

UNCLASSIFIED
CLASSIFICATION

PROJECT EVALUATION SUMMARY (PES) - PART I

Report Symbol U-447

1. PROJECT TITLE REGIONAL NON-FORMAL SKILLS TRAINING PROJECT			2. PROJECT NUMBER 538-0073	3. MISSION/AID/W OFFICE HRD
6. KEY PROJECT IMPLEMENTATION DATES			4. EVALUATION NUMBER (Enter the number maintained by the reporting unit e.g., Country or AID/W Administrative Code, Fiscal Year, Serial No. beginning with No. 1 each FY) <u>538-84-0</u>	
A. First PRO-AG or Equivalent FY <u>83</u>	B. Final Obligation Expected FY <u>86</u>	C. Final Input Delivery FY <u>86</u>	5. <input checked="" type="checkbox"/> REGULAR EVALUATION <input type="checkbox"/> SPECIAL EVALUATION	
6. ESTIMATED PROJECT FUNDING			7. PERIOD COVERED BY EVALUATION	
A. Total \$ <u>961,000</u>			From (month/yr.) <u>July 1982</u>	
B. U.S. \$ <u>872,000</u>			To (month/yr.) <u>December 1983</u>	
			Date of Evaluation Review <u>August 1984</u>	

B. ACTION DECISIONS APPROVED BY MISSION OR AID/W OFFICE DIRECTOR

A. List decisions and/or unresolved issues; cite those items needing further study. (NOTE: Mission decisions which anticipate AID/W or regional office action should specify type of document, e.g., sirgram, SPAR, PIO, which will present detailed request.)	B. NAME OF OFFICER RESPONSIBLE FOR ACTION	C. DATE ACTION TO BE COMPLETED
1. Amendment to include Grenada, Antigua and St. Vincent, drop Barbados and continue Dominica and St. Lucia at a reduced rate	A.J. Ortega	11/15/84

8. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS			10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT	
<input type="checkbox"/> Project Paper	<input checked="" type="checkbox"/> Implementation Plan e.g., CPI Network	<input type="checkbox"/> Other (Specify)	A. <input type="checkbox"/> Continue Project Without Change	
<input checked="" type="checkbox"/> Financial Plan	<input type="checkbox"/> PIO/T	_____	B. <input type="checkbox"/> Change Project Design and/or	
<input checked="" type="checkbox"/> Logical Framework	<input type="checkbox"/> PIO/C	<input type="checkbox"/> Other (Specify)	<input type="checkbox"/> Change Implementation Plan	
<input checked="" type="checkbox"/> Project Agreement	<input type="checkbox"/> PIO/P	_____	C. <input type="checkbox"/> Discontinue Project	

11. PROJECT OFFICER AND HOST COUNTRY OR OTHER RANKING PARTICIPANTS AS APPROPRIATE (Names and Titles)		12. Mission/AID/W Office Director Approval:	
HRDO: AJOrtega	A/D/DIR: RCCoulter	Signature	<i>William B. Wheeler</i>
CPO: EWarfield		Typed Name	William B. Wheeler, Director
SPS/EVAL: DClarke		Date	10/2/84
CONT: RWarin			
A/PRM: BJensen			

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PROJECT EVALUATION SUMMARY

13. SUMMARY - The Regional Non-Formal Skills Training Project Agreement (538-0073) was signed by OAS and the Regional Development Office/Caribbean (RDO/C) on July 16, 1982.

In general, all activities for the first year have been running on schedule with no major problems encountered. The following is a brief summary of the current Project situation:

REGIONAL ACTIVITIES - No separate implementation schedule was prepared for the regional component as was prepared for Dominica and St. Lucia so various activities are highlighted below to present a more coherent picture of project execution.

Recruitment and assignment of the Regional Team was completed by December, 1982 and the Regional Project Office was established in Barbados with Dr. Arthur Henry duly appointed as Project Chief. A Barbadian national, Mrs. Pamela Waterman, was appointed as project secretary.

Arrangements to disburse funds from OAS/W were made through the Offices of the General Secretariat in Barbados, Dominica and St. Lucia. A special course tailored to OAS/AID financial reporting requirements was held to upgrade the capabilities of accountants assigned to the OAS National Offices participating in the Project.

National counterparts from the three countries were sent to Caracas, Venezuela and to Port-of-Spain, Trinidad and Tobago to participate in a course for job analysts arranged by the OAS and imparted by the International Labor Organization (ILO). Barbados sent one person from the Ministry of Labor and one from the National Training Board, while Dominica and St. Lucia sent their respective national instructor trainer.

A three-week instructor training course was given by Drs. Arthur Henry and Bryan Fluck at the Barbados Samuel Jackman Prescod Polytechnic. The course focused on Modules of Employable Skills (MES) instructional techniques and was attended by 10 Barbadians, 5 Dominicans and 3 St. Lucians.

The OAS/AID Coordinating Committee with Dr. Arthur Henry serving as chairperson has been duly constituted. It held its first meeting April 28-29, 1983 in Barbados to review progress.

A draft information system was prepared by the project staff including sections on basic record keeping and questionnaires for the trainees (prior to and following training), employers and the self-employed to serve as the end-of-project tracer study.

A comprehensive tracer study based on the information system questionnaire should have been carried out in November 1983. However, the exercise proved unrealistic up to this point for three reasons: (a) in Dominica and St. Lucia only first and some second cycle training had taken place by December and placement results would have been inconclusive, (b) in the absence of separate staff and funding for tracer study purposes, second cycle training would have been interrupted or postponed, and (c) in the case of Barbados, where most of

the meaningful data could be expected, national authorities indicated that they had no staff or funds to recruit staff for either interviews or tabulation of results of a tracer study.

BARBADOS - Project execution differs in Barbados from that in Dominica and St. Lucia in that Barbados has carried out skills training activities using the (MES) approach since 1979 with technical assistance from OAS and financial assistance provided first by the Governemnt of Nigeria and finally by the United States Agency for International Development. This experience has been instrumental in providing guidelines for this Project. While the Barbados National Skills Training Program during 1983 was largely consistent with the end-of-project goals, the placement rate has been disappointing when compared with previous years. In addition, the drop out rate during the period of the evaluation was higher than in previous year. Government reports that during 1983, a total of 301 trainees completed courses in automechanics, horticulture, plumbing, needlecraft, masonry, electrical installation, carpentry, steelbending and in tractor repair, operation and maintenance. Only 111 trainees (37 percent) had been placed in jobs by year's end, although the figure may understate placement since data refers only to persons placed immediately upon conclusion of training and does not reflect persons who may have gained employment later.

DOMINICA - From the outset the national target of training and placing 550 young people in productive employment during the two-year life of the Project has been considered especially challenging due to the small size of the formal labor market. Most activities were undertaken within the implementation plan time frame, including the training of the national counterpart through regional and on-site training courses. Project execution has been enhanced by the total support the Project has received from all levels of Government including Prime Minister Eugenia Charles and Minister of Education Charles Maynard.

The small labor market and its inability to absorb people in the wage employment sector has been a persistent problem and has forced project staff to do more training for self-employment as opposed to wage employment. The key constraints related to self-employment are: a reluctance of trainees to take risks associated with this type of employment, the low self-confidence in their abilities to start a business of their own, and entering into credit arrangements. The securing of credit compounds the problem because under Dominica Law the age of majority was set at 21. Credit institutions have been reluctant to give loans to young people. To ameliorate some of these problems, special business training is being provided together with counseling and follow-up services. A proposal was presented to and approved by Cabinet to lower the age of majority to 18. The project staff has also managed to get a grant of just under US\$5,000 from OXFAM to use for a small loan fund and has secured agreement from the National Development Foundation to set aside EC\$60,000 for small loans for trainees.

Another problem that surfaced during the mid-term evaluation was the lack of a system of testing and certification in Dominica. Trainees have been issued certificates which only indicate the general subject areas studied.

The problems mentioned above can be resolved to a large measure by continuing to use the services of Dr. Brian Fluck as the instructor-training advisor. The importance of this function was stressed in the Barbados during the first Coordinating Committee Meeting.

SAINT LUCIA - The late start-up in project execution in St. Lucia to some extent was due to the fact that the AID-funded St. Lucia Youth Development Skills Project under the auspices of the National Office of Social Responsibility (NOSR) was already ongoing in the country. Under the original terms of the Agreement, a separate arrangement between OAS and NOSR was contemplated but subsequently was deemed too complex and the Agreement was amended and the US\$162,000 that was to be spent under the cooperative agreement was budgeted solely for use in this project. There was also some delay in securing the services of the National Director, Mr. Ben Emanuel, who, along with other staff members, had other duties in the Government.

The delays mentioned above did not seriously affect project implementation and the national team was able to participate in the job analysis and instructor training courses. As in Dominica, the support provided to the Project at all levels of Government is commendable. There has been a high degree of cooperation from the Ministries of Agriculture and Education.

14. EVALUATION METHODOLOGY - The evaluation criteria for the mid-term evaluation are based on project execution in accordance with the implementation plan submitted to RDO/C at the start of the Project. The implementation plan sets forth in tabular form the activities and estimated target dates of execution for each of the participating countries. This procedure, adopted to facilitate project planning and execution, also provides useful guidelines for purposes of this evaluation since it establishes benchmarks and a framework for monitoring progress. The Project has a comprehensive information system based on administrative record-keeping and supplemented by survey information; the information system seeks to provide an essential data base for monitoring progress of the Project, providing ready information for current status reporting and establishing a tripartite feedback system from trainees, employers and self-employed persons which will allow for timely adjustments to the project to conform with labor market requirements. Moreover, the information base will permit periodic studies for evaluation purposes at suitable intervals.

In the Agreement RDO/C calls for a mid-term evaluation which would be prepared in conjunction with the Project Director. It is understood that such an AID request referred to an independently funded external evaluation at mid-term. While AID did not call for an independently funded external evaluation, the Evaluation Plan submitted to AID made provision for an internal evaluation to be carried out by the OAS as a matter of sound management practice. The purposes of the mid-term evaluation are basically threefold:

1. To monitor progress of first year execution including the six month start up phase
2. To provide necessary feedback for modification of the implementation plan so as improve project execution.

3. To provide a substantive basis for negotiations to extend the services to the other countries of the Eastern Caribbean requesting participation in a similar employment-generating non-formal skills training project.

15. EXTERNAL FACTORS- As mentioned previously, one of the key reasons for the high success rate enjoyed by this project is the cooperation that the Host Governments have given the Project at all levels.

16. INPUTS - There is a need to continue to use the services of Dr. Brian Fluck as the instructor trainer during the second year of implementation. This need is mentioned in other sections of the PES.

17. OUTPUTS -

BARBADOS

Refer to pages 22 and 23 of the attached Mid-Term Evaluation Report.

DOMINICA

Refer to pages 27, 28, 29, 30, 31 and 32 of the attached Mid-term Evaluation Report.

SAINT LUCIA

Refer to pages 37 through 42 of the attached Mid-term Evaluation Report.

18. PURPOSE -The overall program goal is to improve the employability and income of the unemployed/underemployed. To accomplish this goal, the Project Purpose is to provide appropriate non-formal skills training and support services to individuals, particularly 15 - 25 year olds, seeking improvement in their incomes and employment conditions in Dominica and St. Lucia. In the case of Barbados, the Project is a continuation of the National Skills Training Program which in the past had been supported by AID financial assistance and OAS technical assistance. At the end of the two-year project, an institutional network of training and placement will have been established in each of the countries with some 1,250 youths trained and placed in jobs.

19. GOAL/SUBGOAL - The Country Specific Sub-purposes are:

- a. Dominica - to assist the Ministry of Education in the development of a viable national system of non-formal skills training;
- b. Barbados- to strengthen the institutional capability of the Ministry of Labor and Community Services to extend its present Skills Training Program into schemes for apprenticeship and in-plant training; and
- c. St. Lucia - to reinforce and expand non-formal skills training activities of the Ministry of Youth, Community Development, Social Affairs and Sports linked to employment and labor market needs. Measured in terms of the approved implementation plan, most activities of the Project were carried out on schedule or with minimum delay. It is expected that the second year of the Project will continue to be just as successful as the first year.

20. BENEFICIARIES - Not pertinent at this time.

21. UNPLANNED EFFECTS - Not pertinent at this time.

22. LESSONS LEARNED - The National Skills Training Program in Barbados was not as adaptable to the changing labor market conditions as it might have been. In St. Lucia the effects of economic change, induced in part by the Caribbean Basin Initiative, have had a very favorable effect. The 70% placement rate reflects second cycle demand for training and placement in new export-oriented businesses such as industrial sewing and electronics. Indeed, current indications are that Saint Lucia will exceed original training/placement goals by a considerable margin. Dominica has not attained the kind of industrial expansion experienced by Saint Lucia, although some training has been provided in anticipation of new investment in industrial sewing. Most employment has been and will continue to be in the area of self-employment where placement is more time consuming. Training for self-employment continues to be a lot more complex than originally envisioned and, as mentioned throughout the evaluation report, the problems are compounded when self-employment is carried out in mini societies.

23. SPECIAL COMMENT OR REMARKS - In general, the Project has enjoyed many successes during the first year of implementation. These can be attributed to good planning by OAS and RDO/C, good management practices all the way down from the Regional Project Chief to the instructors. Another factor which has had a highly favorable impact on the Project has been the excellent cooperation from the Host Governments

Attached is the MID-TERM EVALUATION REPORT.

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**OAS/AID REGIONAL
NON FORMAL SKILLS TRAINING PROJECT**

MID TERM EVALUATION

Revised June 1984

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SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

BACKGROUND

On 16 July 1982 an agreement was signed between the OAS and the USAID creating the OAS/AID Regional Non-Formal Skills Training Project. The objective of the project is to alleviate youth unemployment in three member states: Barbados, the Commonwealth of Dominica and Saint Lucia through the execution and institutionalization of a non-formal skills training project directly linked to the placement of young unemployed persons in productive employment in both the formal wage sectors of the economies and in self-employment where this is an appropriate means of raising the incomes of underemployed youth. In the case of Barbados the project is a continuation of the National Skills Training Programme supported by OAS technical assistance and financial assistance furnished by USAID.

At the end of the two year project an institutional network of training and placement will have been established in each of the countries with some 1,250 youths trained and placed in jobs. This goal is considered numerically significant given the small size of the labor markets in beneficiary countries, especially Dominica and Saint Lucia.

Objectives Scope and Methodology of the Mid-Term Evaluation

This mid-term evaluation has been carried out in accordance with provisions in the OAS/AID Agreement with a view to assessing execution at the end of the first year, identifying common regional and national problems and making recommendations to enhance execution during the second year. The period covered by the mid-term evaluation is December 1982-December 1983, in accordance with implementation and evaluation plans submitted by the OAS to the AID at the time execution was initiated .1/

The evaluation is based on information sources cited in the evaluation plan and interviews held during a field visit by the Chief, Manpower and Employment OAS/Washington carried out in October-November 1983. For purposes of measuring project execution the approved implementation schedule has served as the basic yardstick. This is important in that a six month start up phase is incorporated in the first year of execution with actual first cycle training in Dominica and Saint Lucia initiated largely as planned in June 1983. Some second cycle instruction was still in progress at the time information for the evaluation was gathered in time for presentation at the Second OAS/AID Coordinating Committee meeting held in January 1984.

1. Activities during the period August-November 1982 related to meeting preconditions for disbursement of AID monies under the Agreement.

While a detailed information system was designed including provisions for a tracer study at mid-term, the carrying out of a comprehensive tracer study (as originally called for in the evaluation plan) proved unrealistic for three reasons. In Dominica and Saint Lucia only first and some second cycle training had been completed by December, and given the short time which had elapsed since training was completed results on placement would largely be inconclusive. Questionnaires directed to employers and advisors monitoring self-employment would not be relevant in such a time-frame. Secondly, in the absence of separate staff and funding for tracer study purposes, second cycle training would have had to be interrupted or postponed. In the case of Barbados, where more meaningful data could be expected, national authorities indicated that they had no staff or funds to recruit staff for either interviews or tabulation of results of a tracer study as all costs for training under the regular Skills Training Programme were borne by Government with external funding exclusively earmarked for in-plant training and non-transferable amounts for tool purchases.

