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

CARIBBEAN REGIONAL

PROJECT PAPER

CARIBBEAN LEADERSHIP AND DEVELOPMENT
TRAINING (CLDT)

AID/LAC/P-613

PROJECT NUMBER: 538-0173

UNCLASSIFIED

AGENCY FOR INTERNATIONAL DEVELOPMENT
PROJECT DATA SHEET

1. TRANSACTION CODE
A = Add
C = Change
D = Delete
Amendment Number _____

DOCUMENT CODE
3

2. COUNTRY/ENTITY
Caribbean Regional

3. PROJECT NUMBER
538-0173

4. BUREAU/OFFICE
Latin America and the Caribbean (LAC) 05

5. PROJECT TITLE (maximum 40 characters)
Caribbean Leadership and Development Training (CLDT)

6. PROJECT ASSISTANCE COMPLETION DATE (PACD)
MM DD YY
09 30 98

7. ESTIMATED DATE OF OBLIGATION (Under 'B.' below, enter 1, 2, 3, or 4)
A. Initial FY 90 B. Quarter 3 C. Final FY 95

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

A. FUNDING SOURCE	FIRST FY 90			LIFE OF PROJECT		
	B. FX	C. L/C	D. Total	E. FX	F. L/C	G. Total
AID Appropriated Total						
Grant	(1,742)	(-)	(1,742)	(10,000)	(-)	(10,000)
Loan	()	()	()	()	()	()
Other U.S.						
1.						
2.						
Host Country						
Other Donor(s)						
TOTALS	1,742	-	1,742	10,000	-	10,000

9. SCHEDULE OF AID FUNDING (\$000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH. CODE		D. OBLIGATIONS TO DATE		E. AMOUNT APPROVED THIS ACTION		F. LIFE OF PROJECT	
		1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan
(1) EHR	600	600		-		899		2,728	
(2) HE	600	600		-		366		366	
(3) PN	600	600		-		477		1,048	
(4) ESF	600	600		-				2,000	
(5) DP	600	600		-				3,858	
TOTALS				-		1,742		10,000	

10. SECONDARY TECHNICAL CODES (maximum 6 codes of 3 positions each)
690 790

11. SECONDARY PURPOSE CODE
700

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

A. Code	BR	BU	INTR	TNG
B. Amount				

13. PROJECT PURPOSES (maximum 480 characters)

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

(b) To improve the productivity and efficiency of the work force in the participating private and public organizations.

14. SCHEDULED EVALUATIONS

Interim	MM	YY	MM	YY	Final	MM	YY
	06	93				01	98

15. SOURCE/ORIGIN OF GOODS AND SERVICES
 000 941 Local Other (Specify) CARICOM

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

I certify that the methods of payment and audit plans are in compliance with the Payment Verification Policy.

Thomas F. Fallon
RDO/C Controller

17. APPROVED BY

Signature: *Aaron S. Williams*
 Title: Aaron S. Williams, Director
 Date Signed: MM DD YY
 016 29 90

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

PROJECT AUTHORIZATION

Name of Country: Caribbean Regional
Name of Project: Caribbean Leadership and Development Training
Number of Project: 538-0173

1. Pursuant to Sections 103 through 106 and Section 531 of the Foreign Assistance Act of 1961, as amended, I hereby authorize the Caribbean Leadership and Development Training Project for the Eastern Caribbean Region, involving planned obligations of not to exceed Ten Million United States Dollars (US\$10,000,000) in grant funds over a five (5) year period from date of authorization subject to the availability of funds in accordance with the A.I.D. OYB/allotment process, to help in financing foreign exchange and local currency costs for the Project. The planned life of the Project is eight (8) years and three (3) months from the date of initial obligation.
2. The Project will equip a broad base of leaders and potential leaders in OECS countries with technical skills, training and academic education, and an appreciation and understanding of the workings of a free enterprise economy in a democratic society. The Project is also designed to improve the productivity and efficiency of the work force in the participating private and public Eastern Caribbean organizations.
3. The Project Agreement(s) which may be negotiated and executed by the officer(s) to whom such authority is delegated in accordance with A.I.D. regulations and Delegations of Authority shall be subject to the following essential terms and covenants and major conditions, together with such other terms and conditions as A.I.D. may deem appropriate.

a. Source and Origin of Commodities, Nationality of Services

Commodities financed by A.I.D. under the Project shall have their source and origin in the United States (A.I.D. Geographic Code 000), the cooperating countries, or other countries included in the Caribbean Community (CARICOM), except as A.I.D. may otherwise agree in writing.

Except for ocean shipping, the suppliers of commodities or services shall have the United States, the cooperating countries, or other countries included in the Caribbean Community (CARICOM) as their place of nationality, except as A.I.D. may otherwise agree in writing.

Ocean shipping financed by A.I.D. under the Project shall, except as A.I.D. may otherwise agree in writing, be financed only on flag vessels of the United States.

Aaron S. Williams
Aaron S. Williams
Mission Director
Regional Development Office/Caribbean

6/29/90
Date

Drafted by: PDO: RMejia-Robleda [Signature] Date: 06/28/90

Clearances:

RLA: RJohnson	<u>[Signature]</u>	Date: <u>6/29/90</u>
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CONT: TFallon	<u>[Signature]</u>	Date: <u>6/29/90</u>
D/DIR: LArmstrong	<u>[Signature]</u>	Date: <u>6-29-90</u>

CARIBBEAN LEADERSHIP AND DEVELOPMENT TRAINING (CLDT) PROJECT
(538-0173)
PROJECT PAPER

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GLOSSARY OF TERMS

ADC	Advanced Developing Countries
AID/W	Agency for International Development, Washington
APSP	Andean Peace Scholarship Program
BIMAP	Barbados Institute of Management and Productivity
CA	Central America Regional Programs
CAI	Central America Initiative
CAIC	Caribbean Association of Industry and Commerce
CAPS	Central America Peace Scholarship Program
CARICOM	Caribbean Common Market
CASP	Central America Scholarship Program (Georgetown)
CASS	Cooperative Association of States for Scholars
CBSF	Caribbean Basin Scholarship Fund
CDIE	Center for Development Information and Evaluation (PPC)
CLASP	Caribbean and Latin American Scholarship Program
CLDT	Caribbean Leadership and Development Training Project
CSLA	Consortium for Services to Latin America
CTP	Country Training Plan
DA	Development Assistance account
DT	Development Training Component
EOPS	End of Project Status
ESF	Economic Support Fund account
FSN	Foreign Service National
GAO	U.S. General Accounting Office
HBCU	Historically Black Colleges and Universities
IG	A.I.D. Office of the Inspector General
ISEP	International Student Exchange Program (Georgetown University)
IVP	International Visitors Program (USIA)
LAC	Latin America and Caribbean Bureau
LAC/DR	Latin America Bureau Office of Development Resources
LAC II	Latin America and Caribbean Training Initiatives II Project
LCA	Leadership Center of the Americas
LOP	Life of Project
NAPA	National Association of Partners of the Americas
NBCCA	National Bipartisan Commission on Central America
OECS	Organization of Eastern Caribbean States
OIT	Office of International Training
OUS-EC	Office of University Services-Eastern Caribbean
OYB	Operating Year Budget
PACD	Project Assistance Completion Date
PIO/P	Project Implementation Order/Participant Training
PPC	Bureau for Program and Policy Coordination, AID
PTIIC	Presidential Training Initiative for the Island Caribbean
RDO/C	Regional Development Office for the Caribbean
RDSS	Regional Development Strategy Statement
RDT I	Regional Development Training I
RDT II	Regional Development Training II
RTAC II	Regional Technical Aid Center II Project
SIF	Social-Institutional Framework
TCA	Training Cost Analysis
USIA	U.S. Information Agency
UWIDITE	University of the West Indies Distance Teaching Experiment

I. SUMMARY AND RECOMMENDATIONS

A. Recommendations

It is recommended that A.I.D. approve the Caribbean Leadership and Development Training (CLDT) Project No. 538-0173 with life of project funding of \$10 million. The Project will have a five-year obligation period, and an implementation period of eight years and three months, with a PACD of FY 1998 to allow enough time for long-term participants to return to their respective countries. The Project will consist of a broad range of participant training in support of the approved Regional Development Strategy Statement (RDSS) for the Eastern Caribbean.

B. Summary

The CLDT Project consists of two major activities: The Caribbean and Latin American Scholarship Program II (CLASP II) and Development Training (DT) components. The goal of the Project is to encourage and strengthen free enterprise economies and democratic pluralism in the Eastern Caribbean region.

The Project has two purposes:

1. For CLASP II, the purpose is to equip a broad base of leaders and potential leaders in OECS countries with technical skills, training and academic education, and an appreciation and understanding of the workings of a free enterprise economy in a democratic society.
2. For DT, the purpose is to improve the productivity and efficiency of the work force in the participating private and public organizations.

CLASP II will provide only U.S.-based training, while DT will focus primarily on regional third-country and in-country training activities. CLASP II will offer training to leaders or potential leaders from socially or economically disadvantaged groups. The DT component, which is more in line with traditional AID participant training programs, will target individuals (not necessarily leaders) whose training is critical to the economic and social development needs of the region. Therefore, DT will utilize selection criteria based on the training needs of the countries, that is, the type of training to be provided will be determined prior to the recruitment and selection of candidates, as opposed to CLASP II, which first requires the identification of the target groups.

The target groups identified for assistance under CLASP II are:

1. Agriculture: Farmer Support Organizations.
2. Agriculture: Forest Conservation/Recreation Specialists.

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3. Community Development: Umbrella NGOs.
4. Education: Staff of Training Institutions.
5. Private Sector: Micro and Small Enterprises.
6. Women: Women's Organizations.
7. Youth: National Youth Councils.

DT is modeled on the participant training implemented under the AID-funded Regional Development Training Project II (RDT II) between 1983 and 1987, yet with a broader scope of regional and in-country training efforts. DT is directly connected with Mission Action Plan objectives, and is expected to contribute to economic growth and development in the Eastern Caribbean by: (1) enlarging the pool of trained education specialists in key areas of study; (2) strengthening the managerial capabilities of public and non-governmental organizations; and (3) improving the human-resource base in productive activities of small and medium-size businesses.

DT will respond to priority training needs in the following core areas: Education and training; health and population; agriculture and rural development; manufacturing, tourism and service industries; environmental management and protection; and drug abuse prevention and education.

The Project will have a dual implementation mode: The CLASP II component will be carried out through the standard OIT contract for U.S. placement; and the DT component will be implemented through a Grant Agreement with the University of the West Indies (UWI).

C. Financial Summary

Cost Summary (US\$ 000's)

1. CLASP II	
a. Long-term training (84 trainees)	2,700
b. Short-term training (68 trainees)	1,000
2. DT	
a. Long-term Training (100 trainees)	1,500
b. Short-term Training (400 trainees)	2,700
c. In-country Workshops and Seminars (300 trainees)	900
3. Project Administration	1,000
4. Evaluations and Audits	<u>200</u>
	TOTAL 10,000

II. CLASP II PROGRAM RATIONALE AND DESCRIPTION

A. Background and Rationale

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

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

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

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

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

training, conducted in the early 1960s, recommended the following (in order of importance):

- a. more follow-up activities with returned participants are needed;
- b. participants should have more involvement in predeparture program planning;
- c. longer term training ensures better utilization than does short-term training;
- d. supervisors should be involved in selecting participants and planning the program;
- e. plans for using the training should be formulated during the planning stage; and
- f. participants should be better informed and satisfied with their training programs before departure.

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

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

2. Reports and Evaluations Leading to CLASP

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

The NBCCA, chaired by Dr. Henry Kissinger, was appointed by President Reagan to propose solutions to the political and economic crisis in

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

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

In December of 1984, the AID/IG concluded an audit to identify major recurring problems in participant training projects. The audit found that many participants did not have adequate English language or academic qualifications to complete the training, that missions did not adequately follow-up on returned participants to assure utilization of their new skills, and that AID lacked the comprehensive and up-to-date information needed to manage the programs and control costs. The IG also noted that, despite spending billions of dollars on participant training over three decades, AID had no information or means of evaluating the impact and effectiveness of the training.

3. CLASP I Project History and Description

History. The Caribbean and Latin American Scholarship Program (CLASP) was initiated in 1985 as a response to the NBCCA report and incorporated many of the findings of the audits, reports, and evaluations discussed above. The CLASP program was authorized under two separate regional projects, the Central America Peace Scholarships Program (CAPS) (597-C001) and the Latin America and Caribbean Training Initiatives II Project (LAC II) (598-0640), which included participant training in the Caribbean and Andean regions and in selected advanced developing countries (ADCs). The LAC II authorization was subsequently amended to include two

subregional training projects--the Presidential Training Initiatives for the Island Caribbean (PTIIC) and the Andean Peace Scholarships Program (APSP).

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

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

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

Unique Elements of CLASP. The CLASP program was different from most traditional training programs both in concept and implementation. CLASP combined economic development and strategic objectives and made a significant effort to incorporate recommendations from previous evaluations. The parallel objectives of the program were to counter Soviet bloc training in the region and to increase the number of U.S. trained individuals in planning, implementation, technical, management, and administrative levels. The strategic objective is met by careful recruitment and selection of Peace Scholars from socially or economically disadvantaged groups. CLASP program guidelines required that at least 70% of all Peace Scholars be disadvantaged and at least 40% be women. Subgroups within the overall target group, such as

youth, rural people, community leaders, and the private sector, had no numerical targets. To meet these target group requirements, missions established recruitment procedures based on peer review and selection criteria that included economic means testing. This primary emphasis on selection of participants rather than field of training marked a significant departure from traditional participant training programs.

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

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

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

Missions have developed specialized training programs for many nontraditional participants, including journalists, rural youth, rural mayors, and members of women's cooperatives. Missions have also developed a variety of innovative Experience America programs, including regular meetings with local government officials, community volunteer work, living on a farm, home stays and family sponsorships, and participation in team sports. Development of follow-on programs has lagged behind between other components and is a recent innovation. Several missions have initiated interesting activities, including follow-up workshops, alumni associations, job banks, and small community project funds. Missions have also experimented with a variety of cost containment strategies, including group placement, negotiated tuition and fees, use of free public education, use of resident tuition rates with state university systems, cost

sharing, long-term training in Spanish, and selective placement in low-cost schools. The use of an improved training cost analysis (TCA) system has significantly increased mission awareness of and ability to control training costs.

As this brief summary indicates, the CLASP program has made a significant start in improving participant training and incorporating broader social objectives. The program has benefitted considerably from the diversity and creativity of mission programs. Significant improvements in program management have been achieved through the use of training cost analysis and information systems and missions have demonstrated that savings can be achieved through systematic efforts at cost containment.

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

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

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

The implications of these lessons for the CLASP II design are fairly clear. The program should rely on clear and concise objectives rather than numerical targets to guide mission implementation. The Experience

America and follow-on components must be explicitly planned, programmed, budgeted and fully integrated into individual and group training plans. In addition, regional oversight and training is needed to assure continuity and adherence to the program concept. The LAC Bureau needs to develop a concise description of what is expected from academic and technical training, Experience America, and follow-on and distribute it to all missions and training institutions.

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

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

4. Rationale for CLASP II

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

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

The root causes of many problems in Latin American and Caribbean countries can be traced to historical development patterns and the prevailing social, political, and economic policies and institutions. Economic and political systems can either facilitate participation of the poor majority in economic progress or can limit broad-based social and economic growth, thus sowing the seeds for future upheaval. Many LDCs fail to develop leaders with a clear understanding of the relationship between a pluralistic society, free enterprise, opportunities for all citizens, and economic growth. The resulting limited access to opportunity for the poor majority is an important factor in the social and political instability of the region.

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

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

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

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

The primary refinement in CLASP program design for CLASP II is that the leadership criterion has been elevated from one of several factors to the primary consideration for Peace Scholar recruitment and selection. This

change is designed to clarify the purpose of the program and to maximize the impact of high cost U.S.-based participant training by concentrating on individuals with the greatest potential for influencing the direction of their communities and societies. The Project will provide leaders and potential leaders with training to significantly enhance their technical skills, leadership capabilities, career potential, and appreciation for the value of democratic institutions and free enterprise economies. This change requires a greater emphasis on Peace Scholar selection and program quality and relevance than on the number of participants.

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

The CLASP II program is primarily concentrated in four Central American countries--Costa Rica, El Salvador, Guatemala, and Honduras--which collectively account for about 75% of the total mission (non-AID/W) funding. This concentration of program funding reflects the historical development of the CLASP program, starting with the NBCCA, and the continuing U.S. foreign policy interest in a peaceful transition to democracy in the region. Three of the priority target countries have fragile democracies, recently installed in the midst of civil strife, and a long history of military interference in politics. Only Costa Rica has a long history of stable, democratic government with productive, market-based economic policies. These countries have been the focus of U.S. foreign policy in the LAC region for the past decade, with concomitantly high levels of foreign assistance and will continue to be for the foreseeable future. Should U.S. funding levels in the region change drastically during the implementation of the Project, the CLASP II funding allocations may be appropriately adjusted to reflect these changes.

B. Program Objectives

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

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

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

C. Program Description

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

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

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

1. Peace Scholar Recruitment and Selection

The CLASP II program has as its primary objective the training of current and potential leaders from fields judged as critical to the successful

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

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

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

Whatever the criteria established by the missions, it must be emphasized that the financially and politically privileged will not be sponsored for CLASP II training. While the definition of "privileged" will vary among countries in its specifics, some basic concepts will apply to all missions. The "political elite" will include the immediate family of all

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

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

2. Training Objectives

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

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

The training to be provided will be appropriate to the needs of the Peace Scholar and make a substantive contribution to the Peace Scholar's career and leadership ability. The appropriateness of training must be

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

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

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

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

Short-term programs must be carefully planned to assure that the skills are relevant and appropriate to the Peace Scholar's situation. Case studies have shown that immediate results and application of knowledge are more likely with short-term Peace Scholars because they, unlike long-term Peace Scholars, are returning to an established position in the community. This also implies that the community judgment on the value of U.S. training will be relatively immediate. Therefore, it is particularly important that short-term training programs transfer specific technical skills to the Peace

Scholars that are immediately applicable in the local community setting. This will be an important factor in enhancing the Peace Scholar's leadership status in the community. In some cases, it may be possible to enhance leadership status through prestige as well as specific skills - for example, a local teacher or principal who represents the country in an important international conference to discuss educational improvement may find his or her status in the community heightened just by participating in the program.

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

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

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

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

3. Detailed Training Requests

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

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

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

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

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

In addition to the information pertaining to the technical training component, each training request or PIO/P will include full information and clear instructions about Experience America and follow-on activities. The request for the Experience America component should specify the goal and desired content of the activities, relationship of the activities to the technical component and any relevant background information about the home country situation. The training request should also include any relevant personal information about the Peace Scholar, including interests, hobbies, or special skills, which may be useful in programming appropriate and interesting activities. The section on follow-on should specify the goal and content of expected follow-on activities and explain the relationship to the training component. If follow-on is to be contracted separately, this discussion should be included for information purposes to assist the placement contractor in program planning.

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

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

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

4. Pre-program Orientation

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

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

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

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

5. Experience America

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

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

The importance of developing personal relationships with Americans cannot be overemphasized, as these contacts often make a strong impression on Peace Scholars. While such relationships cannot easily be programmed, opportunities to develop friendships can be provided through homestays, American roommates, and mentor or host family relationships. Experience has shown that Peace Scholar placements in homes or with American

roommates are particularly effective, but must include adequate advance planning for the selection and orientation of the participating Americans. Missions should emphasize to placement contractors that Americans who are hesitant or doubtful should never be "talked into" participating in the program, particularly for long-term homestays. Finally, some CLASP Peace Scholars from disadvantaged backgrounds will find assimilation difficult in middle class American communities. Therefore, Experience America planners should be sensitive to the cultural adjustment required and make the activities as personalized as possible.

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

- a. The importance of individual initiative in the U.S. economy and social/political system.
- b. Volunteerism as a cornerstone of democratic participation at all levels (community, state, and national).
- c. Social mobility as a result of individual effort and achievement.
- d. Local community organization and control as the first step in the political process.
- e. The free market and its interrelationship with democratic institutions and processes.
- f. The relationship between citizens rights and responsibilities (taxes and voting, etc.).
- g. The melting pot and ethnic diversity as a richness and challenge.
- h. Social responsibility of the private sector.
- i. The role of constitutional protection of basic rights in facilitating economic and social participation.
- j. Mechanisms for fostering public-private partnerships to address key concerns, such as environmental issues, low-income housing, and economic development.

Although the values and institutions discussed above are presented in general, even theoretical terms, in most cases the training program will not be structured solely as a lecture or academic presentation.

Rather, the Experience America activities can illustrate these values and principles through interaction with American organizations or individuals and supplemented with discussions. These experiences can be made more meaningful if they are associated with the Peace Scholar's area of expertise. Visits to or on-the-job training in community development corporations, health clinics, business firms, day care centers, cooperatives, or farms can help to make the experience relevant.

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

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

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

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

A basic component of all follow-on programs will be an institutional mechanism for maintaining contact with returned Peace Scholars.

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

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

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

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

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

The successful development and implementation of appropriate follow-on activities will require continuous and directed effort. Therefore, each mission will establish a full-time position, financed either with operating-expense (OE) or project funds, dedicated to follow-on activities.

In some missions with small projects, a part-time position may be adequate. Whenever possible, follow-on programs should be integrated into the activities of participating host country institutions and businesses to provide an institutional base for continuing support after the end of the Project. In all cases, the follow-on program must be planned and initiated during project start-up.

6. Cost Containment

The containment of training costs has been an important component of the CLASP I program from the beginning and will continue to be integrated into all program activities. Cost containment comprises the use of Training Cost Analysis (TCA) methodology as well as placement in lower cost training institutions, negotiation of preferential or concessional tuition rates, and cost-sharing arrangements with training institutions.

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

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

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

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

7. Summary of Program Requirements

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

III. PROJECT DESCRIPTION

A. Mission Background and Rationale

1. RDO/C Training Programs 1979-1990

Participant training became an integral part of RDO/C's development strategy with the initiation of the Regional Development Training Project I (RDT I) (538-0014) in 1979. Its goal was to improve the productivity of public and private sector enterprises in the Eastern Caribbean. The project had two purposes. The first was to upgrade the managerial and technical skills of civil servants and small entrepreneurs in the CARICOM states. The second was to develop institutional capabilities to design and provide management, administration, supervisory and clerical skills training and to implement participant training in specialized technical and managerial areas.

RDT I offered individual training grants and special focus seminars. Training was provided to government officials in areas such as health, education and food production. Undergraduate and short-term specialized training was also offered to more than 200 individuals. Special focus seminars dealt with specific technical or managerial problems in either the public or private sector. Approximately 200 public sector employees and 1,000 private sector employees were trained in these special focus seminars.

Between 1981 and 1987, RDO/C supported a training component under the Private Sector Investment Assistance Project with the Caribbean Association of Industry and Commerce (CAIC) (538-0043). A training unit within CAIC brokered courses and seminars among the Caribbean countries on topics of interest to private enterprise.

Building upon the experience gained during the implementation of RDT I, RDT II (538-0087) was initiated in 1983 to significantly increase resources for private sector development. The project's private sector component was administered by the Barbados Institute of Management and Productivity (BIMAP). RDT II concentrated on the provision of training in management and organizational development, public administration, education, agriculture, economics, mass communications, statistics, computer science, housing and urban development, food and nutrition, environmental health engineering, animal science, agribusiness, skills training, hotel and restaurant administration, and accounting and finance. Approximately 191 persons were trained under this Project.

The Latin America and Caribbean Training Initiatives Project I (LAC I) (598-0622), initiated in April 1982, trained 90 individuals. In February 1983, the Caribbean Basin Scholarship Fund (CBSF) (598-0626), a complementary project to LAC I, was started in an effort to reverse the dramatic decline in the number of AID-sponsored trainees from the Caribbean studying in the United States. Under this project 184 persons received training. In addition, in July 1986, the National Association of Partners of the Americas (NAPA) received a grant to provide training

for an estimated 240 individuals over a three-year period. The purpose of the Partners of the Americas Eastern Caribbean Training Project (538-0160) was to increase the number of vocational, technical and professional training opportunities for the public and private sectors in the areas of business, tourism, nontraditional agriculture, youth leadership (including drug abuse education) and, to a lesser extent, emergency preparedness.

Since 1985, RDO/C has been involved with CLASP through its participation in the Latin America and Caribbean Training Initiatives II Project (LAC II) (598-0640.17). This involvement continued in 1986 with the establishment of a new training program for the region, the Presidential Training Initiatives for the Island Caribbean (PTIIC) (538-0640). In keeping with the CLASP mandate, PTIIC had as its goal the provision of training opportunities to individuals who would not otherwise have the opportunity to study in the United States. The most notable objectives of the program are:

- * to increase the number of U.S. trained persons with demonstrated leadership potential from socially and economically disadvantaged backgrounds, with special emphasis on women and youth.
- * to provide the trainees with skills and knowledge which will help them perform their technical roles more effectively, especially those roles related to their nation's development.
- * to enable trainees to experience American life and democratic processes through participatory activities and relationships with American people and institutions, and to ensure that these relationships and experiences will continue to have an impact on their personal and professional roles after returning home.
- * to provide trainees with the knowledge and experiences to influence their own organizations and communities through the acquisition of new technical skills and the motivation and enthusiasm to share their positive experiences and new ideas with others.
- * to reinforce gains made through training by promoting multiplier effects and by conducting follow-on activities.

While adhering to the objectives outlined above, RDO/C's PTIIC program developed four distinct components offering (a) long-term training (technical or academic), (b) short-term technical training, (c) teacher training, and (d) secondary school exchanges. The program focused primarily on training teachers both at the primary and secondary level, youth leaders, private sector personnel, former Soviet Bloc trainees and persons requiring

training in key development areas. To this end, scholarships were awarded in areas such as agricultural and natural sciences, mathematics and statistics, hotel management, education (including teacher training), engineering, and business and public administration. To date RDO/C has trained 522 persons (178 long-term and 344 short-term), 367 of whom have completed their studies and returned home.

2. Rationale and Justification for CLDT

The Caribbean Leadership and Development Training Project (CLDT) will be highly responsive to the leadership and development needs of the Eastern Caribbean. It will promote broad-based economic and social development through the strengthening of free enterprise economies and democratic pluralism in the region. The Project consists of two components: The Caribbean and Latin American Scholarship Program II (CLASP II) and Development Training (DT) components.

To accomplish its goals, the Project will give high priority to the recruitment and selection of trainees in targeted areas. For CLASP II, this translates into the selection and training of current or potential leaders, since leadership is the primary consideration for selection under this component. Special emphasis will also be placed on the selection of youth who fit into these categories and on the provision of quality training programs. In recognition of the intrinsic value of the "Experience America" element of CLASP and to maximize its effectiveness, the major portion of RDO/C's awards under CLASP II will be long-term. It is estimated that under this component 84 long-term awards of two years duration and 68 short-term awards of one to three months duration will be offered.

Most of the Project's short-term development training needs will be met under the DT component. This component will focus primarily on regional and in-country training in major development areas including education, health and population and agriculture. In-country training will significantly increase the number of people from the Eastern Caribbean who can be trained under the Project.

The completion of RDT II left a gap in RDO/C's participant training programs, resulting in a shortage of regional training activities supported by the Mission. While CLASP II will cover some of the region's U.S.-based training needs, it will still exclude a significant number of persons who are unable or do not necessarily need to go to the U.S. for training, for one of the following reasons:

- a. The restrictive nature of CLASP II selection criteria prohibits the training of persons whose acquisition of new skills or skills enhancement is crucial to the economic development of the OECS countries, but who do not meet either the leadership or "economically/socially disadvantaged" criteria.

- b. Appropriate regional training is available, but no mechanism exists currently to facilitate it.
- c. The length of training, i.e., minimum of 28 days, does not accommodate the work-related schedules or business activities of many potential trainees.

Therefore, the rationale for incorporating DT into the Project is to allow:

- a. Regional in-country and third-country short-term training so participants who are unable to be away from their jobs or families for long-term training can be trained in CARICOM institutions, including those in Barbados, Jamaica and Trinidad and Tobago.
- b. Training of individuals whose skills enhancement is critical to the economic and social development of the region, including those identified under CLASP II priority groups, but who do not meet the selection criteria of CLASP II.
- c. Training of other individuals not included in the target groups selected under CLASP II, but who are important under RDO/C's development strategy.
- d. Project-related specialized training on a regional and in-country basis. RDO/C depended upon RDT II to accommodate many of the participant training needs of its various projects.

B. Project Objectives and Strategy

1. Project Objectives

The objectives of the CLDT Project are consistent with and supportive of the goal and purpose of the overall CLASP program and the RDSS. The long-term CLASP program goal underpinning CLDT is to promote broad-based economic and social development in the Eastern Caribbean countries.

The CLDT Project goal is to encourage and strengthen free enterprise economies and democratic pluralism in the Eastern Caribbean region.

The objectives and goal of CLDT are supportive of Commonwealth Caribbean development programs addressing human-resource development constraints in the Eastern Caribbean countries. A recent study published by the CARICOM Secretariat highlights the strategy being adopted by these

countries to stimulate a vibrant human-resource base capable of sustaining expanded production, exports and investment:

The central elements include trade-oriented production involving not only development of new industries and commodities but also the transformation and improvement of traditional agricultural industries; changes in the pattern of ownership and management of enterprises, including marketing management; the development of the modern services sector including financial services; and the diversification of the commodity structure and geographical trade. Successful execution of these new directions would place heavy demands on the human-resource capabilities of the region and will require substantial reformulation of education, training, research and development policies. Failure to produce an appropriately trained and educated population would constrain the adaptability of the Commonwealth Caribbean to structural changes in the world economy and to substantially improve its development performance.*

In response to these concerns, CLDT will channel assistance, through selected regional and in-country training institutions, to enlarge the cadre of qualified professional managers and technicians needed to meet the manpower demands of the Eastern Caribbean economies.

The Project has two purposes: For CLASP II, the purpose is to equip a broad base of leaders and potential leaders in OECS countries with technical skills, training and academic education, and an appreciation and understanding of the workings of a free enterprise economy in a democratic society; and for DT, the purpose is to improve the productivity and efficiency of the work force in the participating private and public sector organizations. The purpose of the DT component amplifies the Project through the provision of managerial, technical and vocational training to address human-resource constraints hampering the development of a competitive private sector and the enhanced performance of public sector institutions. By the end of the Project, CLASP II Peace Scholars are expected to:

- a. Be employed in their areas of expertise and applying the skills learned in the U.S.
- b. Be active and influential in community or professional affairs.
- c. Have benefited from the program in terms of either finding a job or having increased responsibility or salary in an existing one.

* Compton Bourne, Caribbean Development to the Year 2000: Challenges, Prospects and Policies (Georgetown, Guyana: Caribbean Community Secretariat, 1988), p. 50.

- d. Have maintained some linkage with the U.S. after having returned home.
- e. Have a better understanding of the U.S. than they had before the program.

Concomitantly, DT will contribute to economic growth and development in the Eastern Caribbean by: (1) enlarging the pool of trained education specialists in key areas of study; (2) strengthening the managerial capabilities of public and non-governmental organizations; and (3) improving the human-resource base in productive activities of small and medium-size businesses, in areas not covered by other RDO/C projects. DT's anticipated results by the end of the Project include:

- a. The establishment of a core group of trained professional managers and technicians applying acquired skills in priority fields.
- b. At least 80% of the participants significantly improve their technical skills.

2. Mission Training Strategy

The Caribbean Regional CLDT Project will contribute to the current RDSS and complement other Mission initiatives to develop the region's human-resource base by providing: (1) Educational and training opportunities to leaders and potential leaders from socially and/or economically disadvantaged groups throughout the Eastern Caribbean; and (2) managerial, technical and vocational training in the following priority sectors: Education and training; health and population; agriculture and rural development; manufacturing, tourism and service industries; environmental management and protection; and drug abuse prevention and education.

The particular training objectives for each Project component are discussed below:

a. CLASP II

The Social-Institutional Framework (SIF) prepared by RDO/C and approved by AID/W describes the context within which CLASP II will be implemented, and provides the rationale and process for selection the CLASP II target groups, as well as the methodology and criteria for identifying leaders and potential leaders within the Eastern Caribbean. It also determines key sectors and appropriate types of training for selected groups targeted under CLDT. The SIF is included as Annex K (unattached).

