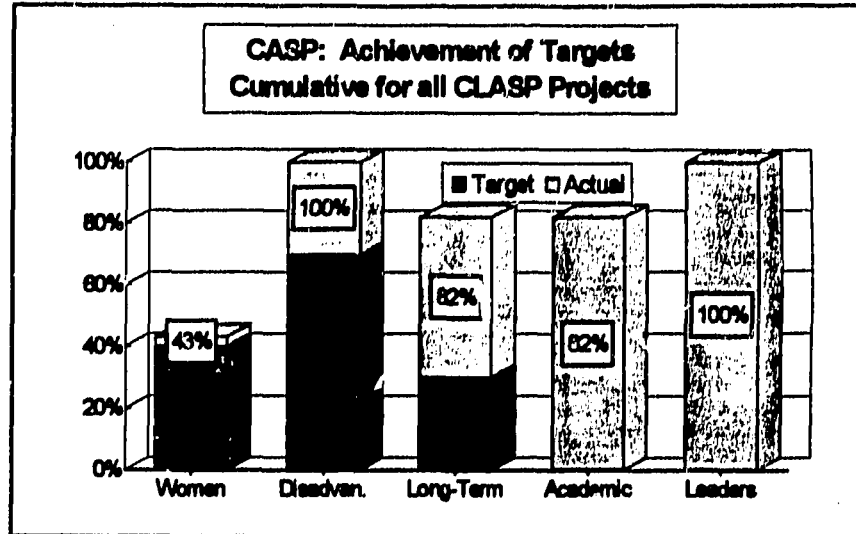


Figure A.17 — Source: CIS through FY 1992

84

CASS

SUB-REGIONS:

Central America
Caribbean

PROJECT TITLE:

Cooperative Association of States for Scholarships
(CASS)

PROJECT PERIOD:

CASS-I: FY 1989 - 1992
CASS-II: FY 1990 - 1998

PROJECT MANAGERS:

Georgetown University:
Thomas Oates
Elizabeth Robinson
Chantal Santelices
AID/Washington: John Jessup

CONTRACTOR:

Georgetown University

PROJECT SUMMARY

In FY 1989, CASS-I was funded under CLASP-I by a second legislative set-aside for CLASP training. With this cooperative agreement, Georgetown University began a new effort beyond its earlier Central America CASP initiative and expanded programming into the Caribbean. Its successor, CASS-II, was inaugurated in FY 1990 with CLASP-II funding. See Table A.4 for country placements.

Regional offices were established in the Caribbean working parallel with the USAID Missions in that region. Georgetown's focus continues to be one of developing training programs using educational and training institutions (specifically community colleges) in the U.S. that have not traditionally been involved in training foreign students. The intended objective of this project design is to provide an effective, inexpensive alternative to traditional A.I.D. training, and provide cultural enrichment opportunities for U.S. communities not frequently exposed to international visitors.

The CASS training initiative has been exclusively targeted on long-term academic training. Most of its scholarship award recipients have continued to be placed in the same type of two-year community college occupational skills training that was begun by Georgetown under the CASP project.

CASS training program costs are shared with cooperative state college and community college systems, with a cost-share target of 25 percent of the CASS federal funds to be provided by the institutions.

Country	CASS-I	CASS-II
Belize	25	66
Costa Rica	35	118
Dominican Republic	45	189
El Salvador	44	142
Guatemala	58	221
Honduras	45	197
Haiti	25	60
Jamaica	17	98
Nicaragua	0	225
Panama	0	52
RDO/C	33	178
Total CASS	327	1,566

Source: CIS data as of 9/30/93

Like CASP, an important aspect of the CASS training design is the type of training being provided: the U.S. community college system is designed to provide professional skills training beyond the secondary level. Through CASP, disadvantaged Central American youth, who had demonstrated exceptional academic achievement at the secondary school level, were provided this type of training in addition to being introduced to the U.S. way of life, and learning some English.

CASS has implemented two-year training programs in the area of disability. In June 1990, thirty hearing impaired Trainees from five

25

countries were recruited to study computer information systems/office applications and computer literacy/desk top publishing at two U.S. junior colleges. Fourteen Trainees (some disabled and some not) from five countries are receiving sign interpreter/disability outreach promoter training at a junior college. CASS is currently recruiting rural teachers in Central America and the Caribbean for two-year Special Education Programs. During their training in the U.S., all hearing impaired students learn American Sign Language and English as a Second Language. CASS works closely with disabled groups and hearing impaired groups in Central America and the Caribbean for all in-country activities, recruitment, orientation, and Follow-on.

ACCOMPLISHMENTS

The CASS project in Central America and the Caribbean is essentially a continuation of CASP. It has used the same personnel and program approach. In the Caribbean, however, a new series of offices were established to manage the recruitment, selection, orientation, and follow-on in that region.