Nevertheless abbreviated follow-up interviews with trainees were conducted in both Dominica and Saint Lucia to provide partial, if still inconclusive, data on placement. These figures will be summarized below with the understanding that they are preliminary. In the case of Barbados, administrative statistics provide global data on placement, although these lack the qualitative detail considered desirable for an empirical evaluation. This issue will be addressed under special problems.

CONCLUSIONS

A. Accomplishments

Measured in terms of the implementation schedule mentioned above, most activities of the project were carried out on schedule or with minimum delay. The appointment of the Regional Project Team was completed by December 1982. All countries participated in the regional course for Job analysts held in Caracas and Trinidad and Tobago in April with the cooperation of the ILO and subsequently in the regional instructor training course held in May at the Samuel Jackman Prescod Polytechnic in Barbados and followed up by in-country training. The first meeting of the OAS/AID Coordinating Committee was held in Barbados at the end of April.

At the national level project execution reflects the very high degree of commitment shown by all participating countries regarding project implementation. Despite limited financial and human resources, the countries have made special efforts to assign high quality staff resources to the national counterpart and have made every effort to provide office space and training sites for the project. Moreover, the project continues to receive high level political support at the ministerial level and in Dominica and Saint Lucia, the Prime Ministers have directly participated in project activities such as graduation

ceremonies. In Dominica, Prime Minister Eugenia Charles, participated directly in the second Meeting of the OAS/AID Coordinating Committee during which the mid-term review of the project was undertaken. National counterpart staff together with National Advisory and technical committees were all operational early in the year in time to provide guidance for both training and placement activities.

On a country specific basis, training activities continued in Barbados under the National Skills Training Programme established prior to the initiation of the project with technical assistance from the OAS and financial support from AID. The Programme was integrated into the activities of the National Training Board. During 1983, 301 trainees completed courses in automechanics, horticulture, plumbing, needlecraft, masonry, electrical installation, tractor operation and maintenance, carpentry, steelbending and fixing. Only 111 had been placed by year's end reflecting certain problems which will be explained below.

Skills training in Barbados was supplemented by a new emphasis on in-plant training provided through the National Training Board with the help of an OAS consultant, Mr. Harry Winder, who began his activities in February 1983. In-plant activities have included curriculum development, preparation of training and job analysis manuals and the development of a supervisor's course. A training center began operations in December 1983 with initial training centered on the automotive industry. This work is being complemented by the development of a Dictionary of Occupational Classifications with the assistance of the consultant Mr. P. Adam Thomas, who began work in July 1983.

In Dominica First cycle training took place June-August 1983 with 206 applicants from 36 communities. Of this group 66 were selected and 51 or 77% were placed in productive employment in such areas as bricklaying, plumbing, automechanics, small engine repair and hog production. In the second cycle, October-December 1983 121 were selected 91 had completed training at the time of the evaluation with modules continuing until January 1984. Of the 91 completers, 48 or 53% were placed during the month of December. (More recent information as of March 31, 1984 shows a combined first and second cycle job placement of (66%) although some jobs are of a part time nature.)

In Saint Lucia, despite some start up delays (due in part to OAS/AID NOSR negotiations) first cycle training started in June and centered on agriculture and livestock rearing all for self-employment. Some 103 persons applied, 45 were selected, all but 3 completing. Twenty six completers were engaged in self-employment and one in further training as of December 1983.

Second cycle training was more diversified including modules in industrial sewing, tour guides, small appliance repair, root crops and electronics assembly. Only 3 of the 2nd cycle modules had finished by the end of 1983 and too little time had elapsed for meaningful placement information. (Information received subsequent to the completion of the draft evaluation presented at the OAS/AID coordinating committee meeting

in January, reveals that 139 of the 182 persons, 76% completing first and second cycle training had been placed in employment, some of which in agriculture is part time). Current indications are that with a greater emphasis now being devoted to in-plant training for export-oriented businesses, training, job placement for Saint Lucia will probably substantially exceed original end of project goals.

B. Special Problems Encountered

During the course of project execution, a number of problems were encountered. Some were resolved while others suggest the need for specific action during the second year. In some cases the mid-term evaluation has identified measures which should be incorporated in basic project design in light of requests received by the OAS to extend the benefits of the project to three new countries in the region.

o Training

Some delays were encountered in the ordering of tools when evaluated in terms of the implementation plan. To some extent these delays reflect a design flaw in the project's implementation plan which was unrealistic in critical path terms calling for tool orders prior to instructor selection. Many of the instructors who attended the Barbados instructor training course were unfamiliar with the need to prepare tool-orders in accordance with manufacturers specifications and required assistance from the instructor training consultant in how to prepare lists.

In the case of Dominica and Saint Lucia, the absence of a national system of testing and certification will require concentrated efforts during the balance of the project by the instructor training consultant, working closely with the national counterpart team. Certificates issued during first and second cycle training in these countries lacked specificity in that they indicated only general topics covered in the training module rather than specific tasks mastered by each completer as is done in Barbados. The Modules of Employable Skills (MES) curriculum can serve as a base for task oriented testing and certification program and more specific certificates should be issued for subsequent cycles.

It has also been determined that training should probably be expanded in areas of "related subjects", (e.g. basic mathematics, blueprint reading and social skills) as well as in the training of supervisors which will be important to meet the needs of growing industrial sectors in Barbados and Saint Lucia.

In Barbados the in-plant training program is proceeding well. In the National Skills Training Programme, more attention will be needed to provide instructors in the newer high technology fields such as computers, electronic cash registers and information based technology reflecting recent shifts in that nation's economy. Greater use of part time instructors also appears indicated to improve the articulation between instructor training and shifting labor market demands.

o Placement and Self-Employment

Since the final goals of the project are quantified in terms of the number of persons trained and placed in productive employment, the degree to which placement goals are met will, in large measure, determine the project's success, if other institutional goals are met. Placement data presented above for Barbados are based almost exclusively on administrative data and reflect only those persons who found jobs immediately on conclusion of training. In Saint Lucia and Dominica the data are from interviews held with trainees.

Such as they are, placement data show a fairly close correlation between the overall performance of the national economies and the ease of placement although other factors are important as well. In the case of Barbados the rather disappointing placement rate (37%) reflects in part the impact on Barbados of the worldwide recessionary trend: Barbados experienced a 4.6% reduction in GDP during 1982 while unemployment rose from 10.8% in 1981 to 13.7% in 1982.

There are also indications, however, that the National Skills Training Programme was not as adaptable to changing labor market conditions as it might have been. Previous highly successful placement efforts led to an institutionalization of successful modules with a corps of permanent instructors in these fields. Interviews reveal that under current Government regulations it is cheaper to pay a full time instructor on an annual basis than part time instructors on a daily rate. Moreover, it is difficult to recruit part time instructors in a labor force which normally seeks employment in the public sector for reasons of longer term job security. A positive development has been the appointment of a placement officer directly concerned with finding jobs for graduates.

In the case of Saint Lucia the effects of economic change, induced in part by the U.S. Caribbean Basin Initiative has had a more favourable effect. The 70% placement rate reflects second cycle demand for training and placement in new export oriented businesses such as industrial sewing and electronics. Indeed, current indications are that Saint Lucia will exceed original training-placement goals by a considerable margin.

Dominica has not attained the kind of industrial expansion experienced by Saint Lucia although some training has been provided in anticipation of new investment in industrial sewing. Most employment has been and will continue to be in the area of self-employment where placement is more time consuming. Preliminary placement as of December 1983 was 66 percent for first and second cycle completers, including part-time employment. More recent data (March 31, 1984) shows that almost 70 percent of first and second cycle completers were employed either full or part-time or were in apprenticeship training. Thirty percent still had not found jobs. This is a highly favourable placement rate given the state of the economy in Dominica.

staff to attend to the diverse tasks associated with self-employment. This second option has been requested by the Government of Dominica which is seeking a no-cost extension of the project for six months to allow adequate time for placement.

o Administrative Matters

Some problems arose at the end of 1983 with respect to delays incurred in transferring funds to the field, especially in the case of Saint Lucia, which cited this problem in its national report to the OAS/AID Coordinating Committee in January. This problem was largely associated with other activities of the OAS Budget Office relating to the closing of books at year's end and measures have been taken to correct the problem.

Regarding reporting, some delays were detected in the delivery of narrative sections of the quarterly reports to the AID. This situation is largely the result of travel commitments of the Project Chief and OAS headquarters staff combined with a priority given to execution so as not to compromise project implementation. Measures are underway to tighten reporting schedules as well as to bring reporting into synchronization with the normal quarters of the year. Since reporting commenced in December 1982, project quarters have been one month different from customary quarters. Agreement to adjust periodicity of reporting has been reached with AID and reports will henceforth be standardized.

As expected, actual execution has shown some line items in the project budget to have been underbudgeted, while others have been overbudgeted. While flexibility of 15% exists between line items, some greater internal changes, still within the parameter of the overall budget, will require consent by AID. These relate to carrying out certain recommendations of the mid-term evaluation, listed in the following section and an official request is in process.

RECOMMENDATIONS

On the basis of the foregoing, the following recommendations are made. In some cases these suggestions relate to enhancing project execution during the second year while others have a direct bearing on future project design to extend the project to three new countries in the region. The latter recommendations have been taken into account in a project proposal submitted to AID by the OAS to provide funding for Antigua-Barbuda, Grenada and Saint Vincent and the Grenadines, together with a scaled back continuation of activities in Dominica and Saint Lucia.

In the area of training the evaluation has identified the critical role played by the Regional Instructor Trainer in the success of the project to date. This is of special importance because of the large number of part-time instructors, which need to be trained to attend to the requirements of small labor market countries such as Dominica where constant risks exist in overtraining in specific areas with resulting labor market saturation. His services are also needed to help instructors with the complexities of tool orders and purchasing as well as in the design of systems of testing and certification. It is recommended that appropriate internal budgetary adjustments be made to assure his continued services on a consulting basis throughout the life of the project.

It is to be hoped that Barbados will continue to share its expertise in the skills training area with other participating countries through horizontal cooperation, as it did during the year by providing a site for the instructor training course. Benefits gained from its in-plant training can also be usefully shared especially with Saint Lucia where the skills training program is increasingly concerned with training for export oriented businesses.

In Saint Lucia, full scope needs to be given to maximizing training/placement in the industrial area which shows real promise. Wherever possible, regional staff should facilitate this process so that training/placement goals can be exceeded within available budget. To assure equitable distribution of training to the target population as a whole, self-employment training should continue as appropriate. It is to be hoped that Government can assure a greater availability of suitable agricultural land for root crop and livestock modules during the second year.

In Dominica continued heavy reliance on self-employment is indicated unless large scale foreign investment takes place. This is still problematical given constraints of local infrastructure, including roads and suitable airports capable of handling cargo for the export of locally

assembled products. In this regard, Dominica is at a disadvantage compared to other island economies in the region such as Saint Lucia, which owes its success in the industrial area to superior infrastructure.

Given the complexity of placement in self-employment and the favorable results obtained so far by Dominica, the evaluation supports Dominica's request for a no-cost extension of six months, to allow the country to meet its ambitious training goals. It is felt that the original target of 550 persons trained and placed over a 2 year period was unrealistic given prevailing conditions. Targets for future countries should be set at more realistic levels of 400 persons.

In the administrative area the evaluation has cited certain shortfalls which are now being corrected.

Among the lessons learned from the mid-term evaluation which have a bearing for expanding the project to new countries are the following:

1. Provision should be made for the equivalent of a full time international consultant in instructor training. Given administrative complexities it is not realistic to assume that the Project Chief can carry out all of the duties of project manager and instructor training simultaneously.
2. Due to heavy burdens implicit in the employment promotion function, it is recommended that an expert in job development be assigned to each new country, especially if a significant amount of placement will be in the self-employment area. No less than two full time national counterpart staff should be trained and assigned to this function, given the importance of placement as an end objective of the project.
3. A certain amount of turnover and staff mobility at the national level can be expected. Staff with suitable qualifications for execution of this kind of project are difficult to find and often more difficult to replace. It is expected that such highly qualified staff may be promoted to more senior positions in the Government service or are likely candidates for extended study leave abroad to fill future needs of Government. It would be prudent in future projects to train more than one counterpart for any key position in the project structure, especially in light of the small size of government establishments in the countries of the Eastern Caribbean.

OAS/AID REGIONAL NON-FORMAL
SKILLS TRAINING PROJECT
MID-TERM EVALUATION

1. INTRODUCTION

On July 16th, 1982, an Agreement was formally signed between the United States Agency for International Development (AID) and the Organization of American States (OAS) for the creation of the OAS/AID Regional Non-Formal Skills Training Project for three countries of the Eastern Caribbean, Barbados, The Commonwealth of Dominica and Saint Lucia. The objectives of the project are to assist the participating countries in alleviating youth unemployment by identifying existing and potential job opportunities and to create an institutional framework for training and placing youth in productive employment. More specifically the project, which is to be completed in December of 1984, will train and place some 1,250 youths in jobs both within the formal wage sector of the economies and in self-employment where this is appropriate. It is expected by the end of the project to create a lasting institutional capacity within each country for the continuation of skills training and the necessary support services needed to place young people in suitable jobs on a regular basis.

The Agreement between the two agencies as amended stipulates the total cost of the regional project as \$1,833,000 of which country contributions from Barbados, Dominica and Saint Lucia are \$502,000. The contributions from AID and from the OAS are \$872,000 and \$459,000 respectively for a total of \$1,331,000. The OAS is the executing agency for the project.

As is customary, the Agreement sets forth certain monitoring arrangements regarding reporting procedures and provisions for project evaluation at mid-term and at the end of project. As a precondition to disbursement of AID monies, the OAS prepared and submitted an implementation schedule and an evaluation plan to AID on January 3, 1983. The implementation plan sets forth a list of activities to be carried out during the first year of project execution including the six months start-up phase as well as estimated dates during which these activities should be executed.

Under the terms of the OAS/AID Agreement the AID reserved the right to call for a mid-term evaluation and that "Any such evaluation called for would be funded by other than project funds and will also be prepared in conjunction with the Project Director". Within the spirit of the Agreement and its various attachments, such an AID request referred to an independently funded external evaluation at mid-term.

While the AID has not called for an independently funded external evaluation of the project under the terms of the Agreement, the Evaluation Plan submitted to AID made provision for an internal evaluation to be carried out by the OAS at mid-term as a matter of sound management practice. The purposes of the mid-term evaluation plan are basically threefold.

1. To monitor progress of first year execution including the six month start up phase.
2. To provide necessary feedback for modification of the implementation plan so as to improve project execution.
3. To provide a substantive basis for negotiations to extend the services to other countries of the Eastern Caribbean requesting participation in a similar employment-generating non-formal skills training project.

In the case of item 3 above, the OAS, in the formulation of its budget for the 1984/1985 biennium has received requests from three OECS States for participation in such a project for which funds totalling US\$450,000 have been budgeted. In formulating their requests to the OAS, Antigua-Barbuda, Grenada and Saint Vincent and the Grenadines have indicated that youth employment is their top development priority. Moreover, in making their requests to the OAS, the countries have asked that the General Secretariat extend its good offices in securing the supplementary external funds required to bring about measurable results in a manner similar to those which led to the adoption of the current Regional Non-Formal Skills Training Project in Barbados, Dominica and Saint Lucia. In addition, it should be noted that the Bahamas, although geographically not part of the Eastern Caribbean, has sought to be associated with the Project as the Government has also declared youth employment to be its priority over the next several years. The possibility also exists that the three countries currently participating may request an extension of the project, in their own countries with external financial resources.

EVALUATION CRITERIA AND METHODOLOGY

The Evaluation Plan which forms part of the Agreement governing the OAS/AID Regional Non-Formal Skills Training Project clearly sets out on a country by country basis the goals which are expected to be reached by project's end. Insofar as possible, these are quantifiable goals such as the number of unemployed youths to be trained and placed in jobs as a result of training and support activities; country training networks with appropriate support services institutionalized; country staff trained and having assumed management/technical roles (job analysts, instructors trainers, etc....) as well as numbers of modules established. In order to obtain the requisite information for the end-of project evaluation, an information system which can eventually form the basis of a tracer study relating to the training and employment experiences of unemployed youth participating in the project has been prepared and is included in Appendix A of this evaluation.

