

PD-ABM-021

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**AN ASSESSMENT OF  
THE PRESIDENTIAL TRAINING INITIATIVE  
FOR THE ISLAND CARIBBEAN PROJECT  
AND LAC-II TRAINING PROJECT IN  
THE REGIONAL DEVELOPMENT OFFICE  
FOR THE CARIBBEAN (RDO/C)**

June 1986 — June 1990

**October 1991**

**Submitted to:**

Latin American and Caribbean Bureau  
Office of Development Resources  
Education and Human Resources Division  
Agency for International Development

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Under Contract Number LAC-0001-C-00-9035-00  
CLASP Follow-On  
Project Number 598-0640

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# EXECUTIVE SUMMARY

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## INTRODUCTION — THE RDO/C-PTIIC PROJECT

The Agency for International Development (AID) was charged by the U.S. Congress to implement the goals of the Caribbean and Latin American Scholarship Program (CLASP) to achieve two primary goals. AID's CLASP Project Paper, revised in 1987, expresses this dual goal as follows:

The goal of CLASP is to (a) contribute to the formation of more effective manpower resources, thereby ensuring the leadership and technical skills needed for the progressive, balanced, and pluralistic development of selected Caribbean Basin and South American countries, and (b) strengthen mutual understanding between the United States and its Latin and Caribbean neighbors.

This report provides an assessment of the implementation of the Caribbean and Latin American Scholarship Program in RDO/C, a participating Mission in the Presidential Training Initiative for the Island Caribbean Project (PTIIC). This report will provide AID/Washington, USAID/Bridgetown, and other interested individuals with information regarding the extent to which this dual goal is being realized and suggests ways that they can continue to improve the implementation of the project. The findings reported represent an analysis of data gathered from various sources: (a) exit protocols and questionnaires with 274 Trainees prior to their leaving the U.S.; (b) mid-term questionnaires completed by 64 long-term Trainees at mid-point in their training programs; (c) returnee interviews with 200 PTIIC Trainees collected by an Aguirre International team in the RDO/C during June, 1990; (d) the review of Mission and other related documentation; (e) interviews with RDO/C's project training staff; and (f) interviews with government selection committees throughout the nine islands comprising the RDO/C.

## GENERAL CONCLUSIONS

The RDO/C-PTIIC Project is an example of successful implementation in several areas: (a) selection of intended target groups, (b) a positive training component, and (c) benefits of training to the Trainees' careers.

The Mission has successfully achieved:

- the award of 52 percent of the 520 scholarships to women, exceeding the 40 percent CLASP mandate;
- the award of 91 percent of the scholarships to economically or socially disadvantaged Trainees, exceeding the 70 percent CLASP mandate;
- a mix of short-term (66%) and long-term (34%) training; and

- a mix of technical (68%) and academic (32%) training.

Trainee attitudes regarding the U.S. and their training programs were positive:

- over 50 percent of the Trainees reported that they increased their understanding of the U.S. “much” or “very much”;
- 76 percent of the exiting Trainees indicated that their original objectives were realized “to a great extent” or “a very great extent”; and
- over 83 percent of the Trainees rated “various aspects of their training programs” (68%), and “social interaction with Americans” (15%) as the most-liked aspects of their training.

Returned Trainees also expressed satisfaction with the training and the benefits to their careers:

- 92 percent of returned Trainees were either “satisfied” or “very satisfied” with their training;
- 88 percent found their training program to be “useful” or “very useful” in improving their job competency;
- about 98 percent indicated that they were able to put into practice what they had learned in their program; and
- about 93 percent of the Trainees definitely would recommend their training program to others in their home country.

## **FINDINGS AND RECOMMENDATIONS**

This RDO/C-PTIIC process evaluation report, based on a June 1990 evaluation visit, has incorporated Mission procedures that have been introduced between the evaluation visit and the final report and has yielded the following findings and recommendations:

- For PTIIC scholarship selection, the Mission assesses an applicant’s economic status by using the criteria of median income cutoff and the number of persons in the family who depend on the salary or household income. With fewer scholarships offered under CLASP II and in an attempt to select the most eligible and deserving candidates, it is recommended that the Mission refine its criteria for determining economic disadvantage by considering additional factors, such as ownership of home or property, loans, type of schools attended, study in other countries, and frequency of travel to other countries.
- Summary Sheets are useful for documenting the methods whereby leadership and leadership potential is determined. The Mission may wish to refine the

process of leadership identification by establishing a point system for such items as membership in a community organization, accomplishments as a leader, and/or recognition by employer, school, or peers. The Mission has acknowledged that it will introducing such a refinement into the process in the near future.

- The Mission is taking steps to improve its predeparture orientation program by holding orientations in Antigua for scholars from the Leeward Islands and in Barbados for the Windward Island scholars. National Training Officers have been invited to attend these in-country orientations. The Mission, working with its placement contractor, is striving to provide training information to candidates in a timely manner.
- The Mission is working to implement a more extensive Follow-on program. Under PTIIC, a modest Follow-on program resulted in initiating Alumni Associations on five islands. In keeping with CLASP II guidance, a Participant Training Assistant has been hired to work exclusively on the Mission's Follow-on program. The Mission is exploring the possibility of providing "seed money" to the Associations to implement small community-based projects. The Follow-on program will not be PTIIC-specific, but will include persons trained under all projects funded by RDO/C.
- Summary Sheets showing how the determination of economic disadvantage is made are attached to Application Forms before they are placed in Trainee files. The same procedure is recommended when leadership criteria are developed and applied.
- The Mission is taking steps to improve its communication with the island governments. Plans for a Training Officers' Conference to bring together the government Training Officers on an annual or biannual basis to communicate information, share lessons learned, discuss issues of mutual concern, and chart the future should prove invaluable in underscoring the prestige and importance attached by the U.S. Government to the PTIIC scholarships. This forum would provide an opportunity to review procedures for determining economic disadvantage and leadership, as well as plans for Follow-on efforts.
- The Trainee files were well organized and easy to read. They contained the necessary biodata information, PIOP, updates, and relevant correspondence. The Mission forwards Training Implementation Plans to the regional governments for their comments before signing the approval forms and filing them in the Trainee folders. Summary sheets showing determination of economic disadvantage are also filed in the folders.
- The job description of the Participant Training Clerk includes the performance of secretarial duties for the Training Office, as well as the entering of data both in the PTMS and CIS systems. In order to assure timely

entry and reporting, the Mission has arranged designated blocks of time for the clerk to update the CIS.

## **INTRODUCTION — THE RDO/C LAC-II TRAINING PROGRAM**

This report provides a limited assessment of the implementation of the Latin American and Caribbean Training Initiatives II (LAC-II) Project which was operative in the RDO/C from FY 1985 through December, 1989. Although LAC-II data has been included in the CIS, LAC-II is a separate training program, and the CLASP selection criteria do not apply to it.

From the inception of the program through March 31, 1990, 111 Trainees have completed their training and returned to their home country. Of these Trainees, 37 (33%) were women, and 74 (67%) were men. Seventy-two Trainees were enrolled in short-term training programs, and 39 were enrolled in long-term programs. Sixty-three percent of the LAC-II Trainees came from public sector employment. Nearly 87 percent appear to have been selected from the disadvantaged population.

Fifty-two LAC-II Trainees were interviewed in their home countries in conjunction with the RDO/C-PTIIC process evaluation in the Eastern Caribbean. These returned Trainees indicated high degrees of satisfaction with their U.S. training:

- 74 percent of the Trainees indicated that they were either “satisfied” or “very satisfied” with their program:
- 86 percent of the Trainees found the training “useful” or “very useful” in improving their job competency; and
- 90 percent of the Trainees, responding with scores of 5, 6, or 7 on a 7-point scale, would recommend the program to other people.