Although the CASS training effort competes somewhat with USAID Missions in recruitment, the CASS effort, like CASP, is in general much more narrowly focussed than that managed by the USAID Missions. CASS managers are also under instruction to work in collaboration with the USAID Mission and to take into consideration the focus of the Mission's Country Development Strategy Statement, Country Training Plan, and Social Institutional Framework planning documents.

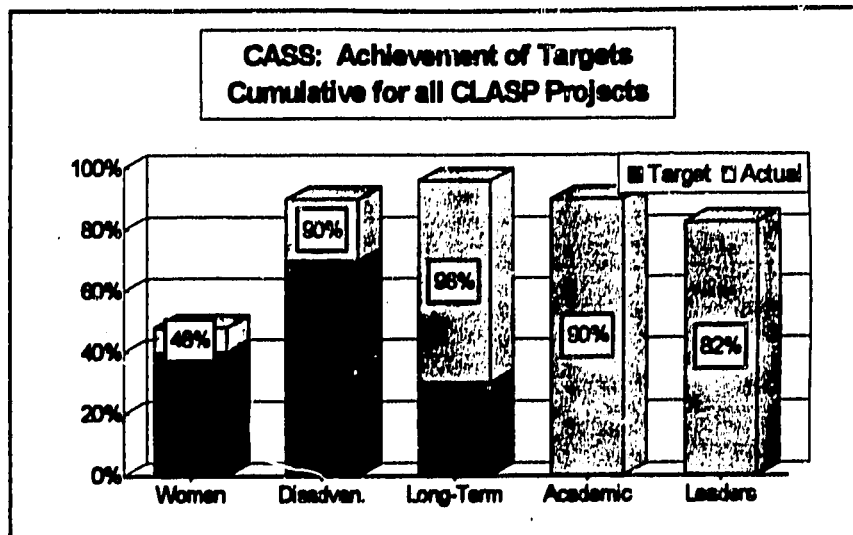


Figure A.18 — Source: CIS through FY 1993

In FY 1993, CASS's 410 new starts were enrolled in the following general fields of training: Small Business Management (65), Food Technology (53), Quality Control (52), Electronics (52), Environment (35), Computer Science (21), Agriculture (20), Hotel and Restaurant Management (18), Construction Management (17), Industrial Maintenance (17), Auto Mechanics (15), Small Appliance Repair (14), Microcomputer Application (13), Business Admin/Education (6), Biology (3), Economics (3), Sign Interpretation (2), and one each in Finance, Marketing, Mathematics, and Sociology.

CASS reported five HBCU placements in FY 1990, 22 HBCU placements in FY 1992, and none in FY 1993.

Figure A.18 reflects cumulative CASS-I and CASS-II scholarships (1,893) to the end of FY 1993 relative to the minimum targets for long-term training and academic training, and for the selection of women and the disadvantaged. CASS exceeds minimum targets in all of these categories.

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APPENDIX B:

CLASP Fact Sheet

Appendix B:

CLASP Fact Sheet

Through FY 1993

INTRODUCTION

This appendix presents the CLASP Fact Sheet for training programs through FY 1993. These Fact Sheets are prepared on a quarterly basis from the CLASP Information System for the A.I.D. LAC/DR/EHR Project Managers as a management tool for the monitoring and supervising of the CLASP program. Data for the Fact Sheet are also obtained quarterly from the field Mission managers of the program and from Georgetown University. When data updates from the field are received on diskette, the Aguirre International Data manager compares the updates with the previous database for analysis and to check for any inadvertent deletions, double entries, or otherwise unexplained changes that may have occurred since the previous quarter. When the Database Manager has verified that the new data is valid, the CIS database is updated and the merged aggregated data is used to produce the quarterly Fact Sheet reports.

This FY 1993 Fact Sheet, upon which all of the analysis of compliance with CLASP programming targets in this Annual Report is based, contains data on both the CLASP-I and CLASP-II Programs.



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CLASP FACT SHEET THROUGH FISCAL YEAR 1993

The CLASP Fact Sheet reports the number of new CLASP starts each Fiscal Year and through the most recent quarter of the current Fiscal Year. The cumulative totals include both students currently in training as well as those who have completed training.