Since the first year of the two-year project includes a six month start up phase, the evaluation criteria for the mid-term evaluation is based primarily on project execution in accordance with the aforementioned implementation plan submitted to AID at the start of the project. The implementation plan (see Appendix B) sets forth in tabular form the activities and estimated target dates of execution for each participating country. This procedure, adopted to facilitate project planning and execution, also provides a useful guideline for purposes of the internal mid-term evaluation since it establishes benchmarks and a framework for monitoring progress. Using the tables in the implementation plan as the basic reference point, project execution can also be summarized in tabular form.

Summary tables have been prepared for each country with one column setting forth the activity and proposed target date established at the initiation of the project with subsequent columns synthesizing actual execution, and making special comments where these are warranted. The tables are merely intended to provide an overview of project execution and are supplemented by explanatory narrative statements including special problems encountered and lessons learned during the first year which are suggestive of measures which could be taken to improve project execution in the second year. In a number of cases lessons learned are applicable not only to improving project execution, but are also relevant to modifying the design and content of any future skills training project undertaken for job creation in other countries of the region.

For purposes of clarification it is also felt that a number of important activities related to the project but not covered specifically in the implementation plan, should be discussed including actions taken as "preconditions to disbursement" of funds under the project. These issues are important in that OAS activities related to the project (such as recruitment) date from the beginning (i.e. January 1982) while the Agreement itself was signed in July of 1982. Actual disbursement of AID funds was approved in stages following the appointment of the Regional Team in November/December of 1982. In the case of the Saint Lucia national component, actual disbursements of AID monies was not approved until the signing of an amendment to the original OAS/AID Agreement in March of 1983.

For purposes of establishing the dates of the mid-term evaluation, authority to disburse AID funds under the joint project (November/December 1982) is taken as the starting point. End of project status will be as of December 1984. Reference to activities undertaken by the OAS prior to November/December 1982 is furnished for background purposes.

EVALUATION OF RESULTS DECEMBER 1982 - DECEMBER 1983

General Remarks

As noted in the introduction, the OAS/AID Agreement established certain preconditions to be met prior to receiving permission to disburse AID funds. These included the recruitment of the Regional Staff who had assumed their duty stations and begun work by December, 1983. The Project Chief, Dr. Arthur Henry, reported for duty in Barbados in November of 1982 and Mr. Kevin Kane, Employment Promoter to Dominica in December of 1982. National Advisory Committees were also established in Dominica and Saint Lucia in accordance with the Project Agreement.

Reporting Procedures

The Agreement establishes reporting requirements to AID relating to both the financial aspects of the project as well as narrative descriptions of substantive activities during the quarter and projected for the following quarter.

Financial reporting has been carried out on a regular basis both to AID/Washington where Financial Status Reports SF 269 and Federal Cash Transactions Report SF172 have been filed in accordance with provisions relating to a Federal Reserve Letter of Credit (FRLC). Copies of these forms have been forwarded to USAID Regional Development Office/Caribbean (RDO/C) in Barbados together with other financial breakdowns such as the estimated project budget, and cumulative obligations, from January 1, 1982, (relating in the first period of January 1982 - December 1982 exclusively to funds drawn from the OAS budget, and thereafter to funds of both agencies once authorizations to disburse AID funds was approved.) Similar information has been provided on expenditures by agency. In addition information on obligations and expenditures have been broken down by line items corresponding to the estimated project budget and further detailed as to Regional and National components for Barbados, Dominica and Saint Lucia. These breakdowns can be seen in the quarterly financial report for September-November 1983 which provides a cumulative summary for the entire period covered by this mid-term evaluation and is presented in Appendix C.

As in the case of financial reporting, the OAS has filed narrative reports for each quarter. In some cases delays have occurred in the submission of narrative reports when the Project Chief and/or OAS Washington headquarters staff have been absent from their respective duty stations for purposes of project execution or on other official missions. It is felt that in the future greater effort should be made to improve the timeliness of report submission. It is also felt that agreement be reached between the OAS and AID to bring the quarters into synchronization with the normal quarters of a calendar year so as to facilitate other reporting requirements of the two agencies.

Regional Activities

As noted in the section on evaluation criteria, no separate implementation schedule such as those prepared on a country by country basis was prepared for Regional activities. While many regional activities are included in the individual national tables it is useful to summarize them here to give a more coherent picture of overall project execution before entering into the details of execution by country. Recruitment and assignment of the Regional Team was completed by December of 1982 and with the concurrence of Government, a Regional Project Office was established in Barbados, the duty station of the Project Chief, Dr. Arthur Henry. Suitable quarters were found and premises shared with the OAS Regional Energy Project to benefit from the economies of scale. A project secretary, Mrs. Pamela Waterman, a Barbadian national, was recruited to provide supporting services for the project.

Barbados has proven to be a fortuitous choice as the venue in that the project is benefitting from experiences learned through the National Skills Training Programme carried out previously with OAS technical assistance and subsequently direct financial support from AID. Moreover, the Government of Barbados has provided other assistance to the project, most notably through the provision of the facilities of the Samuel Jackman Prescod Polytechnic for the instructor training course and allied services. Close on-site coordination of the project with the AID at the regional level has been facilitated by the location of USAID's Regional Development Office for the Caribbean in Bridgetown.

Finally, it should be noted that Mr. Harry Winder, in-plant trainer hired by the project to provide services to the National Training Board under the Barbados national component of the Regional Project and stationed in Barbados, can as necessary provide advisory services to overall project execution on the basis of his extensive experience in the application of MES training techniques.

o Financial Arrangements

To simplify financial management and assure an orderly and timely transfer of funds to the field, arrangements were made to disburse funds through the Offices of the General Secretariat in Barbados, Dominica and Saint Lucia. Given the specific needs of the project which include a large number of small transactions such as the paying of instructors, stipends for trainees, tool purchases and the like, a special course tailored to OAS/AID financial reporting requirements was held to upgrade the capabilities of accountants assigned to the OAS National Offices participating in the Project. The course was held in Saint Lucia to save funds and given by a specialist from the Office of the Treasurer from OAS/Washington.

o Training of Job Analysts

In order to equip the national counterpart teams in each country with the capability of job analysis required in any training based on the Modules of Employable Skills (MES), which is the cornerstone of the joint OAS/AID project, national counterparts from each participating country were sent to Caracas, Venezuela and to Port-of-Spain, Trinidad and Tobago to participate in a course for job analysts arranged by the OAS through the ILO which provided instruction in this area. Barbados sent two persons (one each from the Ministry of Labour and the National Training Board) while Dominica and Saint Lucia each sent one person for training. In the case of the latter two countries, the person selected was the national counterpart designated to be the national instructor trainer.

o Instructor Training

During May of 1983 the Project Director and a Consultant in advanced instructor training, Dr. Bryan Fluck, gave an instructor training course with the cooperation of the Government of Barbados which furnished the facilities of the Samuel Jackman Preschod Polytechnic as a training site. Participants numbered 10 from Barbados, 5 from Dominica and 3 from Saint Lucia. Training was provided in MES instructional techniques and the course was of an intensive nature lasting three weeks. The course was carried out during the time set forth in the implementation plan and was followed up in Dominica and Saint Lucia with on-site instructor training as per schedule.

o The OAS/AID Coordinating Committee

The OAS/AID Coordinating Committee for the project with the Project Chief, Dr. Arthur Henry serving as Chairman, has been duly constituted. Other members of the Committee have included representatives from USAID's RDO/C, OAS Washington, the OAS National Office Directors from each participating country and national counterpart Project Directors for Barbados, Dominica and Saint Lucia. The National Office of Social Responsibility (NSOR), has observer status on the Committee given its involvement in a USAID financed skills training project in that country. The first meeting of the Coordinating Committee was held April 28-29, 1983 to review progress and an extensive final report was prepared and distributed to participants.

o Information System

Taking advantage of the presence of representatives from each of the participating countries at the OAS/AID Coordinating Committee, a draft Information System was prepared by Project Staff including sections on basic record keeping and questionnaires for trainees, (prior to and following training) employers and the self-employed to serve as the basis of an end-of-project tracer study. The draft was refined during individual meetings with national counterparts in each of the countries by the Chief, Manpower and Employment, OAS/Washington and copies were sent to the Regional Team June 16th and given to national counterparts for additional comments. Appendix A.

o Tracer Study

In accordance with the implementation schedule, a comprehensive tracer study based on the questionnaires contained in the aforementioned information system should have been carried out in November. Such an in-depth exercise proved unrealistic for three reasons. In Dominica and Saint Lucia only first and some second cycle training had been completed by December, and given the short time which had elapsed since training was completed, results on placement would largely be inconclusive. Questionnaires directed to employers and advisors monitoring self-employment would not be relevant in such a time-frame. Secondly, in the absence of separate staff and funding for tracer study purposes, second cycle training would have had to be interrupted or postponed. In the case of Barbados, where more meaningful data could be expected, national authorities indicated that they had no staff or funds to recruit staff for either interviews or tabulation of results of a tracer study as all costs for training under the regular Skills Training Programme were borne by Government with external funding exclusively earmarked for in-plant training and non-transferable amounts for tool purchases.

Nevertheless abbreviated follow-up interviews with trainees were conducted in both Dominica and Saint Lucia to provide partial, if still inconclusive, data on placement. These figures will be summarized below with the understanding that they are preliminary. In the case of Barbados, administrative statistics provide global data on placement, although these lack the qualitative detail considered desirable for an empirical evaluation. This issue will be addressed in the section dealing with execution in Barbados.

The evaluation of results by country are presented below. In each case a summary table based on the implementation plan is presented for an overview of project execution. These tables are supplemented by narrative statements regarding execution including special problems encountered and recommendations for their rectification or solution together with recommendations for second year execution.

Barbados

Project execution in Barbados differs from that of Dominica and Saint Lucia in that Barbados has carried out skills training activities using the MES approach since 1979 with OAS technical assistance and financial assistance provided initially by the Government of Nigeria and subsequently by USAID. Indeed it is largely the successful experience of Barbados which served as model for the current OAS/AID Regional Project.

Since the inception of its Youth Skills Training Programme, Barbados has trained over 2,000 youths with initially a good to excellent placement rate in productive employment. Non-Formal Skills training activities were essentially taken over entirely by Government in 1981, at which time the programme was institutionalized in the national budget. The current OAS/AID Agreement incorporates an end of project training and placement goal of 500 and provisions are made for tools to assist in this endeavour.

While training output of the National Skills Training Programme during 1983 was largely consistent with end of project goals, the placement rate has been disappointing when compared to previous years. In addition, the drop out rate during the year has been higher than previously.

Government reports that during 1983, 301 trainees completed courses in automechanics, horticulture, plumbing, needlecraft, masonry, electrical installation, carpentry, steelbending and fixing and tractor operation and maintenance. Only 111 trainees (37 percent) had been placed in jobs by year's end, although the figure may understate placement since data refers only to persons placed immediately upon conclusion of training and does not reflect persons who gained employment later. That figure is not known due to absence of follow-up.

The corresponding placement rate for 1980-1981 (a period of economic expansion in Barbados) was 78 per cent overall with placement in the construction trades exceeding 90 per cent in the earlier period.

Figures on training and placement are indicated in the table below:

BARBADOS SKILLS TRAINING PROGRAMME
PRINCIPAL INDICATORS 1983

Trade	Accepted	Dropped Out	Completed	Placed	In Training 31-12-83	No. of Classes
Automobile	29	17	17	1	8	2
Horticulture	19	2	17	1	-	3
Plumbing	12	2	10	-	-	1
Needlecraft	55	8	37	-	-	4
Masonry	67	12	42	28	13	6
Electrical Installation	72	4	43	5	25	6
Tractor Oper and Maint.	19	2	17	4	-	2
Carpentry	145	18	103	65	20	12
Steelbending and fixing	34	9	15	7	10	3
	452	61	301	111	76	39
<u>Completers</u>	1979	1980	1981	1982	1983	
	253	322	353	446	301	

For comparative purposes, data is included on the numbers completing training since the programme inception in 1979. The decline in the number of completers between 1982 and 1983 is attributed to shortage of staff in plumbing and needlecraft modules and that no instruction was provided in upholstery in 1983.

To a large extent it is felt that difficulties encountered in placement reflect the impact of the worldwide recessionary trend on the Barbadian economy as shown by a 4.6 percent drop in aggregate GDP during 1982. Open unemployment increased from 10.8 percent in 1981 to 13.7 percent in 1982 and the Barbados Workers Union reported that well over 2,000 of its members lost their jobs in this period.

Economic reverses of this magnitude have understandably had an adverse impact on the Skills Training Programme and are beyond its control. In another area however, there are indications that the character of the Barbados economy is perhaps beginning to undergo a fundamental change with new labor market demand developing in information based technology such as computers, electronic cash registers and the like to which the Skills Training Programme should adapt.

Moreover, while the sharp decline in placement was probably unavoidable because of economic trends, it is possible that some of the negative effects could at least have been ameliorated through adjustments in training modules provided through use of part time instructors if necessary. In this area Government has faced a problem in that it is cheaper to hire full time instructors on salary than to pay part time instructors on a daily rate. Furthermore, recruitment is a problem since qualified instructors prefer the security of full time government employment and eschew part time jobs.

This situation has reduced the flexibility of the Programme to respond to rapid changes in labor market demand and should be corrected during the second year. Among actions Government has taken to improve placement is the recruitment of a full time placement officer who will help graduates find jobs and also help to identify areas for training which would be consistent with changes in labor market demand.

Another problem detected has been an increase in the proportion of trainees who drop out of the programme prior to completion. From inquiries among trainees who have tended to absent themselves from training it is felt that the quantum of stipend needs to be increased and Government has indicated its intention to raise the stipend to Bds\$35 per week in an effort to reduce the drop out rates.

As alluded to elsewhere a shortcoming in execution has been the lack of follow-up surveys of trainees. Government has indicated that its budgetary resources have been insufficient to provide staff for conducting interviews and tabulation of results.

Among measures planned for the future to strengthen the Skills Training Programme are the introduction of mobile centers to improve access for the unemployed, the reactivation of the upholstery module with more attention to repairs, upgrading the system of testing and certification and closer cooperation with the reorganized National Employment Bureau. It is also likely that new modules will be developed in computer related fields.

It is also to be hoped that the national experience of Barbados can continue to benefit the other countries of the region. In this regard, mention has already been made of Government's support to the regional instructor training course through the excellent facilities of Samuel Jackman Prescod Polytechnic. It should also be noted that 1983 was the first time that students from other countries were incorporated in the training activities of the Skills Training Programme where three trainees from Dominica and Grenada participated in the modular training on tractor operation and maintenance.

The detailed implementation plan does not deal specifically with the above mentioned aspects of the Barbados component of the Regional Project since it is a continuing activity. The tabular summary of implementation is therefore centered primarily on new aspects of Barbados' participation in the project, which include expansion of

training activities in the field of in-plant training to reinforce the capacity of the National Training Board created in 1979 by the Occupational Training Act to coordinate skills training activities in the country. This new aspect of training reflects the specific needs of the labor market of Barbados and the desire of Government to adapt to changing manpower requirements affecting its labor force. For purposes of internal consistency in the evaluation procedure, the targets established in the implementation plan are presented in tabular form below followed by additional narrative explanations as applicable.