## **GENERAL CONCLUSIONS**

Overall, the LAC-II training experience appears to have been a positive one for the Trainees. The Mission is to be commended for its administration of this complex program spread throughout an extensive region and involving nine different governments.

## **FINDINGS AND RECOMMENDATIONS**

Four recommendations for the improvement of this type of training program in the future are offered for consideration:

- There should be sufficient lead time with advance information about training institutions and courses of study.
- The Mission should consider program monitoring, through site visits or periodic reports from implementing contractors or institutions, to ensure that

the duration of the course is adequate for the instruction given and allows time for practice and internalization.

- Predeparture orientation should include more information about the various aspects of U.S. culture that students might encounter.
- The Mission Follow-on program intends to include all returned LAC-II Trainees, and it would be worthwhile to incorporate Trainee suggestions into the final design.

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# CHAPTER ONE – BACKGROUND AND SETTING

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## INTRODUCTION

This report provides an assessment of the implementation of the Caribbean and Latin American Scholarship Program (CLASP) in the Regional Development Office for the Caribbean (RDO/C), a participating Mission in the Presidential Training Initiative for the Island Caribbean Project (PTIIC). This report will:

- review the Mission's Country Training Plan (CTP) and its updates through FY 1990 to identify areas that need clarification;
- provide a project profile and describe RDO/C selection of scholars by country;
- examine various performance indicators and assess the extent to which targets are being met;
- report observations concerning the Mission's recruitment and selection procedures and identify problems that need to be addressed; and
- review Trainee program evaluation data (exit evaluations) to identify strengths and weaknesses of various aspects of completed training programs.

Chapter One of this report will focus on the background and origin of the project and the key documents that have guided implementation. Chapter Two examines who has benefitted from the program. Chapter Three reports on how the Trainees benefitted and Trainee perceptions of CLASP training. Chapter Four contains an assessment of the Latin American and Caribbean Regional Training Initiatives II (LAC-II) program.

## BACKGROUND

The RDO/C, headquartered in Barbados, embraces the Eastern Caribbean countries of Antigua, Barbados, the British Virgin Islands, Dominica, Grenada, Montserrat, St. Christopher (Kitts)/Nevis, St. Lucia, and St. Vincent. PTIIC was created in response to a Presidential announcement made in Grenada in February 1986 and is one of several projects functioning under CLASP.

CLASP's LAC-II program provided funding for Latin American countries as well as for the Caribbean. PTIIC was limited to four AID Missions: Dominican Republic, Haiti, Jamaica, and RDO/C. These Caribbean Missions received \$5.1 million for FYs 1985-87 from LAC-II, and were to receive \$20 million for FYs 1986-89 under PTIIC. The PTIIC project was first described in the amended CLASP Project Paper of October 1986.

RDO/C was the first Mission to launch the PTIIC program. Its programming was centered on four training components: 1) long-term training (technical or academic), 2) short-term technical training, 3) teacher training, and 4) secondary school exchanges. In the Summer

of 1986, the first RDO/C-selected group of primary and secondary school teachers (65) participated in a specially tailored course to upgrade and enhance their teaching skills. In the Fall of that year, the first group of long-term undergraduates (19) departed for training in the U.S. Since the inception of the PTIIC program, training has been arranged for individuals in a wide range of fields: education, journalism, agribusiness, and management training for mid-level public sector individuals.

## **THE CLASP PROGRAM**

The Agency for International Development (AID) was charged by the U.S. Congress with implementing CLASP to achieve two primary goals. AID's CLASP Project Paper, revised 1987, expresses the dual goal as follows:

The goal of CLASP is to contribute to the formation of more effective manpower resources, thereby ensuring the leadership and technical skills needed for the progressive, balanced, and pluralistic development of selected Caribbean basin and South American countries and to strengthen mutual understanding between the U.S. and its Latin and Caribbean neighbors.

The Project Paper recommended that AID establish a regional fund of \$225 million in grant assistance for the period of 1984-1993 to provide training programs in the U.S. for selected individuals from the Caribbean and Central and South America.

The CLASP program was divided into two separate regional projects: 1) the Central American Peace Scholarships Program (CAPS), and 2) the Latin American and Caribbean Regional Training II Program (LAC-II). CLASP would train at least 10,000 Peace Scholars; 7,800 (later revised to 8,500) would be trained under CAPS, and 3,000 would be funded through U.S. Information Services (USIS). In addition, LAC-II would provide U.S. scholarship opportunities to approximately 5,000 Peace Scholars through two additional projects: PTIIC and the Andean Peace Scholarship Program (APSP).

## **BASIC DOCUMENTS**

Several documents provide the basis for implementation of CLASP. Two of these—the National Bipartisan Commission on Central America (Kissinger Report), January, 1984, and the CLASP Project Paper—set forth general guidelines applicable to CLASP in all countries where the program exists. A third document is a U.S. General Accounting Office (GAO) report to the Congress entitled, *U.S. and Soviet Bloc Training of Latin American and Caribbean Students: Considerations in Developing Future U.S. Programs*. Finally, context-specific interpretations of the general CLASP objectives and guidelines are delineated in two Mission-developed documents: the annual Country Training Plan (CTP) and its Action Plan.

## **THE KISSINGER REPORT**

The central message of the Kissinger Report is that Central America's "crisis is real and acute, and the U.S. must act to meet it, and act boldly; that the stakes are large for the United States, for the hemisphere, and most poignantly, for the people of Central America."

The Commission expressed the conviction that “political, social, and economic development goals must be addressed simultaneously.” Perhaps the most important emphasis in the report is its insistence that social and economic progress would not be obtained without “providing access to that process for those who previously have not been an integral part of it.” Three of the report’s strongest recommendations follow from that conviction:

- the establishment of a program of 10,000 government-sponsored scholarships to bring Central American students to the U.S.;
- careful targeting to ensure participation of people from all social and economic classes; and
- adequate preparation, such as English Language Training (ELT) or necessary academic work, in order to satisfy admission requirements for programs in the U.S.

According to the guidance given in the Kissinger Report, CLASP requires two essential phases: 1) Trainee selection in accordance with overall policy goals, and 2) provision of appropriate training to chosen Scholars.

### **THE GAO REPORT**

The GAO studied and documented the magnitude and significance of Soviet Bloc scholarships offered to Latin American students, the method of recruiting, and the type of training offered. The GAO Report (August, 1984) indicated that Soviet Bloc scholarship programs to the Latin and Central American region increased by 250 percent from 1972 to 1982 while U.S. government programs to the same region over the same 10-year period declined by 52 percent. The GAO Report established a rationale or justification for a U.S. countering strategy to deal with the increasing amount of Soviet Bloc training activity in the region.

The GAO Report had a large impact on the policy and program direction followed by AID in developing its specific response to the Kissinger Commission recommendation that the U.S. initiate a scholarship activity to benefit 10,000 Central Americans. The GAO Report established the importance of:

- countering Soviet Bloc activity;
- recruiting socially/economically disadvantaged individuals as a priority target group;
- programming undergraduate training rather than graduate training as a priority activity; and
- designing follow-up or follow-on activities after training.

Finally, it highlighted the importance of the socio-cultural context by pointing out that the scholarship activity should be flexible, consistent with the nature of the local education

institutions, and based on the identified needs of each country rather than following a more generalized, homogenous, and rigidly regional approach.