CLASP II will offer U.S.-based short-term technical and long-term academic training. In accordance with the findings of the SIF,

CLASP II activities will focus on providing training opportunities for persons from the following key groups:

- * Agriculture: Farmer Support Organizations.
- * Agriculture: Forest Conservation/Recreation Specialists.
- * Community Development: Umbrella NGOs.
- * Education: Staff of Training Institutions.
- * Private Sector: Micro and Small Enterprises.
- * Women: Women's Organizations.
- * Youth: National Youth Councils.

The choice of these seven groups is justified on one or more of three grounds: CLASP II objectives, the RDSS, and special skills training needs common to more than one of these groups, e.g., basic management and administrative skills, coordination abilities and group organizational skills, and project development and evaluation skills. (See Annex E for training plan summaries by sector).

All of the CLASP II key groups have been chosen with reference to one or more of the special skills training needs identified above. Women have been specifically targeted by CLASP II as socially disadvantaged: At least 40% of the participants must be female. This is reinforced by the fact that unemployment rates in the Caribbean are generally high among women.

Unemployment rates are also high among the region's young people. Therefore, they can also be considered both economically and socially disadvantaged. In addition, potential leaders are to be found among the youth. If leadership is to be exercised in the community, it will most often be exercised by members of non-governmental organizations involved in community development. For this reason, umbrella NGOs have been targeted as a priority group.

Three of the other key groups identified fall within the objectives of the RDSS: Removing obstacles to development in the agriculture and private sectors, and ensuring general access to basic education. Choices within these sectors will be determined by considerations of social and/or economic disadvantages.

The following countries will participate in the CLASP II component of CLDT: Antigua and Barbuda, the British Virgin Islands, Dominica, Grenada, Montserrat, St. Kitts and Nevis, St. Lucia, and St. Vincent and the Grenadines.

Given CLASP II's emphasis on the training of leaders and potential leaders from socially and/or economically disadvantaged backgrounds, the following working definitions have been established:

Leader

A leader is one who, because of his/her personal attributes (knowledge, skills, abilities, charisma), and/or his/her position within a group, has developed a reputation (is recognized) for reliable, consistent, and positive guidance, organization and/or decision-making within that group, and often beyond the group. (The Social/Institutional Analysis provides a conceptualization of leadership with an expanded discussion of factors and qualities for identifying leaders in the context of this Project).

Potential Leader

A potential leader is a person who possesses only attributes and/or position, but for some reason or another, particularly age (youth), has not yet had the opportunity to develop a reputation as a leader.

Economically Disadvantaged

These are individuals who live in households whose income is below parameters determined by RDO/C on the basis of various considerations, including the median household income of their respective countries. Median incomes are revised annually based on the economic performances of these countries.

Socially Disadvantaged

Socially disadvantaged individuals can be defined as those who are unable to participate fully in society and, in particular, are unable to achieve social mobility because of some specific attribute, usually not of their own making. In Latin America, entire groups, like the Maya of Guatemala, are so disadvantaged; but there are very few such groups in the Caribbean, although the Caribs of Dominica would qualify under this category. A different approach is, therefore, needed to define the socially disadvantaged in the Eastern Caribbean region.

Education is the main avenue of mobility in the Caribbean: Level of education is accordingly a good indicator to define socially disadvantaged persons. Thus, socially disadvantaged can also be defined as those individuals who have had limited access to formal education. Nevertheless, as in the case of the definition of the economically disadvantaged, the educational attainments of both the individual applicant and the parents need to be considered concomitantly.

In addition, most private sector managerial and management-related positions in the Eastern Caribbean are filled by male employees, while women in key positions are most likely to be found in the public sector. Therefore, for CLASP II purposes, women are considered as being socially disadvantaged.

Elites

Elites are small groups of prominent individuals who, because of one or more of the characteristics described under leadership, exercise a disproportionate amount of influence in the society. There is a very wide agreement that a white-collar job and at least a secondary school education, both of which correlate with relatively high income, are the major attributes of high status.

Political Elite

This group includes all high level elected or appointed government officials and their immediate families with whom the U.S. Government has such mutual interests that the appearance of conflict of interest would be likely. This usually includes ministers of state, their permanent secretaries and parliamentary secretaries, governors of central banks, heads of political parties, and other highly placed individuals in sensitive positions.

Economic or Financial Elite

These are individuals who could reasonably be expected to attend U.S. schools using private resources.

b. DT Component

DT will accomplish its purpose through the provision of technical and managerial training geared towards (1) addressing the human-resource constraints hampering the development of a competitive private sector and (2) facilitating the enhanced performance of public sector institutions. DT will primarily offer short-term technical and managerial training in the following priority areas: Education and training; health and population; agriculture and rural development; manufacturing, tourism and service industries; environmental management and protection; and drug abuse prevention and education.

Short and long-term training needs have been identified by RDO/C, and certain priorities point the way the Mission's assistance should follow to achieve maximum results from the development activities in the Eastern Caribbean host countries. Technical training is needed to revitalize agriculture and education, and for expanding tourism. Emphasis is also placed on the priority social sectors of health and population.

There is a special need to focus on professional management and vocational training in order for the region to strengthen export promotion and marketing efforts, achieve manufacturing and agribusiness diversification, and reduce unemployment (current levels are approximately 20%), particularly among women and young people.

The first priority need is to train educators, entrepreneurs, executives, professional managers, supervisors and skilled employees in a variety of private and public organizations to upgrade their abilities or impart new skills, through short-term (less than 9 months duration) courses, seminars, workshops, demonstrations, directed observation visits and supervised work experiences.

The second priority is selected long-term training (more than 9 months) for key individuals of public institutions and private sector firms requiring high level professional or technical skills.

The following countries will participate in the DT component of CLDT: Antigua and Barbuda, Barbados, the British Virgin Islands, Dominica, Grenada, Montserrat, St. Kitts and Nevis, St. Lucia and St. Vincent and the Grenadines.

C. Project Activities

1. CLASP II Component

Target Groups.

Short and long-term trainees will be drawn from the following seven key groups identified in the SIF. A more detailed description and rationale for targeting these groups is also provided in the SIF, bearing in mind that the final choice of areas of training will depend largely on the demand for one type of training over another:

- * Agriculture: Farmer Support Organizations and Forest Conservation/Recreation Specialists.
- * Community Development: Umbrella NGOs.
- * Education: Staff of Training Institutions
- * Private Sector: Micro and Small Enterprises.
- * Women: Women's Organizations.
- * Youth: National Youth Councils.

Pre-departure Preparation

All CLASP II trainees will be subject to the selection procedures and criteria discussed in section III.D below. The recruitment procedures for short and long term trainees are also discussed in that section. All trainees will be provided with the same pre-departure orientations and will have similar elements in their Experience America and follow-on components which are fully described below.

Based on past experiences, the Mission will hold one to two day pre-departure orientation sessions for CLASP II long-term trainees, and one-day sessions for all short-term trainees, to acquaint them with the general aims and objectives of the program, as well as the specific objectives of the training to be undertaken. The opportunity will also be used to stress

the importance of returning home upon completion of training, and to strengthen the scholars' commitment to use their training to further develop their communities. The concepts and value of the Experience America and follow-on components of the CLASP program will also be explained at these sessions.

Standard orientation manuals covering all aspects of CLASP II and the training program on which the trainee is about to embark, as well as topics closely related to the scholarship, e.g., visa procedures, health and accident coverage and other related issues, will be developed for distribution to each scholar.

The orientation sessions will be held just before the trainees' departure for training, and after comprehensive in-country orientations in which the alumni associations and, particularly, former PTIIC scholars will play an integral part. For long-term trainees, the sessions will be supplemented by attendance at the week-long orientation program offered by the Washington International Center (WIC)

Experience America

The specific nature of this component depends largely on the final areas of training chosen and, per AID/Washington guidance, will be described fully in the PIO/Ps.

As in the case of PTIIC, the Experience America component will also be required for all CLASP II trainees to provide opportunities for them to gain a lasting understanding of the U.S., and to educate Americans about the Caribbean. The Experience America component will, therefore, reinforce academic or technical training while enabling the trainees to develop a realistic understanding of U.S. culture, values and institutions. These enrichment programs will include elements highlighting the value of individual initiative and volunteerism, as well as the importance of the free market and its interrelationship with democratic institutions and processes. Opportunities will also be afforded for the trainees to participate in community organizations, American holiday celebrations and activities which provide exposure on how consensus building is achieved in society.

The Experience America component for each trainee will be carefully designed to ensure that it meets one of the most important goals of the CLASP program, that of strengthening the ties of friendship and understanding between the Eastern Caribbean and the U.S.

Follow-on

Per AID/Washington guidance, the specific nature of the trainees' follow-on program will be determined before embarking upon training, and will be explained in detail in their PIO/Ps. Naturally, the design of the follow-on component will largely depend on the type and duration of training received. The Mission will work closely with the alumni associations, returned trainees and their employers to facilitate the follow-on component described in the PIO/Ps.

Upon their return, the trainees will be incorporated in the Mission's follow-on program, which was initiated in 1988, with the establishment of alumni associations in each of the eight islands served by the Project. Questionnaires were also sent to all persons who benefited from AID-sponsored training. The establishment of these associations was viewed as the best way to start the networking process among returned participants, while sensitizing the trainees to the importance of follow-up upon completion of training.

The associations will also reinforce the importance of the training opportunities and their significance in the future development of the country. Additionally, through active outreach programs, employers will be made to focus on the need to prepare realistic training plans for employees and become active participants in the design or selection of the training program, thereby ensuring its relevance and applicability to the particular job situation. To this end, the associations have adopted the following four objectives in their bylaws:

- o the design, coordination and presentation of pre-departure orientations for future AID-sponsored trainees;
- o the promotion of personal and professional interaction between participants in the U.S. and returned participants/employers in-country;
- o the design and coordination of re-entry seminars; and,
- o the development of further training activities in-country.

It is expected that the returned CLASP II scholars will become members of these alumni associations and will benefit from attendance at re-entry seminars designed to assist them in re-adapting to their community. The associations are also planning to implement several community projects, and this is one way in which the CLASP II scholars will be able to exercise their leadership skills.

Between three to six months after returning to their respective countries, the RDO/C follow-on questionnaire will be sent to them for completion. This questionnaire will attempt to gain information on the impact of the training received.

Per AID/W's guidance, the Mission plans to assign a staff member to the follow-up program on a full-time basis. Among other duties, this staff member will be primarily concerned with liaising with the associations, providing e technical assistance in fundamentally important areas such as fund-raising, planning and development of activities, networking and training in pre-departure and re-entry techniques.

Short-Term Technical Training

Approximately 68 persons will receive short-term technical training under the CLASP II component of CLDT. Given the limited number of awards available, group training is planned instead of individual training awards. In the first four years of the Project four groups of twelve persons each will receive short-term training awards. In the Project's final year, two groups of ten persons each will be trained. These programs will all be of one to two months duration.

Academic Education

It is anticipated that 84 individuals will benefit from attendance at two-year associate degree programs over the life of the Project. Scholarships awarded will be consonant with areas of training identified as priorities in the SIF. RDO/C will follow the recruitment, screening and selection procedures outlined in Section III.D below.

2. DT Component

Under this component, training will focus on the priority areas identified in the RDSS. The RDSS of FY 90-94 identifies five key problem areas for its strategy focus: Removing constraints to economic growth; agriculture sector deficiencies; obstacles to private sector development; access to basic and professional education; and democratic traditions and institutions. The most important long-term priority is to help develop a mutually-reinforcing set of vital, viable and sustainable private sector and private sector supporting institutions and governments.

Short-term Training. The DT short-term training will comprise the following activities:

a. Teacher Training

Emphasis will be placed on technical/vocational teacher training and teacher training in selected fields, which include, Evaluation, Tests and Measurement, Curriculum Revision, Education Planning, Management and Supervision:

(1) Technical/Vocational Teacher Training

The objective of this activity is to prepare Technical/Vocational Secondary Education Specialists and Teachers to plan, organize, manage and evaluate appropriate courses. Training will be provided on a short-term basis through a series of workshops conducted during the Summer, Christmas and Easter vacations. These courses will be developed with a view to accreditation at tertiary level institutions in the region or in the U.S. It is envisioned that such accreditation might, in some instances,

require attendance at these courses over a two-year period. Preference will be given to a modular system organized as follows:

- (a) An initial six-week summer workshop will be given to approximately 30 in-service teachers selected from the region.
- (b) After teaching for at least one school-term, the teachers will return for a follow-on module during the Christmas recess. This module should be of two weeks duration.
- (c) Finally, after additional classroom teaching, the teachers will have a last week of training during the Easter recess.

This combination of academic and practical training will permit feedback from the teachers' classroom experiences to revise and reinforce the academic aspects of the workshops. The Mission will work closely with the University of the West Indies (UWI), through its Office of University Services-Eastern Caribbean (OUS-EC), and Ministries of Education to ensure that appropriate candidates are chosen for this training.

The training site for these activities will be in the Caribbean region, with the principal faculty also from the region. Several regional training institutions have been identified as possible suppliers of training, for example: the College of Arts, Science and Technology, and the Vocational Training Development Institute in Jamaica; the John Donaldson Technical Institute in Trinidad and Tobago, and the Sir Arthur Lewis Community College in St. Lucia.

Competitive negotiations and selection will be conducted before a specific educational institution is chosen. It is expected that 150 teachers will benefit from 5 cycles of training through this sub-component.

(2) Teacher Training in Selected Fields

This activity will offer nine-month certificate-level training to teachers and educational specialists who can serve as teacher trainers and as catalysts in improving national education programs. Examples of areas to be covered include: Evaluation (Tests and Measurements in Primary and Secondary Schools); Curriculum Revision; Language Arts (English); and Mathematics and Natural Sciences.

Graduates from these programs can serve on University Faculties, National Colleges or Community Colleges, Secondary or Primary Teacher Training Institutions, Ministries or Regional Institutions such as the Caribbean Examinations Council. Training institutions and location of training will vary to accommodate regional and local realities.

Flexibility regarding the length of training, location of training and specific areas of studies is an important characteristic of this activity. For example, in the area of evaluation, one person from each country could be sent abroad for training if local circumstances justify it, and the person would be immediately employed upon completion of training. In other cases, for countries which are without existing evaluation programs, and cannot release a person for a nine-month period, a phased program over one or two summers may be developed. Approximately 50 specialists will be trained under this activity.

b. Staff Development Training for Selected Training Institutions

Upgrading the staff and programs of many regional training institutions is needed to sharpen and enhance skills and improve client services. There is a chronic lack of short-term non-degree courses which can meet the skills deficiencies in the Eastern Caribbean. Many of the existing training institutions (such as Community Colleges, CARICAD, and BIMAP) are not highly responsive to the needs of public and private sectors in terms of flexibility in types of courses and the hours at which they are offered, or to individuals who want to enhance their skills but can only do so on a part-time basis.

At the same time, there is an emerging governmental interest and investment in training programs, particularly in the national and community colleges of St. Lucia, Grenada, Antigua, and St. Kitts and Nevis. These colleges seek accreditation with UWI and with several U.S. universities. These efforts respond to the dire need for more tertiary level education for persons unable to attend UWI or who do not receive national government scholarships.

In order to assist these fledgling institutions achieve the required flexibility and responsiveness, while ensuring quality post-secondary training and continuing education programs, the Project will offer training in areas such as needs assessments/market research, planning, administration, evaluation of courses, interactive methodology, materials development, and the marketing of training.

An evaluation of management training at UWI and BIMAP conducted as part of the Regional Management Training Pilot Project (538-0148) clearly underscores the need for the further enhancement of staff capabilities. According to the evaluation, BIMAP staff needs exposure to short-term courses geared towards sharpening and improving their skills in providing client services. Training of this nature will be provided for staff members from some of the abovementioned institutions, regionally or in the U.S., and will range from the identification of specific training needs, to planning, delivering, and evaluating courses, workshops, and seminars. Participants will undertake either formal training courses in U.S. or regional management training institutions or firms. About 50 persons will benefit from training under this activity.

c. Public Sector Training

Assessments in the education sector and USAID experiences to date point to a lack of middle management capabilities in key organizations with which RDO/C works, and which have a significant impact on the Mission's efforts to promote economic and social development in the region. Eastern Caribbean Governments and their organizations need training assistance to make personnel more efficient and effective. Training will respond to the critical needs in Organizational and Financial Planning, Information Management, Project Management, and generic management skills, e.g., time management, team building and effective listening.

Particular attention will also be paid to fields which are crucial to fostering private sector development. Short-term management and technical skills workshops, seminars and courses from one to three months duration will be available for staff of public organizations on an "as-needed" basis. Flexible arrangements regarding cooperating training institutions, training sites, composition of training groups, as well as course scope and content, will characterize these activities. It is anticipated that 50 persons will receive training under this sub-component.

d. Training for Personnel of Non-governmental Organizations and Community Groups

Within recent years, Eastern Caribbean countries have witnessed a dramatic increase in a number of social problems which, if remain unchecked, will have a negative impact on economic development and social stability. Several NGO's and community groups have come to the fore in an attempt to address these problems. Nevertheless, these groups are largely volunteer and suffer from the inherent weaknesses associated with volunteerism, e.g., small staffs if any, a lack of training opportunities or trained personnel, and limited planning abilities.

In recognition of the importance of their role in these small societies, the Project will host a series of regional training of trainers workshops aimed at enhancing leadership and organizational skills, volunteer and resource development, and management. Training will also be provided in counseling skills in areas related to Drug and Alcohol abuse, dissemination of AIDS information and education, Child and Spouse abuse, and Teen Pregnancy. It is estimated that 50 persons will be trained regionally, in workshops of one to two weeks duration. Additionally, 25 persons will benefit from training in the U.S. in programs ranging from one to three months.

The concept behind this activity is the use of serial training to create a pool of resource persons and trainers in each country. The creation of this core group will maximize the benefits of training, establish a network of skilled people, and create a solid framework for follow-on work.

e. Population and Family Planning-related Training

While there have been significant accomplishments in the region tied into family planning, demographic evidence points to the significantly large increase in the number of women of reproductive age projected for the 1990s, particularly in the Windward Islands. Additionally, while on the decrease, the rate of teen pregnancy is still at a highly undesirable level, particularly given that in some territories approximately 50% of the population is sixteen years and under.

In a recent regional consultation conducted by the International Planned Parenthood for the Western Hemisphere Region (IPPF/WHR) on the future direction of Family Planning in the Caribbean, the most pressing family planning needs in the Caribbean were identified. These included the need for strategic planning to allow for flexibility in dealing with changing needs, sound financial strategies, cost containment measures and adequate logistics systems and research and evaluation of mechanisms tied to programs. The Chief Executive Officer of the Caribbean Family Planning Affiliation Ltd. identified the single greatest cause of discontinued use or non-use of contraceptives in the region as disenchantment with, or fear of, the method itself ("contraceptive distress"), and pointed to the need for greater technical training in family planning methods and counseling skills. Other needs identified were the extension of the program definition of family planning and self-sustainability.

In light of these needs and given the high level of attrition among family planning nurses, as the Mission enters the decade of the 90s, RDO/C anticipates continuing requests for training in the area of family planning, and an increasing demand for training in new fields aimed at assisting countries in analyzing, planning and implementing strategies dealing with demographic issues, and their implications for economic growth and development.

The DT component will address these needs by providing training in two priority categories: (1) Training in family planning methods and technology, and (2) management skills and demographic issues as they affect policy planning and effective program implementation.

Training in Family Planning Methods and Technology. The September 1989 final evaluation of the IPPF component of RDO/C's Population and Development Project (538-0039), identifies a number of training needs as a result of the high rate of attrition of trained clinical staff, and the need to maintain staff investment in the family planning program. This training had been provided by IPPF under an USAID grant. The evaluation recommended continued USAID-sponsored in-country training and/or refresher training courses, and regional training. Using the training-of-trainers model, the Mission proposes to help institutionalize the in-country capacities. Approximately 25 persons will benefit from this training.

Training of Nurses and other Health Care Professionals.

There continues to be a need for training and motivation of nurses. These efforts will be focused on handling "method distress" and side effects, counseling and communication skills and contraceptive technology. This training is particularly important, given that contraceptive distress among users can most be effectively handled through face-to-face counseling. Under the DT component, at least two regional workshops for 32 trainers of trainers will be held, followed by in-country workshops for 25 individuals.

Given the ever widening market of sexually active teenagers, service providers in the public and private sector need to be trained to respond to teenagers' contraceptive needs with sensitivity. Training efforts, particularly using the training-of-trainers model, will be made to reach educators, parents and the general public. These efforts will include the training of peer counselors, training in parenting, as well as training in family-life education for out-of-school youth, e.g., through the Non-Formal Skills Training Project (538-0073). It is anticipated that 80 persons will benefit from attendance at three-day workshops to be held in each participating country.

As part of the IPPF grant, a self-instructional manual and accompanying materials for nurses were developed as important tools for ensuring the continuity and quality of care in the provision of family planning services in a high-turnover environment. Additionally, Family Planning Protocols have been written and are ready for distribution. Regional training will be convened to introduce the Kit and Protocols to the Ministry of Health, School of Nursing and FPA staff in each country, and demonstrate how they should be used. Approximately 27 persons will be trained in two-day in-country workshops.

On an as-needed basis, provision of overseas (UWI/Jamaica) training in family planning techniques will be offered to a limited number of nurses to maintain the status quo or learn new methods. Accordingly, an estimated 5 nurses will be trained in programs of six months duration. Provision for overseas training in training-of-trainers will also be offered on a limited basis to maintain training capacity: It is estimated that 5 nurses per country will be trained in six month programs.

Training at Johns Hopkins Program for International Education in Gynecology and Obstetrics (JHPIEGO). In order to provide training to a number of physicians, nurses, midwives and nurse practitioners who would not otherwise have the time to be away from their jobs or families for professional updates on family planning methods and approaches, two years of additional funding will be provided to JHPIEGO under the DT component. Training will be provided in reproductive health with special emphasis on contraceptive technology, sexually transmitted diseases, counseling and adolescent health. This is part of a planned three-cycle project to be implemented by the Advanced Training and Research in Fertility Management Unit at UWI/Jamaica, utilizing the UWIDITE system.

The new courses in counseling and adolescent health expand on topics in the basic reproductive health courses, and are being offered as a result of needs identification during an on-site needs assessment. A particularly important feature of the Project is the targeting of both nurses and physicians in the courses. Physicians have been a hard-to-reach group and have rarely attended on-site training programs run under the IPPF component of the Population and Development Project.

Management Skills and Demographic Issues. Interest in the area of demographic issues as they relate to policy planning is on the increase in the Eastern Caribbean region, as many countries are faced with either aging populations or exceptionally young ones. It is imperative that these countries are encouraged to develop sound social policies. In this regard special attention will be given to training in the areas of population and health management information systems, population policy and research, strategic planning, health statistics and fertility policies. It is estimated that 10 persons will attend regional programs from one to threemonths duration, while another 5 persons will attend programs in the U.S. of up to nine months in length. An estimated 3 people will receive 9 months of training in health statistics in the U.S.

Contraceptive prevalence studies funded under the IPPF grant have now become available, and in-country seminars will be convened to demonstrate how these results can be used to design and plan family planning programs. This will need to be done on a continuing basis until the staff involved becomes accustomed to, and comfortable about, using this data in the overall country planning process. In-country seminars to share results with staff of ministries of health and policy makers will demonstrate how these results may be used for planning and program development. Approximately 25 persons are expected to attend these seminars.

In order to develop in-country management capability for program sustainability, training is needed in the following areas: Financial tracking; workplan development and monitoring; collection and use of service statistics; commodity projections and inventory control; cost containment; and health care financing alternatives in family planning.

Training in management skills development will be offered to enhance the efficient and effective delivery of family planning services on a nationwide scale. Beneficiaries of this training will be the 9 Executive Directors of the Family Planning Associations and the 9 Government Family Planning Country Coordinators who will participate in a two-week regional seminar. This will be followed by a one-week directed observation of a successful/innovative Family Planning Association or Clinic in the region or in the U.S. A similar program in training in management skills will also be offered to 9 other key personnel of Family Planning Associations and to 10 other key personnel involved in family planning management from regional governments.

A regional population and development symposium denominated Future Initiatives in Population will be held for Permanent Secretaries, Chief Medical Officers, and Population Planners from the region. This symposium will comprise a presentation on the interaction of population/environment and economic and social planning, and cutting-edge techniques and responses to population issues.

f. Health Training

Training opportunities provided through this activity will be selected on the basis of one of two important objectives: (1) to support a new initiative being planned in the health portfolio, or (2) to support the requests of host country governments in critical health areas for which USAID funding is otherwise not available. An example of the first objective would be the convening of a regional seminar on the divestiture of ancillary health care services, keeping with the Mission's focus on health care financing and the upcoming FY 1993 project in this area. An example of the second objective would be sending individuals to attend a course in the United States, or within the region, on drug abuse treatment counselling. In either case, training will augment and complement opportunities available under the Mission's AIDS and Population projects.

It is anticipated that approximately 105 individuals will be trained in target health specialties during the first three years of the Project. Training specializations will include topics such as privatization of health services; strengthening health information systems; drug and alcohol abuse prevention, rehabilitation and treatment; food safety; and environmental health including dengue surveillance and control.

Training will be provided to approximately 75 individuals through regional training courses or seminars tailored to Caribbean health issues and health systems. Given the human-resource constraints obtaining in the Eastern Caribbean countries, regional training workshops or seminars would generally be limited to a five-day program with one or two trainees from each participating country. Regional training will be provided through courses specially designed by project consultants or through courses which are being designed by other regional institutions (e.g., the Pan American Health Organization or the Caribbean Epidemiology Center) but which require assistance in financing participants. Cost-sharing opportunities will be sought to maximize the limited funds available for health training.

In addition to the regional training courses, approximately 25 individuals will be sent to the U.S. for short-term (1-2 week) training programs. Additionally, up to 5 individuals will be assisted in attending training programs (ranging from 3-12 weeks) offered in the region. Special efforts will be made to identify and place participants in "training of trainers" courses, with the caveat that the participant organizes a training workshop in his/her country in the technical specialty acquired upon return. DT will co-finance these follow-on national level training workshops which will facilitate the diffusion of information at the country level.

g. Managerial and Technical Training in Other Selected Areas

RDO/C has had varying degrees of success with the training of private sector personnel. More recently, several requests for training have been received for two week "off-the-shelf" programs at specific U.S. institutions. These requests are invariably from mid-to-high level managers who are unable to be away from their jobs for more than a two-week period at any one time.

In order to assist members of this sector, approximately 50 two-week technical programs in areas such as Export Market-Entry Strategies, Investment Promotion, Financial Management, Personnel Management and the Marketing and Promotion of Tourism will be offered. Courses in other areas related to agribusiness, manufacturing and the service industries will also be provided.

A limited number of short-term training awards under the DT component will also be made available to farmers and agricultural extension personnel and researchers as well as to persons engaged in environmental management and preservation. Specialized training will be offered in the following areas: Pesticide Use and Safety, Integrated Pest Management, Tropical Research and Marketing, and Environmental Planning/Policy. This training will be provided through regional workshops of between one to two weeks duration. It is anticipated that 50 persons will benefit from this training.

Provision will be made for training awards in areas targeted by RDO/C's Infrastructure Office, especially those areas not covered under its existing projects. Up to 10 training awards of 1-3 weeks duration are anticipated.

Long-term Academic Training. Although DT's principal focus is on the provision of short-term training, approximately 100 two-year and three-year diploma programs in selected fields will also be offered under the component. These fields include, but are not limited to Environmental Science, Agriculture Teaching and Research, Health and Sanitation, and Natural Sciences and Energy.

Long-term training requests will be subject to the general selection criteria discussed earlier. Additionally, an assessment of the potential impact of training and its multiplier or spread effects will be made before the award is given.

Most of the long-term training offered will be at regional institutions, e.g., the College of Arts, Science and Technology (CAST) in Jamaica. In making this determination, two factors were taken into consideration: (a) The cost-effectiveness of third-country training vis-a-vis U.S.-based training; and (b) the desire of several of the regional governments to utilize training programs offered at Caribbean institutions.

In a series of needs assessment trips through the Eastern Caribbean countries (a preparatory step in the development of this Project), government representatives expressed satisfaction with the quality of training provided in the region, the training at CAST in particular, and indicated a desire to make use of such training whenever possible.

Rapid Response Training Initiative. A recurring criticism of RDO/C's major training project, PTTIC, is its lack of responsiveness to urgent training requests, the minimum length of training offered, and its inability to sponsor attendance at workshops, conferences and seminars.

The Rapid Response Training Initiative is designed to respond to these criticisms and needs, and differs from the other elements of the DT component in that training requests will be submitted directly to the Mission, and should require no significant lead time to be processed. RDO/C's Office of Health, Population and Education will be responsible for approval of training requests after obtaining concurrence from the relevant technical offices. This initiative will be managed directly by the Mission.

Under this activity, a small fund (up to 15 % of the DT component's budget) will be set aside to provide training for persons and groups from the public and private sectors, as well as persons identified by the Mission's technical offices. Since the Initiative's raison d'etre is the provision of "quick turn around" training which requires no pre-planning, only requests for specific or existing programs will be considered. This Initiative will only offer short-term training, i.e., training of one to three weeks in length and approximately 50 persons will benefit.

All requests for funding will be weighed against the following:

- a. The Mission must be given one month's lead time to process the request.
- b. All participants or their sponsoring agencies must be willing to absorb thirty percent or more of the training costs, including travel costs.
- c. The training request must bear some relationship to Mission strategy or projects.
- d. Persons will not benefit more than once from sponsorship under this activity.
- e. Participants must be working and/or involved in the area in which they are requesting training.

Follow-on. The specific nature of follow-on activities to be provided for DT trainees will vary according to type and length of training received. In some cases, the design of the training program includes a follow-on component within six to twelve months of completion of training, for example, the technical and vocational teacher training, training for the

executive directors of the family planning associations and training in family planning methods and technologies for nurses. The Mission will continue to work closely with the alumni associations to design appropriate follow-on programs for the other returned trainees whose programs did not have these activities.

While this is in progress, all DT trainees will be incorporated into the Mission's follow-on program. Between three to six months after returning home, they will be required to complete the RDO/C follow-on questionnaire which attempts to gain information on the impact of the training received. They will also be afforded to opportunity to join the alumni associations established in each island and will stand to benefit from any assistance provided to the associations by the Mission. As part of their function, the associations will be hosting re-entry seminars and small-scale training programs for their members.

D. Recruitment, Screening and Selection

1. CLASP II Component

Short-term training. The recruitment of short-term technical trainees will differ from that of long-term trainees. Experience and RDO/C practice has shown that the advertisement of short-term training awards is not necessarily the best mechanism for recruitment for this type of training activity. Under CLASP II, RDO/C will work closely with regional chambers of commerce, community groups, Peace Corps associate directors and local and umbrella PVO's to ensure that the appropriately qualified persons are recruited. This is especially important since all short-term training will be group training, where it is imperative that trainees have the same skill levels and similar experiences, i.e., they are trainable units.

RDO/C will ensure that representatives of the entities identified above are fully aware of the aims and objectives of CLASP II, by holding orientation sessions in each island. Materials on the CLASP II will also be prepared for distribution to the relevant organizations.

Long-term training. A recruitment approach will be used which disseminates information on CLASP II to the widest possible audience: A standard letter or flier outlining the aims and objectives of the Project, as well as the application procedures, will be circulated to as many of the following groups as is feasible given the particular island: U.S. embassies; Peace Corps offices; USIS; community groups; umbrella PVO organizations; UWI Extra-Mural centers (University Centers); alumni associations; national training offices and past PTIIC contacts; chambers of commerce; and church groups.

To augment the above approach, advertisements will be placed in the local media, particularly in newspapers with wide regional circulation. It is anticipated that newspapers such as the Weekend Nation, the Advocate, the Caribbean Contact and the Chronicle will be used. To ensure uniformity,

RDO/C will draft the advertisements which will contain information on the types of training being offered, the length of scholarships being awarded and the minimum qualifications necessary to apply. The resources of several regional institutions, e.g., the Organization of Eastern Caribbean States (OECS), will also be used to convey information to prospective applicants.