BARBADOS

Activities Scheduled as per the Implementation Schedule (dates)	Execution	Remarks
<u>In-plant Trainer</u> Mid-February 1983 - December, 1983	Mr. Harry Winder in-Plant Training. Specialist recruited in February of 1983 and initiated activities March 8, 1983	Execution on schedule with training of national counterpart including instructors and job analyst proceeding as planned at National Training Board.
	Assessment of training requirements, preparation of in-plant training manual, job analysis manual, job analysis schedule forms, curriculum development manual completed. Visitation to industries (first group-automotive industry) completed In plant training center selected and training of instructors for in-plant training begun in November 1983.	A specific need was identified on the development of a First level supervisors course for blue collar workers and if possible, one for sales personnel. Dr. Bryan Fluck, Skills Training Consultant worked with Mr. Winder on developing a curriculum for Supervisor Training.
<u>Occupational Classification</u>	Mr. P. Adam Thomas, specialist in occupational classification, began work July 13, 1983 and continues through December 1984 (financed 6 mo. under regional project and subsequent months under OAS)	Approximately one month's delay in finalizing recruitment at OAS headquarters in Washington. Delay occurred in processing of contract and Department of Human Resources (OAS) formalities.
<u>Train Job Analyst</u> Feb.-1983 - June 1983	Two job analysts selected by Government in February of 1983 (Miss Barbara Cave of National Training Board and Mr. Michael Archer of Ministry of Labor.) attended course offered by ILO scheduled in Caracas, Venezuela, and Trinidad and Tobago April 11-May 7, 1983.	Activity on schedule with initial training of Job analyst at National Training Board begun in March by Mr. Winder. Training of both job analysts in national counterpart continues on the job under guidance of Messrs. Winder and Thomas
<u>Advanced instructor training</u> July 1983 - December 1983	Fellowships for 4 persons in advanced instructor training delayed pending Government decision. Two of instructor trainers who would attend course now engaged in activities related to initiation of in-plant training activity.	Government decision pending on sex and scheduling of fellowships as not to conflict with ongoing a counterpart activities related to cycle analysis and training auto industry. Probable candidates are 2 instructor trainers from National Training Board and two others attended instructor training course conducted by Dr. Bryan Fluck in May 1983 (see below)
<u>Order Tools</u> February 1983	Delayed	Government in process of revising tool lists.
<u>Instructor training</u> April-May, 1983	Course executed as per schedule by Dr. Bryan Fluck (project consultant) at Polytechnic 6 instructors from Barbados participated	Three instructors (2 from the Training Board and one from Courtesy Gara) have received promotions since attending the course in May, 1983
<u>OAS/AID Regional Coordinating Meeting</u> April 28-29, 1983	Executed as per schedule with participation of Barbados Delegation (Hon. Delisle Bradshaw, Minister of Labor, Mr. Fred Rogers Permanent Secretary)	Detailed Final Report including all national presentations and Address of Hon. Delisle Bradshaw sent to all participants and other interested parties.
<u>Small Business Training and Follow-up</u> (Open)	No dates established	At this point, Barbados has not indicated a need for training for self-employment

BARBADOS (Continued)

Activities Scheduled as per the Implementation Schedule (dates)	Execution	Remarks
<u>Establishment of Follow-up Information System</u> April-May, 1983	Work initiated in April-May 1983 during field visit of Tomas Rosenborg, Chief, Technical Unit on Manpower and Employment, OAS/W. Views of Barbados counterpart incor- porated in draft worked out in subsequent conversations Dominica and Saint Lucia	Government has indicated that additional resources are needed to carry out interviews and tabulate results for any tracer study.
	Draft sent for review by Regional Team and counterparts in June 1983	
<u>Follow-up survey Trainees</u> (early 1984)	Not scheduled for 1983	
<u>Evaluation early 1984</u>	Not scheduled for 1983	Evaluation should be carried out at end of project with other countries (last quarter 1984)
<u>Other activities</u> (not scheduled)		

As indicated in the Implementation Schedule, the major activities being undertaken in Barbados under the Regional Project concern the establishment of in-plant and apprenticeship training schemes and the development of a national dictionary of occupational titles. The Project also provides for advanced training of four instructors, the training of a job analyst and funds for the purchase of tools.

OAS recruitment procedures were responsible for some delays in the initiation of technical assistance activities in both in-plant training and occupational classifications. Mr. Harry Winder, the expert in in-plant training, took up his duties on February 15, 1983, as opposed to mid-February as originally scheduled, while the expert in occupational classifications, Mr. P. Adam Thomas, arrived in Barbados in mid-July, a month and a half behind schedule. Despite these delays, Messrs. Winder and Thomas will be able to complete their assignments within the time frame of the Project.

The overall objective of the in-plant training activity under the Regional Project is to develop the capabilities of the National Training Board (NTB) to help industry set up systematic training programs which will improve employee performance on-the-job. To this end, Mr. Winder and his counterpart at the National Training Board have been working in teams, with each team responsible for the development of some aspect of the in-plant training program, e.g., contact and initial visits to companies, job analysis, instructor training, curriculum development and implementation of training.

Automotive repair was chosen as the first industry in which to develop in-plant training programs. The choice was a logical one, as many of the 30 apprentices presently enrolled with the Board are in said industry and the development of systematic in-plant training programs are vital for assuring that the apprentices receive all of the prerequisite for becoming skilled tradesmen. Contacts and visits were arranged with six auto repair firms, assessments made of their respective training needs, job analyses prepared of each occupation for which training will be offered, a person, in-plant, selected as instructor trainer by each establishment and curriculum developed for an instructor training course. A four week instructor training program was offered by the Board in November-December 1983 for 7 instructors who will eventually be responsible for in-plant training in their respective firms. In addition, a special course for supervisors of blue collar workers is being arranged for March of this year as the assessment of training needs in automotive repair industry indicated a critical need for training of supervisors.

The NTB training programs are being offered at a newly renovated instructor training center at St. Lawrence. The Center is being equipped with the latest in teaching and visual aids. With its opening, the Training Board is now in a position to offer industry specialized instructor training programs and assistance in setting-up in-plant training programs which meet their specific needs.

The positive response and excellent cooperation being given by industry to the Board's efforts has been most encouraging. Management has been very quick to admit the need for upgrading employee performance and to use the Training Board's assistance to improve operations. Employer satisfaction with the services and the experiences being gained by the Board's staff in developing the in-plant training program for auto repair establishments will put in good stead for future activities in the building trades and garment industry.

The development of a dictionary of occupational titles is a long-term undertaking which will not be completed during the life of the Regional Project. Mr. Thomas, the expert in occupational classifications will be working with the Ministry of Labor for a period of 18 months to initiate activities which will eventually result in compilation of a dictionary of occupational titles for Barbados. In order to advance activities as much as possible during Mr. Thomas' tour of duty, an Advisory Committee, which is chaired by the Permanent Secretary of the Ministry of Labour and made up of representatives from Government, the private business sector, and trade unions, has been formed to provide overall guidance as to the format and content of the dictionary. Hotel establishments will be the first sector studied as they provide a significant number of tourism related jobs. This will be followed by analyses of restaurants, and the construction and the sugar industries. It has been decided by the Advisory Committee that the Dictionary should not be all inclusive but include only significant occupations. Interim dictionaries of occupational titles will be published for each sector when completed.

Prior to Mr. Thomas' arrival, the job analysts, one from the Ministry of Labour and one from the National Training Board participated in a month long job analysis training course offered by the ILO last April in Caracas and Trinidad. Follow-up training in the same is being provided by Messrs. Winder and Thomas to their counterpart at the National Training Board and the Ministry of Labour respectively. It should be noted that both institutions are engaged in job analysis but for different purposes. The Training Board undertakes job analyses for the purposes of developing training curricula, and establishing training standards which require that considerable more detail be provided in the analyses than would be needed in the development of a dictionary of occupational titles. The Board and the Ministry have agreed upon a basic analytical format, but the Board's questionnaire allows for the collection of some additional information as required for its purposes.

It is very important that the Training Board and Ministry continue to work closely on this activity as the work being undertaken by each can greatly facilitate the work of the other. Such coordination will also keep relations with the private sector whose cooperation is of critical importance for the success of both programs.

In addition to the in-plant training and occupational classifications activities, the Project also provides for advanced training for four instructors. The first two instructors were originally

scheduled for training in July-December of 1983, with another two instructors completing the same in 1984. There has been considerable delay in initiating this aspect of the Project, largely because it has been decided that it is very important for the instructors to have the experience of working with Mr. Winder in setting up the in-plant training programs for the automotive repair industry.

The National Center for Research and Vocational Education at Ohio State University has been asked to assist the Project in setting up an advanced instructor training program for the Barbadian instructors. The National Training Board also has under consideration a recommendation, made by Mr. Winder that eight instructors be provided advanced training rather than four indicated in the Project Paper and the duration of training be from 2 to 3 months rather than the 6 months originally proposed. Whatever the Board decides it is unlikely that all of the instructors will be able to complete their training programs when the Project is scheduled to end in November 1984.

In order to assure that the advanced instructor training activity can be fully executed, it is recommended that Barbados should request a 6 month no cost extension to be project. This would provide adequate time and would minimize disruptions in project execution. Since Dominica has requested a similar extension of the project, a general overall project extension for all three countries, without additional cost appears warranted.

Dominica

From the outset the national target of training and placing 550 young people in productive employment during the two year life of the project has been considered especially challenging due to the small size of the labor market in Dominica. Employment opportunities in the formal wage sector have been considered limited and special attention has been devoted to the possibility of creating self-employment or encouraging the development of small enterprises. It was for this reason that the project selected Dominica as the duty station for the regional employment promoter Mr. Kevin Kane, with the understanding that he would also provide extensive job development services to Saint Lucia where somewhat similar (if less acute) labor market conditions prevailed.

For evaluation purposes the activities programmed for Dominica and their execution are summarized in the table below, which also provides some comments relating to project execution indicating instances where special problems have been encountered. In these cases, a more extensive analysis is presented (see p. 33) together with suggestions to improve project execution in the second year.

DOMINICA

Activities Scheduled as per the Implementation Schedule (dates)	Execution	Remarks
<u>Consult government business and community groups</u> December, 82 - December, 83	Following appointment of Regional Project Chief, Dr. Arthur Henry in November 1982, a mission including Dr. Henry and Ms. Norene Halvonik OAS/N, visited Dominica to consult with Government on Project Execution. Following the stationing of Mr. Kevin Kane in December 1982, meetings were organized with community leaders in Grand Bay, Saint Josephs and Scotts Head-Soufriere in January to discuss module selection.	Meetings with community Government and business leaders well established and on-going. National Advisory Committee held first meeting on January 12, 1983
<u>Selection of sites</u> January 1-15, 1983	Site selection for first cycle begun on schedule	
<u>Selection of Modules</u> January-February, 1983 (first cycle)	First cycle modules initially selected and discussed with National Advisory Committee, March 3, 1983. Bricklaying--Roseau Plumbing--Roseau Small engines--St. Josephs Auto Mechanics--St. Josephs Small Stock--Grand Bay	Module selection prefaced by survey of job opportunities. Reports prepared by national counterpart and regional job promoter following consultation local communities and entities such as Ministry of Agriculture. Venue for small stock changed to Government facility outside of Roseau
June 1983 (Second Cycle)	Preliminary module identification was done in August while first cycle training still underway in December. Second cycle modules finally selected include:	Mid-term evaluation shows need for more time between cycles as staff burdens of concurrently providing training, job placement, small business training, site selection and module identification, including preparation of enterprise budgets for potential areas for self-employment become excessive More operational support is required by external consultant time which is discussed under special problems in narrative report
Third Cycle (not programmed in implementation plan)	Modules were selected in October for execution in 1984. Charcoal manufacture Rabbit rearing Shingle manufacture Small engine repair	
<u>Order Tools/Materials</u> January 1983	Tools list selection was begun in March 1983 after instructor identification but needed refinement	Evaluation shows that selection of tools prior to recruitment of instructors in implementation plan was unrealistic in critical path terms. Tools selection deferred until after instructor selection. Moreover, instructors needed technical guidance from Dr. Fluck, Regional consultant in instructor training, in estimating quantity and types of tools order (May 1983)
<u>Select Job Analyst</u> January 1983	Instructor trainer/job analyst Mr. Francis Severin selected in December 1982	Ahead of schedule
<u>Recruit/select instructor</u> February-March, 1983	Instructors identified in March following module selection	Sent to Barbados for Instructor Training course in May 1983

DOMINICA (continued)

Activities Scheduled as per the Implementation Schedule (dates)	Execution	Remarks
<u>Establishment of Technical Committees</u> February-March, 1983	Technical Committees established in Dominica on March 16, 1983 following instructor selection	Within time frame established but <u>Instructor selection must precede establishment of technical committees</u> since instructor is instrumental in establishing technical committee
<u>Renovate training sites</u> February-May, 1983	Existing sites identified for first cycle and renovation in progress second cycle.	Some difficulty encountered in identification of suitable buildings.
<u>Set up pre-training selection procedure and flow-up information system.</u> February-March, 1983	Preliminary forms designed for trainee selection by national team in consultation with Regional Job Developer Kevin Kane in March. Consultations on detailed information system begun in April-May in conjunction other participating countries. Draft information system circulated for comment June 1983.	Government has indicated lack of resources for tabulating and processing of tracer information.
<u>Train Job Analyst</u> February-June, 1983	Job Analyst identified in late 1982 (see above) Job analyst/instructor trainer Francis Severin participated in April-May ILO course in job analysis in Caracas, Venezuela and Trinidad and Tobago with other job analysts from Barbados and Saint Lucia	ILO requested short postponement in dates for initiating course in Venezuela
<u>Advertising Training</u> April-June, 1983	Advertising of training initiated through community groups, press releases information signs, etc. A pamphlet on the project widely distributed. First cycle modules officially opened by Prime Minister Charles. Widely publicized	While advertising proceeded well the existence of only one telephone line in the Youth Division impeded answering requests from trainees, employers, etc. A second line was not installed until November 1983. (Discussed under Special Probl...)
<u>Train Instructors</u> April-May, 1983	The instructor trainer Mr. Francis Severin and _____ instructors attended the instructor training course given by Dr. Bryan Fluck at the Samuel Preschod Polytechnic in Barbados in May.	On schedule.
August-September, 1983	Follow-up training by Dr. Fluck on site in Dominica following course in May. Dr. Fluck spent one month in on-site instructor training relating to second cycle modules October 2-28, 1983	Mid-term evaluation shows that role of instructor trainer consultant especially in on-site training is <u>essential and should be continued into second year.</u> This is important for curriculum development, site preparation, tool selection and various other aspects relating to effective training and instructor preparation. This is particularly true in Dominica where modules and instructors will change as skills training in particular modules reaches labor market saturation in this small economy.
<u>Recruit Trainees</u> May (first cycle)	204 persons applied. 68 trainees selected and interviewed. Selection on schedule for June start. Over 600 persons applied for second cycle. 121 trainees selected on schedule for October start.	On schedule
Sept. (second cycle)		On schedule
<u>Site training</u> May-August (1st cycle)	Training centers officially opened on June 6, 1983 with Prime Minister Eugenia Charles officially opening centers in ceremony. 68 trainees began training and five dropped out prior to completion on August 19.	Drop outs due to transportation problem (unreliable mini bus schedule to centers - 4 trainees) One trainee left area and had to drop out. Many graduates and instructors indicated a desire for 6-10 weeks on-the-job training following completion of courses (especially true of small engine repair).