### **THE CLASP PROJECT PAPER**

The CLASP Project Paper provides direction based on the goals identified by the Kissinger Report. It delineates objectives and procedures to provide structure to the CLASP program.

CLASP is conceptualized primarily as a program that focuses on the "people" side of development. The underlying assumption of the CLASP project rests on the belief that people make the crucial difference.

The CLASP Project Paper specifies four target groups: socially/economically disadvantaged (70%), women (40%), youth, and actual/potential leaders. (Exact percentage targets for youth and leaders have never been indicated, although the expectation of significant participation is implied.)

CLASP is intended to incorporate four programmatic elements now known as the "foreign policy" or "diplomacy" objectives that CLASP Scholars are to:

- be selected on the basis of membership in specific leadership groups that are of special local concern, rather than on the basis of expected impact on more general development goals or objectives;
- have an opportunity to experience America and have an opportunity to share their culture and values with American citizens; and
- receive training that will facilitate achieving the goals of the program which include the application of training upon return home, and continued contact leading to the development of strong friendship ties over time between individual Latin Americans/Caribbeans and North Americans.

### **CHARACTERISTICS OF THE CLASP PROGRAM**

Several characteristics distinguish the CLASP program from other kinds of development-related training programs:

- The training that is provided recognizes the priority of the political, economic, and social development needs of the country. However, training is determined by the needs of the groups targeted by the AID Mission. Minimally, the targeted groups include a large proportion of women and socially/economically disadvantaged individuals, as well as other identified special groups.
- CLASP training has two training components. The first, Experience America, clearly provides an exposure to U.S. culture. Its goal is to introduce participants to all phases of life in the U.S. The second, technical skills or academic training, emphasizes that there should be a mixture of types of training. CLASP training specifies a minimum of 25 percent academic

Trainees (20% for the Andean Region), the remainder being short-term technical.

- In CLASP long-term academic programs, preference is given to undergraduate training rather than graduate training, unless graduate training is for special concern groups.
- The primary focus of CLASP is on training programs that support the private sector, instead of programs that are development project-related or public sector-related.
- AID is charged to look for ways to involve the sponsors in sharing costs.
- The CLASP projects are to allocate monies specifically for formative process evaluation and evaluation of benefits of training.
- The Missions are required, in light of U.S. legislation, to place 10 percent of CLASP Trainees in Historically Black Colleges and Universities (HBCU) and other minority institutions.

Trainees are expected to return to work in their home countries and in positions where their training is utilized effectively. Post-training follow-up and professional support is required by the project to include such programs as alumni associations, professional networks, professional publications, and information systems.

### **THE COUNTRY TRAINING PLAN**

The Country Training Plan (CTP) is a comprehensive AID host-country plan that guides the implementation of CLASP. The CTP offers a level of country-specific concreteness much greater than that of policy documents such as the Kissinger Report and the CLASP Project Paper. The CTP applies clear-cut objectives and strategies in defining Mission training needs, resources, and constraints with a 5-year projection of training activities.

A Mission has three basic tasks to perform in order to carry out the CLASP project: 1) the selection and preparation of Trainees; 2) the design of a training program incorporating both training and an Experience America component; and 3) the organization of a Follow-on program which incorporates additional training and establishes linkages with the U.S.

Each Mission is to develop selection criteria taking into account the financial need of the individual, academic performance, leadership potential, membership in a USAID Mission-defined special concern group (indigenous populations, Blacks, or other ethnically disadvantaged groups), the importance of the training to the development needs of the country, and the appropriateness of the training level to the requirements of the country.

Each Mission develops an Economic Means Test, establishes a screening process, selects Trainees on the basis of the Economic Means Test, establishes a screening and selection committee to exercise in-country implementation responsibility after training, and exercises final selection authority.

Other CTP considerations which reflect CLASP Project Paper guidelines and the Kissinger Report goals are:

- Peace Scholars should be programmed for specific activities that expose them to a broad cross-section of American society and provide them with an opportunity to learn and participate in a variety of events and activities at the family, local, state, and national levels.
- U.S. training should actually be preliminary to the most important aspect of the program—the application of the training upon return home and the continued development of strong friendship ties over time between CAPS Trainees and American citizens.
- Peace Scholars should receive ELT and remedial academic work if needed.
- Short-term training programs should not be less than four weeks to allow Trainees to “experience” America.
- Undergraduate training need not necessarily have a degree as a major objective. For example, one year of undergraduate training (junior year abroad, an associate level program, other certificate programs) could be sought.
- Use of one U.S. geographic area for all orientation, training, or exit programs should be avoided.
- Training for the private sector should take precedence over training for the public sector.

The CTP is an evolving document developed, modified, and updated over time. Changes in the document reflect responses to evaluation data, to AID/Washington policy guidance and project changes, and to opportunities and contextual constraints in the host country.

## **THE RDO/C COUNTRY TRAINING PLAN AND UPDATE**

The primary goal of the RDO/C development strategy for the Eastern Caribbean is the achievement of economic stability and long-term growth in the region. Its objective to achieve this is the creation of a greater pool of trained personnel whose leadership and technical skills will foster the development of economic growth and spread the benefits of that growth throughout the countries of the Eastern Caribbean.

### ***Specific Objectives***

The RDO/C's PTIIC project seeks to direct scholarship opportunities to those with demonstrated leadership potential across a broad spectrum of academic and technical fields, with particular emphasis on those from socially/economically disadvantaged groups. Trainees are selected on the basis of economic need, scholastic aptitude, membership in a socially disadvantaged group, leadership potential, and the development needs of the region.

Training objectives for RDO/C's PTIIC project are to:

- increase the number of U.S. trained individuals from socially/economically disadvantaged populations, particularly youth and women, who exhibit leadership potential and who would not otherwise have the opportunity to obtain training in the U.S.;
- provide Trainees with skills and knowledge which will help them perform their roles at home more effectively, especially those roles relating to their nation's development;
- enable Trainees to experience American life and the democratic process through participatory activities and relationships with the American people and institutions, and to ensure that these relationships and experiences will continue to have an impact on the Trainees' personal and professional roles after returning home;
- provide Trainees with the knowledge and experiences to influence their own organizations and communities through acquisition of new technical skills and the motivation and enthusiasm to share their positive experiences and new ideas with others;
- reinforce gains made through training by promoting multiplier effects and by conducting Follow-on activities;
- improve the education and human resource development capability of Caribbean nations through teacher training and training of educational administrators; and
- strengthen the private sector by increasing skills in the human resource base especially in businesses-related, tourism, trade, and agricultural fields.

### ***Target Groups***

Targeted groups include persons with leadership potential, 70 percent socially/economically disadvantaged, and a minimum of 40 percent women. The general focus of the program is on primary and secondary school teachers, youth leaders, private sector individuals, those desiring training in areas vital to development, and individuals in ministries who have returned from Soviet Bloc training.

Specific groups to be targeted in FY 1990 include:

- private sector individuals (20) who will receive specialized training which will impact on private sector development;
- public sector individuals (20) who will participate in 2-month training programs at the mid-management level;

- labor leaders (10) who will participate in 6-week training programs in labor-related areas;
- disadvantaged youth (30) who will participate in a 1-year secondary school exchange program; and
- long-term Trainees (20) who will pursue two years of training leading to associate or bachelor degrees in the fields of agriculture, business, economics, education, engineering, hotel management, mathematics and statistics, and public administration.

### **Recruitment**

An intermediate organization, the Organization of Eastern Caribbean States (OECS), assists in the local design, coordination, and implementation of the program. Advertisement of scholarships is delegated to the individual governments. Scholarship opportunities are advertised through promotional activities, such as pamphlets, brochures, radio, television, informational bulletins, and newspaper announcements. Much of the advertising is done through island government channels and public relations offices.