Application forms will be easily obtainable from three or four centers on each island. These locations will largely depend on the interest displayed in the Project by the groups identified above. It is anticipated that the U.S. embassies in Antigua and Grenada, the Peace Corps offices, national training offices, and chambers of commerce will be the major distribution points. Comprehensive briefings on the goal and purposes of the Project and its application, including recruitment, screening and selection procedures, will be sponsored by the RDO/C in each island. All completed application forms will be sent directly to RDO/C as indicated below.

Screening. The screening and selection procedures discussed below are applicable to short-term as well as long-term trainees.

Preliminary screening of application forms will be undertaken by an in-country voluntary committee of approximately 10 persons. The composition of this committee will be reflective of the areas of training offered, and will also include representatives of the local chamber of commerce and the OECS respectively, and a member of RDO/C's training office.

The committee will receive in-depth orientation from the Mission on the aims and objectives of the program. The committee will also be provided with a written set of guidelines. Therefore, its members will be fully cognizant of the program's strategy and the type of audience being targeted.

In conformity with the CLASP II program intent, a new application form will be designed by RDO/C to gather information on the applicant's leadership potential. Questions will be structured to obtain information on applicant's income and socio-economic status; proof of intention to return home upon completion of training; and level of commitment to use the training received to assist in the country's development at a community or national level. Applications will be screened against the following criteria:

- a. Proof of actual or potential leadership abilities. When the candidate has just finished school, special attention will be paid to positions held while in school (e.g., head boy/girl, prefect, house captain, sports captain) and whether or not the applicant ever represented the school in debates, competitions, athletic meets, etc. When the applicant is employed, consideration will be given to leadership positions held in particular organizations, in the community or on the job. In addition, involvement in more than one organization in a leadership or executive position will be viewed as an asset.

- b. Academic potential of the candidate. A minimum of five General Certificate of Education "O" Level or Caribbean Examinations Council certificates will be required.
- c. Financial need of the candidate, that is, the inability of the candidate to afford training in the United States using personal or family resources, or whose employer is not in a position to assist him/her financially.
- d. Importance of the training to the developmental needs of the country.
- e. Citizenship of the candidate. The candidate must be a citizen of the nominating country, and must be in such country at the time of application, screening and selection. The candidate will be expected to return home upon completion of training.
- f. The potential impact of the training on the public and private sectors.
- g. The area of training. Requests for training must be in or related to the areas identified by the SIF.

After this phase, only application forms meeting all the selection criteria will be forwarded to RDO/C for final selection. It is important to note that the screening committee will only be reviewing application forms for eligibility against Project criteria.

Selection. Final selection of the CLASP II trainees will be made by a committee comprising representatives of RDO/C's technical divisions and training staff. Approximately four persons will be on this committee.

A rating process will be used to arrive at the final awardees, with the highest points going to leadership capabilities, socioeconomic need and academic ability. In making its final selection, RDO/C will take full cognizance of a major principle underlying the CLASP II component: "The intent of the program is not to provide U.S.-based training opportunities exclusively to the poorest of the poor, but rather to provide such opportunities to leaders in social and economic groups who would otherwise not have access to such training."

RDO/C will be responsible for notifying all candidates as to the status of their applications.

2. Development Training Component

Criteria

All short-term and long-term training activities under the Development Training Component of CLDT will be subject to the selection criteria or minimum conditions outlined below:

- a. The training requested and provided must be supportive of the RDSS.
- b. The participants should have the demonstrated ability to apply the knowledge and skills acquired and transmit them to other people in the field.
- c. The sponsoring public and private organizations and/or the participants will finance international travel costs.
- d. Where applicable, the sponsoring organizations will pay the participants' salaries during the period of training.
- e. The participants must satisfy the academic or technical admission requirements established by the training institutions.
- f. Forty percent of the trainees under the DT component must be women.

Identification of Short-term Training Candidates. The Mission will work closely with UWI's Office of University Services-Eastern Caribbean (OUS-EC) and relevant private and public sector entities to ensure that the most appropriate candidates are identified and recruited for training. For example, in recruiting teachers for technical and vocational training, RDO/C and the OUS-EC will work collaboratively with ministries of education and community and/or national colleges to identify the most appropriately qualified candidates for training. Similarly, in recruiting private sector trainees, the OUS-EC and RDO/C will work collaboratively with regional chambers of commerce. Only those applications which satisfy the DT selection criteria will be considered. All government employees identified for possible training will require National Training Office approval. Candidates identified from the private sector will require concurrence from their employers that they will be released for training if selected.

The OUS-EC will prepare, and submit to AID, a short list of the candidates they recommend for training. To the extent possible and practicable, the list will comprise three candidates for each award, ranked in order of preference.

Identification of Long-term Training Candidates. Availability of long-term training opportunities under this component will be advertised in the local and regional media. Standard fliers, outlining the

aims and objectives of the DT component, as well as application procedures will be available at three distribution points on each participating island: University centers, national training offices, and chambers of commerce. The OUS-EC will provide, for RDO/C concurrence, a draft of the advertisements which will contain information on the types of training being offered, the length of the scholarship and the minimum qualifications necessary to apply. All application forms will have a section which must be completed by the candidate's employers. This section will require endorsement of the candidate's application for training and will indicate how the training will be used.

All completed application forms will be sent to the OUS-EC, which will be responsible for their initial screening. The OUS-EC will rank the applications which meet the component selection criteria, and forward them to the Mission.

Selection. A committee of five persons, comprising representatives of RDO/C's technical divisions and training staff and the UWI DT Project Coordinator, will select two candidates for each training award, i.e., the preferred candidate and an alternate. RDO/C will provide the OUS-EC with a list of approved candidates. In case of government employees, the two candidates for each training award will be forwarded to the National Training Office which will make the final determination. In the case of private sector employees, the OUS-EC will first offer the scholarship to the preferred candidate. If that candidate cannot take up the scholarship, the OUS-EC will offer it to the alternate. The OUS-EC will be responsible for notifying all candidates as to the status of their applications.

IV. FINANCIAL PLAN AND ANALYSIS

A. Project Budget Summary

The Project will have a total authorized budget of \$10,000,000 in grant funds. RDO/C's allocation of funds for the CLASP II component is shown in the Table 1 below. Tables 2 and 3 include a breakdown of training costs per year for the CLASP II and the DT components respectively. The budget estimates have been prepared using Training Cost Analysis (TCA). The itemization of budget estimates for both components is included in Annex G, Budget Estimate Worksheets.

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

Country	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Belize	360	360	360	360	360	\$1,800
Bolivia	700	700	700	700	700	\$3,500
Colombia	740	740	740	740	740	\$3,700
Costa Rica	4,000	4,000	3,000	2,000	2,000	\$15,000
Dom. Republic	528	525	525	525	525	\$2,628
Ecuador	1,000	1,000	1,000	1,000	1,000	\$5,000
El Salvador	8,550	8,550	5,700	2,850	2,850	\$28,500
Guatemala	7,400	7,400	7,400	7,400	7,400	\$37,000
Haiti	260	350	350	722	722	\$2,404
Honduras	1,200	4,000	5,000	3,600	3,200	\$17,000
Jamaica	2,000	875	875	875	875	\$5,500
Peru	740	740	740	740	740	\$3,700
RDO/C	740	740	740	740	740	\$3,700
AID/W	17,250	17,250	17,250	17,250	17,250	\$86,250
TOTAL	\$45,728	\$47,490	\$44,640	\$39,762	\$39,362	\$215,682

Table 2
Illustrative Budget Summary
 (\$000's)
CLASP II COMPONENT

ACTIVITY	Year 1	Year 2	Year 3	Year 4	Year 5	Total
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1. Short-term Technical						
1) Training Cost	128	135	139	143	246	791
2) Administrative Cost	5	5	5	5	9	29
2. Long-Term Academic						
1) Training Cost	516	494	530	508	406	2454
2) Administrative Cost	85	80	85	80	66	396
Total						
1) Training Cost	644	629	669	651	652	3245
2) Administrative Cost	90	85	90	85	75	425
GRAND TOTAL	734	714	759	736	727	3670
ROUNDED TO	735	720	760	745	740	3700

Table 3
 Illustrative Budget Summary
 (\$000's)
DEVELOPMENT TRAINING COMPONENT

ACTIVITY -----	Year 1 -----	Year 2 -----	Year 3 -----	Year 4 -----	Year 5 -----	Total Cost -----
1. Short-term Technical (Regional)						
1) One-Year Certificate Programs	0	97	147	149	100	493
2) Two-Month Training Programs	113	172	174	176	238	873
2. Long-term Technical (Regional)						
1) Three-Year Diploma Programs	0	236	359	363	245	1203
2) Two-Year Diploma Programs	0	167	253	256	172	848
3. Short-Term Technical (In-country)	36	45	45	36	40	202
4. Direct Costs (Salaries & Benefits)	113	110	123	120	134	616
5. Project Administration (Office Expenses)	8	8	8	8	8	40
6. Technical Assistance	5	5	5	5	5	25
7. Overhead - 10% (Items 1-6)	28	85	111	111	94	429
8. Short-Term Technical (U.S.)						
1) Two-Month Programs						
Training Cost	90	143	148	153	105	639
Administrative Cost	5	7	7	7	5	31
2) Two-Week Programs						
Training Cost	42	65	67	70	73	317
Administrative Cost	2	3	3	3	3	14
9. JRPISGC Buy-In Training for Health Officials	60	0	0	0	0	60
10. Evaluations & Audits	20	20	76	20	70	206
11. Contingency (5% of total cost)	17	64	82	75	72	310
TOTAL	535	1,235	1,602	1,660	1,364	6,300

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B. Financial Analysis

This section will review the three basic financial issues of the Project: the reasonableness of cost estimates, host country counterpart contributions, and financial stability of the implementing institution.

Training Costs. RDO/C has drawn upon its previous experiences to estimate training costs for this Project. In accordance with OIT guidance, TCA estimates have been used for budgeting purposes.

RDO/C will closely monitor training costs using TCA project reports. Training costs will be minimized during implementation of the Project through various cost-containment measures. These measures will include the use of group training for all short-term technical trainees under CLASP II, which is invariably a more cost-effective way of providing training than using the "off-the-shelf" programs offered by several educational institutions. Additionally, for long-term placements under CLASP II, the Mission will encourage the placement contractor to effect cluster placements, i.e., the placing of at least six trainees at the same institution as a means of negotiating tuition rates. From past experiences, the Mission has found that the cluster concept is particularly helpful in providing parts of an Experience America component at reduced costs. RDO/C has also found that attendance at summer school significantly reduces the length of time a scholar spends in the U.S., thereby assisting in cost containment-efforts. In light of this, all CLASP II long-term trainees will be expected to attend Summer School.

Under the DT component, the Mission will also seek to minimize training costs by encouraging cost-sharing wherever possible, for example, all trainees or their sponsoring organizations will be expected to cover airfare costs and, in some cases, contribute up to fifty percent of the total program cost. Additional cost savings are envisioned under this component by primarily offering regional training, and a large number of in-country activities which are less costly.

Country Counterpart. The Project is exempt from the statutory requirement for a 25% host country contribution because the grantee under this Project is not a host country government. Nevertheless, it is expected that the Project will receive substantial contributions (e.g., coverage of international travel, and continuation of participant salaries) from the private and public institutions sponsoring the participants.

Financial Capability of Implementing Institutions. RDO/C will rely on OIT central contract to implement all U.S. training activities. The University of the West Indies will implement the regional facets of the Project's DT component. Prior to obligating AID funds, RDO/C Controller's Office has exercised due diligence in assuring the financial and management capability of the University of the West Indies organization.

C. Methods of Implementation and Financing

<u>Method of Implementation</u>	<u>Method of Financing</u>	<u>Amount</u>
Placement Assistance OIT central contract	Direct Payment	\$3,700,000
Technical/Placement Assistance Grant to UWI	Direct Payment	\$6,100,000
Audits and Evaluations Direct AID Contracts	Direct Payment	\$ 200,000

V. IMPLEMENTATION AND EVALUATION PLAN

A. Administrative Arrangements

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

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

Mission Responsibilities. The CLDT Project will be implemented under the overall direction of RDO/C's Office of Health, Population and Education (HPE), with the responsibility for day to day administration and monitoring vested in the Mission Training Officer. The Training Officer will serve as control officer for the Project activities carried out through the OIT central contract, and will be responsible for supervising the implementation of the DT grant and assuring that the various cooperating educational/technical institutions are capable of providing appropriate high-quality training.

RDO/C will make the final selection of all CLDT candidates. The HPE Office Chief will serve as chair of the Mission participant selection committee. HPE will oversee implementation to assure that CLDT policy and selection criteria are met, and will be assisted by other Mission staff as needed through a Mission Project Implementation Committee.

As part of the annual Action Plan, the Mission's Country Training Plan will track CLDT progress and accomplishments and elaborate on any relevant issues or changes related to the participation of priority groups and to the types of training provided under the Project.

Technical/Placement Assistance. For both CLASP II and DT, the placement of participants receiving long and short-term U.S. training will be administered through the OIT central contract. This arrangement is the most adequate for implementing U.S. training activities given the relatively small amount of U.S.-based training (i.e., unavailability of economies of scale) envisioned under CLDT.

The Project's DT component will be administered through a grant to UWI, having the OUS-EC as the implementing agent for assistance in participant recruitment and screening, orientation and placement.

The DT component will provide an avenue for the design and delivery of new programs in cases where "off-the-shelf" training is not available in the region. UWI will procure the necessary expertise, e.g., through collaborative arrangements with U.S. and/or regional educational institutions or institutional contractors, to accomplish such program design, development and training. The organizations which will supply training services under the Project will have the United States and/or CARICOM countries as their place of nationality.

UWI Project Management. UWI will establish a project management unit within OUS-EC to implement the Project between 1990 and 1995. This unit will operate over the initial five years required to recruit, process and place DT participants. (The Mission Training Officer will assume responsibility for DT administration and monitoring after this five-year period.) The OUS-EC management unit will comprise a Project Coordinator, assisted by a Training/Placement Specialist, an Administrative Assistant and a Secretary/Typist.

Project Coordinator. The Project Coordinator will be responsible for the overall administration of the DT component and will be the principal contact person for DT at the OUS-EC. The Coordinator must have a demonstrated background and knowledge of the Eastern Caribbean region, specifically the political and social backgrounds of the OECS territories. This person should also have some experience in administration, monitoring and providing support services to trainees and coordinating large projects. He/she will report to the Director of the OUS-EC.

The duties of the Project Coordinator will include, but not be limited to, monitoring the component's budget and reporting on a quarterly basis to USAID, the supervision of the other two staff members, maintaining close contacts with the OECS Central Secretariat in St. Lucia and relevant Government and private sector officials in the participating islands. The Project Coordinator will work closely with the RDO/C Project Officer.

Training/Placement Specialist. The Training Specialist must have a broad knowledge of academic and non-academic training opportunities in the Caribbean, including the OECS territories. The Specialist should also have a

broad knowledge of the Eastern Caribbean region and the ability to design training programs taking into account Caribbean realities. The position also requires experience or knowledge in describing educational objectives, specifying training methodologies, conducting evaluations of training and revising procedures in light of evaluation findings.

Administrative Assistant. This person will be required to provide administrative support to the Project Coordinator and the Training/Placement Specialist. He/she will be required to work with minimum supervision.

Secretary/Typist. This person will be required to provide support services to the Project Coordinator and the Training/Placement Specialist, and should be able to draft routine correspondence. This person should also be able to work with the minimum level of supervision.

Technical/Advisory Committees. These will be ad hoc committees formed and convened as necessary to assist the OUS-EC in the identification and definition of appropriate training programs and strategies. Such committees will be disbanded immediately after they have provided the guidance required by the OUS-EC. These committees will comprise senior level personnel drawn from the Caribbean who are knowledgeable about the nature, structure and delivery of training in selected fields, and who can provide advice on the best option for meeting the particular training needs, e.g., the most appropriate educational institution and the best strategy for designing and delivering programs in the region.

B. Monitoring and Evaluation Plan

1. CLASP II Program Monitoring and Evaluation

Background

Evaluation under the CLASP I project has consisted of an ongoing set of activities carried out by a central contractor under an 8a set-aside. This contractor reports to LAC/DR/EHR and is financed with a combination of CA and LAC regional funds. Some field missions have conducted their own evaluation activities using independent contractors. Activities have varied according to the needs and interests of each mission.

Centrally funded CLASP I evaluation activities have covered the following:

- The initiation and maintenance of the CLASP Information System (CIS), a comprehensive database that provides up-to-date information on each CLASP I Peace Scholar (including age, sex, academic background, socio-economic status, leadership status, urban/rural location), and the nature of the training program to be undertaken.
- The administration of questionnaires to CLASP trainees immediately prior to their departure from the U.S. and within six

months of their return to their country of origin. These questionnaires assess trainee satisfaction with the U.S. training experience, trainee attitudes toward the U.S., their views regarding specific aspects of the training experience, and follow-on.

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

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

- a. The CIS provides the LAC Bureau with an official and up-to-date tally on status of new trainee starts and on compliance with CLASP policy targets which are used for reporting purposes within and outside of A.I.D.;
- b. Insights from the country reports have been very helpful to both missions and AID/W in guiding adjustments to country-specific programs; and
- c. Finally, and perhaps of most significance, insights gained from the country specific evaluations have provided a useful base for sharing between missions experiences gained and lessons learned as A.I.D. enters the fifth year of this highly innovative program.

Specific Nature of CLASP II Evaluation Design

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

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

These two criteria, level of uncertainty/conflict and leverage, will serve as the guiding principles for investment in the CLASP II evaluation. In addition to these basic criteria, additional important

considerations were identified in a CLASP II impact evaluation design workshop held May 3-5, 1989 (see Annex H). These other conditions for effective use of the evaluation are as follows:

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

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

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

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

These data, commonly referred to under CLASP I as process evaluation data, include information on all CLASP II trainees collected through the CIS, plus information from trainees collected in the form of exit questionnaires immediately prior to their departure from the U.S. The sample, both for CIS and for the exit questionnaires, will be comprised of 100% of all CLASP II trainees. To provide continuity between the CLASP I and CLASP II databases, existing data instruments being used under the CLASP I evaluation will continue to be applied. However, they will be updated and revised to reflect additional varying CLASP II evaluation data needs.

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

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

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

- c. Information that will permit both AID/W and field missions to assess the effectiveness of individual training programs and to take appropriate actions to apply lessons learned both to the expansion/extension of training programs that are doing well and adjustment/termination of programs that do not seem to be meeting their objectives.

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

Under CLASP II, impact evaluation will be adjusted somewhat. Instead of a questionnaire administered to all trainees one or more times upon the trainees return to country, evaluation will consist of a series of studies-- some country-specific, some carried out over a sample of CLASP II countries. These studies will have a strong qualitative orientation, utilizing quantitative data collection methodologies when appropriate. They will be carried out on a "demand" basis (e.g., as AID/W or a field mission has one or more specific questions for which an immediate answer is needed. The studies will be carried out in such a way that: (a) the results will be provided in a timely fashion to the originator of the data request; and (b) data from consecutive studies can be compiled, across countries and across studies, to make broader observations on CLASP II outcomes.

An illustrative list of generic questions to be addressed under this aspect of the CLASP II evaluation is provided in Table 1. It is important to stress that these questions are illustrative and will be refined during the first year of CLASP II through a collaborative process which will invite field mission involvement both in identifying the questions to be posed and in guiding the procedures used to collect data to answer these questions. Data will be collected both on CLASP II trainees and on a select group of

CLASP I returnees, both to document the CLASP I experience and to obtain insights useful for the implementation of CLASP II.

Implementation of CLASP II Evaluation Activities

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

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

The following are anticipated outputs/accomplishments during the first year of the CLASP II evaluation:

- a. The revision/updating of both the CIS and exit questionnaires to meet both AID/W and field information needs under CLASP I.
- b. The development of a series of "constructs" (e.g., culturally relevant data categories) to guide collection of information on such aspects as "leadership", "career development", and "knowledge gained about the U.S.", as a result of the training experience.
- c. A set of basic methodologies to be used both in carrying out AID/W and field funded activities that focus on examining the effectiveness of specific training programs.
- d. A conceptual framework to guide CLASP II evaluation activities plus an implementation plan for year two that includes studies of specific interest to AID/W and missions that can be carried out within available funding levels.

TABLE 1

ILLUSTRATIVE LIST OF QUESTIONS
FOR CLASP II IMPACT EVALUATION

Trainee knowledge of the U.S.

- Has the trainee's knowledge of the U.S. changed in any way since going to the U.S. for training?
- What has been the nature of the changes?
- Which aspects of the CLASP II process (pre-departure orientation, U.S. training, home-stays, follow-on) seem to have contributed to these changes, and in what ways?

Career Advancement

- To what extent are CLASP II returnees advancing in their careers (increased status on the job, increased responsibility, promotion in rank, increase in pay, etc.)?
- What aspects of the CLASP II training program seem to have made the most contribution to these advancements?

Leadership

- In what ways have CLASP II returnees' leadership skills been enhanced as a result of their training in the U.S.?
- What are they doing with these skills that they did not do prior to departing for the U.S.?
- What elements of the CLASP II program (pre-departure orientation, U.S. training, follow-on) seem to have most contributed to the above?

Effectiveness of Short-term Training Programs

- Are there any specific types of short-term training programs common to a number of missions that seem to be more effective than others in enhancing career mobility and leadership skills and that should be recommended for broader application?
- What are the characteristics of these training programs?
- Are there any specific types of short-term training programs common to a number of missions that seem not to be effective in enhancing career advancement or leadership skills?

Effectiveness of Long-term Training Programs

- What types of long-term training programs seem to be the most effective in terms of promoting career advancement and enhancing leadership skills (e.g., two-year undergraduate, four-year undergraduate, junior year abroad, Master's degree training)?
- Under what circumstances are these programs best carried out and how should they be designed so as to assure maximum impact?
- What elements of the CLASP II experience seem to have contributed most to the above?

2. DT Monitoring, Evaluations and Audits

Two external evaluations of the Project will be carried out. The first one will be in the middle of project implementation and the second one at the end of the Project. RDO/C will arrange the mid-term evaluation to assess the appropriateness of the overall Project implementation structure and process, and progress and successes to date. The information provided by this evaluation will be particularly used to improve implementation, and to elaborate on adjustments in priority sectors and groups or kinds of training contemplated under the DT component. A final Project evaluation will be conducted to determine the Project's accomplishments or failures, and lessons learned.

Information on output-level indicators will be obtained from the administrative records of the Project and RDO/C's participant tracking system. It is anticipated that small-scale sample surveys of Project participants and sponsoring institutions will provide appropriate information for evaluating Project performance and overall effects. The categories of information needs that will form the basis for DT evaluation activities are discussed below.

Data on goal and purpose indicators will be collected to address questions concerning Project effects on beneficiaries' participation in the key sectors highlighted under the DT component. The following generic questions are illustrative of goal-level aspects of the DT evaluation: To what extent has the DT component contributed to achieve the Project goal? Has the Project contributed to career advancement of professional managers and technicians trained under DT? Examples of questions to be addressed under the purpose-level aspects of the DT evaluation include: To what extent has the DT purpose been achieved? What have been the short-term effects on the trainees? Have the trainees significantly improved their skills? Are they applying the acquired skills in the DT targeted fields?

In addition, the evaluations will assess the adequacy of Project recruitment, selection, and screening procedures; the quality of the training experience (academic and technical training activities); and the

adequacy/relevance of the follow-on program. The evaluations will also provide suggestions for areas where DT improvement is needed.

Funds have been included in the budget to provide audits of the Project activities carried out through the Grant Agreement with UWI. Therefore, RDO/C will, at a minimum, arrange a mid-term audit, as well as a Non-federal audit at the end of the Project. In addition, annual financial reviews will be arranged by the Mission. These financial reviews will, to the extent possible, track and report the level of estimated counterpart contributions. The cost line indicated as Evaluations and Audits in the financial plan is reserved to A.I.D. for use by A.I.D. in procuring the services directly.

Funds handled by OIT and AID direct contractors are audited by the IG as part of their regular audit program. Therefore, funds are not included for such purpose in the Project's budget.

An overhead rate of 10% will be established to cover the expenses incurred by UWI in administering the DT component. RDO/C will request UWI to supply the cost-accounting information used for arriving at such a rate. The guidance provided by OMB Circular A-21 will be used to determine the adequacy of UWI's overhead cost principles for activities funded under the DT Component.

C. Contracting Plan

All CLASP II Peace Scholars' training and DT's U.S.-based training will be arranged using the OIT Placement Contractor. This is the standard mechanism using funded PIO/Ps to place through the primary OIT Contractor, currently PIET. The Mission may also utilize the OIT contract buy-in mechanism to obligate funds over more than one fiscal year, and contract for blocks of Peace Scholar training programming and placement and management services. The obligation mechanism in this case will be a PIO/T and training requests will utilize unfunded PIO/Ps.

In order to be more responsive to the field needs, OIT has instituted the buy-in mechanism under a new contract. Using this mechanism, missions may buy in to the contract for in country program support, including Peace Scholar recruitment, selection, testing, orientation, and follow-on, as well as for placement assistance.

Under the Grant Agreement, the UWI will assume responsibility for contracting key project implementation positions for the DT component, that is, a program coordinator, a senior training/placement specialist, an administrative assistant and a secretary/typist. The Mission will retain the right of approval of the competitive selection of personnel prior to the

formal execution of the respective contracts by UWI. In addition, the Mission will reserve the right to prior approval of cooperating institutions providing regional training.

AID direct contracting will include competitive bidding for institutional contractors to carry out the project evaluations and audits.

D. Implementation Schedule

Project Paper Review	June 1990
Project Authorization	June 1990
Project Obligation	June 1990
DT Project staff on board at the OUS-EC	October 1990
CTP Updates	Annual
Financial Reviews	Annual
UWI Overhead rate review	January 1991
Placement of first group of CLASP II long-term trainees	August 1991
Placement of first group of DT long-term trainees	September 1991
Mid-term Evaluation	June 1993
Mid-term Audit	July 1993
Non-Federal Audit	June 1997
Final Evaluation	January 1998
PACD	September 1998

VI. SUMMARY OF PROJECT ANALYSES

A. Social/Institutional Analysis

1. CLASP II

The Mission's SIF describes the Eastern Caribbean context from which leadership emerges, and provides the rationale for the design of the CLASP II component of this Project. This section will summarize the methodology and results of the SIF, as well as elaborate on the concept of leadership in the Eastern Caribbean and discuss the social constraints anticipated for the DT component. The SIF working definitions established for CLASP II are included in Section III.B-2(a) above.

The methodology used to identify CLASP II priority groups and leaders within these groups included:

- a. A review of numerous written documents about human resources in the Caribbean region, RDO/C's own sector analyses and RDSS, as well as background documents describing CLASP, PTIIC and CLASP II. Several assessments and analyses of the developmental needs and constraints in the region were also reviewed.
- b. A teleconference of key private and public sector representatives, via the University of the West Indies Distance Teaching Experiment (UWIDITE) program, linking participants from six islands through the telephone lines. This unique gathering brought together representatives of national developmental foundations, national youth Councils, national training Officers, members of national training boards and selection committees, resident tutors of the university centers, women's organizations, Peace Corps associate directors and Conference of Churches. Consensus was reached on the groups identified as key for training given the CLASP II mandate and Mission strategy. The teleconference provided the opportunity for feedback from a wide cross-section of people actively involved in the development of their communities and who previously felt isolated from the PTIIC process.
- c. In-depth consultation with persons more knowledgeable about the CLASP II special concerns and training needs of the groups identified as a result of the teleconference. Significant aspects or results of the above steps were also discussed with RDO/C staff before final conclusions were drawn.

CLASP II establishes the leadership criterion as the primary consideration for participant recruitment and selection. CLASP II broadly defines leaders as those people who can influence the thoughts and actions of others through their skills, activities or position. Individuals influence

others because of three factors:

- a. Their own attributes: Knowledge, skills, abilities, including ownership of, or access to, human and financial resources.
- b. Their positions or roles in an institutional setting or social group: This group or setting does not need to be a formal one, yet it is likely that actual leaders will already be active in a more or less formal setting where they can exercise influence, whereas potential leaders are more likely to be found in informal settings.
- c. Their reputations: Based on use of their attributes and/or their positions, this is probably the most important factor since an individual may choose not to utilize his position or attributes. Two aspects of "use" are important: The first one is consistency, meaning that the individual is not erratic or exercises influence by whim or fancy, i.e., the individual can be depended on to exercise influence in a credible way. The second aspect is that influence is exercised in a positive way to engender respect rather than notoriety.

The operational definition of leadership takes the above factors into account: Leaders will have already built up a reputation, whereas potential leaders may possess only attributes and/or position, but for some reason or another, particularly age (youth), have not yet had the opportunity to develop a reputation. The following list of seven qualities provides a base for identification of leaders within the context of this Project:

- INVOLVED:** The individual should be actively involved in a group, club or organization, not just in terms of being a member or participant, but with an overriding presence which is itself a product of a high level of participation and contribution. As the size of the group increases, then so does the size of the leader's authority, personal power and the amount of delegation permitted in the decision-making process.
- INFLUENTIAL:** The individual identified should be one whose past and current relationships are such that persons within his/her community perceive his/her views on a range of matters to be worth seeking.
- ARTICULATE:** The person should be fairly competent in representing his ideas, views and objections.
- MOTIVATOR:** The individual should demonstrate a capacity to convince others of the feasibility or otherwise of a proposed course of action.
- PERSONABLE:
(CHARISMA)** The ability to relate to colleagues in a manner which draws respect even when his/her point of view has not been accepted.

ACHIEVER: Both in the group within which he/she is active, and in his/her occupation or school, the individual should have some record of consistent achievement which demonstrates the ability to sustain work or effort to achieve quality results.

RECOGNIZABLE: Most importantly, the qualities outlined above need to be
(REPUTATION) ascribed to the leader by others, friends and detractors alike.

The CLASP II participant training intends to increase/improve attributes of leaders and potential leaders so that their position is enhanced and their influence can be exercised more widely and deeply. It is worth noting that, in the Caribbean, "education" of itself is perceived as enhancing attributes, even if no attribute has been increased or improved by participation in an educational activity.

The key groups identified in section III.B-2(a) above are the highest priority for training under CLASP II since they represent important sectors in which people exercise leadership. Nevertheless, they are not meant to be exclusionary. In fact, because of the small size of the islands in the region, saturation of skills in any given group may be a problem. Therefore, while priority will be given to the aforementioned key groups, trainees will also be selected from all the groups identified under Annex E.

Annex E summarizes the SIF training plans and strategies for twenty six target groups from the following areas: Agriculture, education, health, the private sector, women, youth, community development, creative arts, and the media. This annex also indicates: The type of training which will be most useful to them in terms of developing and strengthening leadership capabilities; the nature of the Peace Scholars' influence or leadership role; and the nature of the potential spread effect. Annex E further explains how CLASP II training will significantly contribute to the career development of the Peace Scholars, i.e., those who are the primary beneficiaries under the CLASP II component of the Project.

The most important considerations for recruiting and selecting Peace Scholars in each target group, as well as community or professional people involved in recruitment, selection, and program planning, were discussed in section III.C-1 and D above.

2. DT

In essence, the DT component is modeled on the participant training program implemented under the Regional Development Training Project II (RDT II) between 1981 and 1987, and supports the efforts of other RDO/C projects to upgrade the skills of public and private sector employees in the Eastern Caribbean. The conclusions reached by RDO/C in the Social Soundness Analysis for the RDT II Project Paper are still valid for the implementation of the DT component, namely:

- a. An overwhelming obstacle to the development of the countries

of the Caribbean region has been the lack of sufficient numbers of trained personnel.

- b. Pervasive unemployment and underemployment constitute the social reality precisely because absence of job skills or even middle-level education severely restricts work opportunity and social mobility for a majority of the population in all but the most advanced of the islands.
- c. By upgrading the managerial and technical competence of private and public sector employees, and at the same time increasing organizational capabilities and incentives to achieve and sustain higher levels of production and performance, more job opportunities will be created for the island populations.
- d. Most private sector management and management-related positions are filled by male employees, while women in key positions are most likely to be found in the public sector.

The Project will address the aforementioned constraints and will encourage the increased participation of qualified female trainees. Taking into account the demonstrated capabilities of training institutions in the Eastern Caribbean (e.g., in Barbados and Trinidad and Tobago), RDO/C does not anticipate any significant social constraints to carry out the regional third-country and in-country activities implemented under the DT component.