DOMINICA (continued)

Activities Scheduled as per the Implementation Schedule (dates)	Execution	Remarks
<u>OAS/AID Regional Coordinating Committee Meeting</u> First (April, 1983)	Held on schedule in Barbados April 28/29, 1983. Mr. Davis Letang made presentation on Dominica experience	
Second (September, 1983)	Postponed by decision of 1st OAS/AID coordinating meeting to allow for review of 1st year results.	
<u>Curriculum Development</u> April-December, 1983	Initiated in Dominica in April, but refined with consultancy of Dr. Fluck in May and October. Continues on-site with instructors and national instructor trainer	Necessity for on-going external assistance by project consultant is clearly indicated and deemed essential at mid-term for carry over to end of project.
<u>Small Business Training</u> August-December, 1983	Advanced in execution. Initiated during first cycle (July) Mr. Kevin Kane and Mr. Davis Letang gave 12 to 15 lessons in this area to trainees. In addition a Farm Management Specialist from Ministry of Agriculture provided management training for Agriculture modules. A specialist from Cooperatives Department provided specialized training in coops. establishment and management.	Decision made to begin to provide training in this area shortly after initiation of skills training and continued afterwards. Continued inter-ministerial cooperation is enhancing project execution by strengthening national counterpart in vital areas.
	During second cycle instructor hired in Business Skills. Instruction given in Pre-business training and in-depth for self-employment trainees.	This area may need to be further strengthened with consultancy funds.
<u>Small Business Development and Follow-up</u>	Activities proceeding according to schedule with technical assistance to trainees (self-employment being extended by Regional Job Developer and National Team) including other Ministries Work proceeding with respect to facilitate small loans from Dominica National Development Foundation	Age of majority has been a problem. Government has gone to Cabinet to lower legal age from 21 to 18 to allow lenders to take legal action in event of default on loans.
	Project staff has arranged for grant of just under US\$1,000 for small loan scheme from OXFAM in England to initiate loans for self-employment	Teaching of related subjects and basic social skills is ongoing and complementary
<u>Follow-up survey Trainees/Employers</u> November 1983	As indicated above, a draft information system incorporating questionnaires for trainees, employers and the self-employed completed in June and being refined.	Too early for securing definitive results as first cycle training ended in August
		See separate table for preliminary tracer info.
<u>Evaluation</u> November (mid-term)	On schedule as internal mid-term evaluation. Implementation of full information system at end of project.	Funds should have been included for hiring consultant as evaluation coincides with important phase of project execution placing additional burden on project staff concentrating on job placement and training

(4)

DOMINICA (continued)

Dates Scheduled as per the Construction Schedule (axes)	Execution	Remarks
<u>System testing</u> <u>certification</u> April-December, 1963	No system now exists in Dominica. Areas for testing are loosely incorporated in training certificates	Much more work must be done in this area. As a beginning it is suggested to bring the standards in construction related modules up to those specified in Barbados certificates which <u>indicate specific tasks mastered</u> <u>in detail.</u> More consultation required with employers. May require consultant time on expert in this area to expedite work.

o Training and Placement Information

To supplement the data contained in the summary table on project execution, some preliminary statistics are presented below relating to training and placement.

DOMINICA

First Cycle

Applications received 204
 Preliminary Interviews held 102
 Trainees Selected 64

Module	Location	Trainees		Preliminary Placement
		Starting	Completing	
Hog Production	Roseau	11	11	6 part time employed 1 employed in unre- lated field
Small engine repair training on job unrelated	Newtown	8	8	4 Continuing the 2 employed in field
Brick laying part in	Newtown	15	14	8 full time and 3 time employed. 1 further training 1 unknown
Plumbing part in	Roseau	14	14	7 full time and 6 time employed. 1 apprenticeship.
Automechanics	Roseau	16	15	7 employed full time 5 employed part time 1 in apprenticeship 2 unknown

DOMINICA

Second Cycle

Applications Received	<u>633</u>
Interviews held	<u>225</u>
Trainees Selected	<u>121</u>

Module	Location	Trainees		Preliminary Placement
		Starting	Completing	
Beekeeping	Clark Hall	10	10	All in part-time beekeeping activity
Home/Hotel/ Restaurant	Roseau	15	15	8 full time employed 3 part time employed 4 still unemployed as of December 20
Crop Agric.	Clark Hall	13	13	6 full time employed 2 part time employed 5 unemployed as of December 20
Steel bending and masonry	Roseau	14	13	3 full time employed 10 not employed but expected to get jobs in road project
Care of elderly	Newtown	12	12	8 full time employed 3 part time employed 1 unemployed as of Dec. 20.
Child care	Roseau	16	16	7 full time employed 1 part time
Electrical wiring	Londonderry			N.A. cycle ends Jan. 1984.
Fishing	New Town	12	11	5 self employed 3 awaiting financial aid
Industrial Sewing Mech.	Canefield	15	N.A.	N.A. cycle ends Jan. 1984

Comparatively little time has elapsed since completion of first cycle training, and no attempt has been made to implement a comprehensive tracer study along the lines set forth in the project's information system, which is geared primarily to providing an information base for the end-of-project evaluation. Nevertheless, it has been considered useful to conduct limited, follow-up interviews with first and some second cycle trainees since even admittedly preliminary data may provide an instructive guide for second year project execution.

It is expected that once more time becomes available placement rates will improve and this hypothesis will be checked in interviews to be held in March 1984

General Comments on Execution

Most activities in Dominica were undertaken within the time frame set forth in the implementation plan submitted to the AID on January 3, 1983. The national counterpart team was established early and extensive consultation held with community groups. Training of the counterpart through regional courses and on site in Dominica has also proceeded well.

Project execution has been enhanced by the total support the project has received from all levels of Government. Prime Minister Eugenia Charles has taken a personal interest in the Project as has the Hon. Charles Maynard, Minister of Education. Effectively the national counterpart extends far beyond the Ministry of Education to encompass several Ministries of Government including the Ministry of Agriculture which has leant equipment and provided technical expertise.

This spirit of cooperation has been mirrored by the private sector including local employers, trade unionists, the National Development Foundation and church and community groups which have given the project the broad based support on which much of its success will depend.

Special Problems Encountered

o Training and Self-Employment

Because of the small size of the labor market, training has followed a two pronged strategy directed simultaneously to wage employment and self-employment. Unlike Saint Lucia, which sustained a major expansion in employment in export-oriented businesses which in turn affected the training and placement prospects of the project such a development remains only as a future prospect in Dominica. Thus, while some construction of factory shells is taking place locally to attract foreign investors, Dominica remains at a disadvantage in this area when compared to countries such as Saint Lucia and Antigua-Barbuda which have a more developed infrastructure including airports which can accommodate large long distance cargo aircraft.

Training for self-employment targeted partially on upgrading incomes of persons in the agricultural sector has played an important role during 1983 and will probably continue to do so. By its nature, training for self-employment is time consuming involving extensive preparation in terms of employment identification reports and enterprise budgets prior to training. Training itself requires a large number of instructors (mostly part-time) since many different modules are taught and few can be repeated without risk of labor market saturation. Additional training is required in business skills, social skills and related subjects to prepare those persons wishing to start their own enterprises. Follow-up assistance, including the location of credit sources and advice at the time small businesses are established adds to the complexity.

The burden has fallen heavily on the regional and national employment promoters who have been involved in preparatory phases, assisted during training, have helped secure credit and are responsible for placement and follow-up assistance. With the initiation of the second cycle and future demands when third cycle training comes on line, has resulted in a snowballing effect on the employment promotion function as different aspects will have to be carried out simultaneously. The mid-term evaluation notes the need for longer turn around time between cycles to permit these functions to be carried out in a more realistic time frame than that anticipated by the original implementation plan. It is recommended, and Government has requested, a six-month no-cost extension of the project to provide time for these activities to take place, especially given the ambitious 550 person placement goal of the current project.

On the basis of this experience it is also concluded that in an extension of the project to countries where significant amounts of training are to be for self-employment, additional resources should be built in from the beginning. No less than 1 regional employment promoter and two national counterparts should be assigned such functions for each country.

Among the specific problems relating to self-employment, the most important is a reluctance of trainees to take the risks associated with this type of activity. Because of their youth and inexperience, trainees lack confidence in their abilities to start a business on their own, entering into credit arrangements, etc. Given an opportunity, they feel much more comfortable working for an employer where fewer decisions are required, and they can concentrate on working with the technical skills they have without worrying about management decisions, risk taking and the repayment of credit.

To ameliorate this situation special business training is being provided together with counselling and follow-up services. Expanded training is also being given in social skills and the so-called "related subjects such as reading and basic mathematics". In addition, to give trainees more confidence, steps have been taken to provide a period of

on-the-job training following the period of MES instruction. This also has helped to overcome such typical problems as tardiness and absenteeism.

Securing credit has also been difficult. Under Dominican Law the age of majority was set at 21. Credit institutions have been reluctant to consider giving loans to young people under this age as recourse under law to recover funds in the event of default is abridged. To offset this, a proposal was presented to and approved by Cabinet to lower the age of majority to 18. The project staff has also managed to get a grant of just under US\$5,000 from OXFAM to use for a small loan fund and has secured agreement from the National Development Foundation to set aside EC\$60,000 for small loans to trainees.

o Communication

Mention is made, in the tabular review, of the problems deriving from only a single telephone line at the Youth Division until November. This may appear trivial, but conversations held subsequently with employers have shown that many, encouraged by publicity campaigns relating to the project, called the office to offer employment and were discouraged by busy signals. A significant number of jobs for trainees were lost as a result. The problem has now been corrected.

o Tools

In the matter of tools, it is felt that the original implementation plan was unrealistic in assuming tools could be ordered prior to recruitment of instructors. While the timing of tool orders is not of itself a problem, it has pinpointed an area requiring more attention. While all instructors selected are knowledgeable in their fields of expertise, and provision was made to acquaint them with MES methodologies and curriculum development through instructor training, many instructors lacked the sophistication to prepare tool order specifications without additional assistance provided by the instructor training consultant, Dr. Brian Fluck.

o Testing and Certification

A shortcoming identified by the mid-term evaluation is the lack of a system of testing and certification in Dominica. In the absence of such a system training completers in the first and second cycle modules have been issued certificates which only indicate the general subject areas studied. This is considered inadequate for the purposes of informing employers of the trainees' qualifications. In this sense the certificates awarded under the Barbados Skills Training Programme are much more detailed indicating specific tasks mastered by trainees. To rectify the above problem the consultant, Dr. Fluck, has provided assistance in adapting current curricula to a task-based system under the MES approach and it is hoped that more specific criteria will be incorporated for third cycle training.

The resolution to a number of problems identified above depend in large measure on the continuation of the services of the project instructor-training consultant, Dr. Brian Fluck. The importance of the instructor training function was identified in Barbados by the USAID evaluation as a key element in the success of that national project and the OAS has repeatedly stressed the need, within the regional project, for the services of an instructor trainer, unfettered with the administrative responsibilities associated with project execution, for the entire lifespan of the project.

This perception is reinforced by the mid-term evaluation. In Dominica for instance, training must cover a wide range of occupations as training provided in a single module (e.g. small engine repair) is likely to meet the country's foreseeable requirements in that area and instructors will have to be trained in new areas as employment demand shifts. Experience has also shown that the services of the regional instructor trainer are essential in the area of defining tool specifications and developing curricula along MES lines to form the basis for a system of testing and certification lacking in Dominica (and as will be seen later, in Saint Lucia as well).

Authority and funds to contract the regional instructor trainer were arranged for the first year. These services will quite obviously be needed for second year execution also if the project is to achieve its goals.

Saint Lucia

The start-up phase for project execution in Saint Lucia began somewhat later than in Dominica. To some extent, this was due to the fact that a USAID financed Skills Training Programme under the auspices of the National Office of Social Responsibility (NOSR), an Alexandria, Virginia based private voluntary organization, was already ongoing in the country. Under the original terms of the OAS/AID Agreement, a separate arrangement between the OAS and the NOSR was contemplated but subsequently deemed too complex. Funding for execution of the Saint Lucia National Component (US\$162,000) was authorized in an amendment to the Agreement signed in March of 1983.

Some delays were also encountered in the staffing of the project's national counterpart in the Ministry of Community Development, Social Affairs and Sports. This was in large measure due to the fact that the National Director, Mr. Ben Emanuel, and other staff appointed to be the project's counterpart had other duties within Government.

A summary of execution is presented in the table below. As in the case of Barbados and Dominica, the tabular presentation is supplemented with some preliminary statistical information on training and placement, followed by a narrative discussion of special problems encountered, and suggestions for strengthening project execution in the second year.

SAINT LUCIA

Activities Scheduled as per the Implementation Schedule (dates)	Execution	Remarks
<u>Consult Government, Business and Community Groups</u> January-February 1983	Consultation with Government on project execution begun following appointment of Project Chief Dr. Arthur Henry in joint mission with Ms. Norene Halvonik at end of 1982.	Delay in appointment of National Team resulted from the need to reassign duties of serving Government Officers with full schedule
	Appointment of National Director and staff not made until late February, 1983 (Mr. Ben Emanuel) Job Developer (Mr. Marshall Francis) and Instructor Trainer (Mr. Robert Augustin)	Start up was also affected by ongoing OAS/AID/NOSR negotiations related to harmonizing project execution with training provided by NOSR. Issue resolved by an amendment of the OAS/AID Agreement approved on March 1983 allowing for disbursement of AID monies.
	Delay precluded village meetings of type held in Dominica, but meetings were held with extension officers and individual community leaders to define local demand for possible modules.	
<u>Selection of sites</u> First Cycle (Feb.1983)	Initial site selection was made for beekeeping in Bamanan, small stock (rabbits) Choisel, vegetable gardening (sorrel Vieux Fort and automechanics-Castries. Later modified to all agricultural modules in Choisel for first cycle.	See module selection below
Second cycle (July 1983)	Sites and Module selected.	
<u>Select modules</u> First Cycle (February,1983)	Initial module selection as indicated above for selection of sites and modified to agricultural modules at Choisel only.	Start up problems limited sites and modules to Choisel for first cycle
Second Cycle (July 1983)	Module selection approved by National Advisory Committee in 6 modules. Modules and sites as follows:	Start up problems limited sites and modules to Choisel for first cycle.
	Tour guides - Soufriere Fish farming - Union Agriculture (root crops) Choisel Industrial Sewing - Marston Mills, Vieux Fort Small Appliance Repair - Castries	Better geographic distribution for second cycle occurred after Nat. Director was relieved of non-Project Government duties and could concentrate on project execution
<u>Order tools and Materials</u> February 1983	Deferred until final selection of modules and instructors	As in the case of Dominica the scheduling of tool orders to precede instructor selection as indicated in the implementation schedule is unrealistic in critical path terms as instructors must order tools
<u>Select Job Analyst</u> January 1983	Job analyst not finally selected until February-March. Post combined with that of instructor trainer (Mr. Robert Augustin)	Nominal delay not critical as job analyst/instructor trainer was able to avoid himself of both the ILO job analysis in Venezuela and in Trinidad in April and the Instructor trainer course given by Dr. Brian Fluck at the Samuel Preschod Polytechnic in Barbados in May.
<u>Recruit select instructors</u> February- April	Final selection of instructors made in April in time to permit their participation in instructor training course in Barbados in May	
<u>Establishment of Technical Committee</u> February- April		

SAINT LUCIA (Continued)

(2)

Activities Scheduled as per the Implementation Schedule (date)	Execution	Remarks
<u>Renovate Training Sites</u> First cycle (March-May) Second cycle (July-Sept.)	First cycle training confined to center at Choisel. Minimum renovation required Initiated by trainees in October. Some sites located in adequate facilities such as sewing at Marston Mills, tour guides Soufriere Fish farming at agricultural extension station at Union required clearing of fish pond of weeds, pumping out pond and other preparation.	Not as yet fully implemented. More effort is required in this area so that comparable data for all three countries can be developed in time for tracer study. Lack of implementation due to priority placed on execution of training and job placement.
<u>Set up pre-training selection procedure and follow-up information system</u> April 1983	Application and registration forms for trainee selection developed by May for June courses Follow-up information system design begun in May in conjunction with visit of Tomas O. Rosenberg from OAS/W. Completed draft submitted for comments in June 1983	Not as yet fully implemented. More effort is required in this area so that comparable data for all three countries can be developed in time for tracer study. Lack of implementation due to priority placed on execution of training and job placement.
<u>Train Job Analyst</u> February- June	Job analyst attended ILO job analysis course in Caracas, Venezuela and Trinidad and Tobago in April	Slight schedule postponement of course by ILO in Caracas
<u>Advertise training</u> 1st cycle (April-May 1983)	Advance publicity was carried out through schools churches, community notices, radio and TV as well as print media during May for June beginning	Considerable publicity for Skills Training resulted from the opening ceremony attended by the Prime Minister the Hon. John Compton and Senior Government Officials. This did much to spark interest in expanded training offered second cycle.
Second cycle August-September	Extensive advertising using all available media including TV and radio broadcasts in both English and Patois dialect by National Project Director	Considerable publicity for Skills Training resulted from the opening ceremony attended by the Prime Minister the Hon. John Compton and Senior Government Officials. This did much to spark interest in expanded training offered second cycle.
<u>Train Instructors</u> 1st cycle (April-May)	The instructor trainer Mr. Robert Augustin, and instructors participated in the early May instructor training course conducted by the Project Chief, Dr. Henry, and the instructor trainer consultant Dr. Brian Fluck at the Samuel Preschod Polytechnic. In country follow-up provided in May-June by Dr. Fluck.	On schedule For family reasons Mr. Augustin was unable to be present for the entire duration of the course interrupting his studies prior to returning to finish course.
2nd cycle (August-September)	Training provided by instructor trainer Augustin within September-October and hands-on training by Dr. Fluck during November.	Mid term evaluation shows that instructor training and related areas such as ordering materials, tools, etc. is critical to project's success. The continued support on an external consultant for life of project is essential and discussed in narrative portion of evaluation
<u>Select Trainees</u> May 1st cycle	Applications from trainees were received in May and interviews for screening in May-June 103 applications received 45 selected	On schedule
September 2nd cycle	196 applications received, interviews held, and 114 selected for training	On schedule