### **Selection**

For academic and short-term technical training, the selection process consists of two levels of review. Awards are advertised and applications are submitted to the national Training Offices. For the first review, each island's National Selection Committee (NSC) preselects and forwards to the AID Screening Committee in Barbados a prioritized pool of applicants. The Screening Committee (composed of Mission Training Office staff and an OECS representative) screens the applications for eligibility. An eligible list and an ineligible list (with reasons given) are sent back to the NSC, which makes selections from the eligible list. Finally, a representative of the Mission's Training Office visits each island to interview the selectees and begin the orientation process.

In the start-up phase of PTIIC, there was an impetus to get the program quickly underway. Many of the selectees were bright, disadvantaged individuals with leadership potential who had already been accepted in U.S. colleges and universities. In 1987, an income cut-off level was established, a Selection Summary Sheet was introduced and the current selection process instituted. In that same year, interviews of eligible applicants by the Mission's Training Office began.

### ***Economic Means Test***

In order to assist in meeting the objective of targeting the training toward disadvantaged individuals, an Economic Means Test was established. Median income estimates and a suggested cut-off point were developed for each country by the Mission staff and a local economist. All data reflected 1989 costs. The median values for the general population and a cut-off by country for PTIIC Trainees are as follow:

<u>Country</u>	<u>Median Income*</u>	<u>Cutoff</u>	<u>Indicator/Measurement</u>
Antigua & Barbuda	10,500-12,600	10,500	Per individual earner
Barbados	14,209	14,209	Per household (average)
British Virgin Islands	4,410-4,515	4,410	Per individual earner
Dominica	5,000-6,823	6,823	Per individual earner
Grenada	4,200-4,410	4,200	Per individual earner
Montserrat	7,875-8,295	7,875	Per individual earner
St. Kitts/Nevis	5,775-5,880	5,775	Per individual earner
St. Lucia	6,300	6,300	Per individual earner
St. Vincent	3,360	3,360	Per individual earner

\* The median incomes indicated are expressed in the local currency of the individual country.

In addition to the applicant's and/or his or her parents' income, indicators of economic disadvantage may include education level, support from relatives, ownership of home or property, or frequency of travel. A further means test is the ability of the individual to afford training in the U.S. using personal or family funding.

The Mission's PTIIC application form was designed to provide information which would allow identification of and avoid the selection of "elite," (e.g., employment, salary, place of residence, and assets of applicant; and name, employment, salary, place of residence, and assets of their parents). The Mission has established a median income cut-off for each country which is revised annually. Those applicants whose income (or in the case of a student, their parents' income) falls below the cut-off are considered to be economically disadvantaged. Once the applicant meets the other selection criteria, he or she is considered eligible for the receipt of a PTIIC scholarship.

### ***Training Programs***

Three important elements of both long-term and short-term training are: a) leadership development; b) private enterprise development; and c) human resource development. Under the RDO/C long-term training component, undergraduate scholarships are offered in the areas of agriculture, business, economics, education (including teacher training), engineering, hotel management, mathematics and statistics, and public administration. The length of an undergraduate degree program varies, depending on the prior education of the individual. For example, undergraduate training is provided to primary and secondary school teachers needing two or three years to earn undergraduate degrees. Under the secondary school exchange program, disadvantaged youth between the ages of 17-18 spend one year in a U.S. high school and live with an American host family as part of the American Field Scholarship program. The Mission projections for the remainder of the PTIIC program indicate that the 20 percent target for long-term training will be met.

Short-term technical training is offered to the following groups of individuals: agriculturalists, journalists, mid-level managers, and public sector individuals including teachers. The teacher training component provides upgrading and enhancement skills to both primary and secondary school teachers. With the exception of a group of 20 journalists in FY 1987, all short-term PTIIC Trainees will spend over four weeks in the U.S.

### ***Output Targets***

In the Mission CTP Update, the projected PTIIC, CASS, and LAC-II (combined) targets for FY 1989 were 211 for long-term and 341 for short-term training. For FY 1990, PTIIC targets are 50 long-term Trainees and 50 short-term Trainees. Two short-term LAC-II Trainees are projected. These will be the final Trainees selected under PTIIC and LAC-II projects, however, Trainees will be in training through FY 1993 and will continue to be monitored by the Academy for Educational Development.

### ***Remedial Preparation***

Remedial preparation is not usually needed, but is built into the program if there is a need.

### ***English Language Training***

ELT is not usually needed because English is the native language of Trainees from the participating Eastern Caribbean Islands.

### ***Predeparture Training***

Predeparture training is arranged by Training Officers in the various countries, and by RDO/C in Antigua and Barbados. Airfare costs prohibit having all Trainees brought to the Mission in Barbados. Training consists of a one- or two-day orientation for short-term Trainees and a one-week orientation for long-term Trainees. Whenever possible, Alumni Associations and returned Trainees participate in orientation.

### ***Innovative Programming***

Innovative programming consists of in-country training and regional scholarships, e.g., academic training at the University of the West Indies. (See discussion under Cost-Containment.)

### ***Experience America***

Each Project Implementation Order/Participant (PIO/P) contains the following language regarding Experience America:

“Opportunities must be provided for the Trainee to gain a lasting understanding of the United States and to educate Americans about the Caribbean. These experience America activities should be integrated with the academic training so that they reinforce each other and enable the Trainee to develop a realistic understanding of the U.S., its citizens, values, cultures, and institutions which can be shared with compatriots back home. The Trainee should be encouraged to participate in democracy-in-action activities and

various activities that would provide exposure on how consensus building is achieved in a democracy.”

The Mission has contracted with Florida A&M University (FAMU), an institution familiar with CLASP and the requirement for Experience America activities, to provide an Experience America program. Beginning in 1989, FAMU offered a special package of Experience America activities to USAID-sponsored Trainees for \$200 per semester. The program as outlined by FAMU will achieve all of the goals cited above and will continue through Follow-on activities. The Mission has agreed to pay the fee since FAMU is providing in-state tuition for all PTIIC scholars, and, even with this additional programming fee, FAMU's annual tuition is still very low. The Academy for Educational Development (AED), the placement contractor for RDO/C, monitors these activities to see if FAMU has provided what has been promised. Based on AED's findings, the Mission then determines whether to continue paying the additional programming fee.

In May 1988, a 4-day PTIIC Leadership Conference was held at the National 4H Center in Maryland. Long-term PTIIC scholars, Alumni Association Coordinators, PTIIC Coordinators, and USAID representatives participated. RDO/C Scholars were joined by their colleagues from Jamaica, Haiti, and the Dominican Republic. The purpose of the conference was to enhance the leadership skills of the Scholars. Reports from the Scholars indicated that the conference objectives were met and that it provided all present with a forum for open discussions and recommendations for improving implementation of the program.

RDO/C hosted the second annual scholars workshop in May 1989 at the University of Missouri-Columbia; the theme was Community Development. All of the Mission's long-term scholars participated. Scholars interacted with representatives from local human service agencies and non-government organizations, and made site visits to see their work in operation. The program is based on a participatory model in which scholars discuss concepts and theories which are not only thought-provoking, but also serve as models for implementation in their respective islands. The annual workshop provides scholars with excellent Experience America activities, and also provides a forum for excellent Follow-on and re-entry activities.