B. Administrative Analysis

The administrative arrangements are adequate to implement the Project. The Mission will implement the CLASP II component through a buy-in and/or fully-funded PIO/Ps to the overall OIT central contract for blocks of technical and placement assistance. Therefore, apart from recruitment, screening and selection, and pre-departure orientation, the CLASP II administrative burden on the Mission will be minimized since the primary function of arranging all U.S.-based training and monitoring will be placed on OIT. In addition, the recruitment and selection process described above will place a significant part of the implementation on the in-country committees established for initial screening of CLASP II candidates, and on the OUS-EC for screening of DT participants. HPE staff will be responsible for monitoring Project performance.

The Project's DT component presents a unique opportunity for RDO/C to capitalize on the University of the West Indies' existing infrastructure and service delivery network throughout the Eastern Caribbean. Since 1984, with the establishment of the OUS-EC on Cave Hill Campus, Barbados, UWI has engaged in providing increased and improved training services to Eastern Caribbean countries that do not have a UWI campus. The OUS-EC serves the OECS member countries (Antigua and Barbuda, Dominica, Grenada, Montserrat, St. Kitts-Nevis, St. Lucia and St. Vincent and the Grenadines) and Anguilla and the British Virgin Islands.

In addition, the OUS-EC has a collaborative network with state and community colleges in the region to assist them in developing curricula that can become accredited or affiliated as part of UWI degree programs. Also, since its creation, the OUS-EC has supported the improvement and expanded availability of services under the UWIDITE and the Extra-Mural Studies programs. The UWIDITE program was established in 1983 through a grant from A.I.D. to provide courses, via an interactive teleconference network, to students from non-campus countries. The Extra-Mural Studies program has provided continuous education opportunities in the region since 1948.

Furthermore, apart from the wide range of cooperative arrangements which UWI has throughout the CARICOM countries and with U.S. universities, the OUS-EC's practice of working closely with the OECS Secretariat, the Ministerial Council on Tertiary Education, and chief education officers from the aforementioned countries will assist RDO/C to make contacts with relevant governmental and educational institutions in the Eastern Caribbean, i.e., to address human-resource development policy constraints that the Project itself is not designed to do.

The DT component will build on these capabilities and existing institutional relationships established by UWI in the Eastern Caribbean. As the primary implementing entity for this component, the OUS-EC will be responsible for assistance in participant recruitment and screening, orientation, placement and follow-on program administration. RDO/C only envisions the contracting of two administrative (a program coordinator and a training/placement specialist) and one support staff member (secretary/typist) to support the OUS-EC for Project implementation purposes during the first five years. Thus, the DT component is feasible in terms of the minimized implementation burden on the Mission.

C. Economic Analysis

Cost-Benefit analysis of short-term participant training is not usually carried out because the output--improved education and skills--is difficult to measure in economic terms. For longer-term training, measurement of costs and benefits is also problematic, as benefits accrue to the individual, the firm, the public sector (through payment of taxes) and to society at large. The CLASP focus on leadership as a criterion for selection of participants introduces another element that would complicate an economic analysis, as this "noneconomic" selection criterion places a barrier between the decision to undertake training and the economic benefits which accrue to that training. Both AID Handbook 3 and the AID Manual for Project Economic Analysis recommend against the use of cost-benefit analysis for these types of projects because of the difficulty of reliably quantifying the benefits of training.

The most appropriate and relevant means of assessing the economic feasibility of training projects like CLDT is cost-effectiveness analysis. The key concept of the cost-effectiveness approach is that the analytical focus is on accomplishing the objectives rather than the total amount of the

costs per se. The purpose of the analysis is to identify the least cost (or most efficient) means of achieving those objectives. In other words, while the Project should not cost more than necessary to be successful, neither should the objectives be sacrificed to reduce costs.

The CLASP program introduces complexities in the analysis that limit valid analysis to the country and training group level rather than the project or program level. First, the objectives of the program require that all training take place in the U.S., which eliminates the possibility of lower cost alternatives. Equally importantly, the diversity in the program in terms of technical fields and length and nature of training make "effectiveness" and "efficiency" very difficult to define on a program level. The most obvious measure of efficiency would be numbers of people trained per dollar spent, but the range of short-term and long-term participants in the program makes this meaningless. The other possible means of measuring effectiveness is to compare the eventual social and economic impact of different fields and types of training. Nevertheless, there are no data available that would measure the relative economic benefit of, for example, six-week technical programs in basic health care, eight-month technical programs in restaurant management, and two-year academic programs in machine tools. Therefore, the only appropriate level of cost-effectiveness analysis is on the country and training group level.

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

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

As the preceding discussion has shown, a definitive judgment of the cost-effectiveness of the CLDT training program cannot be made in advance. Moreover, taking into account the broad focus of this Project (i.e., different

target groups and types of training) and the generally high cost of living in the Caribbean countries, the trade-offs of third-country training vis-a-vis U.S.-based training cannot be predetermined and need to be examined on a case-by-case basis. The cost effectiveness of the Project is in the details of implementation rather than the design. Rather, the judgment can be made that adequate measures have been built into the Project to maximize its cost effectiveness by emphasizing the training objectives and institutionalizing the use of cost-containment approaches.

D. Technical Analysis

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

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

1. Procedures for selecting participants and planning the training program. The success of the program eventually rests on the ability and willingness of the participants to adequately learn the desired skills (or to graduate) and to use the training productively after returning home. Therefore, it is not surprising that careful selection of the participants is crucial. Many people would like to have scholarships to the U.S. or elsewhere --some will be better prepared than others, more dedicated to their profession, or more in tune with the goals of the Project. Selection procedures should therefore be organized to identify promising individuals by encouraging the active participation of community groups, managers and supervisors (for those who are employed), and other people with a direct interest in the eventual use of the training. Standard criteria should be established and used in assessing the candidates.

Beyond selecting promising individuals, the adequacy of the training program in assessing the professional or training needs of the individual (or group) and eventual placement in an appropriate training program is essential. Therefore, program planning cannot be done in isolation, but rather should include the active involvement of the participant, his/her supervisors or managers, and community representatives (if appropriate). Because these individuals are in the best position to determine the types of

skills needed and how they will be used after return to the home country, many potential problems can be avoided at this stage, when it is least difficult and costly to make changes. In addition to improving the training activities, this broad participation of interested parties in the planning stage will help assure that A.I.D., the participant, and the employer or sponsor have similar expectations of what the training program is intended to achieve. Different expectations of the program have been a common complaint in many unsuccessful training programs. As part of this cooperative program planning process, explicit plans for using the training after return should be formulated at this stage.

The adequate development of a training request is a key step in assuring a high quality training program. The training request must include all relevant data about the participant which will be needed by the training institution and trainers to orient the program to the participants needs and expectations.

While this would seem to be an obvious statement, the transmission of adequate information has been a recurring problem in many training programs. Therefore, RDO/C will emphasize the importance of proper planning to the contract and FSN project managers. Of course, the level of effort needed to assure adequate planning will vary considerably with the type of program. Attendance at a conference or seminar will require relatively little time and effort to arrange, while a customized nine-month training program will require substantial information, time and effort.

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

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

training--increasing understanding and relations between the U.S. and citizens of other countries. Inadequate language skills clearly limit skill and knowledge acquisition.

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

All of the factors addressed above have been taken into account in the design of the CLDT Project and RDO/C will integrate each factor into its country training plans and procedures in conformity with its training programs.

VII. SPECIAL PROVISIONS

A. Conditions Precedent to Disbursement

First Disbursement. Prior to the first disbursement under the Project Grant Agreement, or to the issuance by A.I.D. of documentation pursuant to which disbursement will be made, the Grantee will, except as A.I.D. may otherwise agree in writing, furnish to A.I.D., in form and substance satisfactory to A.I.D.:

1. A statement of the name of the person(s) holding or acting in the office of the Grantee, and of any additional representatives, together with a specimen signature of each person specified in such statement.
2. Evidence that an adequate accounting and budgetary control system is established that will provide proper accountability of A.I.D. funds, in accordance with generally accepted accounting principles.
3. Evidence that a proper procurement system has been established that will assure the utilization of competitive selection procedures for the awarding of contracts.
4. A statement of work containing the responsibilities for the positions of Project Coordinator and Training/Placement Specialist.

Subsequent Disbursement for Training. Prior to the disbursement of funds for training costs under the Grant, or to the issuance by A.I.D. of documentation pursuant to which disbursement will be made, the Grantee will, except as A.I.D. may otherwise agree in writing, furnish to A.I.D., in form and substance satisfactory to A.I.D., a detailed time-phased implementation plan and operational budget that includes projections for all proposed Project activities during the forthcoming year. This plan and budget will be updated annually.

B. Covenants

The establishment of an evaluation program will be provided for in the Project Grant Agreement. Such program will cover the following elements:

1. Evaluation of progress toward attainment of the objectives of the Project.
2. Identification and evaluation of problem areas or constraints which may inhibit such attainment.
3. Assessment of how such information may be used to help overcome such problems.
4. Evaluation, to the degree feasible, of the overall development impact of the Project.

NARRATIVE SUMMARY

OBJECTIVELY VERIFIABLE INDICATORS

MEANS OF VERIFICATION

ASSUMPTIONS

Program Goal

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

Increased per-capita income.

Increased consumption and income in the poorest 50% of the Eastern Caribbean societies.

OECS Economic statistics.
Program evaluation.
IMF and World Bank reports.

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

OECS and international economic assistance programs continue at present levels.

Project Goal

To encourage and strengthen free enterprise economies and democratic pluralism in the Eastern Caribbean region.

Greater participation in economic and social progress by poorer and disadvantaged groups in the Eastern Caribbean societies.

Country statistics.
Project evaluations.

Skills training of targeted groups, and their active economic and political participation, will strengthen societal commitment to pluralism and free enterprise.

Increased participation of trained professional managers and technicians in developing key sectors of the Eastern Caribbean countries.

Private and public sectors support human resource development in the region.

Project Purpose

End of Project Status

a) CLASP II:

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

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

Process evaluation.

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

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

Impact evaluation.

Training program facilitates career advancement of Peace Scholars.

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

Project Reports.

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

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

Democracy values can be transferred through training programs and exposure to the U.S.

Peace Scholars have better understanding of the U.S. than they had before the program.

Mission is successful in selecting leaders and developing appropriate training programs for them.

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<u>Project Purpose</u>	<u>End of Project Status</u>	<u>Means of Verification</u>	<u>Assumptions</u>
<p>b) D1: to improve the productivity and efficiency of the work force in the participating private and public sector organizations.</p>	<p>A core group of trained professional managers and technicians applying acquired skills in priority fields.</p> <p>At least 80% of the participants significantly improve their technical skills.</p>	<p>Project reports.</p> <p>AID participant tracking systems.</p> <p>Records of participating institutions.</p> <p>Feedback from participating organizations and trainees.</p>	<p>Participant institutions acknowledge the need to upgrade employee skills.</p> <p>Employees value training as an important factor in career enhancement.</p>
<u>Outputs</u>	<u>Output Indicators</u>		
a) <u>CLASP II:</u>			
1. Long-term training.	An estimated 84 public and private sector employees trained at the diploma/degree level.	Reports from the training institutions.	Sponsoring organizations finance travel and other training-related costs.
2. Short-term training.	An estimated 68 public and private sector employees trained at the certificate or technical level.	Contractor or grantee reports.	Eastern Caribbean institutions have the capability to carry out necessary training.
		AID participant tracking systems.	
b) D1:			
1. Long-term training.	An estimated 100 public and private sector employees trained at the diploma/degree level.	Reports from the training institutions.	Sponsoring organizations finance travel and other training-related costs.
2. Short-term training.	An estimated 400 public and private sector employees trained at the certificate or technical level.	Contractor or grantee reports.	Eastern Caribbean institutions have the capability to carry out necessary training.
		AID participant tracking systems.	
3. In-country workshops and seminars.	An estimated 300 public and private sector employees attending workshops and seminars.		AID funding is maintained at expected levels.
<u>Inputs</u>	<u>Budget (\$000's)</u>		
1. Participant training:		AID financial records.	Availability of AID funds.
<u>CLASP II</u>			
a) Long-term	2,700		
b) Short-term	1,000		
<u>D1</u>			
a) Long-term	1,500		
b) Short-term	2,700		
c) Workshops and Seminars	900		
2. Project Administration	1,000		
3. Evaluations and Audits	200		
TOTAL	10,000		

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SC(2) - PROJECT CHECKLIST

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

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

Yes.

A. GENERAL CRITERIA FOR PROJECT

1. **FY 1990 Appropriations Act Sec. 523: FAA Sec. 634A.** If money is to be obligated for an activity not previously justified to Congress, or for an amount in excess of amount previously justified to Congress, has Congress been properly notified?
2. **FAA Sec. 611(a).** Prior to an obligation in excess of \$500,000, will there be: (a) engineering, financial or other plans necessary to carry out the assistance; and (b) a reasonably firm estimate of the cost to the U.S. of the assistance?
3. **FAA Sec. 611(a)(2).** If legislative action is required within recipient country with respect to an obligation in excess of \$500,000, what is the basis for a reasonable expectation that such action will be completed in time to permit orderly accomplishment of the purpose of the assistance?

Yes. A Congressional Notification was submitted to AID/W for transmittal to Congress. No obligation will be made until notification requirements have been met.

Yes. A Project financial plan with reasonably firm estimates of the costs to AID is contained in this Project Paper.

N/A

4. FAA Sec. 611(b); FY 1990 Appropriations Act Sec. 501. If project is for water or water-related land resource construction, have benefits and costs been computed to the extent practicable in accordance with the principles, standards, and procedures established pursuant to the Water Resources Planning Act (42 U.S.C. 1962, et seq.)? (See A.I.D. Handbook 3 for guidelines.)
- N/A
5. FAA Sec. 611(e). If project is capital assistance (e.g., construction), and total U.S. assistance for it will exceed \$1 million, has Mission Director certified and Regional Assistant Administrator taken into consideration the country's capability to maintain and utilize the project effectively?
- N/A
6. FAA Sec. 209. Is project susceptible to execution as part of regional or multilateral project? If so, why is project not so executed? Information and conclusion whether assistance will encourage regional development programs.
- Yes. The Project has regional coverage and includes congressionally mandated CLASP II activities.
7. FAA Sec. 601(a). Information and conclusions on whether projects will encourage efforts of the country to: (a) increase the flow of international trade; (b) foster private initiative and competition; (c) encourage development and use of cooperatives, credit unions, and savings and loan associations; (d) discourage monopolistic practices; (e) improve technical efficiency of industry, agriculture and commerce; and (f) strengthen free labor unions.
- The Project is designed to foster private initiative and competition, and to improve the productivity and efficiency of industry, agriculture and commerce.
8. FAA Sec. 601(b). Information and conclusions on how project will encourage U.S. private trade and investment abroad and encourage private U.S. participation in foreign assistance programs (including use of private trade channels and the services of U.S. private enterprise).
- U.S. institutional contractors will play a significant role in implementing the CLASP II activities of this Project.

9. FAA Secs. 612(b), 636(h). Describe steps taken to assure that, to the maximum extent possible, the country is contributing local currencies to meet the cost of contractual and other services, and foreign currencies owned by the U.S. are utilized in lieu of dollars.
10. FAA Sec. 612(d). Does the U.S. own excess foreign currency of the country and, if so, what arrangements have been made for its release?
11. FY 1990 Appropriations Act Sec. 521. If assistance is for the production of any commodity for export, is the commodity likely to be in surplus on world markets at the time the resulting productive capacity becomes operative, and is such assistance likely to cause substantial injury to U.S. producers of the same, similar or competing commodity?
12. FY 1990 Appropriations Act Sec. 547. Will the assistance (except for programs in Caribbean Basin Initiative countries under U.S. Tariff Schedule "Section 807," which allows reduced tariffs on articles assembled abroad from U.S.-made components) be used directly to procure feasibility studies, prefeasibility studies, or project profiles of potential investment in, or to assist the establishment of facilities specifically designed for, the manufacture for export to the United States or to third country markets in direct competition with U.S. exports, of textiles, apparel, footwear, handbags, flat goods (such as wallets or coin purses worn on the person), work gloves or leather wearing apparel?
13. FAA Sec. 119(g)(4)-(6) & (10). Will the assistance: (a) support training and education efforts which improve the capacity of recipient countries to prevent loss of biological diversity; (b) be provided under a long-term agreement in which the recipient country agrees to protect ecosystems or other

As a regional Project, the CLDT Project is not subject to host country counterpart contributions.

No.

N/A

N/A

N/A

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wildlife habitats; (c) support efforts to identify and survey ecosystems in recipient countries worthy of protection; or (d) by any direct or indirect means significantly degrade national parks or similar protected areas or introduce exotic plants or animals into such areas?

N/A

14. FAA Sec. 121(d). If a Sahel project, has a determination been made that the host government has an adequate system for accounting for and controlling receipt and expenditure of project funds (either dollars or local currency generated therefrom)?

N/A

15. FY 1990 Appropriations Act, Title II, under heading "Agency for International Development." If assistance is to be made to a United States PVO (other than a cooperative development organization), does it obtain at least 20 percent of its total annual funding for international activities from sources other than the United States Government?

N/A

16. FY 1990 Appropriations Act Sec. 537. If assistance is being made available to a PVO, has that organization provided upon timely request any document, file, or record necessary to the auditing requirements of A.I.D., and is the PVO registered with A.I.D.?

N/A

17. FY 1990 Appropriations Act Sec. 514. If funds are being obligated under an appropriation account to which they were not appropriated, has the President consulted with and provided a written justification to the House and Senate Appropriations Committees and has such obligation been subject to regular notification procedures?

N/A

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18. State Authorization Sec. 139 (as interpreted by conference report). Has confirmation of the date of signing of the project agreement, including the amount involved, been cabled to State L/T and A.I.D. LEG within 60 days of the agreement's entry into force with respect to the United States, and has the full text of the agreement been pouched to those same offices? (See Handbook 3, Appendix 6G for agreements covered by this provision).
19. Trade Act Sec. 5164 (as interpreted by conference report), amending Metric Conversion Act of 1975 Sec. 2. Does the project use the metric system of measurement in its procurements, grants, and other business-related activities, except to the extent that such use is impractical or is likely to cause significant inefficiencies or loss of markets to United States firms? Are bulk purchases usually to be made in metric, and are components, subassemblies, and semi-fabricated materials to be specified in metric units when economically available and technically adequate?
20. FY 1990 Appropriations Act, Title II, under heading "Women in Development." Will assistance be designed so that the percentage of women participants will be demonstrably increased?
21. FY 1990 Appropriations Act Sec. 502(a). If assistance is furnished to a foreign government under arrangements which result in the generation of local currencies, has A.I.D. (a) required that local currencies be deposited in a separate account established by the recipient government, (b) entered into an agreement with that government providing the amount of local currencies to be generated and the terms and conditions under which the currencies so deposited may be utilized, and (c) established by agreement the responsibilities of A.I.D. and that government to monitor and account for deposits into and disbursements from the separate account?

N/A

N/A

Yes.

N/A The Project does not provide assistance to a foreign government.

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Will such local currencies, or an equivalent amount of local currencies, be used only to carry out the purposes of the DA or ESF chapters of the FAA (depending on which chapter is the source of the assistance) or for the administrative requirements of the United States Government?

N/A

Has A.I.D. taken all appropriate steps to ensure that the equivalent of local currencies disbursed from the separate account are used for the agreed purposes?

If assistance is terminated to a country, will any unencumbered balances of funds remaining in a separate account be disposed of for purposes agreed to by the recipient government and the United States Government?

B. FUNDING CRITERIA FOR PROJECT

1. Development Assistance Project Criteria

a. FY 1990 Appropriations Act Sec. 546 (as interpreted by conference report for original enactment). If assistance is for agricultural development activities (specifically, any testing or breeding feasibility study, variety improvement or introduction, consultancy, publication, conference, or training), are such activities: (1) specifically and principally designed to increase agricultural exports by the host country to a country other than the United States, where the export would lead to direct competition in that third country with exports of a similar commodity grown or produced in the United States, and can the activities reasonably be expected to cause substantial injury to U.S. exporters of a similar agricultural commodity; or (2) in support of research that is intended primarily to benefit U.S. producers?

N/A

b. FAA Sec. 107. Is special emphasis placed on use of appropriate technology (defined as relatively smaller, cost-saving, labor-using technologies that are generally most appropriate for the small farms, small businesses, and small incomes of the poor)?

N/A

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

As described above, the Project includes activities designed to empower socially and economically disadvantaged individuals to greater participation and leadership in their countries' development.

d. FAA Secs. 101(a). Does the activity give reasonable promise of contributing to the development of economic resources, or to the increase of productive capacities and self-sustaining economic growth?

Yes.

e. FAA Secs. 102(b), 111, 113, 281(a). Describe extent to which activity will: (1) effectively involve the poor in, development by extending access to economy at local level, increasing labor-intensive production and the use of appropriate technology, dispersing investment from cities to small towns and rural areas, and insuring wide participation of the poor in the benefits of development on a sustained basis, using appropriate U.S. institutions; (2) help develop cooperatives, especially by technical assistance, to assist rural and urban poor to help themselves toward a better life, and otherwise encourage democratic private and local governmental institutions; (3) support the self-help efforts of developing countries; (4) promote the participation of women in the national economies of developing countries and the improvement of women's status; and (5) utilize and encourage regional cooperation by developing countries.

The CLASP II component of the Project requires that at least 70% of the Peace Scholars be socially and/or economically disadvantaged, and that at least 40% should be women. The CLASP II purpose is to equip these individuals with technical skills, training and academic education, and an appreciation and understanding of the workings of a free enterprise economy in a democratic society.

f. FAA Secs. 103, 103A, 104, 105, 106, 120-21; FY 1990 Appropriations Act, Title II, under heading "Sub-Saharan Africa, DA." Does the project fit the criteria for the source of funds (functional account) being used?

Yes.

g. FY 1990 Appropriations Act, Title II, under heading "Sub-Saharan Africa, DA." Have local currencies generated by the sale of imports or foreign exchange by the government of a country in Sub-Saharan Africa from funds appropriated under Sub-Saharan Africa, DA been deposited in a special account established by that government, and are these local currencies available only for

N/A

use, in accordance with an agreement with the United States, for development activities which are consistent with the policy directions of Section 102 of the FAA and for necessary administrative requirements of the U. S. Government?

N/A

h. FAA Sec. 107. Is emphasis placed on use of appropriate technology (relatively smaller, cost-saving, labor-using , technologies that are generally most appropriate for the small farms, small businesses, and small incomes of the poor)?

N/A

i. FAA Secs. 110, 124(d). Will the recipient country provide at least 25 percent of the costs of the program, project, or activity with respect to which the assistance is to be furnished (or is the latter cost-sharing requirement being waived for a "relatively least developed" country)?

Since this is a regional Project, this requirement does not apply.

j. FAA Sec. 128(b). If the activity attempts to increase the institutional capabilities of private organizations or the government of the country, or if it attempts to stimulate scientific and technological research, has it been designed and will it be monitored to ensure that the ultimate beneficiaries are the poor majority?

N/A

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

As discussed above, the Project is designed to empower the socially and economically disadvantaged to greater participation and leadership in their countries' development by exposing them to U.S. democratic values.

l. FY 1990 Appropriations Act, under heading "Population, DA," and Sec. 535. Are any of the funds to be used for the performance of abortions as a method of family planning or to motivate or coerce any person to practice abortions?

No.

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

No.

Are any of the funds to be made available to any organization or program which, as determined by the President, supports or participates in the management of a program of coercive abortion or involuntary sterilization?

No.

Will funds be made available only to voluntary family planning projects which offer, either directly or through referral to, or information about access to, a broad range of family planning methods and services?

N/A

In awarding grants for natural family planning, will any applicant be discriminated against because of such applicant's religious or conscientious commitment to offer only natural family planning?

N/A

Are any of the funds to be used to pay for any biomedical research which relates, in whole or in part, to methods of, or the performance of, abortions or involuntary sterilization as a means of family planning?

No.

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

Yes.

n. FY 1990 Appropriations Act Sec. 579. What portion of the funds will be available only for activities of economically and socially disadvantaged enterprises, historically black colleges and universities, colleges and universities having a student body in which more than 40 percent of the students are Hispanic Americans, and

At least 10% of all CLASP II Peace Scholars will be placed in HBCUs.

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private and voluntary organizations which are controlled by individuals who are black Americans, Hispanic Americans, or Native Americans, or who are economically or socially disadvantaged (including women)?

o. FAA Sec. 118(c). Does the assistance comply with the environmental procedures set forth in A.I.D. Regulation 16? Does the assistance place a high priority on conservation and sustainable management of tropical forests? Specifically, does the assistance, to the fullest extent feasible: (1) stress the importance of conserving and sustainably managing forest resources; (2) support activities which offer employment and income alternatives to those who otherwise would cause destruction and loss of forests, and help countries identify and implement alternatives to colonizing forested areas; (3) support training programs, educational efforts, and the establishment or strengthening of institutions to improve forest management; (4) help end destructive slash-and-burn agriculture by supporting stable and productive farming practices; (5) help conserve forests which have not yet been degraded by helping to increase production on lands already cleared or degraded; (6) conserve forested watersheds and rehabilitate those which have been deforested; (7) support training, research, and other actions which lead to sustainable and more environmentally sound practices for timber harvesting, removal, and processing; (8) support research to expand knowledge of tropical forests and identify alternatives which will prevent forest destruction, loss, or degradation; (9) conserve biological diversity in forest areas by supporting efforts to identify, establish, and maintain a representative network of protected tropical forest ecosystems on a worldwide basis, by making the establishment of protected areas a

N/A A Categorical Exclusion has been granted.

condition of support for activities involving forest clearance or degradation, and by helping to identify tropical forest ecosystems and species in need of protection and establish and maintain appropriate protected areas; (10) seek to increase the awareness of U.S. Government agencies and other donors of the immediate and long-term value of tropical forests; and (11) utilize the resources and abilities of all relevant U.S. government agencies?

p. FAA Sec. 118(c)(13). If the assistance will support a program or project significantly affecting tropical forests (including projects involving the planting of exotic plant species), will the program or project: (1) be based upon careful analysis of the alternatives available to achieve the best sustainable use of the land, and (2) take full account of the environmental impacts of the proposed activities on biological diversity?

N/A

q. FAA Sec. 118(c)(14). Will assistance be used for: (1) the procurement or use of logging equipment, unless an environmental assessment indicates that all timber harvesting operations involved will be conducted in an environmentally sound manner and that the proposed activity will produce positive economic benefits and sustainable forest management systems; or (2) actions which will significantly degrade national parks or similar protected areas which contain tropical forests, or introduce exotic plants or animals into such areas?

No.

r. FAA Sec. 118(c)(15). Will assistance be used for: (1) activities which would result in the conversion of forest lands to the rearing of livestock; (2) the construction, upgrading, or maintenance of roads (including temporary haul roads for logging or other extractive industries) which pass through relatively undergraded forest lands; (3) the

No.

colonization of forest lands; or (4) the construction of dams or other water control structures which flood relatively undergraded forest lands, unless with respect to each such activity an environmental assessment indicates that the activity will contribute significantly and directly to improving the livelihood of the rural poor and will be conducted in an environmentally sound manner which supports sustainable development?

No.

s. FY 1990 Appropriations Act Sec. 534(a). If assistance relates to tropical forests, will project assist countries in developing a systematic analysis of the appropriate use of their total tropical forest resources, with the goal of developing a national program for sustainable forestry?

N/A

t. FY 1990 Appropriations Act Sec. 534(b). If assistance relates to energy, will such assistance focus on improved energy efficiency, increased use of renewable energy resources, and national energy plans (such as least-cost energy plans) which include investment in end-use efficiency and renewable energy resources?

N/A

Describe and give conclusions as to how such assistance will: (1) increase the energy expertise of A.I.D. staff, (2) help to develop analyses of energy-sector actions to minimize emissions of greenhouse gases at least cost, (3) develop energy-sector plans that employ end-use analysis and other techniques to identify cost-effective actions to minimize reliance on fossil fuels, (4) help to analyze fully environmental impacts (including impact on global warming), (5) improve efficiency in production, transmission, distribution, and use of energy, (6) assist in exploiting nonconventional renewable energy resources, including wind, solar, small-hydro, geo-thermal, and advanced

biomass systems, (7) expand efforts to meet the energy needs of the rural poor, (8) encourage host countries to sponsor meetings with United States energy efficiency experts to discuss the use of least-cost planning techniques, (9) help to develop a cadre of United States experts capable of providing technical assistance to developing countries on energy issues, and (10) strengthen cooperation on energy issues with the Department of Energy, EPA, World Bank, and Development Assistance Committee of the OECD.

u. FY 1990 Appropriations Act, Title II, under heading "Sub-Saharan Africa, DA" (as interpreted by conference report upon original enactment). If assistance will come from the Sub-Saharan Africa DA account, is it: (1) to be used to help the poor majority in Sub-Saharan Africa through a process of long-term development and economic growth that is equitable, participatory, environmentally sustainable, and self-reliant; (2) being provided in accordance with the policies contained in section 102 of the FAA; (3) being provided, when consistent with the objectives of such assistance, through African, United States and other PVOs that have demonstrated effectiveness in the promotion of local grassroots activities on behalf of long-term development in Sub-Saharan Africa; (4) being used to help overcome shorter-term constraints to long-term development, to promote reform of sectoral economic policies, to support the critical sector priorities of agricultural production and natural resources, health, voluntary family planning services, education, and income generating opportunities, to bring about appropriate sectoral restructuring of the Sub-Saharan African economies, to support reform in public administration and finances and to establish a favorable environment for individual enterprise and self-sustaining development, and to take

N/A

into account, in assisted policy reforms, the need to protect vulnerable groups; (5) being used to increase agricultural production in ways that protect and restore the natural resource base, especially food production, to maintain and improve basic transportation and communication networks, to maintain and restore the renewable natural resource base in ways that increase agricultural production, to improve health conditions with special emphasis on meeting the health needs of mothers and children, including the establishment of self-sustaining primary health care systems that give priority to preventive care, to provide increased access to voluntary family planning services, to improve basic literacy and mathematics especially to those outside the formal educational system and to improve primary education, and to develop income-generating opportunities for the unemployed and underemployed in urban and rural areas?

v. International Development Act Sec. 711, FAA Sec. 463. If project will finance a debt-for-nature exchange, describe how the exchange will support protection of: (1) the world's oceans and atmosphere, (2) animal and plant species, and (3) parks and reserves; or describe how the exchange will promote: (4) natural resource management, (5) local conservation programs, (6) conservation training programs, (7) public commitment to conservation, (8) land and ecosystem management, and (9) regenerative approaches in farming, forestry, fishing, and watershed management.

N/A

w. FY 1990 Appropriations Act Sec. 515. If debt/reob authority is sought to be exercised in the provision of DA assistance, are the funds being obligated for the same general purpose, and for countries within the same region as originally obligated, and have the House and Senate Appropriations Committees been properly notified?

N/A

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2. Development Assistance Project Criteria
(Loans Only)

N/A

a. FAA Sec. 122(b). Information and conclusion on capacity of the country to repay the loan at a reasonable rate of interest.

b. FAA Sec. 620(d). If assistance is for any productive enterprise which will compete with U.S. enterprises, is there an agreement by the recipient country to prevent export to the U.S. of more than 20 percent of the enterprise's annual production during the life of the loan, or has the requirement to enter into such an agreement been waived by the President because of a national security interest?

c. FAA Sec. 122(b). Does the activity give reasonable promise of assisting long-range plans and programs designed to develop economic resources and increase productive capacities?

3. Economic Support Fund Project Criteria

a. FAA Sec. 521(a). Will this assistance promote economic and political stability? To the maximum extent feasible, is this assistance consistent with the policy directions, purposes, and programs of Part I of the FAA?

Yes. Through its efforts to promote an appreciation and understanding of the values of a free enterprise economy in a democratic society.

b. FAA Sec. 531(a). Will this assistance be used for military or paramilitary purposes?

No.

c. FAA Sec. 609. If commodities are to be granted so that sale proceeds will accrue to the recipient country, have Special Account (counterpart) arrangements been made?