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CLASP II TRAINEES THROUGH FISCAL YEAR 1993

COUNTRY	TOTAL TRAINEES		FEMALE		ACADEMIC		LONG-TERM		DISADVANTAGED		HBCU NO.
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	
Belize											
FY 90	0		0	0%	0	0%	0	0%	0	0%	0
FY 91	8		5	63%	8	100%	8	100%	8	100%	0
FY 92	7		2	29%	7	100%	7	100%	7	100%	2
FY 93	1		0	0%	1	100%	0	0%	1	100%	0
TOTAL	16		7	44%	16	100%	15	94%	16	100%	2
Bolivia											
FY 90	0		0	0%	0	0%	0	0%	0	0%	0
FY 91	0		0	0%	0	0%	0	0%	0	0%	0
FY 92	0		0	0%	0	0%	0	0%	0	0%	0
FY 93	89		20	22%	0	0%	0	0%	78	88%	89
TOTAL	89		20	22%	0	0%	0	0%	78	88%	89
Costa Rica											
FY 90	0		0	0%	0	0%	0	0%	0	0%	0
FY 91	210		108	51%	24	11%	24	11%	190	90%	108
FY 92	119		49	41%	20	17%	80	67%	115	97%	39
FY 93	0		0	0%	0	0%	0	0%	0	0%	0
TOTAL	329		157	48%	44	13%	104	32%	305	93%	147
Ecuador											
FY 90	0		0	0%	0	0%	0	0%	0	0%	0
FY 91	0		0	0%	0	0%	0	0%	0	0%	0
FY 92	55		25	45%	0	0%	10	18%	47	85%	23
FY 93	65		40	62%	14	22%	14	22%	43	66%	53
TOTAL	120		65	54%	14	12%	24	20%	90	75%	76
El Salvador											
FY 90	0		0	0%	0	0%	0	0%	0	0%	0
FY 91	120		38	32%	0	0%	0	0%	112	93%	20
FY 92	193		93	48%	0	0%	72	37%	182	94%	75
FY 93	216		116	54%	0	0%	0	0%	190	88%	38
TOTAL	529		247	47%	0	0%	72	14%	484	91%	133
Guatemala											
FY 90	41		18	44%	0	0%	41	100%	31	76%	0
FY 91	168		55	33%	0	0%	0	0%	163	97%	51
FY 92	431		237	55%	29	7%	51	12%	421	98%	213
FY 93	182		97	53%	0	0%	34	19%	181	99%	48
TOTAL	822		407	50%	29	4%	126	15%	796	97%	312
Haiti											
FY 90	0		0	0%	0	0%	0	0%	0	0%	0
FY 91	48		31	65%	8	17%	8	17%	40	83%	12
FY 92	0		0	0%	0	0%	0	0%	0	0%	0
FY 93	36		10	28%	0	0%	0	0%	36	100%	19
TOTAL	84		41	49%	8	10%	8	10%	76	90%	31

(Continued)

CLASP II TRAINEES THROUGH FISCAL YEAR 1993 (Continued)

COUNTRY	TOTAL TRAINEES		FEMALE		ACADEMIC		LONG-TERM		DISADVANTAGED		HBCU NO.
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	
Honduras											
FY 90	0		0	0%	0	0%	0	0%	0	0%	0
FY 91	0		0	0%	0	0%	0	0%	0	0%	0
FY 92	52		13	25%	23	44%	38	73%	51	98%	4
FY 93	151		48	32%	33	22%	26	17%	99	66%	1
TOTAL	203		61	30%	56	28%	64	32%	150	74%	5
Jamaica											
FY 90	2		1	50%	2	100%	2	100%	2	100%	0
FY 91	66		28	42%	18	27%	19	29%	49	74%	2
FY 92	55		39	71%	40	73%	19	35%	51	93%	5
FY 93	38		25	68%	24	67%	23	64%	28	78%	8
TOTAL	159		93	58%	84	53%	63	40%	130	82%	15
Nicaragua											
FY 90	0		0	0%	0	0%	0	0%	0	0%	0
FY 91	0		0	0%	0	0%	0	0%	0	0%	0
FY 92	0		0	0%	0	0%	0	0%	0	0%	0
FY 93	30		22	73%	0	0%	0	0%	30	100%	0
TOTAL	30		22	73%	0	0%	0	0%	30	100%	0
Panama											
FY 90	0		0	0%	0	0%	0	0%	0	0%	0
FY 91	0		0	0%	0	0%	0	0%	0	0%	0
FY 92	33		14	42%	33	100%	33	100%	33	100%	0
FY 93	38		23	61%	38	100%	38	100%	38	100%	1
TOTAL	71		37	52%	71	100%	71	100%	71	100%	1
Peru											
FY 90	0		0	0%	0	0%	0	0%	0	0%	0
FY 91	0		0	0%	0	0%	0	0%	0	0%	0
FY 92	0		0	0%	0	0%	0	0%	0	0%	0
FY 93	30		4	13%	0	0%	0	0%	24	80%	0
TOTAL	30		4	13%	0	0%	0	0%	24	80%	0
GRAND TOTAL											
FY 90	43		19	44%	2	5%	43	100%	33	77%	0
FY 91	620		285	43%	58	9%	59	10%	562	91%	19
FY 92	945		472	50%	152	16%	310	33%	907	96%	38
FY 93	874		405	46%	110	13%	135	15%	748	86%	25
TOTAL	2,482		1,161	47%	322	13%	547	22%	2,250	91%	61