### ***Follow-on***

After a delay of approximately six months due to the medical evacuation of the Mission's Follow-on consultant, RDO/C has resumed an extensive Follow-on program in the region. To date, Follow-on activities are taking place in six of the nine RDO/C countries. Each island nation now has an Alumni Association and an Alumni Coordinator. Four objectives were suggested for the formation of the associations: 1) to design and organize predeparture orientation; 2) to promote personal and professional interaction between Trainees in the U.S. and returned Trainees and employers in their home country; 3) to design and coordinate re-entry seminars; and 4) to develop further in-country training activities.

The Mission has designated one of its staff members full responsibility for coordinating the Follow-on program. During the second quarter of FY 1989, the Follow-on Coordinator

traveled to four of the eight countries in which Follow-on activities are taking place to review the status of the associations. During these visits, guidance was provided to the committees on ideas for fundraising efforts and names of individuals in the community who had indicated their willingness to provide assistance and support to the alumni associations. The associations were also advised to prepare a work plan. This work plan will be reviewed during a follow-up visit in April. The associations began the process of drafting constitutions which were to be ratified at general meetings in April 1989. They were provided with copies of constitutions of other associations to be used as a guide in drafting their own.

Visits to the remaining three countries will be made during the third quarter of FY 1989. To date, responses from returned Trainees, their employers, and private sector groups have been positive. The Mission will also work closely with each government to encourage them to plan for the return of their long-term Trainees and facilitate their re-entry into the community and the job market. In the near future, Follow-on will be conducted by a Participant Training Assistant.

### ***Cost-Containment***

The Mission and its placement contractor, AED, have continued efforts at cost-containment.

- The Mission negotiated directly with the American Field Service (AFS) to manage a secondary school exchange program for disadvantaged youth. Using their existing networks, AFS was able to offer a 1-year program at a very attractive cost of \$4,000 per Trainee. No similar package could be found elsewhere at comparable cost.
- The Mission negotiated with the Florida Inter-American Scholarship Foundation to co-finance a 4-week entrepreneurial management program for 16 individuals. The cost to the Mission was \$1,094 per Trainee, a substantial cost-saving.
- A cost containment strategy effected by AED is the placement of scholars in cluster communities throughout the U.S. The cluster community approach has two primary advantages: 1) greater cost savings can be generated for the project, and 2) the needs of scholars for support, training, and Experience America can be more successfully met. By placing scholars in areas where there are a variety of training institutions and demonstrated community interest in the PTIIC program, AED can cut costs on many administrative and program-related activities. The cluster communities offer a centralized location for bringing together scholars, community leaders, and AED project staff. AED is also able to negotiate lower lodging, local transportation, and food rates, since facilities are used by groups and used repeatedly throughout the life of the project. By placing scholars in cluster communities, AED has been able to negotiate for lower tuition and fees as well as room and board costs for long-term scholars, since they are able to assure institutions that they can expect four or more scholars during the life of the project.

- AED negotiated with training institutions to ensure that Trainees receive credit for certificates and diplomas received from Caribbean institutions. This has been very successful, and several Trainees have been able to receive as much as 25 credits for previous study.

### ***Changes in Training Plan from Approved CTP***

While the Mission does not plan any major changes from the approved CTP, the Mission may be unable to meet the target of 749 Trainees because of higher than expected administrative costs under the central contract. In addition to this shortfall, the Mission lacked information (as of the date of preparation of this update) regarding the amount of funds to be re-obligated to RDO/C. As soon as the Mission is aware of the amount of funds available for re-obligation, the Training Office will be in a better position to advise AID/Washington regarding its ability to meet the target of 749 Trainees.

### **CABLE GUIDANCE**

1. In Cable 007319 January 1987, the LAC Bureau responded to several items raised in Bridgetown Cable 8425. First, The CTP review/approval forms the basis only for allocation of PTIIC and LAC-II funds. Second, instructions were provided for the required CTP narrative as outlined in the original CLASP Project Paper. RDO/C did not have an approved FY 1986 CTP because RDO/C did not submit a final CTP. RDO/C must present a full CTP for review and approval by AID/Washington.
2. In a cable of May 1987 reviewing the completed CTP that was submitted in February 1987, the LAC Bureau noted that the Mission in Barbados a) had offered a detailed strategy; b) had offered economic analysis of social and economic needs for nine island nations; and c) had provided clear guidance to selection committees concerning mandates for selection of the economically disadvantaged and women. However, concern was raised that CLASP objectives might not be met without there being a USAID direct-hire or Foreign Service National representative on the Peace Scholar review committees. It was recommended that the Mission add FSN staff to manage/monitor the PTIIC program.
3. In Bridgetown Cable 06925 August 1987 on the subject of Software Development Policy, RDO/C requested to have all data files on one system (Wang VS65) because of its capacity and flexibility. The Mission expressed the concern that the development of separate information systems installed on PCs to meet specific AID/Washington information needs would place an additional workload on the Mission, and ignore the of the Wang VS system.
4. The AID/Washington cable response dated September 1987 stated that it could support the Mission's request with certain stipulations. First, because CAST is created in dBase II, if data is entered and maintained on VS, it will be necessary to transfer this information to the dBase III system for monthly transfer to the evaluation contractor. However, from past experience it has

proven quite difficult and costly to obtain this data in a timely fashion. Second, if the CAST is transferred to Wang VS65, RDO/C must agree to provide continuous support as needed by the Training Office in the maintenance and transfer of data to the LAC Bureau in the dBase format for the life of the project. Again, from past experience it has been found that the Mission's systems personnel are in high demand, and obtaining their services requires more time than desirable.

5. In October 1987, the RDO/C FY 1988 CTP Update was reviewed. The major concern of the review committee was the need to increase the amount of long-term training (which had decreased considerably since FY 1986). The Mission was asked to revise projections for short-term training, keeping training of 30 days or less to an absolute minimum.
6. State Cable 209388 (July 89) reviews RDO/C's Eastern Caribbean Action Plan. The Mission was praised for its strong performance in program/project implementation which emphasizes the strategy of economic growth fueled by private sector expansion in the export and tourism sectors. Paragraph 9B(7) addresses Caribbean leadership and development training: "PID and PP approval and project authorization are delegated to the Mission Director. In response to the question of whether or not it was appropriate to combine CLASP II and development training under the same umbrella of one project, it was agreed that this is a decision to be made by the Mission. Including both components under one project or having two separate projects is acceptable. RDO/C is cautioned, however, that CLASP II funding and targets will apply only to the CLASP component of the project."

## CONCLUSIONS

Our review of RDO/C'S CTP, their updates, and related cable communication demonstrates the fluid nature of the planning document and the important function of the annual CTP review process. AID/Washington has identified issues in need of attention and has responded by clarifying policy goals and guidelines, by restating project objectives, and by recommending revisions for individual Mission documents. USAID/Bridgetown appears to have complied with AID/Washington guidelines and directives.

An area of the CTP that should be developed and discussed is the orientation and predeparture program for Trainees. Experience has shown that a thorough and effective predeparture program can result in successful and satisfying experiences for the Trainees.

This conclusion refers only to the need to document descriptions and definitions in the CTP and should not be interpreted as a commentary on selection practices. In Chapter Two of this report we incorporate information concerning the definitions that the Mission is, in fact, using to characterize applicants as socially/economically disadvantaged, youth, leaders, and rural.

## QUANTITATIVE ACHIEVEMENTS

The RDO/C Action Plan and subsequent CTP, as modified by policy guidance, has set out a number of targets that are to be met during the life of the project:

- 749 individuals from the region are to be sent to the U.S. for training over the life of the project;
- a minimum target of 30 percent of these individuals are to be placed in long-term training of 9 months or more;
- a minimum of 40 percent of all Trainees should be women; and
- a minimum of 70 percent of all Trainees should be economically disadvantaged.