S A I N T L U C I A (continued)

Activities Scheduled as per the Implementation Schedule (dates)	Execution	Remarks
<u>Initiate training</u> First Cycle (June-Aug. '83)	Training Center officially opened at Choisel in June. Prime Minister the Hon. John Compton and Minister of <u>C.D. Social Affairs and Sports</u> the Hon. Romanus Lansignol, pending.	On schedule
Second Cycle (Oct.-Dec. '83)	<u>45</u> began training while some <u>3</u> dropped out prior to completion of skills modules Training started in <u>Oct.</u> , in following modules	
<u>OAS/AID Regional Coordinating Committee Meeting</u>	Held on schedule in Barbados with Mr. Ben Emanuel representing Saint Lucia. Mr. Emanuel made a detailed presentation regarding project execution in his country.	Detailed final report of meeting including texts of national reports and address by Minister of Labor of Barbados, the Hon. DeLisle Bradshaw distributed to all participants and other interested parties.
First (April 1983)		
Second (September 1983)	Second meeting postponed until January 1984 to permit review of first year project execution	
<u>Curriculum Development</u> April-December, 1983	Initiated on schedule in late April, but refined during instructor training course in Barbados and more intensively during on site training in Choisel provided by Dr. Brian Fluck	Mid-term evaluation concludes that services of external consultant are essential for curriculum development instructor training ordering of tools, site preparation, etc. Should be extended through life of project. See narrative portion of report for details.
<u>Small Business Training</u> September 1983		
<u>Small Business Development and Follow up</u>	Activities on schedule. Self employment opportunities identified and special efforts to find markets for products of agricultural modules (1st cycle) included island wide survey backstopped by Saint Lucia Development Bank, to pinpoint buyers, quantities and prices for honey, peanuts, sorrel, rabbits, etc. Government has approved a loan guarantee fund to help trainees to get loans from credit unions.	<u>Problems</u> 1) Age of majority (21) is a problem in qualifying for loans from Saint Lucia Development Bank. Government seeking to change Bank policy 2) Lack of collateral makes credit unions reluctant to lend to "high risk" trainees.
<u>Follow-up survey Trainees/ Employers</u>	Draft information system incorporating questionnaires for trainees, employers and the self-employed completed in June and being refined by counterparts in participating countries. All first module graduates were in agriculture modules geared for self-employment rather than for placement in wage sector	Too early to implement for mid-term evaluation as second cycle training still in progress and insufficient time has elapsed for meaningful conclusions on placement of first module graduates. See narrative section of report on employment/income generation implications for first cycle graduates.
<u>Evaluation</u> November 1983	Mid term evaluation in process Full evaluation will be at end of 1984 and include tracer study based on information system.	On schedule Execution of mid-term evaluation with existing project staff poses problem for project execution in terms of training and job placement Funds should have been provided to hire outside consultant to do mid term evaluation.

S A I N T L U C I A (continued)

Activities Scheduled as per the Implementation Schedule (dates)	Execution	Remarks
<u>Develop System of testing and Certification</u>	No national system now in existence. Areas of testing loosely incorporated in certificates given graduates.	As a beginning it is suggested that the project bring standards in construction trade modules up to the levels of detail specified in the Barbados certificates. Much more work needs to be done in this area. Greater consultation with employers and trade unions needed. Probable that consultant time of an expert in this area will be needed to expedite work.

Training and Placement Information

To supplement the data in the summary table on project execution some preliminary statistics relating to training and placement are presented below:

First Cycle

Applications Received 103

Preliminary Interviews held 77

Trainees Selected 45

Module	Location	<u>Trainees</u>		Preliminary Placement
		Starting	Completing	
Agriculture	Choiseul	45	42	25 self employed
and				1 further training
Livestock				

Second Cycle

Applications Received 196

Preliminary Interviews held 149

Trainees Selected 114

Module	Location	Trainees		Preliminary Placement
		Starting	Completing	
Industrial Sewing	Vieux Fort	42*	12	12 (training is in phases with 12 completing first phase and placed)
Tour Guide	Soufriere	11	9	9 on the job training
Small Appliance Repair	Castries	21	ongoing	Training still in process
Fish Farming	Union	7	7	on job training ongoing December 20
Root Crops	Choiseul	15	ongoing	Not applicable (ongoing)
Delay Line	Vieux Fort	16	ongoing	Not applicable

* This is an ongoing course with students completing in phases and moving into plant in groups. New intakes expected during cycle.

General Comments on Evaluation

Initial delays in start-up have been mentioned above. These did not, as shown in the tabular summary, affect the participation of the national team in job analysis and instructor training courses provided in April-May which took place as scheduled. While initial module identification followed the two pronged strategy of training for wage employment and self-employment at the same time, the fact that the National Director was not released from other Government duties combined with a decision by the National Advisory Committee, resulted in the final approval of first cycle training exclusively in self-employment in agriculture in a single center located in Choiseul.

During the second cycle, considerable diversification was achieved and modules were initiated for both wage employment and self-employment. A major breakthrough was also achieved through an agreement to train sewing machine operators for Marston Mills. The company provided the instructors while the project paid stipends and extended training in areas of social skills and "related subjects". Under the agreement, Marston Mills guaranteed employment of up to 50 trainees who met company standards for entry, following training by the project. Indications are that many more than 50 may be trained and placed due to a projected company expansion. Similarly, the project has agreed with an electronics company, Delay Line Devices, also located in the Vieux Fort Industrial Estate to provide training for its employees. Possibilities exist to extend this manufacturing related training to as many as six or seven different industrial enterprises which in and of themselves could provide employment to well over the total number targeted for employment under the national component's project goals.

This breakthrough in Saint Lucia has future implications for Dominica as well, where, as already mentioned, some possibilities can develop for similar training and employment which would contribute not only towards achieving project goals in a highly cost-effective manner, but would also lessen reliance on the more complex and hence expensive self-employment component of training.

One highlight of execution similar to one noted for Dominica is the impressive degree to which various Ministries of Government have contributed to reinforcing the installed capacity of the nuclear counterpart in the Ministry of Community Development, Social Affairs and Sports. In this regard, considerable input and cooperation is being provided by the Ministry of Agriculture, which is active in the fish-farming and other agricultural modules, and has provided extensive services of an instructor Mr. Andrew Rigobert, to help in instructor training. The Ministry of Education is also providing assistance to the project.

Another related highlight of project execution was the completion of an island-wide market survey for products to be produced by graduates of the agricultural modules namely sorrell, peanuts and honey. This survey was designed and executed with the assistance of the Saint Lucia

Development Bank. This activity, involving the trainees themselves, has provided an invaluable guide to the potential buyers of products produced as well as quantities which could be purchased and at what price.

Special Problems

o Self Employment

As in the case of Dominica, it was initially felt that a significant number of trainees in Saint Lucia would have to be trained and placed in self-employment in order to meet the national end-of-project employment goal. The first modules in Choiseul were in fact geared exclusively to self-employment in agriculture.

Many of the problems of self-employment encountered in Saint Lucia are similar to those already described for Dominica. These include attitudinal factors, the age of majority and other difficulties in securing credit for establishing small enterprises. The National Development Bank has been hesitant to extend credit to minors and Government has gone to Cabinet to change the lending policy. Youth have been encouraged to use a portion of their stipends to join credit unions so they can apply for loans.

A persistent problem has been a reluctance of credit unions to grant loans in the absence of collateral. This has recently been overcome after permission was given by Government to use unexpended balances from a Hess Oil Company grant as a guarantee against default by the youthful borrower. As of December 10, 1983, some 12 training completers had been granted loans to help in self-employment.

o Testing and Certification

As in the case of Dominica, no national system of testing and certification exists in Saint Lucia. As a consequence, skills training completers have been given certificates which lack specificity regarding tasks mastered and are thus inadequate to serve the needs of employers. During the second cycle Dr. Fluck provided on-site training for instructors including curriculum development along MES lines which in the future can serve as the basis for detailed task-oriented certificates.

Assistance from the consultant in instructor training was also required to help the instructors in ordering tools for certain modules and in site preparation. Dr. Fluck was instrumental in both these endeavors as well as in exploring new training opportunities for the export oriented manufacturing sector, which as mentioned earlier holds promise for exceeding national employment targets by a wide margin. Experience derived from Saint Lucia thus reinforces the recommendation made in the Dominica analysis that provision be made to assure the continued services of the consultant through life-of-project.

o Other Problems

As in the case of Dominica, the Project Office in Saint Lucia has had to operate with only one telephone line which has impeded progress. A new line has been requested. Delays were incurred at the end of the year in getting money to Saint Lucia from OAS headquarters in Washington. This problem was due to the general "closing of the books" by the Budget Office. Steps have been taken to avoid a recurrence of the problem.

APPENDIX A

**OAS/AID NON-FORMAL
SKILLS TRAINING PROJECT**

**INFORMATION
SYSTEM**

OAS/AID NON-FORMAL
SKILLS TRAINING PROJECT
INFORMATION SYSTEM

Introduction

A principal feature of the OAS/AID Non-Formal Skills Training Project is the development of a comprehensive information system based on administrative record keeping supplemented by survey information. This system is a basic element in the agreement governing the project's execution. The information system whose components will be described in detail below, seeks to provide an essential data base for monitoring progress of the project, providing ready information for current status reporting and establishing a tripartite feedback system from trainees, employers and self-employed persons which will allow for timely adjustments to the project to conform with labour market requirements. Moreover the information base established will permit periodic studies for evaluation purposes at suitable intervals in accordance with the OAS/AID agreement.

More importantly, however, it is felt that the success of any training program and particularly one involving the diverse economies

included in the regional project may well depend on an accurate feedback system to avoid such pitfalls as over-training in specific skills areas where demand can fluctuate with the vicissitudes of the local economies dependent as they are on changing worldwide economic conditions.

Lastly, it is hoped that information which can be gleaned from the information system will provide insight into possible design modifications for either an expanded regional training effort in the Eastern Caribbean or allow for project replication in other OAS Member States or Subregions.

Methodological Note

In designing the system a special effort will be made to strike a reasonable balance between the project's data requirements and the workload implicit for project staff, busy employers and trainees to respond to questions and tabulate results. The system, in order to meet the aforementioned needs will include the following components:

Administrative record keeping

This component is based on application forms and statistical reporting on a module by module basis. This system will provide up to date information on trainees enrolled at any given time, numbers of students dropping out of training, number placed in jobs, etc.....

Trainee Questionnaires

Two Questionnaires have been prepared to provide data on all trainees. One will be filled in at the initiation of training giving background information on each trainee. A second questionnaire is to be completed by graduates at specified intervals such as three and six months after termination of training to provide tracer information concerning the type of job found by the trainee, his hours worked, earnings and the relevance of training received for the type of work he/she is performing. It includes questions which can provide valuable feedback to the programme and help to measure its accomplishments in relation to project goals.

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The Employer Questionnaire

A questionnaire has been prepared for employers who have hired skills training graduates to provide feedback on the productivity and performance of graduates hired, the relevance of the skills acquired in relation to the needs of the firm, strengths and weaknesses of the skills training program, both in terms of skills training and attitudinal factors (social skills of trainees) which bear directly on the employability and reliability of trainees entering the labour force. Provision is made for employer input to the strengthening of the skills training programme correcting deficiencies suggesting curriculum modification, etc.

The self-employment Questionnaire

While most trainees in the Barbados Skills Training Programme, initiated in 1978 and the precursor to the current OAS/AID Regional Project, were able to be absorbed into wage and salary employment, it has been

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recognized from the outset that the economies of Dominica and Saint Lucia are different. In these countries training will be geared much more to self-employment and the establishment of small scale or microbusinesses. A special questionnaire has been prepared to help evaluate training as it relates to self employment and small scale enterprise creation.

Each of the above components will be discussed in greater detail below after which the project field staff will discuss the draft with National counterpart personnel and staff of USAID's Regional Development Office for the Caribbean in Barbados.

In addition to the sections included in the present draft, a section providing feedback from the system of in-plant training carried out under the Barbados national component of the Regional Project will be incorporated at a later date.

1. Basic Record Keeping

The cornerstone of a sound information base on training activities is a system of administrative statistics which permits keeping an up-to-date record on each trainee as he enters the program, passes through training and ultimately secures employment. Fortunately, for the

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purposes of the OAS/AID Non-Formal Skills Training Project, such a system has been designed, tested and proven effective in prior activities of the Barbados Skills Training Programme, and it is proposed that this system of ongoing record keeping be adopted by the Regional Project.

As in the case of all effective systems, the Barbados model is both concise and straightforward. It establishes a master 3 by 5 inch card which in effect becomes a permanent record for each trainee on which periodic entries are made, so that project staff can relatively quickly provide a current status report on the activities of the project. In this sense, the system lends itself to the compiling and maintenance of a series of charts which provide "at a glance status reporting."

The basic--two sided--file card maintained for each trainee is reproduced below:

SKILLS TRAINING PROJECT

TRAINING RECORD

INDEX NO.

1. TRAINEE'S NAME		(Surname)	(Other)		
2. ADDRESS			TELEPHONE		
3. BIRTH DATE		AGE AT APPLICATION			
4. PLACE OF BIRTH		NATIONALITY			
IN CASE OF EMERGENCY (NAME AND ADDRESS)		TELEPHONE			
NAME		ADDRESS			
5. DETAILS OF TRAINING					
MODULE ATTEMPTED	DATE BEGUN	DATE ENDED	GRADE	CENTRE	DEMONSTRATOR
6a)					
6b)					
6c)					

Continued on Form 5001

DETAILS OF TRAINING CONTINUED									
MODULE ATTEMPTED	DATE BEGUN	DATE ENDED	GRADE	CENTRE	DEMONSTRATOR				
6d)									
6e)									
6f)									
6g)									
					INDEX NO.				
S M P	F O M S P	E O S S T O C	A B G S S I						
MODULE	At	P.	S	De	P.	Imp	(m)	Sg	
					PLACEMENT	DATE			

Form 1 - 5 with 5001

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While the face card is largely self-explanatory as to content and purpose, some coding is involved to facilitate tabulation and comparison. Thus the system, designed principally by Mr. Lomar Alleyne (previously National Director of the Barbados Skills Training Programme and currently Deputy Director of the National Training Board of Barbados) has an alphanumeric index number for each trainee, specially coded to indicate the year that training was initiated, the occupation training was provided for, the demonstrator providing training, and finally the number of the trainee. Thus, a hypothetical number such as 80-WW-3-12 could indicate that trainee "X" began training in 1980, in the field of woodworking, was instructed by demonstrator 3 and had the personal number 12. The code number would also be used in the section giving details of training (under module attempted) which also indicates date training was initiated and ended, the grade received, the center where training was provided and the signature or initials of the demonstrator (instructor).

On the other side of the card provision is made to indicate the sex of the trainee, family structure (Fs M, S, P) where M=married, S=single and P=Parent. The next set of boxes indicates the level of educational attainment of trained (0=no education, 1,2 or 3 of primary education, Te for Technical education, and C for College). The scale A 5 4 3 2 1 refers to levels of attainment with 5 the highest and 1 the lowest.

In the chart the abbreviations stand for the following:

At - Attendance
Pu - Punctuality
S - Safety
De - Department
Pr - Productivity
Imp- Improvement
E - Employability

The student would be graded for each of the above in terms of the aforementioned scale with the signature of the demonstrator. The final section provides space to indicate the job, method of placement and relevant dates.