N/A

May 29, 1990

ACTION MEMORANDUM FOR THE MISSION DIRECTOR

ANNEX C

Page 1 of 6

FROM: Carol R. Becker, C/HPE

SUBJECT: Request for Approval for Further Development of the Caribbean Leadership and Development Training (CLDT) Project No. 538-0173.

Action Requested: Your approval is requested for further development of the Caribbean Leadership and Development Training (CLDT) Project No. 538-0173.

Background: The Mission Issues Review of the PID-like document (copy attached) for the Project's Development Training (DT) component was held on May 16, 1990. The PID-like document was approved by you and determined to be adequate to judge the feasibility of the DT component. Based on the programmatic and planning linkages between the DT component and the other Project component, the Caribbean and Latin American Scholarship Program II (CLASP II), it was decided at the Issues Review that both components be kept together under the CLDT Project framework.

The Social-Institutional Framework (SIF) prepared by RDO/C and approved by AID/W describes the context within which CLASP II will be implemented, provides a methodology and criteria for identifying leaders and potential leaders within the Eastern Caribbean, and determines key sectors and appropriate types of training for selected groups targeted under CLDT.

Discussion: The information provided below establishes what purposes are to be achieved by the proposed Project, provides a description of its principal activities, identifies intended beneficiaries, and provides preliminary financial data.

Project Purposes and Description

The Project has two purposes: (1) For CLASP II: To equip a broad base of leaders and potential leaders in the OECS Countries with technical skills, training and academic education, and an appreciation and understanding of the workings of a free enterprise economy in a democratic society; and (2) for DT: To improve the productivity and efficiency of the work force in the participating private and public sector organizations.

The Project will undertake an eight year regional program which will promote broad-based economic and social development in the Eastern Caribbean Countries by offering managerial, technical and vocational training addressing human resource constraints in key areas.

The CLASP II component will offer U.S.-based short-term technical and long-term academic training to leaders and potential leaders from socially and/or economically disadvantaged backgrounds. The DT component will provide third-country, in-country and U.S. training based on the needs of the countries in the following priority areas: Education and training; health and population; drug abuse prevention and education; agriculture and rural development; manufacturing, tourism and service industries; and environmental management and protection.

Relationship to A.I.D. Country Strategy/Objectives

The Project contributes to the current RDSS, and complements other Mission initiatives to improve educational opportunities, develop the human resource base, and promote sustained economic growth that will produce increased per capita incomes and consumption. Also, the Project supports the Mission objective of addressing obstacles to private sector development by providing managerial, technical and vocational training to meet the manpower needs of organizations in key sectors such as manufacturing, agribusiness and tourism.

In addition, the Project supports the LAC objectives of spreading the benefits of economic growth and significantly improving the participation of private enterprise in expanding the socioeconomic well-being of the poor. The Project contributes to the LAC strategy for broad-based sustainable economic growth and economic development by providing a variety of educational and training opportunities to leaders and potential leaders from socially and/or economically disadvantaged groups throughout the Eastern Caribbean.

Beneficiaries

An estimated 952 persons from the private and public sectors of the Eastern Caribbean countries will receive training and thus benefit from the Project. Indirectly, a much larger population group will benefit from improved efficiency and dissemination effects in both public and private sector participating institutions. For example, by providing training to teachers and trainers, the Project will contribute to preparing students with skills relevant to the marketplace.

Financial Requirements

The total A.I.D. cost of the proposed Project is estimated at \$10 million over an eight-year period (FY 90-98). An illustrative budget of A.I.D. contribution is broken down as follows:

Training/placement assistance.....	\$8,800,000
Administrative costs.....	1,000,000
Other (audits and evaluations).....	200,000
TOTAL.....	\$10,000,000

Mission Review: The decisions reached and the actions agreed upon at the aforementioned Mission review are listed below:

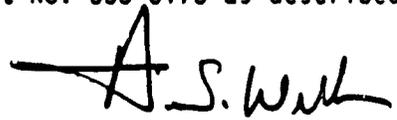
- 1) A grant will be awarded to the University of the West Indies (UWI), having its Office of University Services as the principal implementing entity for the DT component. In addition, institutional contractors will program and arrange all U.S.-based training, and/or blocks of regional participant training as appropriate.
- 2) The grant funds used to pay the participating institutions providing U.S. and third-country training will be channeled through the standard project-funded PIO/P process.

- 3) The Controller's Office will review UWI's management and financial capabilities and overhead requirements prior to obligating AID funds.
- 4) UWI must have a clear understanding that this is not an institutional development Project. RDO/C only envisions the contracting of two administrative and one support staff for Project implementation purposes.
- 5) The Rapid Response activity remains under the DT component with the following caveats: a) the criteria for selection must be clearly defined, b) annual fund ceilings must be established, c) the sponsoring organizations and/or participants must contribute significantly toward the training costs, and d) this sub-component will be directly managed by RDO/C.

Justification and Delegation of Authority: State cable 157067 dated May 16, 1990, provided AID/W approval of the RDO/C SIF. In addition, a model Project Paper has been developed by AID/W, and distributed to all LAC missions participating in CLASP II, to be used in the development of their respective projects. AID/W Delegation of Authority for Mission PP approval and Project Authorization of CLDT was provided via State cable 209388 of July 1, 1989.

Recommendation: That you approve further development of the Caribbean Leadership and Development Training (CLDT) Project No. 538-0173 as described above.

Approved: _____

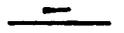


Disapproved: _____

Date: _____

6/1/90

Clearances:

PTA:NDThompson		Date: 5/29/90
PTS:SASamuels		Date: 5/29/90
PROG/ECON:NMariani		Date: 5/30/90
C/PDO:JWooten		Date: 5/30
CONT:TFallon		Date: 5/31
D/DIR:LArmstrong		Date: _____

Drafted by: PDO:RMejia-Robleda:rmr:1791e:05/21/90

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ACTION AID-1 INFO CDA CHRON

ANNEX C
Page 4 of 6

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SUBJECT: DAEC REVIEW OF THE CARIBBEAN LATIN AMERICA SCHOLARSHIP PROGRAM (CLASP) II (598-0561) (597-0044)

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

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

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

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

4. CENTRAL VS. MISSION PPS AND AUTHORIZATIONS: IT WAS DECIDE THAT THE MISSIONS WOULD FINALIZE INDIVIDUAL PPS BASED ON THE QUOTE MODEL UNQUOTE PP PROVIDED BY AID/W AND AUTHORIZE THE

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MT

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PROJECT IN THE FIELD. IN PREPARING THEIR PPS, THE MISSIONS WILL BE DIRECTED TO ADHERE CLOSELY TO SPECIFIC SECTIONS AND PARAMETERS SPELLED OUT IN THE QUOTE MODEL UNQUOTE PP. AID/W WILL MONITOR MISSION COMPLIANCE WITH CLASP II POLICY GUIDANCE THROUGH THE PROCESS EVALUATION AND THE FORMAL REVIEW OF THE ANNUAL CTP UPDATES.

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

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

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

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

9. STAFFING IMPLICATIONS OF CLASP II DESIGN: TAKING INTO ACCOUNT MISSIONS' CONCERNS ABOUT THE STAFFING IMPLICATIONS OF THE CLASP II DESIGN, ESPECIALLY AS IT RELATES TO FOLLOW-ON ACTIVITIES, THE PP WILL DISCUSS THE STAFFING REQUIREMENTS, BO DIRECT HIRE AND CONTRACT OF CLASP II, AND WILL INDICATE TO T MISSIONS THAT THE ADDITIONAL PERSON REQUIRED FOR THE FOLLOW-O ACTIVITY CAN BE FINANCED FROM PROGRAM FUNDS. THE OE IMPLICATIONS OF THESE STAFFING REQUIREMENTS WILL ALSO BE DISCUSSED. BAKER

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INITIAL ENVIRONMENTAL EXAMINATION

ANNEX D
Page 1 of 2

Project Location:

Caribbean Regional

Project Title:

Caribbean Leadership and Development Training (CLDT)

Project Number:

538-0173

Funding:

\$10 million

Project Description

The CLDT program goal is to promote broad-based economic and social development in the Eastern Caribbean countries. Within this general long-term goal the Project goal is to encourage and strengthen free enterprise economies and democratic pluralism in the Eastern Caribbean region.

CLDT will provide \$10 million in A.I.D. grant funds over eight years for customized training programs incorporating both Experience America and follow-on activities. The CLDT Project has two components: (1) The Caribbean and Latin American Scholarship Program II (CLASP II); and (2) the Development Training (DT) Component. All CLASP II participants will be leaders or potential leaders on the local, community or national levels, and participants will be representative of the social and economic structure in each island. The DT Component will target individuals (not necessarily leaders) whose training is crucial to the economic and social development needs of the region.

Environmental Impact

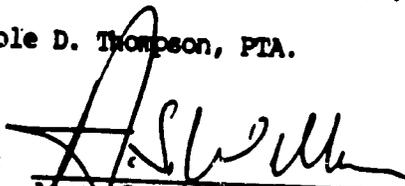
The proposed Project will not involve activities that have a harmful effect on the natural or physical environment. The activities which will be carried out under the Project qualify for a Categorical Exclusion according to Section 216.2(c)-(2)(i) of 22 CFR as "education, technical assistance or training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

Recommendation

Based on the Categorical Exclusion discussed above, RDO/C recommends that the Caribbean Leadership and Development Training (CLDT) Project be given a Categorical Exclusion determination requiring no further environmental review.

IEE Prepared By: Ruben Mejia-Robleda, PDO and Nicole D. Thompson, PTA.

Concurrence:


Aaron S. Williams
Director
Regional Development
Office/Caribbean

Dated:

5/17/90

Clearances:

A/C/HPE: SAGriffith

C/PDO: JWooten

A/D/DIR: RJohnson



Date: 05-17-90

Date: 5/17/90

Date: 5/17

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SIF MATRIX ONE: KEY SECTORS, INSTITUTIONS, PROFESSIONS

SPHERE OF INFLUENCE	URBAN: HIGH INCOME	URBAN: MEDIUM INCOME	URBAN: LOW INCOME	RURAL: MEDIUM INCOME	RURAL: LOW INCOME
REGIONAL	Regional Organisations of Professionals (e.g., lawyers)	Regional Organisations of National Organizations Regional Unions (e.g., teachers, labor Unions, Journalists) Creative Arts Groups Extra-Mural tutors			
NATIONAL	Professional Associations (lawyers, doctors) Traditional elites Large Businessmen/Associations	Business/Professional Associations Service Clubs Umbrella NGOs/PVOs Transport Coops/Associations Community/Training College Staff Trade Unions Government Officials National Development Foundations Parent Teachers Assoc. Family Planning Assoc. Hotel Associations Church Groups Journalists Women's Groups National Youth Groups Creative Arts Groups	Small Businessmen/Entrepreneurs Mucksters Assoc. Craftsmen/Artisans Transport Drivers Teachers	Shopowners Large Farmers Estate Owners Transport Owners Agriculture Support Organisations	Small Farmers Associations/Coops Fishermen's Associations/Coops Agriculture Support Organisations
PARISH		Church Groups District Medical Officers Large Contractors Youth Groups	Church Groups Health Workers (e.g., Clinic Nurses) Parent Teachers Associations Small Contractors	Church Groups Agricultural Extension Officers Forestry Wardens Teachers	Women's Groups Youth Groups Teachers
COMMUNITY			Youth Groups Sports Clubs Cooperatives Community Groups	Primary/Senior School Headteachers Community Groups	Primary School Teachers 4-M Clubs Farmers & Fishermen's Coops Special Groups, e.g., Red Caribs of Dominica; Carriacou, Grenada; and North of Dry River, St. Vincent

MATRIX TWO
TRAINING PLAN SUMMARY BY SECTOR

SECTOR: AGRICULTURE
CATEGORY: SMALL FARMERS

NATURE OF INFLUENCE: Influential among peers, community and customers/clients, especially if successful

INCOME LEVEL: Low

SPREAD EFFECT: Direct to peers and clientele; indirect to community, potential clientele and farmers associations

SPECIAL CONCERNS: Linkages with tourism sector, e.g., supplying hotels and restaurants; safe and environmentally sound use, storage and disposal of pesticides and agro-chemicals; post-harvest technology; packaging and presentation; costing and pricing; entrepreneurial outlook

SKILLS TO ACQUIRE: Basic management skills; record-keeping; marketing and merchandising; costing and pricing; planting/rotation strategies (to ensure constant and projected supplies); packaging and presentation; use of agro-chemicals

NATURE AND DURATION OF TRAINING: 1) long-term Training of Trainers program for selected (young) farmers; 2) short-term technical training: seminars/workshops; farm visits

EXPERIENCE AMERICA CONSIDERATIONS: Visits with small "market/truck gardening" farmers and associations, and market outlets; environmental groups concerned about agro-chemicals

FOLLOW-ON CONSIDERATIONS: Alumni Association; update/refresher activities, e.g., workshops; newsletters; networking

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MATRIX TWO
TRAINING PLAN SUMMARY BY SECTOR

SECTOR:	AGRICULTURE
CATEGORY:	AGRICULTURAL/FARMER SUPPORT ORGANIZATIONS [Organizations, especially small ones for non-traditional farming, supporting Agriculture by providing various services and assistance, e.g., in production, marketing, inputs]

NATURE OF INFLUENCE:	Influential among farmers, farmers associations, other support organizations and community
INCOME LEVEL:	Medium to low
SPREAD EFFECT:	Direct to farmers and farmers associations; indirect to community and other support organizations
SPECIAL CONCERNS:	Lack of expertise for assessing specialized needs and projects and requests for financial assistance; project development; skills for market surveys and development; motivating farmers to accept new ideas and techniques
SKILLS TO ACQUIRE:	Coordinating abilities and skills (individuals and groups); project design, development, implementation and assessment; marketing and merchandising
NATURE AND DURATION OF TRAINING:	1) long-term Training of Trainers program for selected staff members; 2) short-term technical training, seminars, workshops; visits to support organizations
EXPERIENCE AMERICA CONSIDERATIONS:	Visits with similar support organizations; participation in a market or other survey; visits to firms or factories producing inputs used by farmers supported by the organization
FOLLOW-ON CONSIDERATIONS:	Alumni Association; update/refresher activities, e.g., workshops; networking; implementation of a project or survey in community

MATRIX TWO
TRAINING PLAN BY SUMMARY

SECTOR:	AGRICULTURE
CATEGORY:	AGRICULTURE EXTENSION OFFICERS (GOV'T AND NON-GOV'T) [Individuals working from groups or organisations which assist individual farmers and groups with agricultural development]

NATURE OF INFLUENCE:	Influential among individual farmers and farmers associations and among fellow-workers
INCOME LEVEL:	Low to medium
SPREAD EFFECT:	Direct to Farmers and Associations; Indirect to community and nation
SPECIAL CONCERNS:	Nontraditional crops; introduction to farmers; problems and cultivation; post-harvest technology; marketing methodology (packaging and presentation; merchandising;)
SKILLS TO ACQUIRE	Communications and demonstration skills; ability to assess feasibility of nontraditional crops (all aspects); knowledge of/contacts with possible local, regional, and international market exporters/traders
NATURE AND DURATION OF TRAINING:	Short-term training courses, seminars, workshops, attachments, field site visits
EXPERIENCE AMERICA CONSIDERATIONS:	Visit/attachment to farmers and farmers groups engaged in farming/processing possible alternative crops; packaging plants and distributors of fresh tropical fruits, vegetables and flowers
FOLLOW-ON CONSIDERATIONS:	Annual update/refresher; regional workshops; Alumni Association

MATRIX TWO
TRAINING PLAN SUMMARY BY SECTOR

SECTOR: AGRICULTURE
CATEGORY: FOREST CONSERVATION/RECREATION SPECIALIST

NATURE OF INFLUENCE: Influential in rural community where forest located; also to groups of children, etc. who may visit forest under his/her guidance

INCOME LEVEL: Low

SPREAD EFFECT Direct to peers and those using forest; Indirect to community

SPECIAL CONCERNS: Need to be able to control by persuasion rather than high-handed autocratic methods; communication and outreach skills; understanding of forest in island ecosystem

SKILLS TO ACQUIRE: Technical skills related to forest, e.g., laying of forest trails, protection of watersheds; fighting forest fires, property ecosystems, etc.; communication skills including visual presentation via displays or exhibitions especially for children; general environmental understanding of Island typical forests ecosystems

NATURE AND DURATION OF TRAINING: 1) Long-term technical training including Training of Trainers skills in technical aspects of forest/recreation/conservation; 2) Short-term training courses, workshops, attachments, exchanges

EXPERIENCE AMERICA CONSIDERATIONS: Visits/attachments to U.S. National Park forest rangers, exhibitions; development of project with U.S. counterpart for implementation on return

FOLLOW-ON CONSIDERATIONS: Alumni Association; membership in Society of American Forestry; implementation of project on return; development and maintenance of permanent display in area of forest used as trails

MATRIX TWO
TRAINING PLAN SUMMARY BY SECTOR

SECTOR: **COMMUNITY DEVELOPMENT**
CATEGORY: **COMMUNITY GROUPS**
[Groups organized at the community level for community service, may have a special interest, e.g., church, sports, youth, creative arts or political]

NATURE OF INFLUENCE: Values, attitudes and skills influential at community level; depending on membership and activity could wield powerful influence at community level

INCOME LEVEL: Medium to low

SPREAD EFFECT: Direct to members; indirect to community and other community groups

SPECIAL CONCERNS: Lack of "professionalism": basic administrative and managerial skills; project development skills; group organizational and motivational skills

SKILLS TO ACQUIRE: Basic management and administrative skills; communication skills; basic project identification, development, implementation and evaluation skills; basic technical skills in specific area of interest

NATURE AND DURATION OF TRAINING: 1) Long-term Training of Trainers programs for selected individuals, perhaps one from each country, varying the specific interest; 2) short-term training, courses, workshops, attachments

EXPERIENCE AMERICA CONSIDERATIONS: Visits with similar community groups in U.S.; development of project with U.S. counterpart for implementation on return

FOLLOW-ON CONSIDERATIONS: Alumni Association; implementation of Project; lectures, discussions with similar groups

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MATRIX TWO
TRAINING PLAN SUMMARY BY SECTOR

SECTOR: COMMUNITY DEVELOPMENT

CATEGORY: SERVICE CLUBS
[Clubs organized for the specific purpose of community service]

NATURE OF INFLUENCE: Influential nationally in non-public sector generally because of position, status and prestige both of prominent members and of service club itself, may cross number of sectors and classes

INCOME LEVEL: Upper Middle to low

SPREAD EFFECT: Direct to peers, other clubs and clients in the community; in-direct to community, public sector and nation

SPECIAL CONCERNS: Motivating members and community to service; sustaining interest in projects and programs; role of PVO/NGOs in national development

SKILLS TO ACQUIRE: Understanding of role and function of service and community organizations; fund-raising techniques; communication and community development skills; rehabilitation of drug abusers and care/counselling of AIDS patients as special areas of future concern

NATURE AND DURATION OF TRAINING: Short-term courses, attachments, workshops, visits

EXPERIENCE AMERICA CONSIDERATIONS: Visits/attachments to similar organizations; visits to special projects run by similar organizations, e.g., Half Way houses, AIDS hospices, shelters for the homeless and disadvantaged; development of project with U.S. counterpart

FOLLOW-ON CONSIDERATIONS: Alumni Association; lectures/discussions with sister clubs; implementation of project on return

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MATRIX TWO
TRAINING PLAN SUMMARY BY SECTOR

SECTOR:	COMMUNITY DEVELOPMENT
CATEGORY:	UMBRELLA NON-GOVERNMENT ORGANIZATIONS [NGOs whose membership consists of organizations rather than individuals, e.g., CARIPEDA (Caribbean People's Development Agency in St. Vincent)]

NATURE OF INFLUENCE:	Mainly on member organizations, and through them to individual members of these; also to community through work or member organisations
INCOME LEVEL:	Low to Middle
SPREAD EFFECT:	Direct to delegates from Member Organisations; Indirect to Member Organizations and their individual members, and to community
SPECIAL CONCERNS:	Need to coordinate the great diversity in number and range of NGOs working in variety of areas; Assistance to smaller NGOs which might feel threatened by larger, more organized NGOs; administrative and fund-raising capabilities
SKILLS TO ACQUIRE:	Basic administrative, accounting and management skills; project identification, development and implementation; fund-raising techniques and strategies together with communications and outreach skills; ability to coordinate and motivate people to collaborate
NATURE AND DURATION OF TRAINING:	Short-term courses, visits or attachments to umbrella organizations in U.S.; Training of Trainers abilities to pass on knowledge and insights gained; role of NGOs in national development; lobbying skills especially to gain support from Governments
EXPERIENCE AMERICA CONSIDERATIONS:	Attachments/visits to similar organizations in the U.S.; preparation of project with U.S. counterparts to be implemented on return
FOLLOW-ON CONSIDERATIONS:	Alumni Association; implementation of Project; series of lecture with NGOs

MATRIX TWO
TRAINING PLAN SUMMARY BY SECTOR

SECTOR: CREATIVE ARTS
CATEGORY: CREATIVE ARTS GROUPS THAT INFLUENCE YOUTH

NATURE OF INFLUENCE: Influence depends on the art and its popularity nationally and in the community; steel bands and drama groups likely to be more influential than classic orchestra

INCOME LEVEL: Medium to Low

SPREAD EFFECT: Direct to Members of Groups and to audiences; indirect to family and friends of members and audiences

SPECIAL CONCERNS: Organizational and communication outreach skills need to be developed; basic bookkeeping skills; technical skills related to the specific art form

SKILLS TO ACQUIRE: Technical skills related to the specific art form; communication skills; understanding of role of arts in national development; basic group organizational and administrative skills; where relevant, display and exhibition presentation techniques

NATURE AND DURATION OF TRAINING: 1) Long-term Training of Trainers program for one person from region for general cultural development; 2) Short-term training courses, attachments, workshops, visits; tours of art galleries, museums, etc.

EXPERIENCE AMERICA CONSIDERATIONS: Visits with similar groups for exposure to presentation, alternatives, etc., to generate ideas for general cultural development and use of art for development. Development of project or exhibition with U.S. counterpart

FOLLOW-ON CONSIDERATIONS: Alumni Association; implementation of project; lectures/discussions with various creative arts groups

MATRIX TWO
TRAINING PLAN SUMMARY BY SECTOR

SECTOR CREATIVE ARTS
CATEGORY POPULAR THEATRE GROUPS

NATURE OF INFLUENCE: Widespread, both in community and nationally

INCOME LEVEL: Medium to low

SPREAD EFFECT: Direct to Members of Groups and to audiences;
indirect to family and friends of members and
audiences

SPECIAL CONCERNS: The drama workshop process and techniques, e.g.,
role play; outreach programmes; groups especially
concerned about dramatising agricultural
diversification after 1992

SKILLS TO ACQUIRE: Organisation of workshops; drama teaching
techniques; communication skills; use of popular
theatre for dramatising development issues

**NATURE AND DURATION
OF TRAINING:** 1) Long-term Training of Trainers program for one
person from region (e.g., ECPTO); 2) short-term
training; attachment or workshop

**EXPERIENCE AMERICA
CONSIDERATION:** Similar to nontraditional small farmers for
exposure to alternatives, presentation, etc., to
generate ideas for transfer through drama

**FOLLOW-ON
CONSIDERATIONS:** Alumni Association; Assistance from U.S. group in
developing a project on a specific developmental
theme

SECTOR; EDUCATION
CATEGORY: GRADUATE TEACHERS
[Teachers who have university degrees, not necessarily in Education; may or may not have been trained as teachers]

NATURE OF INFLUENCE: Fundamental and lasting influence on students and school; community and national influence dependent on level of involvement in non-school/extra-curricular activities

INCOME LEVEL: Middle

SPREAD EFFECT: Direct to peers and students; indirect to families/friends of students; indirect to community and nation depending on status of employing institution and level of involvement in extra-curricular activities

SPECIAL CONCERNS: Inadequacy/inability of formal education system to produce students with skills needed by private sector (world of work); innovative teaching methods which motivate students

SKILLS TO ACQUIRE: Curriculum development including process of infusion; teaching methods and strategies with emphasis on experiential teaching; material development; ability to motivate and counsel students

NATURE AND DURATION OF TRAINING: 1) long-term Training the Trainers program for University staff (Faculty of Education); and for selected, influential teachers; 2) short-term academic training: refresher courses, summer courses; seminars, workshops, attachments

EXPERIENCE AMERICA CONSIDERATIONS: Attachments/visits to schools or universities involved in innovative teaching; field visits with actual work/community projects; development of project (with U.S. counterparts) to be implemented on return

FOLLOW-ON CONSIDERATIONS: Alumni Association; implementation of project; lectures/talks/discussions with teachers associations/PTAs

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MATRIX TWO
TRAINING PLAN PLAN SUMMARY BY SECTOR

SECTOR: EDUCATION
CATEGORY: CERTIFIED NON-GRADUATE TEACHERS
[Teachers who do not have University degrees but who have been trained as teachers]

NATURE OF INFLUENCE: Fundamental and lasting influence on pupils at formative stages of growth and development and on the schools at which they teach

INCOME LEVEL: Low to Middle

SPREAD EFFECT: Direct to peers and pupils; indirect to families/friends of pupils, and to community depending on level of involvement in extra-curricular activities

SPECIAL CONCERNS: Inadequacy/inability of formal education system to produce students with skills needed by private sector (world of work); innovative teaching methods which motivate students

SKILLS TO ACQUIRE: Curriculum development including process of infusion; Teaching methods and strategies with emphasis on experiential teaching; material development; ability to motivate and counsel pupils

NATURE AND DURATION OF TRAINING: 1) Long-term training for selected, influential trainers; 2) short-term academic training: refresher courses, summer courses; seminars, workshops, attachments

EXPERIENCE AMERICA CONSIDERATIONS: Attachments/visits to schools or universities involved in innovative teaching; field visits with actual work/community projects; development of project (with U.S. counterparts) to be implemented on return

**FOLLOW-ON
CONSIDERATIONS:**

Alumni Association; implementation of Project;
lectures/talks/discussions with teachers
associations/ PTAs.

MATRIX TWO
TRAINING PLAN SUMMARY BY SECTOR

SECTOR:	EDUCATION
CATEGORY	UNCERTIFIED NON-GRADUATE ASSISTANT TEACHERS [Teachers who do not have University degrees and who have not been trained as teachers]

NATURE OF INFLUENCE:	Fundamental and lasting influence on pupils at formative stages of growth and development and on the schools at which they teach
INCOME LEVEL:	Low
SPREAD EFFECT:	Direct to peers and pupils; indirect to families/friends of pupils, and to community depending on level of involvement in extra-curricular activities
SPECIAL CONCERNS:	Inadequate preparation of primary school pupils with basic literacy and numeracy skills; innovative teaching methods which motivate students
SKILLS TO ACQUIRE:	Curriculum development including modular approach and process of infusion; teaching methods and strategies with emphasis on experiential teaching; material development; ability to motivate and counsel pupils
NATURE AND DURATION OF TRAINING:	1) Long-term academic university degree and/or teacher training for selected, influential trainers; 2) short-term academic training: crash courses, summer courses, seminars, workshops, attachments
EXPERIENCE AMERICA CONSIDERATIONS:	Attachments/visits to schools or universities involved in innovative teaching; field visits with actual work/community projects; development of project (with U.S. counterparts) to be implemented on return

**FOLLOW-ON
CONSIDERATIONS:**

Alumni Association; implementation of project;
lectures/talks/discussions with teachers
associations/PTAs

MATRIX TWO
TRAINING PLAN SUMMARY BY SECTOR

SECTOR: EDUCATION
CATEGORY: STAFF OF TEACHER TRAINING COLLEGES

NATURE OF INFLUENCE: Fundamental and lasting influence on students and through them to national schools especially primary schools

INCOME LEVEL: Low to Middle

SPREAD EFFECT: Direct to peers and students; indirect to most primary school teachers and students, therefore, should be considered a priority

SPECIAL CONCERNS: Inadequacy/inability of formal education system to produce students with skills needed by private sector (world of work); innovative teaching methods which motivate students

SKILLS TO ACQUIRE: Curriculum development including process of infusion; Training the Trainers teaching methods and strategies with emphasis on experiential teaching; material development; ability to motivate and counsel trainees

NATURE AND DURATION OF TRAINING: 1) Long-term Training of Trainers program for selected, influential trainers; 2) short-term academic training; refresher courses, summer courses; seminars, workshops, attachments

EXPERIENCE AMERICA CONSIDERATIONS: Attachments/visits to schools or universities involved in innovative Training of Trainers; field visits with actual work/community projects; development of project (with U.S. counterparts) to be implemented on return

FOLLOW-ON CONSIDERATIONS: Alumni Association; implementation of Project; lectures/talks/discussions with teachers associations/PTAs

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MATRIX TWO
TRAINING PLAN SUMMARY BY SECTOR

SECTOR: EDUCATION
CATEGORY: STAFF OF COMMUNITY COLLEGES

NATURE OF INFLUENCE: Important influence on students as they make transition from secondary to tertiary education; influence on community and education sector because of community college's position/prestige in introducing tertiary education to OECS countries

INCOME LEVEL: Middle

SPREAD EFFECT: Direct to peers and student; indirect to community and education sector

SPECIAL CONCERNS: Need more emphasis on leadership training; also more emphasis on non-formal education and educational outreach into community, especially rural communities; sensitisation to "Imperatives of National Development"

SKILLS TO ACQUIRE: Leadership skills: organizational, communications, community outreach, and motivational; appreciation of role of non-formal education

NATURE AND DURATION OF TRAINING: 1) Long-term Training of Trainers type training for one member of staff from each of the community colleges so will be resource; 2) short-term summer courses, visits, workshops or attachments

EXPERIENCE AMERICA CONSIDERATIONS: Attachments/visits to schools or universities involved in non-formal education and community outreach; preparation of project (with U.S. counterparts) to be implemented on return

FOLLOW-ON CONSIDERATIONS: Alumni Association; implementation of Project; lectures/talks/ discussions with teacher-training colleges, peers

MATRIX TWO
TRAINING PLAN SUMMARY BY SECTOR

SECTOR: EDUCATION
CATEGORY: PRIMARY SCHOOL HEAD-TEACHERS

NATURE OF INFLUENCE: Fundamental and lasting influence on school, its staff, teachers, and students; community influence dependent on prestige of school and level of involvement of both Headteacher and school in community activities

INCOME LEVEL: Low to Middle

SPREAD EFFECT: Direct to school, its staff, teachers and students; indirect to peers, community

SPECIAL CONCERNS: Become head-teachers as result of long service and possession of teacher-training certificate, not because of leadership capabilities; need administrative and management skills, greater appreciation of role of principal in role of education and national development

SKILLS TO ACQUIRE: Administration and Management of School; ability to organize and execute in-service and in-situ training for staff; community outreach skills

NATURE AND DURATION OF TRAINING: Short-term, summer courses in school administration, communication and outreach skills

EXPERIENCE AMERICA CONSIDERATIONS: Attachments/visits to schools or universities; field visits with actual community projects; development of implementation plan (with U.S. counterparts) for his/her school to be implemented on return

FOLLOW-ON CONSIDERATIONS: Alumni Association; implementation of Plan; lectures/talks/discussions with teacher training colleges, teachers associations, peers

MATRIX TWO
TRAINING PLAN SUMMARY BY SECTOR

SECTOR: EDUCATION
CATEGORY: REGIONAL AND NATIONAL TEACHERS UNIONS

NATURE OF INFLUENCE: Mainly on members, and through them to other teachers; also on Ministries of Education with whom they negotiate

INCOME LEVEL: Low to Middle

SPREAD EFFECT: Direct to Members; indirect to Ministries of Education, non-member teachers and to region and nation

SPECIAL CONCERNS: Focused on working conditions within teaching rather than the content or impact of teaching; tend to be conservative and anti-change, therefore, inhibit change; need to be sensitised to the "imperatives of national and regional socio-economic development"

SKILLS TO ACQUIRE: Communications skills and ability to motivate others; "Imperatives of Eastern Caribbean Development"; organisation and execution of seminars and workshops

NATURE AND DURATION OF TRAINING: Short-term courses, seminars, workshops on roles of Teachers' Unions; attachments with Unions active in areas other than negotiating for improved wages and teaching conditions

EXPERIENCE AMERICA CONSIDERATIONS: Short-term courses, seminars, workshops on roles of Teachers' Unions; attachments with Unions active in areas other than negotiating for improved wages and teaching conditions

FOLLOW-ON CONSIDERATIONS: Alumni Association; participation in discussions/seminars on "Imperative of Eastern Caribbean Development"

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MATRIX TWO
TRAINING PLAN SUMMARY BY SECTOR

SECTOR: EDUCATION

CATEGORY PARENT TEACHER ASSOCIATIONS (PTAs)

NATURE OF INFLUENCE: Limited by size of PTAs and whether national PTA exists; influence in community dependent on level of involvement in community activities

INCOME LEVEL: Low to Middle, and including both (cross-section of community depending on location and pupils of school)

SPREAD EFFECT: Direct to members; indirect to teachers, pupils, school and community depending on activities.