Between the program's inception in February 1986 through December 31, 1989, a number of significant accomplishments have taken place:

- 520 individuals have initiated training in the United States;
- of this number, approximately 178 (34%) have been enrolled in long-term training programs of 9 months to 4 years;
- 270 (52%) of the Trainees have been women; and
- 468 (92%) have been economically disadvantaged.

Trainee attitudes regarding the U.S. and their training programs were affected by their U.S. training experience:

- over 50 percent of the Trainees reported that they increased their understanding of the U.S. "much" or "very much";
- over 83% of the Trainees rated "various aspects of their training programs" (68%) and "social interaction with Americans" (15%) as the most-liked aspects of their training.
- 76 percent of the exiting Trainees indicated that their original objectives were realized "to a great extent" or "a very great extent";
- 92 percent of the returned Trainees were either "satisfied" or "very satisfied" with their training program;
- about 88 percent of the returned Trainees found their training program to be "useful" or "very useful" in improving their job competency;

- about 98 percent of returned Trainees indicated that they were able to put into practice what they had learned in their program; and
- about 93 percent of the Trainees definitely would recommend their training program to others in their home country.

## CHAPTER TWO – DESIGN AND APPLICATION

### WHO IS BEING SERVED?

#### INTRODUCTION

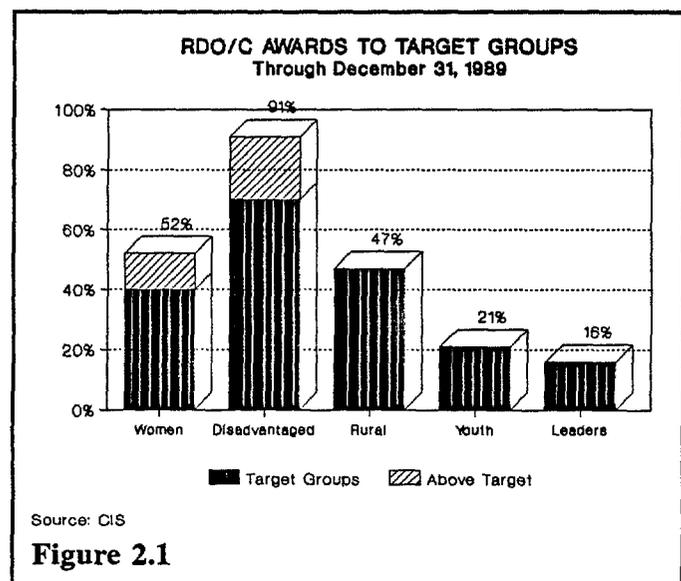
This chapter considers the question: To what extent is the RDO/C-PTIIC project reaching its intended target populations? The Mission's computerized CLASP Information System (CIS) provides the data that describe total awards granted in FYs 1986 through 1989. The CIS is a database file maintained by each Mission. Selected information from Trainee files is entered on a regular basis. Each Mission periodically provides AID/Washington with a diskette of its updated CIS file. Percentages reported here are based on Mission information as recorded in the CIS as of December 31, 1989.

The discussion that follows describes the participation of special subgroups of the target population (e.g., male and female, or ethnic populations) to assess the degree to which they are participating in the training offered. The Economic Means Test will be analyzed to determine the extent to which RDO/C has defined and implemented the selection of economically disadvantaged Trainees. The discussion that follows describes how awards were distributed to women, economically disadvantaged, rural populations, youth, and potential leaders.

#### RESULTS: TARGET GROUPS

Between February 1986 and December 31, 1989, RDO/C-PTIIC awarded scholarships to 520 Trainees from nine eastern Caribbean island nations. Figure 2.1 reflects results of the Mission's use of selection criteria.

CIS data shows that the Mission has selected Trainees beyond the targeted selection criteria: 52 percent (270) women and 91 percent (468) disadvantaged Trainees. Other suggested but not mandated criteria include the selection of youth, leaders, and rural Trainees. In these categories, the percentages are: 47 percent (241) rural, 21 percent (73) youth, and 16 percent (18) leaders. (Because Trainees may be classified under more than one category, the totals for each category should not be added. For example, a woman who is economically disadvantaged would be counted in both economically disadvantaged and female categories.)



**WOMEN**

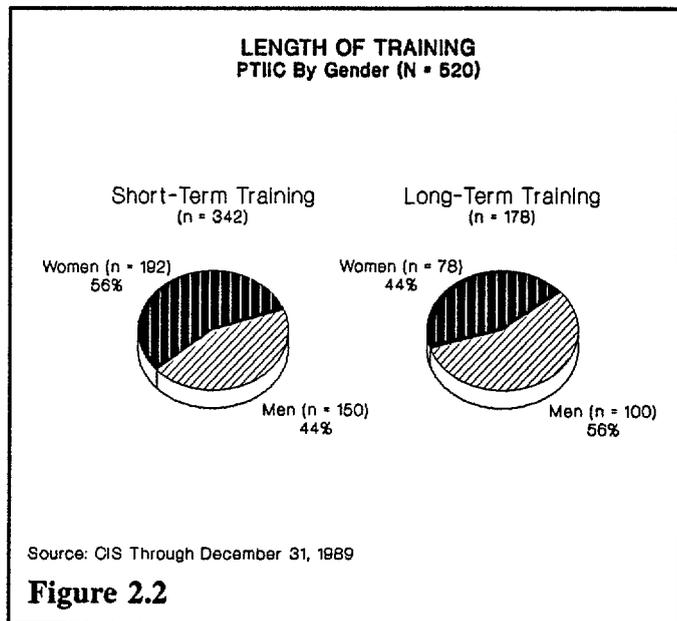
Women have benefitted from the PTIIC Project. Since the beginning of the project, women received 52 percent (270) of all PTIIC scholarships in RDO/C. Beginning in FY 1986, 56 percent of the awards were made to women. In FY 1987, the percentage remained high at 55 percent. The percentages tapered off somewhat in FYs 1988 and 1989 to 46 and 44 percent, respectively, still above the CLASP mandate of 40 percent women (see Table 2.1) When the awards to women in RDO/C are examined by country, two countries fall below the 40 percent target, Barbados and St. Vincent; the others exceed the target.

**Table 2.1**  
**AWARDS TO WOMEN**  
(N = 270)

<u>Country</u>	<u>Total</u>	<u>Women</u>	<u>% Women</u>
Antigua	52	34	65.4
Barbados	22	7	31.8
British Virgin Islands	23	16	69.6
Dominica	56	28	50.0
Grenada	159	81	50.9
Montserrat	34	14	41.2
St. Kitts/Nevis	44	29	65.9
St. Lucia	70	38	54.3
St. Vincent	57	20	35.1
Other	3	3	100.0
<b>Overall</b>	<b>520</b>	<b>270</b>	<b>51.9</b>

Since women are a targeted group, one must analyze both the quantity and quality of awards to determine whether the awards are in meaningful training areas rather than in areas that constitute token efforts to involve women, yet restrict them to less important training programs.

When the length of training programs are considered, women receive a higher percentage of short-term training than men, 56 to 44 percent. For long-term training, these numbers are reversed with men receiving 56 percent of the training to 44 percent for women (see Figure 2.2).



Thirty-two percent of the awards were for academic scholarships. Of these 167 awards, 40 percent (67) were to women (see Figure 2.3).

It appears that training has benefitted women even more than men. In Exit Questionnaire data for RDO/C, 61 percent women to 41 percent men say they would definitely recommend the program. For the rest of CLASP, the relationship is reversed: 57 percent men to 43 percent women. Both in numbers and substance, RDO/C has met the CLASP requirement of emphasis on women.