In addition to the master card maintained for each trainee, other record keeping devices used by the Barbados Skills Training Programme include charts maintained by demonstrators (instructors) for each module. Under the MES system, each Module of Employable Skills is broken down into steps, tasks or operations and a chart was constructed to show the progress of each trainee with respect to operations completed. The model chart is presented below:

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MODULE

	Operation 1	Operation 2	Operation 3	Operation 4	Operation 5
Trainee Name					

This chart allows for an up-to-date record of the status of each trainee in accordance the individual operations. Indications are made on the chart whenever a trainee has successfully completed a component. (S would be marked in appropriate box). In the event operation was not successfully completed, the box would be marked U, but in pencil, so that it could be changed to S once a student had mastered the task.

Other charts could be adopted from the Barbados experience to show, at any given time, the number of students "in transit" at some benchmark date, "dropped out of system" by the benchmark date and the number of students completing training by end of each year expressed in terms of the total number of trainees (broken down by sex, module, etc.)

The Barbados system of record-keeping as described above seems well suited to the needs of the Regional Project and it is recommended that it be adopted.

2. The Trainee Questionnaires

Two questionnaires are proposed for the information system, one to be administered prior to training, and one after training. The purpose of these questionnaires is to have 1) a more complete history of each student than is available in the basic record-keeping system described above and 2) material which can serve the purposes of a tracer study in periodic evaluations of the project. These evaluations will help to provide feedback regarding direction and content of training.

Generally it is felt that if staff are available it is preferred that the questionnaires be filled out on the basis of an interview rather than be given or mailed to trainees for self-completion. This suggestion takes into account greater ease of tabulation when the forms are completed by trained interviewees.

The questionnaires are reproduced below:

FOR TRAINEES
QUESTIONNAIRE PRIOR TO TRAINING

Interviewer _____

Date of interview _____

1. Name _____ Sex _____ Age _____ Nationality _____

2. Address _____

3. Skill area for which training is sought _____

4. Number of persons in household _____

5. a. Highest level completed in school _____

Primary _____

Secondary _____

Technical _____

b. Final standard form completed _____

6. Are you now employed _____

a. on family farm or in family business _____

b. unpaid helper or apprentice _____

c. in paid employment or self-employed _____



7. If currently employed
- a. what are you doing? _____
 - b. who is your employer? _____
 - c. do you work full time? _____
 - d. where is employer located? _____
8. Approximate earnings per week in primary employment.
- a. EC\$10 - 49
 - b. EC\$50-99
 - c. EC\$100 or more
9. Do you have a second job or part time employment? yes _____ no _____
- Indicate approximate additional earnings per week _____
- Type of work _____
10. If not now employed were you in the past? yes _____ no _____
- If so what type of work and for how long? _____
11. Have you had training before? yes _____ no _____
12. If yes, what type of training, when and where _____
-
13. Why do want to train in (module)? Rank in order of importance:
- a. get a job
 - b. improve income
 - c. interest in learning a new skill
 - d. interest in improving existing skill
 - e. other

14. Have you experience in the skill area in which you will be trained, or any related one?

Explain _____

15. Do you have any dependents? Yes _____ No _____

If yes, how many? _____

16. If still living with your parents, indicate their primary occupation _____

FOR TRAINEES
QUESTIONNAIRE AFTER TRAINING

Interviewer _____

Date of interview _____

1. Name and address _____
Age _____ Sex _____ Nationality _____
2. When did you take the training course? _____
3. What module? _____
4. Are you now employed? _____ or self employed? _____

5. Have you been employed by other than your present employer after skills training? Yes _____ No _____
If you indicate reason for changing employment _____
6. Are you now using the skills you learned in the training program?
Yes _____ No _____
7. If yes, how are you using them? _____
 - a) in wage employ
 - b) in self-employment
 - c) .on familyy farm
 - d) in casual labour
 - e) other

8. If no, have you ever used the skills? _____

9. If no, why not? _____

a. found job outside skill area _____

b. could not find a job _____

c. could not establish self-employment because

1. couldn't secure credit _____

2. too much competition _____

3. no market _____

d. others; please explain _____

10. Did the training program help you: _____

a. get a job _____

b. go into business for yourself _____

c. earn more money _____

d. help in some other way _____

Explain _____

e. didn't help at all _____

Explain _____

11. If you have a job, what type of job do you have? _____

approximate earnings/week _____

(check one)

EC\$10 - 49 _____ EC\$50 - 99 _____ EC\$100 or more _____

12. If you now are self-employed/have a small business

What type of business _____

Your approximate net earnings /week _____

EC\$10 - 49 _____ EC\$50 - 99 _____ EC\$100 or more _____

13. Do you feel you need more training? Yes _____ No _____

If yes, in what? _____

14. Are you having problems in your job or self employment?

Yes _____ No _____

If yes, explain _____

15. If you are now employed or self-employed, what skills learned in the training programme are you finding:

Most useful _____ Least useful _____

16. How do you rate the various aspects of the skills training Programme?

a) skills training _____

b) management training _____

c) follow-up assistance (including job placement) _____

d) other _____ specify _____

17. How do you feel the Programme can be improved?

a) more intensive skills training _____

b) more training in related subjects (math, blueprint reading, etc.)

c) more management training

d) improved placement and follow-up assistance _____

e) other _____ explain _____

3. The Employer Questionnaire

An important element in the information system is to receive feedback from employers with regard to the relevance of training provided by the skills training program for firms in the private sector.

The system also needs to have a means for identifying the strengths and weaknesses of the training program as seen by employers so that measures can be taken to strengthen or upgrade training both in specific skills areas as well as in non-cognitive skills such as attitude towards work, deportment, punctuality, etc.

In order to secure this information a questionnaire (reproduced below) will be directed to employers and prepared separately for each skills graduate who has found a job in the wage and salary sector. It is suggested that the questionnaire be filled out by an interviewer rather than mailed to employers to facilitate tabulation of results. This is especially important in the case of certain questions (e.g. questions 8, 9 and 10) which introduce elements of subjectivity where the employer is drawing inferences or making suggestions relative to skills training on the basis of perhaps only a single employee. While questionnaires are filled out on an individual basis, some employers may hire more than one graduate and the interviewer can make adjustments to reduce the factor of subjectivity.

DRAFT QUESTIONNAIRE

FOR

EMPLOYERS

Interviewer _____

Date of interview _____

1. Name of employer _____
Address _____
Type of business _____
Total number of employees _____

2. _____

Name of graduate employed	How was employment sought*	Weekly earnings start	end	Hrs. per week	If employe has left indicate for leaving
	(see below a,b,c,d,)	_____			

- a. Direct approach by staff of skills training programme
b. Direct approach by graduate
c. Graduate responded to an advertisement
d. Others _____ (specify) _____

3. How useful have the skills learned in the programme been to graduates in your employ?

- a. very useful _____
- b. useful _____
- c. of some use _____
- d. of little use _____

4. How much supplementary training did you have to provide the skill graduate within his various areas of competence?

- a. 0 - 19 hours _____ areas _____
- b. 20 - 30 hours _____ areas _____
- c. 40 or more _____ areas _____

5. Were there areas in addition to the certified skills where training was required?

No _____ Yes _____ (if yes, explain _____

6. After a suitable orientation period (e.g. one month) how would you rate the productivity of the skills training graduate.

- a. very high _____
- b. high _____
- c. average _____
- d. below average _____
- e. poor _____

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7. As an employer, are you satisfied with the overall work attitude of the graduate?

Yes _____ No _____

If no, indicate shortcoming below:

- a. lacks punctuality _____
- b. unreliable _____
- c. lacks discipline _____
- d. requires constant supervision _____
- e. others _____ explain _____

8. How do you rate the various aspects of the skills training? (very good, good, fair, poor, etc.)

- a. skills training _____
- b. work attitudes _____
- c. management training _____
- d. follow-up assistance _____
- e. others _____ explain _____

9. What do you think are the weaknesses of the skills training programme?

If more than one rank in order of importance

- a. skills training _____
- b. work attitudes _____
- c. management training _____
- d. follow-up assistance _____
- e. others _____ Explain _____

10. In what ways do you feel this skills training programme can be improved? (if more than one, please rank in order of importance)

- a. better training for entry levels skills _____
- b. more intensive skills training _____
incorporating a greater number of certified skills _____
- c. more intensive training in related subjects, such as basic math, blueprint reading, etc. _____
- d. more attention to job related attitudinal skills _____
- e. better follow up assistance _____
- f. others _____ Explain _____

11. Did the graduate of the skills training programme employed by your firm fill a vacancy, or was an additional job created?

- a. filled a vacancy _____
- b. hired for a new job _____

12. If you had not employed the graduate from the skills training project, what would you have done?

- a. employed persons without any skills and train them _____
- b. employed more experienced persons if available _____
- c. not employed anyone _____
- d. others _____ Explain _____

13. In the event that you employ persons without experience or required skills, how long do they normally spend before they become fully incorporated in the skilled production process of your firm? _____

- a. skill area _____
- b. number of weeks _____

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4. The Self-Employment Questionnaire

During the design phase of the OAS/AID Non-Formal Skills Training Project some attention was devoted to an analysis of labor market conditions in participating countries. In the case of the Barbados Skills Training Programme it was noted that the economy was sufficiently well developed to absorb most of the completers in the formal wage economy. Thus, while provision had been made for a small loan scheme for purposes of developing self-employment, it did not become necessary to use this mechanism.

In the case of Dominica and Saint Lucia, however, an examination of labor market conditions has revealed that in order to generate employment for completers it will probably be necessary to identify opportunities for self-employment and the establishment of small scale enterprises. Information on this aspect of the skills training project is to some extent covered in the "post training" trainee questionnaire. It is felt, however, that more detailed information needs to be gathered on the self-employment experience and a questionnaire directed to technical advisors of the self-employed has been prepared and is presented below:

DRAFT QUESTIONNAIRE
FOR
TECHNICAL ADVISORS

Interviewer _____

Date of interview _____

1. Name of Technical Advisor: _____ Title _____

Address _____

2. _____

Name of trainee advised	Dates advised		Estimated net earnings for period	Hours worked per week
	Start	End		
_____	_____	_____	_____	_____

Nature of business/self-employment _____

3. How was business begun?

a. self financed _____

b. loan _____ (1) source, amount & interest rate _____

(2) are repayments on schedule? Yes ___ No ___

If no, explain _____

c. grant assistance _____

d. other _____

4. How useful have the skills learned in the programme been to graduates in business/self employment?

a. very useful _____

b. useful _____

c. of some use _____

d. of little use _____

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5. How effective are the skills training graduates at their business/self employment?

- a. very effective _____
- b. effective _____
- c. somewhat effective _____
- d. of little effectiveness _____

6. Are there any areas beyond the acquired level of skills certification where additional technical training is required to make self-employment viable?

No _____ Yes _____ If yes, please indicate (examples: product design, packaging, timeliness in delivery of service or product, etc.) _____

7. Has supplementary training been necessary to provide the skills graduate the managerial capacity necessary for his or her business/self employment?

- a. Yes _____ No _____
- b. If yes, how many hours 0-20 hours _____ 20-40 hours _____
40 or more hours _____
- c. In what management area was assistance required?
 - 1. Record keeping _____
 - 2. Marketing _____
 - 3. Quality control _____
 - 4. Production programming _____
 - 5. Financial planning (e.g. costing) _____
 - 6. Negotiating skills _____
 - 7. Other (please indicate) _____

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8. Is the current business/self employment amenable to expansion?

Yes _____ No _____

If no, please indicate reason

- 1) current income insufficient but has additional income potential _____
- 2) income is seasonal in nature _____
- 3) income, current and potential, is insufficient for full employment _____
- 4) other _____ Explain _____

9. What do you think are the strong point of the skills training programme?

- a. skills training _____
- b. management training _____
- c. follow-up assistance _____
- d. other _____ Explain _____

10. What do you think are the weaknesses of the skills training programme?

- a. skills training _____
- b. management training _____
- c. follow-up assistance _____
- d. other _____ Explain _____

11. In what way do you feel the skills training programme can be improved?

- a. better identification of business/self employment areas _____
 - b. more intensive skills training _____
 - c. more extensive skills training incorporating a greater number of certified skills _____
 - d. more intensive management training _____
 - e. more extensive management training incorporating a greater number of management related area _____
 - f. better follow-up assistance _____
 - g. other _____ Explain _____
-

12. A. Are the graduates providing services or producing goods that would otherwise not be provided or produced?

Yes _____ No _____

B. If the answer to (a) is no, is there a qualitative improvement in the product or service provided?

Yes _____ No _____

REGIONAL NON-FORMAL SKILLS TRAINING PROJECT

I. Implementation Plan

A. Project Activities

Project will be implemented over a two year period. Life of project activities are outlined and the detailed implementation schedules of first year activities in Barbados, Dominica and Saint Lucia are presented in Charts I, II, and III respectively.

The first six months can be considered the start-up phases in Dominica and Saint Lucia, while in Barbados in-plant training will begin. During the start-up phases in Dominica and Saint Lucia, meetings will be held with government officials and business and community leaders and groups in order to ascertain training needs and to determine the specific modules to be set-up, training sites will be selected and renovated, lists of tool needs drawn up and tools procured, instructors selected, a simple trainee selection procedure and a pre and post-training information system established, training courses advertised and trainees selected for the initial training course.

Also during this period, the job analysts, one from each of the three beneficiary countries, will participate in a one month training program in job analysis conducted by the ILO whose technical experts will subsequently provide, over a three month period, follow-up in-country training in the same. In April-May of 1983, a three week initial instructor training course will be given in Barbados for beginner instructors from the three national programs. This intensive course will be followed-up with periodic shorter in-country training courses (2 weeks) to be conducted between training cycles.

Also during the start-up phase, work will be initiated in the development and adaptation of curricula and the development of a system of testing and certification. The training to be provided to the job analysts and the instructors will enable them to work closely with Regional Project Chief and the Skills Trainer on both of these ongoing activities.

The first meeting of the Regional Coordinating Committee will be held in Barbados, April 21 and 22, 1983, at which time committee members will review project implementation plans and reporting procedures as well as recommend any needed changes. This meeting also will afford the directors from Dominica and Saint Lucia an opportunity to see the Barbados Skills Training Program and to discuss its operations with the Director and instructors. Subsequent meetings of the Regional Coordinating Committee will be held in Dominica (October 1983) and Saint Lucia (April 1984).

Actual training will begin at the end of May 1983 in Dominica and the first part of June in Saint Lucia. Each cycle of training will last approximately three months after which time trainees will be tested and certified in their skills. By the end of 1983, two skills training cycles will be completed in Dominica and Saint Lucia. At the termination of each 3-month skills training cycle, those planning for self-employment will receive additional training (approximately 2 to 3 weeks) in small business management. Subsequently, support services will be available to them for initiating and operating their own businesses.

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The Barbados Skills Training Program will continue to operate as established under the earlier OAS project. The regional project team will assist in determining and setting up new modules; adapting training materials and providing small business management training and support services where needed. However, the major focus during the first year in Barbados will be on developing in-plant training programs and a directory of occupational titles. Work on the latter will be initiated about mid-1983. Also during the second half of 1983, advanced training will be offered for two Barbadian instructors.

In November and December of 1983, follow-up surveys of training graduates and employers will be conducted in Dominica and Saint Lucia. Data collected from these as well as the information collected prior to training will be the basis for an internal mid-project evaluation of how well the Project is meeting its overall goal of improving the employability and income of unemployed/underemployed youths. A similar follow-up survey will be undertaken in Barbados early in 1984.

During the second year (1984) of the project, three more training cycles will be completed in both Dominica and Saint Lucia. Most of the activities initiated in the first year will be continued in the second; government, business and community groups will be consulted on training needs, new training sites and modules established, instructors trained, curriculum developed and/or adopted, small business training and follow-up services provided, etc. In the last quarter of 1984 an end-of-project evaluation will be completed and a final meeting of the Regional Coordinating Committee held to evaluate the project and determine future regional activities.

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B. Functions and Responsibilities

1. Regional and Country Staffs

Responsibility for project implementation rests with the regional project team and the national counterpart staffs in the three countries concerned. The regional project team of three professionals will provide the technical assistance required to institutionalize non-formal skills training programs in Dominica and Saint Lucia and to strengthen the existing program in Barbados. Each regional team member will have a national counterpart with corresponding functions in each of the beneficiary countries.