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CLASP II/CASS TRAINEES THROUGH FISCAL YEAR 1993

COUNTRY	TOTAL TRAINEES		FEMALE		ACADEMIC		LONG-TERM		DISADVANTAGED		HECU NO.
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	
Belize											
FY 90	20		6	30%	20	100%	20	100%	20	100%	2
FY 91	10		3	30%	10	100%	10	100%	10	100%	0
FY 92	19		8	42%	17	89%	19	100%	19	100%	2
FY 93	17		11	65%	17	100%	17	100%	8	47%	0
TOTAL	66		28	42%	64	97%	66	100%	57	86%	4
Costa Rica											
FY 90	55		28	51%	55	100%	55	100%	55	100%	1
FY 91	15		8	53%	15	100%	15	100%	15	100%	0
FY 92	24		6	25%	22	92%	24	100%	24	100%	1
FY 93	24		6	25%	24	100%	24	100%	5	21%	0
TOTAL	118		48	41%	116	98%	118	100%	99	84%	2
Dominican Republic											
FY 90	83		48	58%	83	100%	83	100%	83	100%	0
FY 91	22		17	77%	22	100%	22	100%	22	100%	0
FY 92	45		30	67%	41	91%	45	100%	45	100%	1
FY 93	39		18	46%	39	100%	39	100%	24	62%	0
TOTAL	189		113	60%	185	98%	189	100%	174	92%	1
El Salvador											
FY 90	60		32	53%	60	100%	60	100%	60	100%	1
FY 91	22		10	45%	22	100%	22	100%	22	100%	0
FY 92	30		10	33%	25	83%	29	97%	30	100%	2
FY 93	30		8	27%	30	100%	30	100%	10	33%	0
TOTAL	142		60	42%	137	96%	141	99%	122	86%	3
Guatemala											
FY 90	95		48	51%	95	100%	95	100%	95	100%	1
FY 91	31		15	48%	31	100%	31	100%	31	100%	0
FY 92	54		26	48%	47	87%	54	100%	54	100%	4
FY 93	41		13	32%	41	100%	41	100%	25	61%	0
TOTAL	221		102	46%	214	97%	221	100%	205	93%	5
Haiti											
FY 90	51		20	39%	51	100%	51	100%	51	100%	0
FY 91	20		6	30%	20	100%	20	100%	20	100%	0
FY 92	0		0	0%	0	0%	0	0%	0	0%	0
FY 93	9		4	44%	9	100%	9	100%	1	11%	0
TOTAL	80		30	38%	80	100%	80	100%	72	90%	0
Honduras											
FY 90	72		36	50%	72	100%	72	100%	72	100%	0
FY 91	28		15	58%	28	100%	28	100%	28	100%	0
FY 92	45		20	44%	37	82%	45	100%	45	100%	3
FY 93	54		37	69%	54	100%	54	100%	50	93%	0
TOTAL	197		108	55%	189	96%	197	100%	193	98%	3

(Continued)

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CLASP II/CASS TRAINEES THROUGH FISCAL YEAR 1993 (Continued)

COUNTRY	TOTAL TRAINEES		FEMALE		ACADEMIC		LONG-TERM		DISADVANTAGED		HBCU NO.
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	
Jamaica											
FY 90	49		28	57%	49	100%	49	100%	49	100%	0
FY 91	7		3	43%	7	100%	7	100%	7	100%	0
FY 92	20		11	55%	19	95%	20	100%	20	100%	1
FY 93	22		16	73%	22	100%	22	100%	1	5%	0
TOTAL	98		58	59%	87	89%	98	100%	77	79%	1
Nicaragua											
FY 90	0		0	0%	0	0%	0	0%	0	0%	0
FY 91	90		49	54%	0	0%	90	100%	90	100%	0
FY 92	36		14	39%	31	86%	36	100%	36	100%	1
FY 93	99		42	42%	36	36%	99	100%	79	80%	0
TOTAL	225		105	47%	67	30%	225	100%	205	91%	1
Panama											
FY 90	0		0	0%	0	0%	0	0%	0	0%	0
FY 91	12		5	42%	12	100%	12	100%	12	100%	0
FY 92	18		10	56%	17	94%	18	100%	18	100%	0
FY 93	22		7	32%	22	100%	22	100%	10	45%	0
TOTAL	52		22	42%	51	98%	52	100%	40	77%	0
RDOC											
FY 90	61		28	46%	61	100%	61	100%	61	100%	0
FY 91	23		9	39%	23	100%	23	100%	23	100%	0
FY 92	41		23	56%	34	83%	41	100%	41	100%	7
FY 93	53		32	60%	52	98%	53	100%	4	8%	0
TOTAL	178		92	52%	170	96%	178	100%	129	72%	7
GRAND TOTAL											
FY 90	546		274	50%	546	100%	546	100%	546	100%	5
FY 91	278		140	50%	188	68%	278	100%	278	100%	0
FY 92	332		158	48%	290	87%	331	99%	332	100%	2
FY 93	410		194	47%	346	84%	410	100%	217	53%	0
TOTAL	1,566		766	49%	1,370	87%	1,565	99%	1,373	88%	2