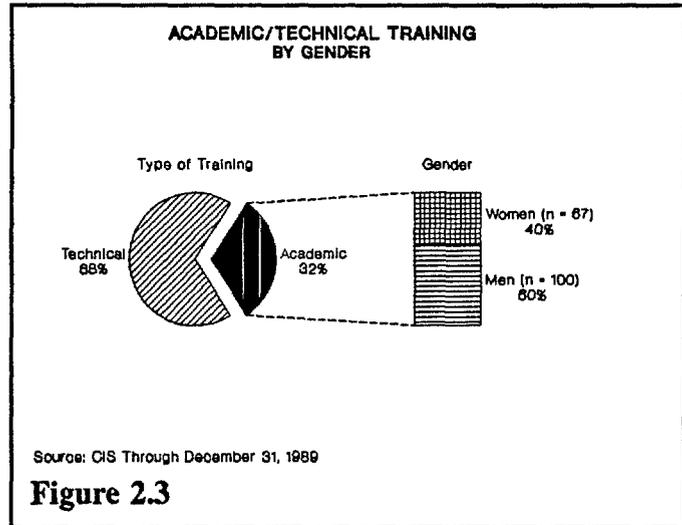


Figure 2.3

**ECONOMIC DISADVANTAGED**

Regarding the share of awards allotted to the economically disadvantaged since the beginning of the project, 91 percent of all PTIIC-RDO/C Trainees have been economically disadvantaged. Awards to the economically disadvantaged have remained far above the CLASP requirement of 70 percent, ranging from a high of 98 percent in FY 1987 to 80 percent in FY 1988, and 93 percent in FY 1989. Awards to the economically disadvantaged by country are shown in Table 2.2.

**Table 2.2**  
**AWARDS TO DISADVANTAGED**

Country	Total	Disadv.	% Disadv.
Antigua	52	45	86.5
Barbados	22	9	40.9
British Virgin Islands	23	23	100.0
Dominica	56	54	96.4
Grenada	157	145	92.4
Montserrat	33	30	90.9
St. Kitts/Nevis	44	43	97.7
St. Lucia	69	63	91.3
St. Vincent	57	54	94.7
Other	3	2	66.7
<b>Overall</b>	<b>516</b>	<b>468</b>	<b>90.7</b>

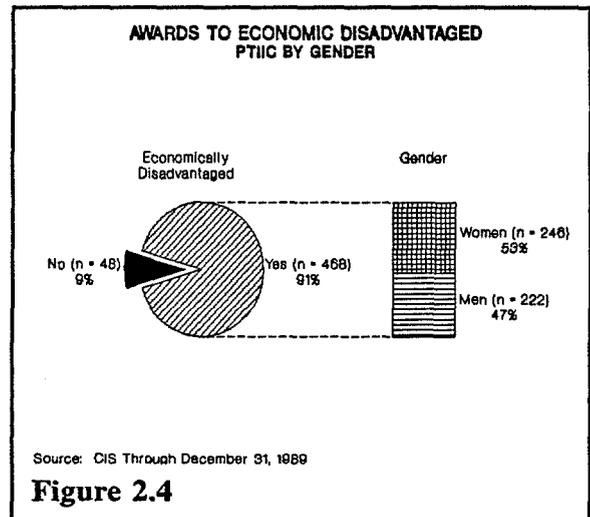


Figure 2.4

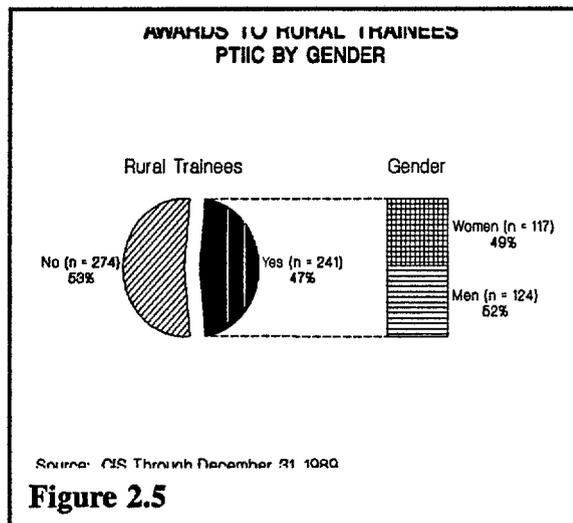
Figure 2.4 illustrates the breakdown of economically disadvantaged Trainees by gender. Note that of the 468 Trainees classified as economically disadvantaged, 246 (53%) are women and 222 (47%) are men.

## RURAL POPULATIONS

According to CIS data, Trainees identified as rural account for 47 percent or 241 Trainees. It should be noted, however, that due to the small size and relative ease of transportation within the Eastern Caribbean islands, the distinctions between rural and urban are blurred. The definition cited in RDO/C's most recent Social Institutional Framework (SIF), January 1990, is that "rural can be defined as those areas in which agricultural pursuits are being carried out." Table 2.3 gives a picture of the rural population by country.

Country	Total	Rural	% Rural
Antigua	51	20	39.2
Barbados	22	11	50.0
British Virgin Islands	22	7	31.8
Dominica	55	20	36.4
Grenada	158	89	56.3
Montserrat	34	22	64.7
St. Kitts/Nevis	44	25	56.8
St. Lucia	69	24	34.8
St. Vincent	57	23	40.4
Other	3	0	00.0
<b>Overall</b>	<b>515</b>	<b>241</b>	<b>46.8</b>

When the rural Trainees are examined by gender, a fairly equal distribution can be seen between women (49%) and men (52%) (see Figure 2.5).



Country	Total	Youth	% Youth
Antigua	42	11	26.2
Barbados	17	4	23.5
British Virgin Islands	20	5	25.0
Dominica	43	12	27.9
Grenada	74	4	5.4
Montserrat	30	6	20.0
St. Kitts/Nevis	35	7	20.0
St. Lucia	51	14	27.5
St. Vincent	40	10	25.0
<b>Overall</b>	<b>352</b>	<b>73</b>	<b>20.7</b>

## YOUTH

For PTIIC-RDO/C, youth or youth-related training is among the selection criteria and the project intends to target young people with leadership potential. Early in the program, information on youth was not entered into CIS. Since June 1989, a designation of youth has been determined and entered in CIS. Since that date, of 352 Trainees, 21 percent have been identified as youth. Of the women selected, 41 (56%) are classified as youth, and of the men, 32 (44%) are classified as youth. It should be noted that the average age for youth is 22 years old, while for non-youth, the average age is 31 years old.

Of the 73 Trainees identified as youth, 41 (56%) were women and 32 (44%) were men (see Figure 2.6).

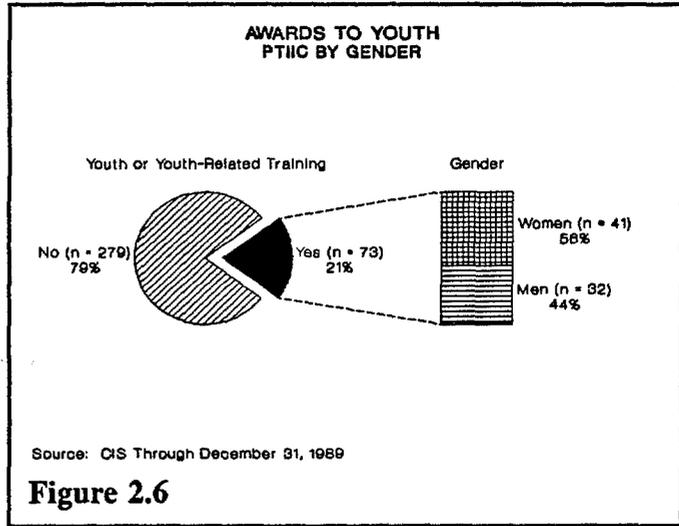
**AWARDS TO LEADERS**

Leadership potential or actual leadership was a consideration in the selection of 18 (16%) of 115 Trainees. It should be noted that early in the program data for this field was not entered in the CIS. The numbers reflected in the following table represent the data since June 1989. The breakdown by country appears in Table 2.5.