The Regional Project Chief has overall responsibility for the Project's timely implementation and for the direction of the regional and country staffs. He will specifically advise on the types of training modules to be established and their organization, the selection and training of instructors, the development and adaptation of curriculum and the development of a system of skills testing and certification. In addition he will supervise and coordinate the activities of the other members of the regional team, provide OAS and the USAID with quarterly progress reports on the project's implementation and chair the meetings of the Regional Coordinating Committee.

With regard to his strictly technical activities, the Project Chief will have the assistance (for a period of 12 months) of a Skills Trainer who will help train a core of instructors in each country capable of carrying on non-formal

training activities when the Regional Project terminates; advise on the recruitment and selection of instructors, provide these with training in pedagogical skills, review their training methods in the workshop, and assist in the adaptation and development of training materials as well as the establishment of standards for skills testing and certification

The Employment Promotion Advisor is charged with advising and training his national counterparts with regard to the identification of employment/income opportunities and their corresponding training needs, the placement of program completers in wage employment or assisting them in the establishment of their own business through small business management training, small loans and follow-up business counselling. He is also responsible for developing a follow-up information system for trainees and employer needs, and to improving the employment and income potential of the trainees.

In addition to the regional team, the Project also provides for an in-plant trainer and an expert in occupational classification to assist Barbados in expanding the present skills training program into apprenticeship and in-plant training schemes and in developing a national directory of occupational titles and definitions, as a guide for the National Training Board in establishing training standards.

2. Advisory Committees

In each country, a national advisory committee has been formed to provide general orientation for the training program.

These committees, which are tripartite in nature with representatives from government, employer groups and worker organizations, will advise on manpower requirements and training needs, assist in the identification of employment/income opportunities, advise on the establishment of training standards and provide an overall assessment of the training activities, as required.

3. Technical/Community Committees

Once the decision is made as to the skills areas in which non-formal training will be provided, technical or community committees will be organized to provide guidance concerning training for each trade. Membership in the Technical Committees will include country project staff, skilled craftsmen and employers in the specific trades. Technical Committees will advise on the duration of training given local needs, the selection of instructors, and the minimum entry requirements for trainees. Also, the Committees will assist in setting the basic performance standards for persons entering occupations, as well as testing or certification requirements to assure that job entrants meet these standards.

In cases where training is used to increase the income activities of people in poor communities, the technical committees will instead be constituted into community committees which will advise on the kinds, duration and delivery of skills training appropriate to the needs of the community

4. Regional Coordinating Committee

(Discussed under Evaluation-Internal)

UNITED STATES MANUFACTURING SCHEDULE - BARBADOS

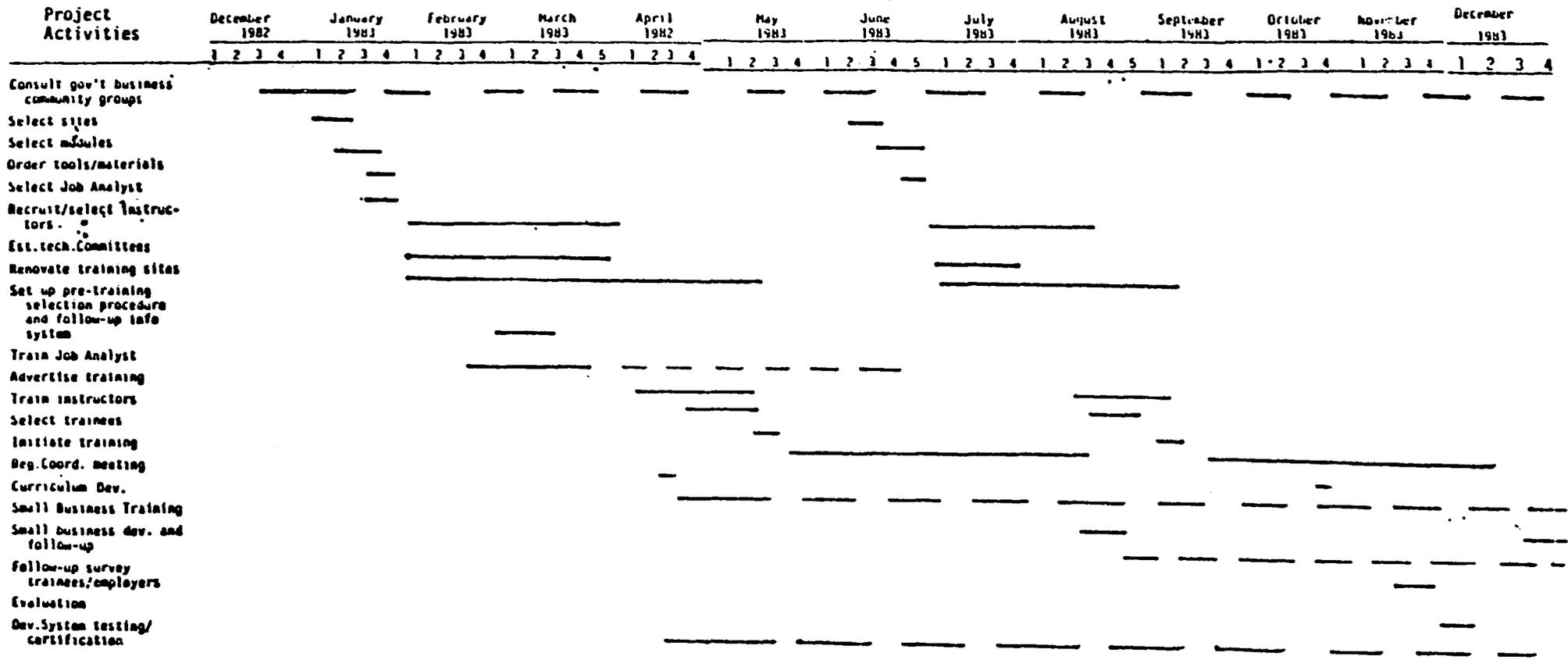
Project Activities	January 1983				February 1983				March 1983					April 1983				May 1983				June 1983					July 1983					August 1983					September 1983					October 1983					November 1983					December 1983				
	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
In-Plant Trainer	_____																																																							
Occupational Classification	_____																																																							
Train Job Analyst	_____																																																							
Advance instructor training ()	_____																																																							
Order Tools	_____																																																							
Instructor training	_____																																																							
Reg. Coord. Meeting	_____																																																							
Small business training and follow-up (open)	_____																																																							
Est. Follow-up info System	_____																																																							
Follow-up survey Trainees/Employer (early '81)	_____																																																							
Evaluation (early '81)	_____																																																							

* 6 m/m funding from Regional Project; funding for subsequent man/months from DAS/Barbados national project.

Best Available Document

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Chart II: Implementation Schedule - Dominica



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II. Evaluation plan

A. Internal

The design of the Regional Non-Formal Skills Training Project provides for various forms of internal evaluation, as follows:

- 1) During the first six months, each member of the regional project team will prepare monthly progress reports on their activities for submission to the Project Chief who has overall responsibility for the project's implementation as presented in the implementation plan;
- 2) Quarterly reports will be prepared by the national project directors and submitted to the regional Project Chief who will in turn prepare a quarterly progress report for submission to OAS/Washington and USAID/Barbados on overall project implementation. Said report will highlight accomplishments and problems (bottlenecks) encountered as they relate to the implementation plan set out for each country. The Project Chief's quarterly report also will feature the main activities to be accomplished during the next quarter in each country. In this manner, actual progress with regard to project implementation can be easily compared with the original country-by-country implementation plans;
- 3) The Regional Coordinating Committee, comprised of the Project Chief, the National project directors from Barbados, Dominica and Saint Lucia, and a representative from OAS/Washington and from USAID/Caribbean Office (a representative from NCSR and the OAS Office Directors in Barbados, Dominica and Saint Lucia will

attend as observers), will meet twice a year for the specific purpose of evaluating project implementation and recommending revisions in the implementation plan where deemed necessary;

- 4) In each country, a National Advisory Committee and technical/community committees will be established to provide overall as well as a specific guidance for the training programs and to monitor the quality of the training offered; and
- 5) A pre-and post training information system will be set up in each of the countries participating in the project, in order to measure the project's success in realizing its overall goal of improving the employability and/or income of unemployed/under-employed youths by providing appropriate skills training and support services. The information system will include a data base of quantitative indicators such as those outlined below:
 - 1) Number of students trained and placed in productive employment
 - 2) Number placed in the formal wage sector (broken down by full and part time employment)
 - 3) Number trained and placed in self employment
 - 4) Proportion of training devoted to net new job creation
 - 5) Proportion devoted to upgrading incomes of previously employed trainees
 - 6) Entry level income of trainees placed

Said system will be so designed as to permit comparison between the trainees employment/income status before and after training. Where relevant, a follow-up survey of employers who have hired training graduates will be undertaken to ascertain their evaluation of the training provided.

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B. External

In addition to internal evaluations, an external end-of-project evaluation will be conducted during the fourth quarter of 1984 using as its guidelines the verifiable goals, as presented in the Project Paper.

These are as follows:

- 1) Unemployed/underemployed youths employed as a result of training and support activities;

Barbados	500
Dominica	550
Saint Lucia	200
Total	1,250

- 2) Country training networks with appropriate support services institutionalized;

Training network	3
Job Development Capability	3
Information System	3

- 3) Country staff trained and assumed management/technical roles;

Job Analyst	3
Instructor Trainers	16
Advance Instructors	4
Total	23

- 4) Training modules (materials) located and adapted to local conditions.

Barbados	10
Dominica	20
Saint Lucia	15
Total	45

In addition, the end-of-project evaluation will take into account the information resulting from the various forms of internal evaluation specified above. The end-of-project evaluation will not only measure the success of the project in meeting its verifiable goals but also try to determine and analyze the main factors which contributed to, as well as those which may have impeded, the project's success. On the basis of this analysis, the end-of-project evaluation will include recommendations for modifications in the training and support services networks established in Barbados, Dominica and Saint Lucia as well as suggest changes in the project's design in extending it to other countries of the Eastern Caribbean.

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1982-1983 OAS/USAID Regional Non-Formal Skills Training Project

Table 1 Estimated Project Budget

Line Item	Activity	Regional	Barbados	Dominica	Saint Lucia	Total
1.	Technical Assistance	411,000	99,700	-	-	510,700
2.	Country Staff Support	60,000	-	102,000	70,000	232,000
3.	Country Staff Training	-	46,000	21,000	15,000	82,000
4.	Commodities and Equipment	26,000 <u>a/</u>	31,000	117,000	69,000 <u>b/</u>	243,000
5.	Other Costs	-	-	86,000	36,000	122,000
6.	OAS Administrative Costs	85,000	-	-	-	85,000
7.	Coordinating Committee	16,300	-	-	-	16,300
8.	Evaluation Seminar	40,000	-	-	-	40,000
	TOTALS	<u>638,300</u>	<u>176,000</u>	<u>326,000</u>	<u>190,000</u>	<u>1,331,000</u>

a. Original estimated project budget total was \$54,000, \$28,000 of which was specifically assigned for tools for Saint Lucia component. For accounting purposes, the \$28,000 will henceforth be included under the Saint Lucia component.

b. Includes \$28,000 for tools originally budgeted under Regional component.

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OAS/USAID REGIONAL NON-FORMAL SKILLS TRAINING PROJECT

TABLE 2A - OBLIGATIONS - JANUARY 1, 1982
THROUGH NOVEMBER 30, 1983

Line Item	Activity	Regional	Barbados	Dominica	Saint Lucia	TOTAL
1.	Technical Assistance	167,505.03	31,237.17	-	-	198,742.20
2.	Country Staff Support	22,382.30	-	36,000.00	31,278.00	89,660.30
3.	Country Staff Training	-	6,000.00	13,876.00	5,310.00	25,186.00
4.	Commodities and Equipment	8,204.31	-	61,902.60	35,250.00	105,356.91
5.	Other Costs	3,000.00	-	20,009.29	13,500.02	36,509.31
6.	OAS Administrative Costs	72,502.21	-	-	-	72,502.21
7.	Coordinating Committee	2,735.00	-	-	916.00	3,651.00
8.	Evaluation Seminar	-	-	-	-	-
	TOTALS	276,328.85	37,237.17	131,787.89	86,254.02	531,607.93

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OAS/USAID REGIONAL NON-FORMAL SKILLS TRAINING PROJECT

TABLE 2B: OBLIGATIONS SEPTEMBER 1, 1983
THROUGH NOVEMBER 30, 1983

Line Item	Activity	Regional	Barbados	Dominica	Saint Lucia	TOTAL
1.	Technical Assistance	25,699.66	< 15,977.19 >	-	-	9,722.47
2.	Country Staff Support	5,100.00	-	11,500.00	8,000.00	24,600.00
3.	Country Staff Training	-	-	-	-	-
4.	Commodities and Equipment	154.31	-	10,900.00	-	11,054.31
5.	Other Costs	1,000.00	-	9,509.29	6,250.02	16,759.31
6.	OAS Administrative Costs	10,482.16	-	-	-	10,482.16
7.	Coordinating Committee	559.00	-	-	916.00	1,475.00
8.	Evaluation Seminar	-	-	-	-	-
	TOTALS	42,995.13	< 15,977.19 >	31,909.29	15,166.02	74,093.25

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OAS/USAID REGIONAL NON-FORMAL SKILLS TRAINING PROJECT

TABLE 3A : EXPENDITURES JANUARY 1, 1982
THROUGH NOVEMBER 30, 1983

Line Item	Activity	Regional	Barbados	Dominica	Saint Lucia	TOTAL
1.	Technical Assistance	143,138.74	26,045.83	-	-	169,184.57
2.	Country Staff Support	13,199.14	-	8,918.43	8,629.92	30,747.49
3.	Country Staff Training	-	5,281.98	11,801.51	5,159.08	22,242.57
4.	Commodities and Equipment	6,116.35	-	28,264.93	11,584.48	45,965.76
5.	Other Costs	525.13	-	6,605.10	4,836.00	11,966.23
6.	OAS Administrative Costs	66,849.81	-	-	-	66,849.81
7.	Coordinating Committee	1,920.90	-	-	-	1,920.90
8.	Evaluation Seminar	-	-	-	-	-
	TOTALS	231,750.07	31,327.81	55,589.97	30,209.48	348,877.33

OAS/USAID REGIONAL NON-FORMAL SKILLS TRAINING PROJECT

TABLE 3B - EXPENDITURES SEPTEMBER 1, 1983
THROUGH NOVEMBER 30, 1983

Line Item	Activity	Regional	Barbados	Dominica	Saint Lucia	TOTAL.
1.	Technical Assistance	40,451.06	< 5,057.21 >	-	-	35,393.85
2.	Country Staff Support	3,228.91	-	5,511.70	2,707.53	11,448.14
3.	Country Staff Training	-	829.47	-	-	829.47
4.	Commodities and Equipment	649.43	-	4,627.03	1,030.42	6,306.88
5.	Other costs	-	-	4,805.62	2,771.40	7,577.02
6.	OAS Administrative Costs	11,954.83	-	-	-	11,954.83
7.	Coordinating Committee	-	-	-	-	-
8.	Evaluation Seminar	-	-	-	-	-
	TOTALS	56,284.23	< 4,227.74 >	14,944.35	6,509.35	73,510.19

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OAS/USAID REGIONAL NON-FORMAL SKILLS TRAINING PROJECT

TABLES 4A & 4B: SUMMARY OF OBLIGATIONS
AND EXPENDITURES BY FUNDS

TABLE 4A: JANUARY 1, 1982 THROUGH NOVEMBER 30, 1983

	OBLIGATIONS	%	EXPENDITURES	%
OAS Funds	239,550.71	45	209,547.49	60
US/AID Funds	292,057.22	55	139,329.84	40
TOTAL FUNDS	531,607.93	100	348,877.33	100

TABLE 4B: SEPTEMBER 1, 1983 THROUGH NOVEMBER 30, 1983

	OBLIGATIONS	%	EXPENDITURES	%
OAS Funds	29,247.29	39	40,187.88	55
US/AID Funds	44,845.96	61	33,322.31	45
TOTAL FUNDS	74,093.25	100	73,510.19	100

END

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