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CAPS TRAINEES THROUGH FISCAL YEAR 1993

COUNTRY	TOTAL TRAINEES		FEMALE		ACADEMIC		LONG-TERM		DISADVANTAGED	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
Belize										
FY 85	19		3	16%	4	21%	4	21%	18	84%
FY 86	81		47	58%	17	21%	17	21%	81	100%
FY 87	76		28	37%	15	20%	15	20%	70	92%
FY 88	50		18	36%	14	28%	13	26%	50	100%
FY 89	43		21	49%	11	26%	10	23%	41	95%
FY 90	1		0	0%	1	100%	1	100%	1	100%
FY 91	20		8	40%	0	0%	0	0%	20	100%
FY 92	6		5	83%	2	33%	2	33%	6	100%
TOTAL	296		130	44%	64	22%	62	21%	285	96%
Costa Rica										
FY 85	44		9	20%	12	27%	12	27%	44	100%
FY 86	386		181	47%	31	8%	32	8%	373	97%
FY 87	366		144	39%	53	14%	53	14%	343	94%
FY 88	249		134	54%	60	24%	60	24%	234	94%
FY 89	483		204	42%	95	20%	237	49%	444	92%
FY 90	380		134	35%	81	21%	203	53%	382	95%
FY 91	21		3	14%	1	5%	1	5%	18	86%
FY 92	0		0	0%	0	0%	0	0%	0	0%
FY 93	93		46	49%	3	3%	3	3%	92	99%
TOTAL	2,022		855	42%	336	17%	601	30%	1,910	94%
El Salvador										
FY 85	342		98	29%	53	15%	51	15%	147	43%
FY 86	247		89	36%	51	21%	51	21%	135	55%
FY 87	285		100	35%	137	48%	138	48%	209	73%
FY 88	68		26	38%	0	0%	15	22%	37	54%
FY 89	280		113	40%	0	0%	180	64%	248	89%
FY 90	194		147	76%	0	0%	95	49%	148	76%
FY 91	188		118	63%	0	0%	20	11%	152	81%
FY 92	241		142	59%	0	0%	0	0%	166	69%
TOTAL	1,845		833	45%	241	13%	550	30%	1,242	67%
Guatemala										
FY 85	337		132	39%	22	7%	22	7%	295	88%
FY 86	798		187	23%	4	1%	4	1%	794	99%
FY 87	1,037		589	57%	0	0%	0	0%	1,034	99%
FY 88	932		504	54%	72	8%	198	21%	798	86%
FY 89	1,048		531	51%	22	2%	300	29%	1,005	96%
FY 90	406		231	57%	0	0%	0	0%	406	100%
FY 91	0		0	0%	0	0%	0	0%	0	0%
FY 92	0		0	0%	0	0%	0	0%	0	0%
TOTAL	4,558		2,174	48%	120	3%	524	11%	4,332	95%

(Continued)

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CAPS TRAINEES THROUGH FISCAL YEAR 1993 (Continued)