SPECIAL CONCERNS: Limited perception of their role: tend to be seen as rubberstamping of work of principal and fund-raising; but have potential for infusing family and community oriented concerns into formal education system; this aspect increasingly important with increases in drug abuse and AIDS highlighting the need for Family Life Education (FLE)

SKILLS TO ACQUIRE: Knowledge of structure of education systems and roles of school and PTAs in system; leadership skills: developmental, communications, outreach and motivational skills; appreciation of role of non-formal (especially parent) education

NATURE AND DURATION OF TRAINING: Short-term Summer courses, visits, workshops, or attachments; Good if training could be done for at least two members from a PTA: one teacher and one parent together

EXPERIENCE AMERICA CONSIDERATIONS: Attachments/visits to schools with active PTAs with perceptions of wide role of PTA in life of school; development of Project/Plan for implementation on return

**FOLLOW-ON
CONSIDERATIONS:**

Alumni Association; implementation of
Project/Plan; lectures/ talks/ discussions with
PTAs, teachers and parents

MATRIX TWO
TRAINING PLAN SUMMARY BY SECTOR

SECTOR: HEALTH

CATEGORY: FAMILY PLANNING ASSOCIATIONS
[Volunteer Associations which pioneered family planning services in Eastern Caribbean; now undergoing transitional period and identity crisis as Ministries of Health take over delivery functions]

NATURE OF INFLUENCE: National, as well as regional through CFPA; but not as influential as before since Ministries of Health have taken over delivery functions; entering renewal period with USAID project with CFPA, but extent dependent on creative and innovative capabilities of staff

INCOME LEVEL: Middle to low

SPREAD EFFECT: Direct through clients and outreach IEC functions; indirect through impact of clients' experiences on families, friends and community

SPECIAL CONCERNS: Understanding of relationships between family planning and socio-economic development; development of managerial capability, e.g., workplans & budgets, use of service statistics and surveys for program management, on-going program reviews and evaluations, innovative strategies for collaboration between Min of Health programs & FPA's programs; need to translate universal knowledge of FP methods and outlets into use

SKILLS TO ACQUIRE: Family planning management skills as indicated above; coordination skills, i.e., with Ministries of Health; creative abilities to recruit and motivate clients; program development, implementation and evaluation; ability to use data from Surveys, e.g., Contraceptive Prevalence Surveys for program development

MATRIX TWO
TRAINING PLAN SUMMARY BY SECTOR

SECTOR: THE MEDIA
CATEGORY: JOURNALISTS

NATURE OF INFLUENCE: Wide-ranging national influence especially if working with electronic media; able to mould attitudes and values

INCOME LEVEL: Low to Middle

SPREAD EFFECT: Direct to peers and consumers; indirect to friends and families of consumers

SPECIAL CONCERNS: Coverage tends not to go beyond immediate story; implications and ramifications not usually examined; Need to incorporate "Imperatives of National Development" whenever possible; constant update needed on fast-changing media technology; limited opportunities for mobility

SKILLS TO ACQUIRE: Technical production skills in relevant medium, e.g., print, radio, television; use of appropriate technology to obtain high tech results; Role of media in community and national development

NATURE AND DURATION OF TRAINING: 1) Long-term Training of Trainers for selected journalists, perhaps one from each medium, to become resource for Eastern Caribbean; 2) Short-term courses, workshops or attachments in specific aspect with emphasis on hands-on experiences

EXPERIENCE AMERICA CONSIDERATIONS: Visits/attachments to media houses or training institutions; may be good to focus on small-town (in U.S. context) media

FOLLOW-ON CONSIDERATIONS: Alumni Association; preparation of article, programme, etc., based on U.S. experiences

MATRIX TWO
TRAINING PLAN SUMMARY BY SECTOR

SECTOR:	PRIVATE SECTOR
CATEGORY:	NATIONAL DEVELOPMENT FOUNDATIONS (NDFs) [Established in most of the OECs countries in the mid-1980s to provide training, technical assistance & credit to micro-businesses unable to get funding from commercial banking institutions]

NATURE OF INFLUENCE:	Abilities influence success of clients' businesses directly; indirectly influence informal and micro-entrepreneurial sector through success or failure of clients
INCOME LEVEL:	Middle to Low
SPREAD EFFECT:	Direct to Clients and their businesses; indirect to informal and micro-entrepreneurial sector, and potential clients
SPECIAL CONCERNS:	Need to be able to manage relationships with Board of Directors, educating Board to its role, legal and other responsibilities; self-sustainability; technical and managerial skills
SKILLS TO ACQUIRE:	Working with Boards; management of PVO/NGO especially different from public or business sectors; resource mobilisation; technical management of credit banking, computer literacy especially spreadsheets; training for counselling and entrepreneurial development; communication skills (for different audiences, e.g., gov't, banks, board)
NATURE AND DURATION OF TRAINING:	1) Long-term Training of Trainers program for selected staff members; 2) short-term technical training, seminars, workshops, attachments
EXPERIENCE AMERICA CONSIDERATIONS:	Visits or attachments with similar organizations in the U.S.; development of project with U.S. counterparts
FOLLOW-ON CONSIDERATIONS:	Alumni Association; update/refresher activities; implementation of Project on return

MATRIX TWO
TRAINING PLAN SUMMARY BY SECTOR

SECTOR: PRIVATE SECTOR

CATEGORY: SMALL/MICRO BUSINESS
[Individuals/Groups working in small commercial establishments (retail, small-scale manufacturing and services; cooperatives) for profit]

NATURE OF INFLUENCE: Influential among peers, community, customers and aspiring entrepreneurs especially if successful; generates self-respect, and pride among family and friends

INCOME LEVEL: Low

SPREAD EFFECT: Direct among peers and customers; indirect to small business community; aspiring entrepreneurs

SPECIAL CONCERNS: Lack of business and basic management skills and attitudes, including accounting and record keeping; very little innovation shown in design and packaging of products; inability to schedule and plan production to meet contractual obligations; lack of understanding of role of small business in development

SKILLS TO ACQUIRE: Basic management skills; marketing and merchandising; quality control and product design at micro level; technical skills related to specific business; understanding of importance of, and working knowledge of, commercial law and regulations

NATURE AND DURATION OF TRAINING: 1) Training of Trainers program for staff or intermediate organizations like MDFs or umbrella organizations; 2) short term managerial, organizational and technical courses, seminars or workshops

**EXPERIENCE AMERICA
CONSIDERATIONS:**

Visits or attachments to small businesses or
umbrella organizations of small businesses

**FOLLOW-ON
CONSIDERATIONS:**

Alumni Association; bulletins or newsletters of
information; networking

MATRIX TWO
TRAINING PLAN SUMMARY BY SECTOR

SECTOR;	PRIVATE SECTOR
CATEGORY	COOPERATIVES (all types) [Formally or informally structured organisations of members working towards specific goals which are best achieved collectively]

NATURE OF INFLUENCE:	Effectiveness and viability of Cooperatives; can influence skills and attitudes of Cooperative members; can impact on prestige and status of small Coops in the community
INCOME LEVEL:	Low
SPREAD EFFECT:	Direct to Cooperative members; indirect to customers/clientele of Cooperative
SPECIAL CONCERNS:	Limited awareness or knowledge of areas involved in entrepreneurial activity and cooperative management; lack of "professionalism": administrative skills, letter-writing, project development
SKILLS TO ACQUIRE:	Basic administrative and managerial skills; ability to motivate and train members; project development and proposal writing; (for product cooperatives): costing and pricing; packaging and presentation; sales and marketing
NATURE AND DURATION OF TRAINING:	1) Long-term Training of Trainers program in all aspects; 2) short-term technical training courses seminars, observation tours
EXPERIENCE AMERICA CONSIDERATIONS:	Attachment or visit to similar organisations; observation of cooperative mechanism in operation (democratic value)
FOLLOW-ON CONSIDERATIONS:	Networking with similar trainees regionally and in U.S. to share ideas, problems and solutions; Alumni Association

MATRIX TWO
TRAINING PLAN SUMMARY BY SECTOR

SECTOR: PRIVATE SECTOR

CATEGORY: TRANSPORT OWNERS/DRIVERS
[Emphasis on Minibuses (transport of persons) rather than trucks]

NATURE OF INFLUENCE: Considerable influence over those using transport (Minibuses) (e.g., school children) to the extent that reference is made to Minibus sub-culture

INCOME LEVEL: Low to Lower-Middle

SPREAD EFFECT: Direct to users and peers; indirect to community

SPECIAL CONCERNS: Transport owners are a subset of micro business men, therefore, concerns are similar: lack of business and basic management skills and attitudes; special areas include road and driving safety measures; littering of road sides; noise pollution; education by example; basic vehicle maintenance

SKILLS TO ACQUIRE: Basic management and administrative skills; technical skills related to transport and vehicle maintenance; knowledge of traffic and insurance laws and regulations; communication skills

NATURE AND DURATION OF TRAINING: Short-term basic managerial, administrative and organizational training courses or workshops

EXPERIENCE AMERICA CONSIDERATIONS: Visits or attachments to similar small transport businesses; development of safety campaign for Minibus drivers with U.S. counterpart

FOLLOW-ON CONSIDERATIONS: Alumni Association; networking; implementation of safety campaign

MATRIX TWO
TRAINING PLAN SUMMARY BY SECTOR

SECTOR: **WOMEN**

CATEGORY: **WOMEN'S ORGANIZATIONS**
[Many of the needs of women's organizations are the basic managerial, administrative and organizational skills required by other community organizations. This training plan does not deal with these, only with those specific to women's organizations]

NATURE OF INFLUENCE: Very influential over members and their families; skills and attitudes not only determine membership and success of group's projects, but also the prestige and respect given to the group, and to women's groups generally

INCOME LEVEL: Middle to low

SPREAD EFFECT: Direct to members; indirect to community and families of members

SPECIAL CONCERNS: Need to demonstrate professionalism in activities so as to enhance image and status of women; need to develop and sustain viable and creative income-generating projects for lower-income women; need to develop lobbying strategies and techniques; communication skills; counselling skills

SKILLS TO ACQUIRE: Communications, outreach and lobbying skills; basic group organizational skills; identification, design, development and execution of income-generating projects for lower-income women; counselling and organizational skills for women in crisis

NATURE AND DURATION OF TRAINING: 1) Long-term Training of Trainers program for one person from region 2) short-term courses, attachments or workshops

**EXPERIENCE AMERICA
CONSIDERATIONS:**

Visits or attachments to Women's
income-generating project; visits to rehabilitation
or women's crisis center; development of project
for income-generating and/or counselling with
U.S. counterpart

**FOLLOW-ON
CONSIDERATIONS:**

Implementation of project on return; alumni
Association; organization of seminars, lectures
or discussions with sister groups

MATRIX TWO
TRAINING PLAN SUMMARY BY SECTOR

SECTOR: YOUTH
CATEGORY: LEADERS OF GROUPS OR ASSOCIATIONS AT SCHOOL
[These would include any school club or group, whether academic, scouts or guides, sports or religious - potential leaders]

NATURE OF INFLUENCE: Influential among peers, faculty, and other schools, e.g., via youth parliaments

INCOME LEVEL: low to medium

SPREAD EFFECT: Direct to fellow students, family members and friends; indirect to the community or nation depending on the type of club

SPECIAL CONCERNS: Traditionally these types of clubs are training grounds for leaders in the Caribbean. Economically or socially disadvantaged potential leaders may be identified

SKILLS TO ACQUIRE: Group organizational and communication skills; if targeted for long-term training then technical/academic subject of choice

NATURE AND DURATION OF TRAINING: If old enough, these are the potential leaders who can receive long-term academic or technical training at college level. Short-term training should be informal, in the nature of visits with similar youth groups

EXPERIENCE AMERICA CONSIDERATIONS: As above, but including visits with families.

FOLLOW-ON CONSIDERATIONS: Encouragement to undertake long-term technical/academic training

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MATRIX TWO
TRAINING PLAN SUMMARY BY SECTOR

SECTOR: YOUTH

CATEGORY: NATIONAL YOUTH COUNCILS (OF VARIOUS KINDS)

NATURE OF INFLUENCE: Values, attitudes and skills influential among peers, other youth groups; depending on membership, specific interest (e.g., youth arms of political parties) and activity could exercise considerable influence

INCOME LEVEL: Middle to low

SPREAD EFFECT: Direct to members; Indirect to community, nation and other youth groups

SPECIAL CONCERNS: Lack of "professionalism": basic administrative and organizational skills; project development skills; group organizational and motivational skills; communication skills

SKILLS TO ACQUIRE: Basic administrative and administrative skills; group organizational and communication skills; long-term academic training; basic technical training in specific area of interest

NATURE AND DURATION OF TRAINING: 1) Long-term academic training or technical training at college level; 2) short-term training courses, workshops, attachments, visits

EXPERIENCE AMERICA CONSIDERATIONS: Visits with similar youth groups in the U.S.; development of project with U.S. counterpart for implementation on return; understanding of role of organized youth in national development

FOLLOW-ON CONSIDERATIONS: Alumni Association; implementation of project;

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ANNEX F

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CLASS: UNCLASSIFIED
 CHRG: AID 05/15/90
 APPRV: DIR:ASWILLIAMS
 DRFTD: PTA:NDTHCMPSON AN: P
 DO:RMEJIA-ROBLEDA
 CLEAR: 1. FTS:SASAMUELS
 2. A/C/EPE:SAGRIF. T
 DISTR: AID CDA CHERON

..AIDAC

..FOR LAC/DP, EHUNT; LAC/DR, JCARNEY; LAC/CAR, IPFTERS;
 ..AND LAC/DR/C, WMCPEIE

..E.O. 12356: N/A

..TAGS: NONE

..SUBJECT: FY 90 CONGRESSIONAL NOTIFICATION FOR
 - CARIBBEAN LEADERSHIP AND DEVELOPMENT
 ..- TRAINING (CLDT) PROJECT NO. 538-0173.

..HIGHLIGHTED BELOW IS INFORMATION FOR PREPARING
 SUBJECT NOTIFICATION. RDO/C REQUESTS IT BE MADE
 ..ASAP. PLEASE ADVISE WHEN IT IS SUBMITTED TO THE
 HILL. TRANS.

..(A) COUNTRY: CARIBBEAN REGIONAL

..(B) PROJECT TITLE: CARIBBEAN LEADERSHIP AND
 ..DEVELOPMENT TRAINING (CLDT) PROJECT.

..(C) PROJECT NUMBER: 538-0173

..(D) APPROPRIATION CATEGORIES: EDUCATION AND HUMAN
 RESOURCES (EHR), POPULATION PLANNING (PN), HEALTH
 ..(HE), AND ECONOMIC SUPPORT FUND (ESF).

..(E) LOP FUNDING: LOP: DOLLARS 10,000,000 (G)

..(F) INTENDED FY 1990 OBLIGATION BY FUNCTIONAL
 ACCOUNTS:

..-	DOLLARS	898,500	(EHR)
..-	DOLLARS	477,000	(PN)
..-	DOLLARS	366,100	(HE)

..- TOTAL: DOLLARS 1,741,600

..(G) ESTIMATED FINAL OBLIGATION: FY 1995

..(H) PROJECT ASSISTANCE COMPLETION DATE: FY 1998

..(I) PURPOSES: (1) TO EQUIP A BROAD BASE OF LEADERS
 ..AND POTENTIAL LEADERS IN THE OECs COUNTRIES WITH
 TECHNICAL SKILLS, TRAINING AND ACADEMIC EDUCATION,
 ..AND AN APPRECIATION AND UNDERSTANDING OF THE
 WORKINGS OF A FREE ENTERPRISE ECONOMY IN A DEMOCRATIC
 ..SOCIETY; AND (2) TO IMPROVE THE PRODUCTIVITY AND
 EFFICIENCY OF THE WORK FORCE IN THE PARTICIPATING
 ..PRIVATE AND PUBLIC SECTOR ORGANIZATIONS.

..(J) PROJECT DESCRIPTION: THE PROJECT WILL UNDERTAKE

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AN EIGHT YEAR PROGRAM WHICH WILL PROMOTE BROAD-BASED ECONOMIC AND SOCIAL DEVELOPMENT IN THE EASTERN CARIBBEAN COUNTRIES BY OFFERING MANAGERIAL, TECHNICAL AND PROFESSIONAL TRAINING ADDRESSING HUMAN RESOURCE CONSTRAINTS IN KEY AREAS.

ANNEX F

Page 2 of 3

THE PROJECT WILL HAVE REGIONAL COVERAGE AND COMPRISE THE FOLLOWING COMPONENTS:

(1) CARIBBEAN AND LATIN AMERICAN SCHOLARSHIP PROGRAM (I (CLASP II) - THIS COMPONENT WILL OFFER U.S.-BASED SHORT-TERM TECHNICAL AND LONG-TERM ACADEMIC TRAINING TO LEADERS AND POTENTIAL LEADERS FROM SOCIALLY AND/OR ECONOMICALLY DISADVANTAGED BACKGROUNDS.

(2) DEVELOPMENT TRAINING (DT) - THIS COMPONENT WILL PROVIDE THIRD-COUNTRY AND IN-COUNTRY TRAINING BASED ON THE NEEDS OF THE COUNTRIES IN THE FOLLOWING PRIORITY AREAS: AGRICULTURE AND RURAL DEVELOPMENT; MANUFACTURING, TOURISM AND SERVICE INDUSTRIES; ENVIRONMENTAL MANAGEMENT AND PROTECTION; EDUCATION AND TRAINING; DRUG ABUSE PREVENTION AND EDUCATION; AND HEALTH AND POPULATION.

(*) SUSTAINABILITY: BY UPGRADING THE MANAGERIAL, TECHNICAL AND VOCATIONAL SKILLS OF PUBLIC AND PRIVATE SECTOR EMPLOYEES AND ENTREPRENEURS WHO ARE KEY TO THE CONTINUED DEVELOPMENTAL EFFORTS OF THE EASTERN CARIBBEAN, THE PROJECT WILL INCREASE PUBLIC AND PRIVATE RECOGNITION AND MOTIVATION TO FURTHER HUMAN RESOURCE DEVELOPMENT IN THE REGION.

(L) RELATIONSHIP TO A.I.D. COUNTRY STRATEGY/OBJECTIVES: THE PROJECT CONTRIBUTES DIRECTLY TO THE CURRENT PDSS FOR THE EASTERN CARIBBEAN, AND COMPLEMENTS OTHER MISSION INITIATIVES TO IMPROVE EDUCATIONAL OPPORTUNITIES, DEVELOP THE HUMAN RESOURCE BASE, AND PROMOTE SUSTAINED ECONOMIC GROWTH THAT WILL PRODUCE INCREASED PER CAPITA INCOMES AND CONSUMPTION. ALSO, THE PROJECT SUPPORTS THE MISSION OBJECTIVE OF ADDRESSING OBSTACLES TO PRIVATE SECTOR DEVELOPMENT BY PROVIDING MANAGERIAL, TECHNICAL AND VOCATIONAL TRAINING TO MEET THE MANPOWER NEEDS OF KEY SECTORS SUCH AS MANUFACTURING, AGRIBUSINESS AND TOURISM.

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IN ADDITION, THE PROJECT SUPPORTS THE LAC OBJECTIVES OF SPREADING THE BENEFITS OF ECONOMIC GROWTH AND SIGNIFICANTLY IMPROVING THE PARTICIPATION OF PRIVATE ENTERPRISE IN EXPANDING THE SOCIOECONOMIC WELL-BEING OF THE POOP. THE PROJECT CONTRIBUTES TO THE LAC STRATEGY FOR BROAD-BASED SUSTAINABLE ECONOMIC GROWTH AND DEMOCRATIC DEVELOPMENT BY PROVIDING A VARIETY OF EDUCATIONAL AND TRAINING OPPORTUNITIES TO LEADERS AND POTENTIAL LEADERS FROM SOCIALLY OR ECONOMICALLY DISADVANTAGED GROUPS THROUGHOUT THE EASTERN CARIBBEAN.

ANNEX F

(M) HOST COUNTRIES AND OTHER DONORS: THE PROJECT IS CONSISTENT WITH THE OECS PRIORITY DEVELOPMENT PROGRAMS TO STIMULATE A VIBRANT HUMAN RESOURCE BASE CAPABLE OF SUSTAINING EXPANDED PRODUCTION, EXPORTS AND INVESTMENTS. ALSO, THE PROJECT IS CLOSELY RELATED TO OTHER DONOR PROGRAMS (F.G., THE CANADIAN DEVELOPMENT AGENCY, THE INTERAMERICAN DEVELOPMENT BANK, AND THE EUROPEAN DEVELOPMENT FUND) AIMED AT FILLING PRIORITY HUMAN RESOURCE NEEDS AND ASSISTING ENTREPRENEURIAL DEVELOPMENT ACTIVITIES IN THE REGION.

(N) BENEFICIARIES: AN ESTIMATED 952 PERSONS FROM THE PRIVATE AND PUBLIC SECTORS OF THE EASTERN CARIBBEAN COUNTRIES WILL RECEIVE TRAINING AND THUS BENEFIT. INDIRECTLY, A MUCH LARGER POPULATION GROUP WILL BENEFIT FROM IMPROVED EFFICIENCY IN BOTH THE PUBLIC AND PRIVATE SECTORS.

(C) MAJOR OUTPUTS-----ALL YEARS

LONG-TERM ACADEMIC TRAINEES:	
- DIPLOMA AND DEGREE LEVEL.....	184
SHORT-TERM TRAINEES:	
- CERTIFICATE LEVEL (9 MONTHS).....	50
- TECHNICAL/SKILLS ENHANCEMENT (1-3 MONTHS)...	418
IN-COUNTRY WORKSHOP PARTICIPANTS.....	
-	300
TOTAL.....	
	952

(F) A.I.D. FINANCED INPUTS:.....LOP
 - (DOLLARS 000'S)

TRAINING/PLACEMENT ASSISTANCE.....	8,800
ADMINISTRATIVE COSTS.....	1,000
OTHER (AUDITS AND EVALUATIONS).....	200
TOTAL.....	
	10,000

(O) PRINCIPAL CONTRACTORS OR AGENCIES: THE PRINCIPAL REGIONAL IMPLEMENTING ENTITY WILL BE THE UNIVERSITY OF THE WEST INDIES. IN ADDITION, INSTITUTIONAL CONTRACTORS WILL PROGRAM AND ARRANGE ALL U.S.-BASED TRAINING AND/OR BLOCKS OF REGIONAL PARTICIPANT TRAINING AS APPROPRIATE.

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TABLE I
CARIBBEAN LEADERSHIP AND DEVELOPMENT TRAINING PROJECT
CLASP II COMPONENT
PROGRAM TOTALS BY TYPE OF TRAINING AND EXPENDITURE

ACTIVITY	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		TOTAL	
	# OF TRAINERS	COST										
1. Short-Term Technical												
1) Training Cost	12	127,956	12	135,156	12	139,188	12	143,462	20	246,110	68	791,872
2) Administrative Cost		5,400		5,400		5,400		5,400		9,000		30,600
2. Long-Term Academic												
1) Training Cost	18	515,682	17	493,663	18	530,143	17	508,140	14	405,861	84	2,453,489
2) Administrative Cost		85,050		80,325		85,050		80,325		66,150		396,900
Total												
1) Training Cost	30	643,638	29	628,819	30	669,331	29	651,602	34	651,971	152	3,245,361
2) Administrative Cost		90,450		85,725		90,450		85,725		75,150		427,500
GRAND TOTAL	30	734,088	29	714,544	30	759,781	29	737,327	34	727,121	152	3,672,861
ROUNDED TO		735,000		720,000		760,000		745,000		740,000		3,700,000

CLDT:CLASP II:TCA-CLASPSUM

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TABLE II
CARIBBEAN LEADERSHIP AND DEVELOPMENT TRAINING PROJECT
CLASP II COMPONENT
COST SUMMARY (US\$ 000) BY YEAR AND TYPE OF TRAINING

ACTIVITY -----	Year 1 -----	Year 2 -----	Year 3 -----	Year 4 -----	Year 5 -----	Total Cost -----
1. Short-term Technical						
1) Training Cost	128	135	139	143	246	791
2) Administrative Cost	5	5	5	5	9	29
2. Long-Term Academic						
1) Training Cost	516	494	530	508	406	2454
2) Administrative Cost	85	80	85	80	66	396
..						
Total						
1) Training Cost	644	629	669	651	652	3245
2) Administrative Cost	90	85	90	85	75	425
GRAND TOTAL	734	714	759	736	727	3670
ROUNDED TO	735	720	760	745	740	3700

CLDT:CLASP II:TCA:CLSUMII

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TABLE III
 CARIBBEAN LEADERSHIP AND DEVELOPMENT TRAINING PROJECT
 CLASP II COMPONENT
 SUMMARY OF NUMBER OF PARTICIPANTS BY YEAR AND TYPE

ACTIVITY -----	Year 1 -----	Year 2 -----	Year 3 -----	Year 4 -----	Year 5 -----	Total -----
1. Short-term Technical	12	12	12	12	20	68
2. Long-Term Academic	18	17	18	17	14	84
TOTAL	30	29	30	29	34	152

CLDT:CLASP II:TCA:CLSUNIII

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis

Project Title:	CLDT (CLASP II Component)	Project Number:	538-0173	Project Year:	1 of 8
Budget Writer:	Sylvia A. Samuels	Participant Months Projected:	378		
Date Budget Prepared:	06/12/90	Comments:	AA/Asc - 21 months - Start 8/91		
		Type of Training:	Academic		

Program Categories/ Training Activities	Number of Participants	Units Per Participant	No. of Units	Unit Price	Unit Type	Subtotal	Total
I. PARTICIPANT COSTS:							
A. Education/Training Costs							
1. Tuition/Fees			18			117,000	117,000
B. Allowances							
1. Maintenance Advance			18	6,500	/trainee	117,000	117,000
2. Living/Maintenance		30	540	65	/day	35,100	35,100
3. Per Diem - Orientation		20	360	725	/mth	261,000	261,000
4. Books and Equipment		7	126	110	/day	13,860	13,860
5. Book Shipment		21	378	65	/mth	24,570	24,570
6. Professional Membership		1	18	120	/trainee	2,160	2,160
7. Typing (Papers)		1	18	225	/trainee	4,050	4,050
8. Per Diem - Mid-Winter Community Seminar		2	36	200	/yr	7,200	7,200
C. Travel							
1. Local		10	180	65	/day	11,700	11,700
2. Other - Mid-Winter Community Seminar							
1. Local			18	400	/trip	7,200	7,200
2. Other - Mid-Winter Community Seminar			18	300	/trip	5,400	5,400
D. Insurance							
1. HAC		21	378	34	/mth	12,852	12,852
E. Supplemental Activities							
1. POE Reception Services		1	18	80	/trainee	1,440	1,440
2. WIC Orientation		1	18	325	/trainee	5,850	5,850
3. Mid-Winter Community Seminar		1	18	350	/trainee	6,300	6,300
TOTAL PARTICIPANT COSTS			18			515,682	515,682
II. ADMINISTRATIVE COSTS:							
TOTAL TRAINING COST		21	378	225	/mth	85,050	85,050
			18			600,732	600,732

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis

Project Title: CLDT (CLASP II Component)	Project Number: 538-0173	Project Year: 2 of 8
Budget Writer: Sylvia A. Samuels	Participant Months Projected: 357	
Date Budget Prepared: 06/12/90	Comments: AA/Asc - 21 months - Start 8/92	
	Type of Training: Academic	

Program Categories/ Training Activities		Number of Participants	Units Per Participant	No. of Units	Unit Price	Unit Type	Subtotal	Total
I. PARTICIPANT COSTS:								
A. Education/Training Costs								
1.	Tuition/Fees	17	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	117,130	XXXXXXXXXX
		17	1	17	6,890	/trainee	117,130	XXXXXXXXXX
B. Allowances								
1.	Maintenance Advance	17	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	339,660	XXXXXXXXXX
		17	30	510	65	/day	33,150	XXXXXXXXXX
2.	Living/Maintenance	17	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	246,500	XXXXXXXXXX
		17	20	340	725	/mth	246,500	XXXXXXXXXX
3.	Per Diem - Orientation	17	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	13,090	XXXXXXXXXX
		17	7	119	110	/day	13,090	XXXXXXXXXX
4.	Books and Equipment	17	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	23,205	XXXXXXXXXX
		17	21	357	65	/mth	23,205	XXXXXXXXXX
5.	Book Shipment	17	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	2,040	XXXXXXXXXX
		17	1	17	120	/trainee	2,040	XXXXXXXXXX
6.	Professional Membership	17	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	3,825	XXXXXXXXXX
		17	1	17	225	/trainee	3,825	XXXXXXXXXX
7.	Typing (Papers)	17	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	6,800	XXXXXXXXXX
		17	2	34	200	/yr	6,800	XXXXXXXXXX
8.	Per Diem - Mid-Winter Community Seminar	17	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	11,050	XXXXXXXXXX
		17	10	170	65	/day	11,050	XXXXXXXXXX
C. Travel								
1.	Local	17	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	11,900	XXXXXXXXXX
		17	1	17	400	/trip	6,800	XXXXXXXXXX
2.	Other - Mid-Winter Community Seminar	17	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	5,100	XXXXXXXXXX
		17	1	17	300	/trip	5,100	XXXXXXXXXX
D. Insurance								
1.	HAC	17	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	12,138	XXXXXXXXXX
		17	21	357	34	/mth	12,138	XXXXXXXXXX
E. Supplemental Activities								
1.	POE Reception Services	17	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	12,835	XXXXXXXXXX
		17	1	17	80	/trainee	1,360	XXXXXXXXXX
2.	WIC Orientation	17	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	5,525	XXXXXXXXXX
		17	1	17	325	/trainee	5,525	XXXXXXXXXX
3.	Mid-Winter Community Seminar	17	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	5,950	XXXXXXXXXX
		17	1	17	350	/trainee	5,950	XXXXXXXXXX
TOTAL PARTICIPANT COSTS								
		17	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	493,663	493,663
II. ADMINISTRATIVE COSTS:								
TOTAL TRAINING COST								
		17	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	80,325	80,325
		17	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	573,988	573,988

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis

Project Title: CLDT (CLASP II Component)	Project Number: 538-0173	Project Year: 3 of 8
Budget Writer: Sylvia A. Samuels	Participant Months Projected: 378	
Date Budget Prepared: 06/12/90	Comments: AA/ASC - 21 months - Start 8/93	
	Type of Training: Academic	

Program Categories/ Training Activities		Number of Participants	Units Per Participant	No. of Units	Unit Price	Unit Type	Subtotal	Total
I. PARTICIPANT COSTS:								
A. Education/Training Costs								
1.	Tuition/Fees	18	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	131,461	XXXXXXXXXX
B.	Allowances	18	1	18	7,303	/trainee	131,461	XXXXXXXXXX
1.	Maintenance Advance	18	30	540	65	/day	35,100	XXXXXXXXXX
2.	Living/Maintenance	18	20	360	725	/mth	261,000	XXXXXXXXXX
3.	Per Diem - Orientation	18	7	126	110	/day	13,860	XXXXXXXXXX
4.	Books and Equipment	18	21	378	65	/mth	24,570	XXXXXXXXXX
5.	Book Shipment	18	1	18	120	/trainee	2,160	XXXXXXXXXX
6.	Professional Membership	18	1	18	225	/trainee	4,050	XXXXXXXXXX
7.	Typing (Papers)	18	2	36	200	/yr	7,200	XXXXXXXXXX
8.	Per Diem - Mid-Winter Community Seminar	18	10	180	65	/day	11,700	XXXXXXXXXX
C. Travel								
1.	Local	18	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	12,600	XXXXXXXXXX
2.	Other - Mid-Winter Community Seminar	18	1	18	400	/trip	7,200	XXXXXXXXXX
D. Insurance								
1.	HAC	18	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	12,852	XXXXXXXXXX
E. Supplemental Activities								
1.	POE Reception Services	18	21	378	34	/mth	12,852	XXXXXXXXXX
2.	WIC Orientation	18	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	13,590	XXXXXXXXXX
3.	Mid-Winter Community Seminar	18	1	18	80	/trainee	1,440	XXXXXXXXXX
TOTAL PARTICIPANT COSTS								
II. ADMINISTRATIVE COSTS:								
TOTAL TRAINING COST								
							530,143	530,143
							85,050	85,050
							615,193	615,193