COUNTRY	TOTAL TRAINEES		FEMALE		ACADEMIC		LONG-TERM		DISADVANTAGED	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
Honduras										
FY 85	209		70	33%	31	15%	17	8%	106	51%
FY 86	290		88	30%	62	21%	65	22%	160	55%
FY 87	403		135	33%	125	31%	132	33%	326	81%
FY 88	409		130	32%	117	29%	113	28%	345	84%
FY 89	350		159	45%	110	31%	110	31%	322	92%
FY 90	150		71	47%	0	0%	0	0%	144	96%
FY 91	100		62	62%	0	0%	0	0%	99	99%
FY 92	9		5	56%	0	0%	0	0%	9	100%
FY 93	60		31	52%	60	100%	0	0%	60	100%
TOTAL	1,980		751	38%	505	26%	437	22%	1,571	79%
Panama										
FY 85	73		9	12%	21	29%	72	99%	55	75%
FY 86	246		70	28%	170	69%	235	96%	211	86%
FY 87	49		20	41%	24	49%	24	49%	49	100%
FY 88	59		27	46%	59	100%	58	98%	59	100%
FY 89	0		0	0%	0	0%	0	0%	0	0%
FY 90	58		19	33%	58	100%	57	98%	58	100%
FY 91	17		10	59%	0	0%	0	0%	17	100%
FY 92	0		0	0%	0	0%	0	0%	0	0%
TOTAL	502		155	31%	332	66%	446	89%	449	89%
ROCAP										
FY 85	41		6	15%	1	2%	1	2%	1	2%
FY 86	241		34	14%	3	1%	8	3%	177	73%
FY 87	107		27	25%	3	3%	4	4%	100	93%
FY 88	104		31	30%	0	0%	6	6%	66	63%
FY 89	139		28	20%	2	1%	25	18%	98	71%
FY 90	32		1	3%	3	9%	3	9%	25	78%
FY 91	0		0	0%	0	0%	0	0%	0	0%
FY 92	0		0	0%	0	0%	0	0%	0	0%
TOTAL	684		127	19%	12	2%	47	7%	467	70%
GRAND TOTAL										
FY 85	1,085		327	31%	144	14%	179	17%	684	62%
FY 86	2,289		696	30%	338	15%	412	18%	1,931	84%
FY 87	2,323		1,043	45%	357	15%	366	16%	2,131	92%
FY 88	1,871		870	46%	322	17%	463	25%	1,589	85%
FY 89	2,343		1,056	45%	240	10%	862	37%	2,158	92%
FY 90	1,221		603	49%	143	12%	359	29%	1,144	94%
FY 91	346		201	58%	1	0%	21	6%	306	88%
FY 92	256		152	59%	2	1%	2	1%	181	71%
FY 93	153		77	50%	63	41%	3	2%	152	99%
TOTAL	11,867		5,025	42%	1,610	14%	2,667	22%	10,258	86%

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PTIIC TRAINEES THROUGH FISCAL YEAR 1993

COUNTRY	TOTAL TRAINEES		FEMALE		ACADEMIC		LONG-TERM		DISADVANTAGED	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
Dominican Republic										
FY 86	0		0	0%	0	0%	0	0%	0	0%
FY 87	48		19	40%	27	56%	40	83%	38	75%
FY 88	79		33	42%	17	22%	65	82%	65	82%
FY 89	1		1	100%	0	0%	1	100%	1	100%
FY 90	41		17	41%	0	0%	0	0%	40	98%
FY 91	0		0	0%	0	0%	0	0%	0	0%
FY 92	0		0	0%	0	0%	0	0%	0	0%
FY 93	0		0	0%	0	0%	0	0%	0	0%
TOTAL	169		70	41%	44	26%	106	63%	142	84%
Haiti										
FY 86	0		0	0%	0	0%	0	0%	0	0%
FY 87	78		31	40%	5	6%	8	8%	57	73%
FY 88	104		37	36%	40	38%	40	38%	63	61%
FY 89	20		17	85%	3	15%	3	15%	14	70%
FY 90	44		30	68%	2	5%	2	5%	35	80%
FY 91	2		0	0%	0	0%	0	0%	2	100%
FY 92	0		0	0%	0	0%	0	0%	0	0%
FY 93	0		0	0%	0	0%	0	0%	0	0%
TOTAL	248		115	46%	50	20%	51	21%	171	69%
Jamaica										
FY 86	0		0	0%	0	0%	0	0%	0	0%
FY 87	108		72	67%	63	58%	18	17%	11	10%
FY 88	70		43	61%	21	30%	22	31%	27	39%
FY 89	15		9	60%	14	93%	14	93%	7	47%
FY 90	41		28	68%	32	78%	11	27%	25	61%
FY 91	0		0	0%	0	0%	0	0%	0	0%
FY 92	1		0	0%	1	100%	0	0%	1	100%
FY 93	0		0	0%	0	0%	0	0%	0	0%
TOTAL	235		152	65%	131	56%	65	28%	71	30%
RDOC										
FY 86	71		38	54%	7	10%	7	10%	61	86%
FY 87	286		156	55%	58	20%	58	20%	277	97%
FY 88	90		41	46%	55	61%	64	71%	75	83%
FY 89	72		32	44%	46	64%	47	65%	67	93%
FY 90	58		25	45%	47	84%	47	84%	53	95%
FY 91	22		5	23%	0	0%	0	0%	17	77%
FY 92	58		17	29%	0	0%	0	0%	37	64%
FY 93	73		34	47%	0	0%	0	0%	59	81%
TOTAL	728		348	48%	213	29%	223	31%	648	89%

(Continued)

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PTIIC TRAINEES THROUGH FISCAL YEAR 1993 (Continued)

COUNTRY	TOTAL TRAINEES	FEMALE		ACADEMIC		LONG-TERM		DISADVANTAGED	
		NO.	%	NO.	%	NO.	%	NO.	%
GRAND TOTAL									
FY 86	71	38	54%	7	10%	7	10%	61	86%
FY 87	520	278	53%	153	29%	122	23%	381	73%
FY 88	343	154	45%	133	39%	191	56%	230	67%
FY 89	108	59	55%	63	58%	65	60%	89	82%
FY 90	182	100	55%	81	45%	60	33%	153	84%
FY 91	24	5	21%	0	0%	0	0%	19	79%
FY 92	59	17	29%	1	2%	0	0%	38	64%
FY 93	73	34	47%	0	0%	0	0%	59	81%
TOTAL	1,380	685	50%	438	32%	445	32%	1,030	75%

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APSP TRAINEES FINAL

COUNTRY	TOTAL TRAINEES	FEMALE		ACADEMIC		LONG-TERM		DISADVANTAGED	
		NO.	%	NO.	%	NO.	%	NO.	%
Bolivia									
FY 87	20	20	100%	0	0%	0	0%	20	100%
FY 88	77	35	47%	0	0%	0	0%	51	66%
FY 89	97	29	30%	27	28%	27	28%	77	79%
FY 90	102	38	37%	41	40%	41	40%	100	98%
FY 91	118	34	29%	10	8%	21	18%	89	75%
FY 92	16	11	61%	0	0%	0	0%	7	39%
TOTAL	432	168	39%	78	18%	89	21%	344	80%
Colombia									
FY 87	0	0	0%	0	0%	0	0%	0	0%
FY 88	40	31	78%	0	0%	0	0%	40	100%
FY 89	153	70	46%	29	19%	43	28%	153	100%
FY 90	101	53	52%	23	23%	32	32%	101	100%
FY 91	0	0	0%	0	0%	0	0%	0	0%
FY 92	0	0	0%	0	0%	0	0%	0	0%
TOTAL	294	154	52%	52	18%	75	26%	294	100%
Ecuador									
FY 87	0	0	0%	0	0%	0	0%	0	0%
FY 88	67	30	45%	4	6%	13	19%	48	72%
FY 89	108	29	27%	5	5%	18	17%	69	64%
FY 90	80	25	31%	11	14%	16	20%	72	90%
FY 91	158	98	62%	26	16%	43	27%	124	78%
FY 92	0	0	0%	0	0%	0	0%	0	0%
TOTAL	413	182	44%	46	11%	90	22%	313	76%
Peru									
FY 87	0	0	0%	0	0%	0	0%	0	0%
FY 88	84	51	61%	8	10%	8	10%	76	90%
FY 89	96	50	52%	3	3%	17	18%	86	90%
FY 90	89	56	63%	6	7%	52	58%	82	92%
FY 91	131	66	50%	0	0%	0	0%	92	70%
FY 92	0	0	0%	0	0%	0	0%	0	0%
TOTAL	400	223	56%	17	4%	77	19%	336	84%
GRAND TOTAL									
FY 87	20	20	100%	0	0%	0	0%	20	100%
FY 88	268	148	55%	12	4%	21	8%	215	80%
FY 89	454	178	39%	64	14%	105	23%	385	85%
FY 90	372	172	46%	81	22%	141	38%	355	95%
FY 91	407	198	49%	36	9%	64	16%	305	75%
FY 92	18	11	61%	0	0%	0	0%	7	39%
TOTAL	1,539	727	47%	193	13%	331	22%	1,287	84%