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis

Project Title:	CLDI (CLASP II Component)	Project Number:	538-0173	Project Year:	4 of 8
Budget Writer:	Sylvia A. Samuels	Participant Months Projected:	357		
Date Budget Prepared:	06/12/90	Comments:	AA/Asc - 21 months - Start 8/94		
		Type of Training:	Academic		

Program Categories/ Training Activities	Number of Participants	Units Per Participant	No. of Units	Unit Price	Unit Type	Subtotal	Total
I. PARTICIPANT COSTS:							
A. Education/Training Costs							
1. Tuition/Fees	17	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	131,607
	17	1	17	7,742 /trainee		131,607	XXXXXXXXXX
B. Allowances							
1. Maintenance Advance	17	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	339,660
2. Living/Maintenance	17	30	510	65 /day		33,150	XXXXXXXXXX
3. Per Diem - Orientation	17	20	340	725 /mth		246,500	XXXXXXXXXX
4. Books and Equipment	17	7	119	110 /day		13,090	XXXXXXXXXX
5. Book Shipment	17	21	357	65 /mth		23,205	XXXXXXXXXX
6. Professional Membership	17	1	17	120 /trainee		2,040	XXXXXXXXXX
7. Typing (Papers)	17	1	17	225 /trainee		3,825	XXXXXXXXXX
8. Per Diem - Mid-Winter Community Seminar	17	2	34	200 /yr		6,800	XXXXXXXXXX
C. Travel							
1. Local	17	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	11,900
2. Other - Mid-Winter Community Seminar	17	1	17	400 /trip		6,800	XXXXXXXXXX
D. Insurance							
1. MAC	17	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	12,138
	17	21	357	34 /mth		12,138	XXXXXXXXXX
E. Supplemental Activities							
1. POE Reception Services	17	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	12,835
2. MIC Orientation	17	1	17	80 /trainee		1,360	XXXXXXXXXX
3. Mid-Winter Community Seminar	17	1	17	325 /trainee		5,525	XXXXXXXXXX
TOTAL PARTICIPANT COSTS	17	1	17	350 /trainee		5,950	XXXXXXXXXX
II. ADMINISTRATIVE COSTS:							
TOTAL TRAINING COST	17	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	508,140	508,140
	17	21	357	225 /mth		80,325	80,325
	17	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	588,465	588,465

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis

Project Title:	CLDI (CLASP II Component)	Project Number:	538-0173	Project Year:	5 of 8
Budget Writer:	Sylvia A. Samuels	Participant Months Projected:	294		
Date Budget Prepared:	06/12/90	Comments:	AA/ASc - 21 months - Start 8/94		
		Type of Training:	Academic		

Program Categories/ Training Activities	Number of Participants	Units Per Participant	No. of Units	Unit Price	Unit Type	Subtotal	Total
I. PARTICIPANT COSTS:							
A. Education/Training Costs							
1. Tuition/Fees	14	1	14	8,206 /trainee		114,885	114,885
B. Allowances							
1. Maintenance Advance	14	30	420	65 /day		27,300	27,300
2. Living/Maintenance	14	20	280	725 /mth		203,000	203,000
3. Per Diem - Orientation	14	7	98	110 /day		10,780	10,780
4. Books and Equipment	14	21		65 /mth		0	0
5. Book Shipment	14	1	14	120 /trainee		1,680	1,680
6. Professional Membership	14	1	14	225 /trainee		3,150	3,150
7. Typing (Papers)	14	2	28	200 /yr		5,600	5,600
8. Per Diem - Mid-Winter Community Seminar	14	10	140	65 /day		9,100	9,100
C. Travel							
1. Local	14	1	14	400 /trip		5,600	5,600
2. Other - Mid-Winter Community Seminar	14	1	14	300 /trip		4,200	4,200
D. Insurance							
1. HAC	14	21	294	34 /mth		9,996	9,996
E. Supplemental Activities							
1. PDE Reception Services	14	1	14	80 /trainee		1,120	1,120
2. WIC Orientation	14	1	14	325 /trainee		4,550	4,550
3. Mid-Winter Community Seminar	14	1	14	350 /trainee		4,900	4,900
TOTAL PARTICIPANT COSTS						405,861	405,861
II. ADMINISTRATIVE COSTS:							
TOTAL TRAINING COST						472,011	472,011

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis

Project Title: CLDT (CLASP II Component) Project Number: 538-0173 Project Year: 1 of 8
 Budget Writer: Sylvia A. Sauels Participant Months: 24
 Date Budget: 06/12/90 Projected: Two-Month Technical Training
 Prepared: 06/12/90 Comments: Technical
 Type of Training: Technical

Program Categories/ Training Activities	Number of Participants	Units Per Participant	No. of Units	Unit Price	Unit Type	Subtotal	Total
I. PARTICIPANT COSTS:							
A. Education/Training Costs							
1. Tuition/Fees	12					60,000	60,000
B. Allowances							
1. Maintenance Advance	12	1	12	5,000	/trainee	60,000	60,000
2. Living/Maintenance	12	30	360	65	/day	23,400	23,400
3. Per Diem - Orientation	12	7	84	725	/mth	8,700	8,700
4. Books and Equipment	12	1	12	110	/day	9,240	9,240
5. Book Shipment	12	1	12	60	/trainee	720	720
6. Professional Membership	12	1	12	60	/trainee	720	720
C. Travel							
1. International	12	1	12	225	/trainee	2,700	2,700
2. Local	12	1	12	1,000	/trip	12,000	12,000
D. Insurances							
1. HAC	12	1	12	400	/trip	4,800	4,800
E. Supplemental Activities							
1. POE Reception Services	12	2	24	34	/mth	816	816
2. WIC Orientation	12	1	12	80	/trainee	960	960
TOTAL PARTICIPANT COSTS						127,956	127,956
II. ADMINISTRATIVE COSTS:							
TOTAL TRAINING COST	12	2	24	225	/mth	5,400	5,400
	12					133,356	133,356

CLDT:CLASP II:ICA-2MTH

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis

Project Title:	CLDT (CLASP II Component)	Project Number:	538-0173	Project Year:	2 of 8
Budget Writer:	Sylvia A. Samuels	Participant Months Projected:	24		
Date Budget Prepared:	06/12/90	Comments:	Two-Month Technical Training		
		Type of Training:	Technical		

Program Categories/ Training Activities	Number of Participants	Units Per Participant	No. of Units	Unit Price	Unit Type	Subtotal	Total
I. PARTICIPANT COSTS:							
A. Education/Training Costs							
1. Tuition/Fees	12	1	12	5,000 /trainee		67,200	67,200
B. Allowances							
1. Maintenance Advance	12	30	360	65 /day		23,400	23,400
2. Living/Maintenance	12	1	12	725 /mth		8,700	8,700
3. Per Diem - Orientation	12	7	84	110 /day		9,240	9,240
4. Books and Equipment	12	1	12	60 /trainee		720	720
5. Book Shipment	12	1	12	60 /trainee		720	720
6. Professional Membership	12	1	12	225 /trainee		2,700	2,700
C. Travel							
1. International	12	1	12	1,000 /trip		12,000	12,000
2. Local	12	1	12	400 /trip		4,800	4,800
D. Insurances							
1. HAC	12	2	24	34 /mth		816	816
E. Supplemental Activities							
1. POE Reception Services	12	1	12	80 /trainee		960	960
2. WIC Orientation	12	1	12	325 /trainee		3,900	3,900
TOTAL PARTICIPANT COSTS						135,156	135,156
II. ADMINISTRATIVE COSTS:							
TOTAL TRAINING COST						5,400	5,400
						140,556	140,556

CLDT:CLASP II:TCA-2MTH

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis

Project Title:	CLDT (CLASP II Component)	Project Number:	538-0173	Project Year:	3 of 8
Budget Writer:	Sylvia A. Samuels	Participant Months Projected:	24		
Date Budget Prepared:	06/12/90	Comments:	Two-Month Technical Training		
		Type of Training:	Technical		

Program Categories/ Training Activities		Number of Participants	Units Per Participant	No. of Units	Unit Price	Unit Type	Subtotal	Total
I. PARTICIPANT COSTS:								
A. Education/Training Costs								
	1. Tuition/Fees	12	xxxxxxx	xxxxxxx	xxxxxxx	xxxxxxx	71,232	xxxxxxx
B. Allowances								
	1. Maintenance Advance	12	1	12	5,936 /trainee		71,232	xxxxxxx
	2. Living/Maintenance	12	30	360	65 /day		23,400	xxxxxxx
	3. Per Diem - Orientation	12	1	12	725 /mth		8,700	xxxxxxx
	4. Books and Equipment	12	7	84	110 /day		9,240	xxxxxxx
	5. Book Shipment	12	1	12	60 /trainee		720	xxxxxxx
	6. Professional Membership	12	1	12	60 /trainee		720	xxxxxxx
C. Travel								
	1. International	12	1	12	225 /trainee		2,700	xxxxxxx
	2. Local	12	xxxxxxx	xxxxxxx	xxxxxxx	xxxxxxx	16,800	xxxxxxx
D. Insurances								
	1. HAC	12	1	12	1,000 /trip		12,000	xxxxxxx
E. Supplemental Activities								
	1. PDE Reception Services	12	1	12	400 /trip		4,800	xxxxxxx
	2. NIC Orientation	12	2	24	34 /mth		816	xxxxxxx
TOTAL PARTICIPANT COSTS								
		12	xxxxxxx	xxxxxxx	xxxxxxx	xxxxxxx	139,188	139,188
II. ADMINISTRATIVE COSTS:								
		12	2	24	225 /mth		5,400	5,400
TOTAL TRAINING COST								
		12	xxxxxxx	xxxxxxx	xxxxxxx	xxxxxxx	144,588	144,588

CLDT:CLASP II:TCA-2MTH

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis

Project Title:	CLDT (CLASP II Component)	Project Number:	538-0173	Project Year:	4 of 8
Budget Writer:	Sylvia A. Samuels	Participant Months Projected:	24		
Date Budget Prepared:	06/12/90	Comments:	Two-Month Technical Training		
		Type of Training:	Technical		

Program Categories/ Training Activities	Number of Participants	Units Per Participant	Mo. of Units	Unit Price	Unit Type	Subtotal	Total
I. PARTICIPANT COSTS:							
A. Education/Training Costs							
1. Tuition/Fees	12	1	12	6,292 /trainee		75,506	75,506
B. Allowances							
1. Maintenance Advance	12	30	360	65 /day		23,400	23,400
2. Living/Maintenance	12	1	12	725 /mth		8,700	8,700
3. Per Diem - Orientation	12	7	84	110 /day		9,240	9,240
4. Books and Equipment	12	1	12	60 /trainee		720	720
5. Book Shipment	12	1	12	60 /trainee		720	720
6. Professional Membership	12	1	12	225 /trainee		2,700	2,700
C. Travel							
1. International	12	1	12	1,000 /trip		12,000	12,000
2. Local	12	1	12	400 /trip		4,800	4,800
D. Insurances							
1. HAC	12	2	24	34 /mth		816	816
E. Supplemental Activities							
1. POE Reception Services	12	1	12	80 /trainee		960	960
2. NIC Orientation	12	1	12	325 /trainee		3,900	3,900
TOTAL PARTICIPANT COSTS							
II. ADMINISTRATIVE COSTS:							
TOTAL TRAINING COST	12	2	24	225 /mth		5,400	5,400
	12					148,862	148,862

CLDT:CLASP II:TCA-2MTH

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis

Project Title:	CLDT (CLASP II Component)	Project Number:	538-0173	Project Year:	5 of 8
Budget Writer:	Sylvia A. Samuels	Participant Months Projected:	40		
Date Budget Prepared:	06/12/90	Comments:	Two-Month Technical Training		
		Type of Training:	Technical		

Program Categories/ Training Activities	Number of Participants	Units Per Participant	No. of Units	Unit Price	unit Type	Subtotal	Total
I. PARTICIPANT COSTS:							
A. Education/Training Costs							
1. Tuition/Fees	20	1	20	6,670 /trainee		133,394	133,394
B. Allowances							
1. Maintenance Advance	20	30	600	65 /day		39,000	39,000
2. Living/Maintenance	20	1	20	725 /mth		14,500	14,500
3. Per Diem - Orientation	20	7	140	110 /day		15,400	15,400
4. Books and Equipment	20	1	20	60 /trainee		1,200	1,200
5. Book Shipment	20	1	20	60 /trainee		1,200	1,200
6. Professional Membership	20	1	20	225 /trainee		4,500	4,500
C. Travel							
1. International	20	1	20	1,000 /trip		20,000	20,000
2. Local	20	1	20	400 /trip		8,000	8,000
D. Insurances							
1. HAC	20	2	40	34 /mth		1,360	1,360
E. Supplemental Activities							
1. POE Reception Services	20	1	20	80 /trainee		1,600	1,600
2. WIC Orientation	20	1	20	325 /trainee		6,500	6,500
TOTAL PARTICIPANT COSTS						246,654	246,654
II. ADMINISTRATIVE COSTS:							
TOTAL TRAINING COST	20	2	40	225 /mth		9,000	9,000
	20					255,654	255,654

CLDT:CLASP II:TCA-2MTH

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TABLE 1
 CARIBBEAN LEADERSHIP AND DEVELOPMENT TRAINING PROJECT
 DEVELOPMENT TRAINING COMPONENT
 PROGRAM TOTALS BY TYPE OF TRAINING AND EXPENDITURE

ACTIVITY	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		TOTAL	
	# OF TRAINERS	COST	# OF TRAINERS	COST	# OF TRAINERS	COST	# OF TRAINERS	COST	# OF TRAINERS	COST	# OF TRAINERS	COST
1. Short-Term Technical (Regional)												
1) One-Year Certificate Programs	0	0	10	97,300	15	147,300	15	146,731	10	100,165	50	493,496
2) Two-Month Training Programs	20	112,900	30	171,510	30	173,800	30	176,227	40	238,399	150	872,836
2. Long-Term Technical (Regional)												
1) Three-Year Diploma Programs	0	0	10	236,500	15	358,800	15	363,093	10	245,096	50	1,203,489
2) Two-Year Diploma Programs	0	0	10	166,650	15	252,675	15	255,537	10	172,300	50	847,242
3. Short-Term Technical (In-country)	40	36,000	50	45,000	50	45,000	40	36,000	45	40,500	225	202,500
SUB-TOTAL	60	140,900	110	716,960	125	977,575	116	979,588	115	796,540	525	3,619,563
4. Overhead - 10%		14,890		71,696		97,758		97,959		79,654		361,957
5. Short-Term Technical (U.S.)												
1) Two-Month Programs												
Training Cost	10	90,130	15	143,295	15	147,831	15	152,639	10	105,157	65	639,052
Administrative Cost		4,500		6,750		6,750		6,750		4,500		29,250
2) Two-Week Programs												
Training Cost	10	41,840	15	65,010	15	67,395	15	69,923	15	72,603	70	316,771
Administrative Cost		2,250		3,375		3,375		3,375		3,375		15,750
6. JUPISCO Buy-In (Regional & In-country Training for Health Officials)	75	60,000		0		0		0		0	75	60,000
7. Evaluations & Audits		20,000		20,000		70,000		20,000		70,000		200,000
8. Direct Costs (Salaries & Benefits)		113,352		118,044		122,965		128,126		133,539		616,026
9. Project Administration (In-country advertisements, office supplies and communications)		8,000		8,000		8,000		8,000		8,000		40,000
10. Technical Assistance		5,000		5,000		5,000		5,000		5,000		25,000
11. Contingency		16,538		75,370		100,851		101,040		82,832		376,631
TOTAL	155	525,400	140	1,233,500	155	1,607,500	145	1,572,400	140	1,361,200	735	6,300,000

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TABLE 1F
CARIBBEAN LEADERSHIP AND DEVELOPMENT TRAINING PROJECT
DEVELOPMENT TRAINING COMPONENT
COST SUMMARY (US\$ 000) BY YEAR AND TYPE OF TRAINING

ACTIVITY	Year 1	Year 2	Year 3	Year 4	Year 5	Total Cost
1. Short-term Technical (Regional)						
1) One-Year Certificate Programs	0	97	147	149	100	493
2) Two-Month Training Programs	113	172	174	176	238	873
2. Long-term Technical (Regional)						
1) Three-Year Diploma Programs	0	236	369	363	245	1203
2) Two-Year Diploma Programs	0	167	263	256	172	848
3. Short-Term Technical (In-country)	36	45	45	36	40	202
4. Direct Costs (Salaries & Benefits)	112	118	123	128	134	616
5. Project Administration (Office Expenses)	8	8	8	8	8	40
6. Technical Assistance	5	5	5	5	5	25
7. Overhead - 10% (Items 1-6)	28	85	111	111	94	429
8. Short-Term Technical (U.S.)						
1) Two-Month Programs						
Training Cost	90	143	148	153	105	639
Administrative Cost	5	7	7	7	5	31
2) Two-Week Programs						
Training Cost	42	65	67	70	73	317
Administrative Cost	2	3	3	3	3	14
9. JRPISGO Buy-In Training for Health Officials	60	0	0	0	0	60
10. Evaluations & Audits	20	20	70	20	70	200
11. Contingency (5% of total cost)	17	64	82	75	72	310
TOTAL	539	1,235	1,602	1,560	1,364	6,300

CLDT:DT:TCA:DTSUM11

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TABLE III
CARIBBEAN LEADERSHIP AND DEVELOPMENT TRAINING PROJECT
DEVELOPMENT TRAINING COMPONENT
SUMMARY OF NUMBER OF PARTICIPANTS BY YEAR AND TYPE

ACTIVITY -----	Year 1 -----	Year 2 -----	Year 3 -----	Year 4 -----	Year 5 -----	Total Cost -----
1. Short-term Technical (Regional)						
1) One-Year Certificate Programs	0	10	15	15	10	50
2) Two-Month Training Programs	20	30	30	30	40	150
2. Long-term Technical (Regional)						
1) Three-Year Diploma Programs	0	10	15	15	10	50
2) Two-Year Diploma Programs	0	10	15	15	10	50
3. Short-Term Technical (In-country)	40	50	50	40	45	225
4. Short-Term Technical (U.S.)						
1) Two-Month Programs	10	15	15	15	10	65
2) Two-Week Programs	10	15	15	15	15	70
5. JHPINGO Buy-In (Regional & In-country Training for Health Officials)	75	0	0	0	0	75
TOTAL	155	140	155	145	140	735

CLDT:DT:TCA:DTSUMIII

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis

Project Title:	CLDT (DT Component)	Project Number:	538-0173	Project Year:	1 of 8
Budget Writer:	Sylvia A. Samuels	Participant Months Projected:	40		
Date Budget Prepared:	06/12/90	Comments:	Two-Month Technical Training		
		Type of Training:	Technical (Regional)		

Program Categories/ Training Activities	Number of Participants	Units Per Participant	No. of Units	Unit Price	Unit Type	Subtotal	Total
I. PARTICIPANT COSTS:							
A. Education/Training Costs							
1. Tuition/Fees	20					24,000	
B. Allowances	20	1	20	1,200	/trainee	24,000	
1. Maintenance Advance	20	30	600	90	/day	54,000	
2. Living/Maintenance	20	1	20	780	/mth	15,600	
3. Per Diem - Orientation	20	3	60	90	/day	5,400	
4. Books and Equipment	20	1	20	60	/trainee	1,200	
5. Book Shipment	20	1	20	60	/trainee	1,200	
6. Professional Membership	20	1	20	75	/trainee	1,500	
C. Travel	20					6,000	
1. Local	20	1	20	300	/trip	6,000	
D. Insurances	20					4,000	
1. Insurance Coverage	20	2	40	100	/mth	4,000	
TOTAL PARTICIPANT COSTS						112,900	112,900

CLDT:DT:TCA-2MTM

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis

Project Title:	CLDT (DT Component)	Project Number:	538-0173	Project Year:	2 of 8
Budget Writer:	Sylvia A. Samuels	Participant Months Projected :	90	Comments:	1-year Diploma Program - Start 9/91
Date Budget Prepared:	06/12/90	Type of Training:	Technical		

Program Categories/ Training Activities	Number of Participants	Units Per Participant	No. of Units	Unit Price	Unit Type	Subtotal	Total
I. PARTICIPANT COSTS:							
A. Education/Training Costs							
1. Tuition/Fees	10					15,000	15,000
B. Allowances							
1. Maintenance Advance	10	1	10	1,500 /year		15,000	15,000
2. Living/Maintenance	10	30	300	55 /day		16,500	16,500
3. Per Diem - Orientation	10	9	90	500 /mth		45,000	45,000
4. Books and Equipment	10	3	30	100 /day		3,000	3,000
5. Book Shipment	10	9	90	65 /mth		5,850	5,850
6. Professional Membership	10	1	10	120 /trainee		1,200	1,200
7. Typing (Papers)	10	1	10	225 /trainee		2,250	2,250
C. Travel							
1. Local	10	1	10	200 /yr		2,000	2,000
D. Insurance							
1. Insurance Coverage	10	1	10	450 /trip		4,500	4,500
TOTAL PARTICIPANT COSTS	10	1	10	200 /year		2,000	2,000
	10					97,300	97,300

CLDT:DT:TCA-17R

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis

Project Title:	CLDT (DT Component)	Project Number:	538-0173	Project Year:	3 of 8
Budget Writer:	Sylvia A. Samuels	Participant Months Projected :	135		
Date Budget Prepared:	06/12/90	Comments:	1-year Diploma Programs - Start 9/92		
		Type of Training:	Technical		

Program Categories/ Training Activities	Number of Participants	Units Per Participant	No. of Units	Unit Price	Unit Type	Subtotal	Total
I. PARTICIPANT COSTS:							
A. Education/Training Costs							
1. Tuition/Fees	15					23,850	
B. Allowances							
1. Maintenance Advance	15	1	15	1,590	/year	23,850	
2. Living/Maintenance	15	30	450	55	/day	24,750	
3. Per Diem - Orientation	15	9	135	500	/mth	67,500	
4. Books and Equipment	15	3	45	100	/day	4,500	
5. Book Shipment	15	9	135	65	/mth	8,775	
6. Professional Membership	15	1	15	120	/trainee	1,800	
7. Typing (Papers)	15	1	15	225	/trainee	3,375	
C. Travel							
1. Local	15	1	15	200	/yr	3,000	
D. Insurance							
1. Insurance Coverage	15	1	15	450	/trip	6,750	
TOTAL PARTICIPANT COSTS	15	1	15	200	/year	3,000	
	15					147,300	147,300

CLDT:DT:TCA-1YR

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis

Project Title: CLDT (DT Component)
Budget Writer: Sylvia A. Samuels
Date Budget Prepared: 06/12/90

Project Number: 538-0173
Participant Months Projected: 90
Comments: 1-year Diploma Programs - Start 9/94
Type of Training: Technical
Project Year: 5 of 8

Program Categories/ Training Activities	Number of Participants	Units Per Participant	No. of Units	Unit Price	Unit Type	Subtotal	Total
I. PARTICIPANT COSTS:							
A. Education/Training Costs							
1. Tuition/Fees						17,865	
B. Allowances							
1. Maintenance Advance							
2. Living/Maintenance						75,800	
3. Per Diem - Orientation						16,500	
4. Books and Equipment						3,000	
5. Book Shipment						5,850	
6. Professional Membership						1,200	
7. Typing (Papers)						2,250	
C. Travel							
1. Local						2,000	
D. Insurance							
1. Insurance Coverage						4,500	
TOTAL PARTICIPANT COSTS						100,165	100,165

CLDT:DT:TCA-17B

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis

Project Title:	CLDT (DT Component)	Project Number:	538-0173	Project Year:	2 of 8
Budget Writer:	Sylvia A. Snavels	Participant Months Projected:	60		
Date Budget Prepared:	06/12/90	Comments:	Two-Month Technical Training		
		Type of Training:	Technical (Regional)		

Program Categories/ Training Activities	Number of Participants	Units Per Participant	No. of Units	Unit Price	Unit Type	Subtotal	Total
I. PARTICIPANT COSTS:							
A. Education/Training Costs							
1. Tuition/Fees	30					38,160	38,160
B. Allowances							
1. Maintenance Advance	30	30	900	90	/day	81,000	118,350
2. Living/Maintenance	30	1	30	780	/mth	23,400	
3. Per Diem - Orientation	30	3	90	90	/day	8,100	
4. Books and Equipment	30	1	30	60	/trainee	1,800	
5. Book Shipment	30	1	30	60	/trainee	1,800	
6. Professional Membership	30	1	30	75	/trainee	2,250	
C. Travel							
1. Local	30	1	30	300	/trip	9,000	
D. Insurances							
1. Insurance Coverage	30	2	60	100	/mth	6,000	
TOTAL PARTICIPANT COSTS						171,510	171,510

CLDT:DT:TCA-2MTH

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis

Project Title:	CLDT (DT Component)	Project Number:	538-0173	Project Year:	3 of 8
Budget Writer:	Sylvia A. Samuels	Participant Months Projected:	60		
Date Budget Prepared:	06/12/90	Comments:	Two-Month Technical Training Technical (Regional)		
		Type of Training:			

Program Categories/ Training Activities	Number of Participants	Units Per Participant	No. of Units	Unit Price	Unit Type	Subtotal	Total
I. PARTICIPANT COSTS:							
A. Education/Training Costs							
1. Tuition/Fees	30					40,450	
B. Allowances	30	1	30	1,348	/trainee	40,450	
1. Maintenance Advance	30					110,350	
2. Living/Maintenance	30	30	900	90	/day	81,000	
3. Per Diem - Orientation	30	1	30	700	/mth	21,400	
4. Books and Equipment	30	3	90	90	/day	8,100	
5. Book Shipment	30	1	30	60	/trainee	1,800	
6. Professional Membership	30	1	30	60	/trainee	1,800	
C. Travel	30	1	30	75	/trainee	2,250	
1. Local	30					9,000	
D. Insurances	30	1	30	300	/trip	9,000	
1. Insurance Coverage	30		0			6,000	
TOTAL PARTICIPANT COSTS	30	2	60	100	/mth	6,000	
	30					173,800	173,800

CLDT:DT:TCA-2MTH

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis

Project Title:	CLDT (DT Component)	Project Number:	538-0173	Project Year:	4 of 8
Budget Writer:	Sylvia A. Samuels	Participant Months Projected:	60		
Date Budget Prepared:	06/12/90	Comments:	Two-Month Technical Training		
		Type of Training:	Technical (Regional)		

Program Categories/ Training Activities	Number of Participants	Units Per Participant	No. of Units	Unit Price	Unit Type	Subtotal	Total
I. PARTICIPANT COSTS:							
A. Education/Training Costs							
1. Tuition/Fees	30					42,877	
B. Allowances							
1. Maintenance Advance	30	1	30	1,429 /trainee		42,877	
2. Living/Maintenance	30	30	900	90 /day		31,000	
3. Per Diem - Orientation	30	1	30	780 /mth		23,400	
4. Books and Equipment	30	3	90	90 /day		8,100	
5. Book Shipment	30	1	30	60 /trainee		1,800	
6. Professional Membership	30	1	30	60 /trainee		1,800	
C. Travel							
1. Local	30	1	30	75 /trainee		2,250	
D. Insurances							
1. Insurance Coverage	30		0	300 /trip		9,000	
TOTAL PARTICIPANT COSTS	30	2	60	100 /mth		6,000	
						176,227	176,227

CLDT:DT:TCA-2MTH

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis

Project Title:	CLDT (DT Component)	Project Number:	538-0173	Project Year:	5 of 8
Budget Writer:	Sylvia A. Sauels	Participant Months Projected:	80	Comments:	Two-Month Technical Training
Date Budget Prepared:	06/12/90	Type of Training:	Technical (Regional)		

Program Categories/ Training Activities	Number of Participants	Units Per Participant	No. of Units	Unit Price	Unit Type	Subtotal	Total
I. PARTICIPANT COSTS:							
A. Education/Training Costs							
1. Tuition/Fees	40					60,599	XXXXXXXX
B. Allowances							
1. Maintenance Advance	40	1	40	1,515	/trainee	60,599	XXXXXXXX
2. Living/Maintenance	40	30	1200	90	/day	108,000	XXXXXXXX
3. Per Diem - Orientation	40	1	40	700	/mth	31,200	XXXXXXXX
4. Books and Equipment	40	3	120	90	/day	10,800	XXXXXXXX
5. Book Shipment	40	1	40	60	/trainee	2,400	XXXXXXXX
6. Professional Membership	40	1	40	60	/trainee	2,400	XXXXXXXX
C. Travel							
1. Local	40	1	40	75	/trainee	3,000	XXXXXXXX
D. Insurances							
1. Insurance Coverage	40	i	40	300	/trip	12,000	XXXXXXXX
TOTAL PARTICIPANT COSTS	40		80	100	/mth	8,000	XXXXXXXX
	40					238,399	238,399

CLDT:DT:TCA-2NTH

164

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis

Project Title:	CLDT (DT Component)	Project Number:	538-0173	Project Year:	2 of 8
Budget Writer:	Sylvia A. Samuels	Participant Months Projected:	270		
Date Budget Prepared:	06/12/90	Comments:	3-year Diploma Program - Start 9/91		
		Type of Training:	Technical		

Program Categories/ Training Activities	Number of Participants	Units Per Participant	No. of Units	Unit Price	Unit Type	Subtotal	Total
I. PARTICIPANT COSTS:							
A. Education/Training Costs							
1. Tuition/Fees	10	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	45,000
	10	3	30	1,500	/year	45,000	XXXXXXXXXX
B. Allowances							
1. Maintenance Advance	10	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	176,500
2. Living/Maintenance	10	30	300	55	/day	16,500	XXXXXXXXXX
3. Per Diem - Orientation	10	26	260	500	/mth	130,000	XXXXXXXXXX
4. Books and Equipment	10	3	30	100	/day	3,000	XXXXXXXXXX
5. Book Shipment	10	27	270	65	/mth	17,550	XXXXXXXXXX
6. Professional Membership	10	1	10	120	/trainee	1,200	XXXXXXXXXX
7. Typing (Papers)	10	1	10	225	/trainee	2,250	XXXXXXXXXX
C. Travel							
1. Local	10	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	9,000
	10	2	20	450	/trip	9,000	XXXXXXXXXX
D. Insurance							
1. Insurance Coverage	10	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	6,000
	10	3	30	200	/year	6,000	XXXXXXXXXX
TOTAL PARTICIPANT COSTS	10	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	236,500	236,500

CLDT:DT:TCA-37B

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis

Project Title:	CLDT (DT Component)	Project Number:	538-0173	Project Year:	3 of 8
Budget Writer:	Sylvia A. Samuels	Participant Months Projected:	405	Comments:	3-year Diploma Program - Start 9/92
Date Budget Prepared:	06/12/90	Type of Training:	Technical		

Program Categories/ Training Activities	Number of Participants	Units Per Participant	No. of Units	Unit Price	Unit Type	Subtotal	Total
I. PARTICIPANT COSTS:							
A. Education/Training Costs							
1. Tuition/Fees	15					71,550	
B. Allowances							
1. Maintenance Advance	15	3	45	1,590 /year		71,550	
2. Living/Maintenance	15	30	450	55 /day		24,750	
3. Per Diem - Orientation	15	26	390	500 /mth		195,000	
4. Books and Equipment	15	3	45	100 /day		4,500	
5. Book Shipment	15	27	405	65 /mth		26,325	
6. Professional Membership	15	1	15	120 /trainee		1,800	
7. Typing (Papers)	15	1	15	225 /trainee		3,375	
C. Travel							
1. Local	15	3	45	200 /yr		9,000	
D. Insurance							
1. Insurance Coverage	15	2	30	450 /trip		13,500	
TOTAL PARTICIPANT COSTS	15	3	45	200 /year		9,000	
	15					350,800	358,800