CASP TRAINEES Final

COUNTRY	TOTAL TRAINEES		FEMALE		ACADEMIC		LONG-TERM		DISADVANTAGED	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
Belize										
FY 85	9		1	11%	5	56%	5	56%	9	100%
FY 86	58		15	27%	40	71%	40	71%	58	100%
FY 87	55		23	42%	31	56%	31	56%	55	100%
FY 88	52		29	56%	48	92%	48	92%	52	100%
FY 89	47		17	36%	47	100%	47	100%	47	100%
FY 90	10		6	60%	10	100%	10	100%	10	100%
TOTAL	229		91	40%	181	79%	181	79%	229	100%
Costa Rica										
FY 85	15		0	0%	8	53%	8	53%	15	100%
FY 86	45		19	42%	30	67%	30	67%	45	100%
FY 87	24		12	50%	14	58%	14	58%	24	100%
FY 88	52		20	38%	52	100%	51	98%	52	100%
FY 89	51		24	47%	51	100%	51	100%	51	100%
TOTAL	187		75	40%	155	83%	154	82%	187	100%
El Salvador										
FY 85	14		0	0%	7	50%	7	50%	14	100%
FY 86	49		19	39%	30	61%	30	61%	49	100%
FY 87	38		18	47%	30	79%	30	79%	38	100%
FY 88	50		34	68%	35	70%	35	70%	50	100%
FY 89	42		27	64%	42	100%	42	100%	42	100%
TOTAL	193		88	51%	144	75%	144	75%	193	100%
Guatemala										
FY 85	15		3	20%	9	60%	9	60%	15	100%
FY 86	41		21	51%	29	71%	29	71%	41	100%
FY 87	28		14	50%	22	79%	22	79%	28	100%
FY 88	48		12	25%	48	100%	48	100%	48	100%
FY 89	54		26	48%	54	100%	52	96%	54	100%
TOTAL	186		76	41%	162	87%	160	86%	186	100%
Honduras										
FY 85	14		5	36%	9	64%	9	64%	14	100%
FY 86	43		18	42%	28	65%	28	65%	43	100%
FY 87	25		7	28%	18	72%	18	72%	25	100%
FY 88	80		45	56%	65	81%	65	81%	80	100%
FY 89	45		22	49%	45	100%	43	96%	45	100%
TOTAL	207		97	47%	165	80%	163	79%	207	100%
Panama										
FY 85	7		0	0%	4	57%	4	57%	7	100%
FY 86	37		16	43%	33	89%	33	89%	37	100%
FY 87	18		5	28%	18	100%	18	100%	18	100%
FY 88	65		28	43%	65	100%	65	100%	65	100%
FY 89	0		0	0%	0	0%	0	0%	0	0%
TOTAL	127		49	39%	120	94%	120	94%	127	100%

(Continued)

CASP TRAINEES Final (Continued)

COUNTRY	TOTAL TRAINEES	FEMALE		ACADEMIC		LONG-TERM		DISADVANTAGED	
		NO.	%	NO.	%	NO.	%	NO.	%
FINAL									
FY 85	74	9	12%	42	57%	42	57%	74	100%
FY 86	271	108	40%	190	70%	190	70%	271	100%
FY 87	188	79	42%	133	71%	133	71%	188	100%
FY 88	347	168	48%	313	90%	312	90%	347	100%
FY 89	239	116	49%	239	100%	235	98%	239	100%
FY 90	10	6	60%	10	100%	10	100%	10	100%
TOTAL	1,129	486	43%	927	82%	922	82%	1,129	100%

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CLASP I/CASS TRAINEES Final

COUNTRY	TOTAL TRAINEES		FEMALE		ACADEMIC		LONG-TERM		DISADVANTAGED	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
Belize FY 89	25		14	56%	25	100%	24	96%	25	100%
Costa Rica FY 89	35		19	54%	35	100%	34	97%	35	100%
Dominican Republic FY 89	45		21	47%	45	100%	44	98%	45	100%
El Salvador FY 89	44		26	59%	44	100%	44	100%	44	100%
Guatemala FY 89	58		24	41%	58	100%	55	95%	58	100%
Haiti FY 89	25		6	24%	25	100%	25	100%	25	100%
Honduras FY 89	45		27	60%	45	100%	43	96%	45	100%
Jamaica FY 89	17		9	53%	17	100%	16	94%	17	100%
RDOC FY 89	33		19	58%	33	100%	32	97%	33	100%
FINAL FY 89	327		165	50%	327	100%	317	97%	327	100%

SUMMARY OF PROJECTS THROUGH FISCAL YEAR 1993

CLASP II

PROJECT	TOTAL TRAINEES	FEMALE		ACADEMIC		LONG-TERM		DISADVANTAGED	
		NO.	%	NO.	%	NO.	%	NO.	%
MISSIONS	2,482	1,161	47%	322	13%	547	22%	2,250	91%
CASS-II	1,566	766	49%	1,370	87%	1,565	99%	1,373	88%
GRAND TOTAL	4,048	1,927	48%	1,692	42%	2,112	52%	3,623	90%

CLASP I

PROJECT	TOTAL TRAINEES	FEMALE		ACADEMIC		LONG-TERM		DISADVANTAGED	
		NO.	%	NO.	%	NO.	%	NO.	%
CAPS	11,867	5,025	42%	1,610	14%	2,667	22%	10,256	86%
PTIIC	1,380	685	50%	438	32%	445	32%	1,030	75%
APSP	1,539	727	47%	193	13%	331	22%	1,287	84%
CASP	1,129	486	43%	927	82%	922	82%	1,129	100%
CASS-I	327	165	50%	327	100%	317	97%	327	100%
GRAND TOTAL	16,242	7,088	44%	3,495	22%	4,682	29%	14,029	86%

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