CLDT:DT:TCA-37R

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis

Project Title: CLDT (DT Component)	Project Number: 538-0173	Project Year: 4 of 8
Budget Writer: Sylvia A. Samuels	Participant Months Projected: 405	
Date Budget Prepared: 06/12/90	Comments: 3-year Diploma Programs - Start 9/93	
	Type of Training: Technical	

Program Categories/ Training Activities	Number of Participants	Units Per Participant	No. of Units	Unit Price	Unit Type	Subtotal	Total
I. PARTICIPANT COSTS:							
A. Education/Training Costs							
1. Tuition/Fees	15		45			75,843	
B. Allowances							
1. Maintenance Advance	15	3	45	1,685 /year		75,843	
2. Living/Maintenance	15	30	450	55 /day		24,750	
3. Per Diem - Orientation	15	26	390	500 /mth		195,000	
4. Books and Equipment	15	3	45	100 /day		4,500	
5. Book Shipment	15	27	405	65 /mth		26,325	
6. Professional Membership	15	1	15	120 /trainee		1,800	
7. Typing (Papers)	15	1	15	225 /trainee		3,375	
C. Travel							
1. Local	15	3	45	200 /yr		9,000	
D. Insurance							
1. Insurance Coverage	15	2	30	450 /trip		13,500	
TOTAL PARTICIPANT COSTS	15	3	45	200 /year		9,000	
	15					363,093	363,093

CLDT:DT:TCA-3YR

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis

Project Title:	CLDT (DT Component)	Project Number:	538-0173	Project Year:	5 of 8
Budget Writer:	Sylvia A. Samuels	Participant Months Projected :	270	Comments:	3-year Diploma Programs - Start 9/94
Date Budget Prepared:	06/12/90	Type of Training:	Technical		

Program Categories/ Training Activities	Number of Participants	Units Per Participant	No. of Units	Unit Price	Unit Type	Subtotal	Total
I. PARTICIPANT COSTS:							
A. Education/Training Costs							
1. Tuition/Fees						53,596	
B. Allowances							
1. Maintenance Advance						176,500	
2. Living/Maintenance						16,500	
3. Per Diem - Orientation						130,000	
4. Books and Equipment						3,000	
5. Book Shipment						17,550	
6. Professional Membership						1,200	
7. Typing (Papers)						2,250	
C. Travel							
1. Local						9,000	
D. Insurance							
1. Insurance Coverage						6,000	
TOTAL PARTICIPANT COSTS						245,096	245,096

CLDT:DT:TCA-3YR

391-162-

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis

Project Title:	CLDT (DT Component)	Project Number:	538-0173	Project Year:	2 of 8
Budget Writer:	Sylvia A. Samuels	Participant Months Projected:	180		
Date Budget Prepared:	06/12/90	Comments:	2-year Diploma Programs - Start 9/91		
		Type of Training:	Technical		

Program Categories/ Training Activities	Number of Participants	Units Per Participant	No. of Units	Unit Price	Unit Type	Subtotal	Total
I. PARTICIPANT COSTS:							
A. Education/Training Costs							
1. Tuition/Fees	10					30,000	
B. Allowances							
1. Maintenance Advance	10	2	20	1,500 /year		30,000	
2. Living/Maintenance	10	30	300	55 /day		16,500	
3. Per Diem - Orientation	10	17	170	500 /mth		85,000	
4. Books and Equipment	10	3	30	100 /day		3,000	
5. Book Shipment	10	18	180	65 /mth		11,700	
6. Professional Membership	10	1	10	120 /trainee		1,200	
7. Typing (Papers)	10	1	10	225 /trainee		2,250	
C. Travel							
1. Local	10	2	20	200 /yr		4,000	
D. Insurance							
1. Insurance Coverage	10	2	20	450 /trip		9,000	
TOTAL PARTICIPANT COSTS	10	2	20	200 /year		4,000	
						166,650	166,650

CLDT:DT:TCA-2VB

1/16/9

BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis

Project Title:	CLDT (DT Component)	Project Number:	538-0173	Project Year:	3 of 8
Budget Writer:	Sylvia A. Samuels	Participant Months Projected:	270		
Date Budget Prepared:	06/12/90	Comments:	2-year Diploma Programs - Start 9/92		
		Type of Training:	Technical		

Program Categories/ Training Activities	Number of Participants	Units Per Participant	No. of Units	Unit Price	Unit Type	Subtotal	Total
I. PARTICIPANT COSTS:							
A. Education/Training Costs							
1. Tuition/Fees	15	2	30	1,590	/year	47,700	47,700
B. Allowances							
1. Maintenance Advance	15	30	450	55	/day	24,750	24,750
2. Living/Maintenance	15	17	255	500	/mth	127,500	127,500
3. Per Diem - Orientation	15	3	45	100	/day	4,500	4,500
4. Books and Equipment	15	18	270	65	/mth	17,550	17,550
5. Book Shipment	15	1	15	120	/trainee	1,800	1,800
6. Professional Membership	15	1	15	225	/trainee	3,375	3,375
7. Typing (Papers)	15	2	30	200	/yr	6,000	6,000
C. Travel							
1. Local	15	2	30	450	/trip	13,500	13,500
D. Insurance							
1. Insurance Coverage	15	2	30	200	/year	6,000	6,000
TOTAL PARTICIPANT COSTS						252,675	252,675

CLDT:DT:TCA-2TR

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis

Project Title:	CLDT (DT Component)	Project Number:	538-0173	Project Year:	4 of 8
Budget Writer:	Sylvia A. Samuels	Participant Months Projected:	270	Comments:	2-year Diploma Program - Start 9/93
Date Budget Prepared:	06/12/90	Type of Training:	Technical		

Program Categories/ Training Activities	Number of Participants	Units Per Participant	No. of Units	Unit Price	Unit Type	Subtotal	Total
I. PARTICIPANT COSTS:							
A. Education/Training Costs							
1. Tuition/Fees							
B. Allowances							
1. Maintenance Advance							
2. Living/Maintenance							
3. Per Diem - Orientation							
4. Books and Equipment							
5. Book Shipment							
6. Professional Membership							
7. Typing (Papers)							
C. Travel							
1. Local							
D. Insurance							
1. Insurance Coverage							
TOTAL PARTICIPANT COSTS							

CLDT:DT:TCA-2TR

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis

Project Title:	CLDT (DT Component)	Project Number:	538-0173	Project Year:	5 of 8
Budget Writer:	Sylvia A. Samuels	Participant Months Projected:	180		
Date Budget Prepared:	06/12/90	Comments:	2-year Diploma Program - Start 9/95		
		Type of Training:	Technical		

Program Categories/ Training Activities	Number of Participants	Units Per Participant	No. of Units	Unit Price	Unit Type	Subtotal	Total
I. PARTICIPANT COSTS:							
A. Education/Training Costs							
1. Tuition/Fees						35,730	
B. Allowances							
1. Maintenance Advance						16,500	
2. Living/Maintenance						85,000	
3. Per Diem - Orientation						3,000	
4. Books and Equipment						11,700	
5. Book Shipment						1,200	
6. Professional Membership						2,250	
7. Typing (Papers)						4,000	
C. Travel							
1. Local						9,000	
D. Insurance							
1. Insurance Coverage						4,000	
TOTAL PARTICIPANT COSTS						172,380	172,380

CLDT:DT:TCA-2YR

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis

Project Title: CLDT (DT Component)
Budget Writer: Sylvia A. Samuels
Date Budget Prepared: 06/12/90

Project Number: 530-0173
Participant Months Projected: 20
Comments: Two-Month Technical Training
Type of Training: Technical (U.S.)
Project Year: 1 of 3

Program Categories/ Training Activities	Number of Participants	Units Per Participant	No. of Units	Unit Price	Unit Type	Subtotal	Total
I. PARTICIPANT COSTS:							
A. Education/Training Costs							
1. Tuition/Fees	10					45,000	45,000
B. Allowances							
1. Maintenance Advance	10	1	10	4,500 /trainee		45,000	45,000
2. Living/Maintenance	10	30	300	65 /day		19,500	36,400
3. Per Diem - Orientation	10	1	10	725 /mth		7,250	7,250
4. Books and Equipment	10	7	70	110 /day		7,700	7,700
5. Book Shipment	10	1	10	60 /trainee		600	600
6. Professional Membership	10	1	10	60 /trainee		600	600
C. Travel							
1. Local	10	1	10	75 /trainee		750	750
D. Insurances							
1. NAC	10	1	10	400 /trip		4,000	4,000
E. Supplemental Activities							
1. POB Reception Services	10	2	20	34 /mth		680	680
2. WIC Orientation	10	1	10	80 /trainee		800	800
TOTAL PARTICIPANT COSTS	10	1	10	325 /trainee		3,250	3,250
II. ADMINISTRATIVE COSTS:							
TOTAL TRAINING COST	10	2	20	225 /mth		4,500	4,500
	10					94,630	94,630

CLDT:DT:TCA-2MTH

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis

Project Title:	CLDT (DT Component)	Project Number:	538-0173	Project Year:	2 of 8
Budget Writer:	Sylvia A. Samuels	Participant Months Projected:	30		
Date Budget Prepared:	06/12/90	Comments:	Two-Month Technical Training Technical (U.S.)		
		Type of Training:			

Program Categories/ Training Activities	Number of Participants	Units Per Participant	No. of Units	Unit Price	Unit Type	Subtotal	Total
I. PARTICIPANT COSTS:							
A. Education/Training Costs							
1. Tuition/Fees	15					75,600	
B. Allowances							
1. Maintenance Advance	15	1	15	5,040	/trainee	75,600	
2. Living/Maintenance	15	30	450	65	/day	29,250	
3. Per Diem - Orientation	15	1	15	725	/mth	10,875	
4. Books and Equipment	15	7	105	110	/day	11,550	
5. Book Shipment	15	1	15	60	/trainee	900	
6. Professional Membership	15	1	15	60	/trainee	900	
C. Travel							
1. Local	15	1	15	75	/trainee	1,125	
D. Insurances							
1. HAC	15	1	15	400	/trip	6,000	
E. Supplemental Activities							
1. POB Reception Services	15	2	36	34	/mth	1,020	
2. MIC Orientation	15	1	15	80	/trainee	1,200	
TOTAL PARTICIPANT COSTS	15	1	15	325	/trainee	4,875	
II. ADMINISTRATIVE COSTS:							
TOTAL TRAINING COST	15	2	30	225	/mth	6,750	6,750
	15					150,045	150,045

CLDT:DT:TCA-2MTH

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis

Project Title: CLDT (DT Component)
Budget Writer: Sylvia A. Samuels
Date Budget Prepared: 06/12/90

Project Number: 530-0173
Participant Months Projected: 30
Comments: Two-Month Technical Training Technical (U.S.)
Project Year: 3 of 8

Program Categories/ Training Activities	Number of Participants	Units Per Participant	No. of Units	Unit Price	Unit Type	Subtotal	Total
I. PARTICIPANT COSTS:							
A. Education/Training Costs							
1. Tuition/Fees	15					80,136	
B. Allowances							
1. Maintenance Advance	15	1	15	5,342 /trainee		80,136	
2. Living/Maintenance	15	30	450	65 /day		29,250	
3. Per Diem - Orientation	15	1	15	725 /mth		10,875	
4. Books and Equipment	15	7	105	110 /day		11,550	
5. Book Shipment	15	1	15	60 /trainee		900	
6. Professional Membership	15	1	15	60 /trainee		900	
C. Travel							
1. Local	15	1	15	75 /trainee		1,125	
D. Insurances							
1. BAC	15	1	15	400 /trip		6,000	
E. Supplemental Activities							
1. POB Reception Services	15	2	30	34 /mth		1,020	
2. WIC Orientation	15	1	15	80 /trainee		1,200	
TOTAL PARTICIPANT COSTS	15	1	15	325 /trainee		4,875	
II. ADMINISTRATIVE COSTS:							
TOTAL TRAINING COST	15	2	30	225 /mth		6,750	6,750
	15					154,581	154,581

CLDT:DT:TCA-2MYR

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**BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis**

Project Title: CLDT (DT Component)	Project Number: 538-0173	Project Year: 4 of 8
Budget Writer: Sylvia A. Samuels	Participant Months Projected: 30	
Date Budget Prepared: 06/12/90	Comments: Two-Month Technical Training	
	Type of Training: Technical (U.S.)	

Program Categories/ Training Activities	Number of Participants	Units Per Participant	No. of Units	Unit Price	Unit Type	Subtotal	Total
I. PARTICIPANT COSTS:							
A. Education/Training Costs							
1. Tuition/Fees	15					84,944	84,944
B. Allowances							
1. Maintenance Advance	15	1	15	5,663	/trainee	84,944	84,944
2. Living/Maintenance	15	30	450	65	/day	29,250	29,250
3. Per Diem - Orientation	15	1	15	725	/mtb	10,875	10,875
4. Books and Equipment	15	7	105	110	/day	11,550	11,550
5. Book Shipment	15	1	15	50	/trainee	900	900
6. Professional Membership	15	1	15	- 60	/trainee	900	900
C. Travel							
1. Local	15	1	15	75	/trainee	1,125	1,125
D. Insurances							
1. HAC	15	1	15	400	/trip	6,000	6,000
E. Supplemental Activities							
1. POB Reception Services	15	2	30	34	/mtb	1,020	1,020
2. NIC Orientation	15	1	15	90	/trainee	1,200	1,200
TOTAL PARTICIPANT COSTS	15	1	15	325	/trainee	4,875	4,875
II. ADMINISTRATIVE COSTS:							
TOTAL TRAINING COST	15	2	30	225	/mtb	6,750	6,750
	15					159,389	159,389

CLDT:DT:TCA-2MTH

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis

Project Title:	CLDT (DT Component)	Project Number:	538-0173	Project Year:	5 of 8
Budget Writer:	Sylvia A. Samuels	Participant Months Projected:	20		
Date Budget Prepared:	06/12/90	Comments:	Two-Month Technical Training		
		Type of Training:	Technical (U.S.)		

Program Categories/ Training Activities	Number of Participants	Units Per Participant	No. of Units	Unit Price	unit Type	Subtotal	Total
I. PARTICIPANT COSTS:							
A. Education/Training Costs							
1. Tuition/Fees	10					60,027	
	10	1	10	6,003 /trainee		60,027	
B. Allowances							
1. Maintenance Advance	10	30	300	65 /day		19,500	
2. Living/Maintenance	10	1	10	725 /mth		7,250	
3. Per Diem - Orientation	10	7	70	110 /day		7,700	
4. Books and Equipment	10	1	10	60 /trainee		600	
5. Book Shipment	10	1	10	60 /trainee		600	
6. Professional Membership	10	1	10	75 /trainee		750	
C. Travel							
1. Local	10	1	10	400 /trip		4,000	
D. Insurances							
1. MAC	10	2	20	34 /mth		680	
E. Supplemental Activities							
1. POB Reception Services	10	1	10	80 /trainee		800	
2. WIC Orientation	10	1	10	325 /trainee		3,250	
TOTAL PARTICIPANT COSTS	10					105,157	105,157
II. ADMINISTRATIVE COSTS:							
TOTAL TRAINING COST	10	2	20	225 /mth		4,500	109,657

CLDT:DT:TCA-2MTH

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis

Project Title:	CLDT (BY Component)	Project Number:	538-0173	Project Year:	1 of 8
Budget Writer:	Sylvia A. Samuels	Participant Months Projected:	5		
Date Budget Prepared:	06/12/90	Comments:	Two-Week Technical Training		
		Type of Training:	Technical (U.S.)		

Program Categories/ Training Activities	Number of Participants	Units Per Participant	No. of Units	Unit Price	Unit Type	Subtotal	Total
I. PARTICIPANT COSTS:							
A. Education/Training Costs							
1. Tuition/Fees	10					25,000	
B. Allowances							
1. Maintenance Advance	10	1	10	2,500	/trainee	25,000	
2. Living/Maintenance	10	5	50	65	/day	3,250	
3. Books and Equipment	10	10	100	65	/day	6,500	
4. Book Shipment	10	1	10	60	/trainee	600	
5. Professional Membership	10	1	10	75	/trainee	750	
C. Travel							
1. Local	10	1	10	400	/trip	4,000	
D. Insurances							
1. MAC	10	1	10	34	/mth	340	
E. Supplemental Activities							
1. POB Reception Services	10	1	10	80	/trainee	800	
TOTAL PARTICIPANT COSTS						41,840	41,840
II. ADMINISTRATIVE COSTS:							
TOTAL TRAINING COST	10	1	10	225	/mth	2,250	2,250
	10					44,090	44,090

CLDT:BY:TCA-2WK

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
 Training Cost Analysis

Project Title:	CLDT (DT Component)	Project Number:	530-0173	Project Year:	2 of 8
Budget Writer:	Sylvia A. Samuels	Participant Months Projected:	7.5		
Date Budget Prepared:	06/12/90	Comments:	Two-Week Technical Training Technical (U.S.)		
		Type of Training:			

Program Categories/ Training Activities	Number of Participants	Units Per Participant	No. of Units	Unit Price	Unit Type	Subtotal	Total
I. PARTICIPANT COSTS:							
A. Education/Training Costs	15					39,750	
1. Tuition/Fees	15	1	15	2,650	/trainee	39,750	
B. Allowances	15					17,550	
1. Maintenance Advance	15	5	75	65	/day	4,875	
2. Living/Maintenance	15	10	150	65	/day	9,750	
3. Books and Equipmnt	15	1	15	60	/trainee	900	
4. Book Shipment	15	1	15	60	/trainee	900	
5. Professional Membership	15	1	15	75	/trainee	1,125	
C. Travel	15					6,000	
1. Local	15	1	15	400	/trip	6,000	
D. Insurances	15					510	
1. MAC	15	1	15	34	/mth	510	
E. Supplemental Activities	15					1,200	
1. POB Reception Services	15	1	15	80	/trainee	1,200	
TOTAL PARTICIPANT COSTS	15					65,010	65,010
II. ADMINISTRATIVE COSTS:	15					3,375	3,375
TOTAL TRAINING COST	15					68,385	68,385

CLDT:DT:TCA-2WK

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis

Project Title: CLDT (DT Component)
Budget Writer: Sylvia A. Samuels
Date Budget Prepared: 06/12/90

Project Number: 538-0173
Participant Months Projected: 7.5
Comments: Two-Week Technical Training
Type of Training: Technical (U.S.)
Project Year: 3 of 8

Program Categories/ Training Activities	Number of Participants	Units Per Participant	No. of Units	Unit Price	Unit Type	Subtotal	Total
I. PARTICIPANT COSTS:							
A. Education/Training Costs							
1. Tuition/Fees	15					42,135	
B. Allowances	15	1	15	2,889 /trainee		42,135	
1. Maintenance Advance	15	5	75	65 /day		4,875	
2. Living/Maintenance	15	10	150	65 /day		9,750	
3. Books and Equipment	15	1	15	60 /trainee		900	
4. Book Shipment	15	1	15	60 /trainee		900	
5. Professional Membership	15	1	15	75 /trainee		1,125	
C. Travel	15					5,000	
1. Local	15	1	15	400 /trip		6,000	
D. Insurances	15					510	
1. HAC	15	1	15	34 /mth		510	
E. Supplemental Activities	15					1,200	
1. POB Reception Services	15	1	15	80 /trainee		1,200	
TOTAL PARTICIPANT COSTS	15					67,395	67,395
II. ADMINISTRATIVE COSTS:							
TOTAL TRAINING COST	15	1	15	225 /mth		3,375	3,375
	15					70,770	70,770

CLDT:DT:TCA-2VK

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis

Project Title:	CLDT (DT Component)	Project Number:	538-0173	Project Year:	4 of 8
Budget Writer:	Sylvia A. Samuels	Participant Months Projected:	7.5		
Date Budget Prepared:	06/12/90	Comments:	Two-Week Technical Training		
		Type of Training:	Technical (U.S.)		

Program Categories/ Training Activities	Number of Participants	Units Per Participant	No. of Units	Unit Price	Unit Type	Subtotal	Total
I. PARTICIPANT COSTS:							
A. Education/Training Costs							
1. Tuition/Fees	15		15	2,970	/trainee	44,663	44,663
B. Allowances							
1. Maintenance Advance	15	5	75	65	/day	4,875	4,875
2. Living/Maintenance	15	10	150	65	/day	9,750	9,750
3. Books and Equipment	15	1	15	60	/trainee	900	900
4. Book Shipment	15	1	15	60	/trainee	900	900
5. Professional Membership	15	1	15	75	/trainee	1,125	1,125
C. Travel							
1. Local	15	1	15	400	/trip	6,000	6,000
D. Insurances							
1. HAC	15	1	15	34	/mth	510	510
E. Supplemental Activities							
1. POR Reception Services	15	1	15	80	/trainee	1,200	1,200
TOTAL PARTICIPANT COSTS						69,923	69,923
II. ADMINISTRATIVE COSTS:							
TOTAL TRAINING COST						3,375	3,375
						73,298	73,298

CLDT:DT:TCA-2VK

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BUDGET ESTIMATE WORKSHEET: Academic or Technical Costs
Training Cost Analysis

Project Title:	CLDT (DT Component)	Project Number:	538-0173	Project Year:	5 of 8
Budget Writer:	Sylvia A. Samuels	Participant Months Projected:	7.5		
Date Budget Prepared:	06/12/90	Comments:	Two-Week Technical Training		
		Type of Training:	Technical (U.S.)		

Program Categories/ Training Activities	Number of Participants	Units Per Participant	No. of Units	Unit Price	Unit Type	Subtotal	Total
I. PARTICIPANT COSTS:							
A. Education/Training Costs	15					47,343	
1. Tuition/Fees	15	1	15	3,156	/trainee	47,343	
B. Allowances	15					17,550	
1. Maintenance Advance	15	5	75	65	/day	4,875	
2. Living/Maintenance	15	10	150	65	/day	9,750	
3. Books and Equipment	15	1	15	60	/trainee	900	
4. Book Shipment	15	1	15	50	/trainee	900	
5. Professional Membership	15	1	15	75	/trainee	1,125	
C. Travel	15					6,000	
1. Local	15	1	15	400	/trip	6,000	
D. Insurances	15					510	
1. HAC	15	1	15	34	/mth	510	
E. Supplemental Activities	15					1,200	
1. POB Reception Services	15	1	15	80	/trainee	1,200	
TOTAL PARTICIPANT COSTS	15					72,603	72,603
II. ADMINISTRATIVE COSTS:	15					3,375	3,375
TOTAL TRAINING COST	15					75,978	75,978

CLDT:DT:TCA-2WK

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D. CLASP I Implementation Experience

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

Introduction

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

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

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

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

I. Recruitment

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

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

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

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

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

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

In some cases, local government agencies have attempted to mandate selection by nominating exactly the number of trainees who are required. This is unacceptable and Missions must find ways to prevent it. In the worst case, the Mission should withdraw the training. This has happened in a CLASP I program and the governmental agency finally committed itself to project final selection.

II. Selection

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

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

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

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

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

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

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

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

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

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

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

III. Pre-departure Orientation

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

B. The short term Peace Scholars should be brought together by groups for pre-departure orientation to stimulate exchange of information among the group and maximize their capacity to learn from their time in the U.S.

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C. Pre-departure orientation requirements are different for short term and long term Peace Scholars.

D. Orientation should include information about the Peace Scholars home country and all Peace Scholars should be encouraged and assisted in taking information about their country and their families, towns, etc. to share with Americans.

E. Returnees should be incorporated into the orientation panel discussions, particularly dealing with issues of transition to U.S. social, academic, and political life.

F. In-country orientation on the CLASP program is more important than general orientation to the U.S. culture which the Peace Scholars will get from their Experience America program in the U.S.

G. Follow-on should be initiated in the pre-departure orientation with discussions of what the Peace Scholars would view as appropriate and useful follow-on activities.

H. Long-term Trainees should be informed of the typical stages of getting into a new culture. They should understand what will be happening to them and how they can best respond to "culture shock."

IV. Preparation of PIO/Ps and other Documentation

A. Define specific objectives in relation to Experience America programs.

B. Personal background on the candidates is important if homestays are to be requested. Missions should consider using the application forms to provide useful information to contractors and trainers early in the planning process.

C. If the contractor has already made contact with a university, this information about the arrangements should be included in the PIO/P.

D. Copies of each PIO/P (and all amendments and secondary PIO/Ps) should be kept in a folder along with the following:

1. The TCA Budget and final expenditure record (using the LAC TCA reporting form;

2. The documentation describing the selection procedure which should include the candidates ratings on critical points (as described above);

3. The Trainees' application forms, which can serve as backup documentation later.

4. The J-1 visa application form.

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

6. Any correspondence from Trainees or Contractors.

7. Grades or other performance indicators.

Maintaining the above files is essential to avoid problematic audits.

June 28, 1990

ACTION MEMORANDUM FOR THE MISSION DIRECTOR

THROUGH: Larry Armstrong, Deputy Director
FROM: John Wooten, C/PDO *John D. Wooten, Jr.*
SUBJECT: Caribbean Leadership and Development Training (CLDT) Project
No. 538-0173

Action Requested: Your approval is requested for a Grant of \$6.3 million under Sections 103 through 106 and Section 531 of the Foreign Assistance Act of 1961, as amended. Your approval is also requested for a total life of Project (LOP) funding of \$10 million. It is planned that a total of \$1,741,600 will be obligated in FY 1990.

Discussion: The Mission Review of the Project Paper was held on June 21, 1990. It was concluded at such Review that the PP sufficiently demonstrates the feasibility of the Caribbean and Latin American Scholarship Program II (CLASP II) and Development Training (DT) components.

The Project will equip a broad base of leaders and potential leaders in OECS countries with technical skills, training and academic education, and an appreciation and understanding of the workings of a free enterprise economy in a democratic society. The Project is also designed to improve the productivity and efficiency of the work force in the participating private and public Eastern Caribbean organizations.

CLASP II will provide only U.S.-based training to leaders or potential leaders from socially or economically disadvantaged groups. DT will focus primarily on regional third-country and in-country training activities, and will target individuals (not necessarily leaders) whose training is critical to the economic and social development needs of the region in the following priority areas: Education and training; health and population; drug abuse prevention and education; agriculture and rural development; manufacturing, tourism and service industries; and environmental management and protection.

The total A.I.D. cost of the Project is estimated at \$10 million. As CLDT is designed to respond to a broad range of training needs in the Eastern Caribbean countries, the Project Authorization provides for planned obligations pursuant to Sections 103 through 106 and Section 531 of the Foreign Assistance Act of 1961, as amended.

The Project will have a five-year obligation period, and an implementation period of eight years and three months, with a PACD of FY 1998 which will allow enough time for long-term participants to return to their respective countries. A Grant in the amount of \$6.3 million to be incrementally funded, subject to the availability of funds for Project purposes, will be awarded to the University of the West Indies (UWI) to implement the DT component. The remaining \$3.7 million will be for implementing the CLASP II component as indicated below.

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HPE staff will be responsible for monitoring Project performance. A Mission participant selection committee will make the final selection of CLDT candidates. The UWI Project Coordinator will be a member of this committee when the selection process pertains DT participants. All CLASP II activities, and the placement of DT participants-receiving U.S.-based training will be administered through the OIT central contract. This arrangement is the most adequate for implementing U.S. training activities given the relatively small amount of U.S.-based training (i.e., unavailability of economies of scale) envisioned under CLDT.

The DT component will be administered through a Grant to UWI, having its Office of University Services-Eastern Caribbean (OUS-EC) as the implementing agent. A Project management unit will be established within the OUS-EC to implement DT between 1990 and 1995. This OUS-EC unit will comprise a Project Coordinator, a Training/Placement Specialist, an Administrative Assistant and a Secretary, and will operate during the initial five years required to recruit, process and place DT trainees. Project administration and participant monitoring responsibilities after this five-year period will be assumed by the Mission Training Officer.

Mission Review. The actions and revisions agreed upon as a result of Mission Review have been incorporated into the Project Paper, and are discussed below:

- 1) An overhead rate of 10% will be established to cover the expenses incurred by UWI in administering the DT component. RDO/C will request UWI to supply the cost-accounting information used for arriving at such rate. The guidance provided by OMB Circular A-21 will be used to determine the adequacy of UWI's overhead cost principles for activities funded under the DT component.
- 2) The Project Paper will indicate that the rationale and process for selecting the CLASP II target groups, as well as the methodology and criteria for identifying leaders and potential leaders, are included in the Social-Institutional Framework (SIF) prepared by the Mission. The SIF will be included as an unattached PP Annex.
- 3) The Project Paper will clarify how the procedures for participant selection under DT allow for greater involvement of the OECS governments.
- 4) The CLASP II and DT components will set a target of 40% proportional participation of women as Project beneficiaries.
- 5) The Project Paper will indicate the relationship of the Project to the Eastern Caribbean countries' strategy to address human resource development constraints in the region.
- 6) The section on DT monitoring and evaluation will be expanded to reflect the anticipated issues and data collection requirements that will form the basis for DT evaluation activities.

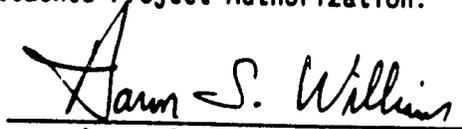
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Environmental Threshold Decision: Per State cable 198509 of June 20, 1990, the LAC Bureau approved the Mission IEE request for Categorical Exclusion for the Project.

Obligation Authority: A budget allowance has been established in the amount of \$1,741,600 to be obligated in FY 1990. A Congressional Notification has been submitted to the Hill. The waiting period expires on June 29, 1990. No obligation will be made until notification requirements have been met.

Authorization Authority: AID/W Delegation of Authority for Mission PID and PP approval and Project Authorization was provided via State cable 209388 of July 1, 1989. Under Delegation of Authority No. 752, dated December 16, 1988, you may authorize new projects with LOP funding up to \$20 million. The Project does not present significant policy issues, and does not require issuance of any waivers prior to such authorization.

Recommendation: That you approve the Project Paper by signing the attached Project Data Sheet, approve the awarding of a Grant of \$6.3 million to UMI by signing this Action Memorandum, and authorize the Project for a total LOP funding of \$10 million by signing the attached Project Authorization.



Aaron S. Williams
Mission Director,
Regional Development Office
for the Caribbean (RDO/C)

Date: 6/29/90

- Attachments:**
1. Project Authorization
 2. Project Paper with Project Data Sheet

Drafted by: PDO: RMejia-Robleda: [Signature] Date: 06/28/90

Clearances:

HPE: SGriffith [Signature]
RLA: RJohnson [Signature]
PRM: NMariani [Signature]
CONT: TFallon [Signature]

Date: 6/29/90
Date: 6/29/90
Date: 6/29/90
Date: 6/29/90

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THE UNIVERSITY OF THE WEST INDIES

CAVE HILL CAMPUS, P.O. BOX 64 BRIDGETOWN, BARBADOS



PLEASE QUOTE

REFERENCE 173/8

Telex UNIVADOS WB 0257
 Cables "UNIVADOS" Barbados
 Telephone (809) 425-1310
 Fax (809) 425-1327

PO
 - 6 JUN 1990

June 28, 1990

Mr. Aaron Williams
 Director
 U.S.A.I.D.
 Regional Development Office/Caribbean
 P.O. Box 302
 BRIDGETOWN

07/18/90

Dear Mr. Williams,

The University of the West Indies, Cave Hill Campus, (UWI) hereby submits an application to you for a grant of US\$6 million to assist in a programme aimed at strengthening the human resource base of the OECS territories and, to a lesser extent, Barbados, thereby improving the productivity and efficiency of the workforce in these countries.

Specifically, assistance is requested to enable UWI, through the Office of University Services (OUS), to provide a wide range of in-country and regional training activities. The University is mandated by Governments of Contributing Countries to strengthen the human resource base of the non-campus territories in the Eastern Caribbean. To achieve this, the Office of University Services works closely with training institutions in the OECS member countries. It also coordinates the delivery of educational and training services to these countries. The grant will enhance the capacity of the Office of University Services to fulfill its mandate.

The University welcomes the opportunity, once again, to collaborate with AID in order to provide development assistance aimed at meeting certain critical human resource needs of Eastern Caribbean Countries.

I look forward to your favourable consideration of our request.

Yours sincerely,

Keith D. Hunte
 Keith D. Hunte
 Principal

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