On average, leaders are a little older than non-leaders (33 years compared to 29 years, respectively). This shows that the Mission is sensitive to the difficulty of selecting young leaders. Lessons learned from CLASP experience show that it is more difficult for young Trainees to assume positions of leadership due to their training than it is for older Trainees. Gender, on the other hand, does not appear to affect a Trainee's likelihood of assuming a leadership position. The same proportion of men and women are selected for their leadership qualities.

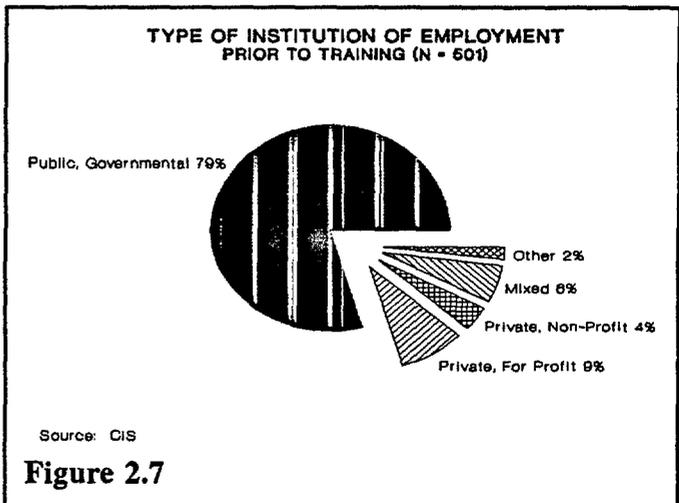
**AWARDS BY SECTOR SERVED**

The CLASP Project Paper indicated that Trainees should be selected from the private sector as well as from the public sector. When all RDO/C-PTIIC Trainees are identified by the type of employment they had prior to training, the public sector, with 79 percent of the Trainees, is the primary source of Trainees. This is followed by Private, For Profit with 9 percent; Mixed, 6 percent; Private, Non-Profit, 4 percent; and Other, 2 percent (see Figure 2.7).



**Table 2.5**  
AWARDS TO LEADERS OR POTENTIAL LEADERS

Country	Total	Leaders	% Leaders
Antigua	17	3	17.6
Barbados	8	2	25.0
British Virgin Islands	5	0	0.0
Dominica	17	1	5.9
Grenada	8	1	12.5
Montserrat	11	4	36.4
St. Kitts/Nevis	12	1	8.3
St. Lucia	24	4	16.7
St. Vincent	13	2	15.4
<b>Overall</b>	<b>115</b>	<b>18</b>	<b>15.7</b>



In the Eastern Caribbean island nations, there is a large public sector which receives most of the PTIIC scholarships. Included in the public sector are teachers who account for 86 of the Trainees. Scholarships are publicized through government Ministries and their information channels, which attracts a large number of public sector applicants. The NSCs are sensitive to the needs of the various island governments and look favorably on these applications. The public sector also provides international airfare, stipends, and job guarantees for government employees who are accepted into the program. The private sector, for the most part, is unable and, in some instances, unwilling to make this kind of investment in its employees. One NSC member said that the private sector was "too short-sighted when it came to investing in the education of its employees."

## AWARDS BY OCCUPATION

CIS data indicate that over half (51.9%) of the 520 Trainees listed the occupation or type of work they held prior to PTIIC training as Professional. The next largest category was Student/Recent Graduate at 10.6 percent. Table 2.6 shows the breakdown of occupations or type of work for all 520 of the Trainees.

## TRAINING OBJECTIVES

Nearly two-thirds (65.6%) of the Trainees had as their training objective a Short Course. Slightly over 30 percent listed B.A. or B.S. Degree as their objective. Table 2.7 shows the overall RDO/C percentages and the breakdown by country.

**Table 2.6**  
OCCUPATION/TYPE OF WORK  
PRIOR TO TRAINING

<u>Occupation/Type of Work</u>	<u># of Trainees</u>	<u>%</u>
Professional	270	51.9
Student/Recent Graduate	55	10.6
Semi-Skilled Worker	34	6.6
Technician	20	3.9
Businessman/Businesswoman	17	3.3
Skilled Worker	18	3.5
Unskilled Worker	18	3.5
Manager	15	2.9
Unemployed	5	.8
Other	68	13.9
<b>Total</b>	<b>520</b>	<b>100.0</b>

**Table 2.7**  
PTIIC TRAINEE TRAINING OBJECTIVE (In Percentages)

<u>Country</u>	<u>Short Course</u>	<u>AA</u>	<u>BA or BS</u>	<u>MA or MS</u>	<u>Other</u>	<u>Total</u>
Antigua	51.9	1.9	46.2	0.0	0.0	10.0
Barbados	86.4	0.0	0.0	4.5	9.1	4.2
British Virgin Islands	60.9	4.3	34.8	0.0	0.0	4.4
Dominica	55.4	0.0	55.4	0.0	1.8	10.8
Grenada	80.5	0.0	19.5	0.0	0.0	30.6
Montserrat	64.7	0.0	35.3	0.0	0.0	6.5
St. Kitts/Nevis	54.5	0.0	38.6	4.5	2.3	8.5
St. Lucia	60.0	0.0	34.3	0.0	5.7	13.5
St. Vincent	54.4	3.5	35.1	0.0	7.0	11.0
Other	100.0	0.0	0.0	0.0	0.0	.6
<b>Total</b>	<b>65.6</b>	<b>.8</b>	<b>30.8</b>	<b>.6</b>	<b>2.3</b>	<b>100.0</b>
Number of Trainees	341	4	160	3	12	520

## FIELDS OF STUDY

The following table shows the fields of study pursued by PTIIC Trainees and reflects the breakdown by gender.

The fields of study reflect RDO/C's CTP which cites long-term training in the areas of agriculture, business, education, engineering, hotel management, mathematics and statistics, and public administration. Fields of study cited for short-term training included journalism, agribusiness, and management training for mid-level public/private sector individuals or representatives.

## ECONOMIC DISADVANTAGE

A discussion and analysis of economic need includes the method and criteria which a Mission adopts to identify economic need. The following section will discuss the method and criteria for identifying economic need in RDO/C.

<u>Field of Study</u>	<u>Women</u>	<u>Men</u>	<u>Total</u>
Agribusiness	3	14	17
Agricultural Sciences	7	11	18
Business/Management	39	24	63
Marketing/Distribution	2	3	5
Finances	2	2	4
Communications	4	17	21
Computer/Info Science	5	3	8
Education	44	42	86
Life Science	1	4	5
Mathematics	6	12	18
Physical Science	0	2	2
Public Affairs	9	7	16
Construction	1	7	8
Mechanics/Repairs	1	13	14
Transportation	0	3	3
Performing Arts	0	1	1
Language	1	1	2
Natural Resources	2	7	9
Grade 12	11	0	11
General	<u>132</u>	<u>77</u>	<u>209</u>
<b>Total</b>	<b>270</b>	<b>250</b>	<b>520</b>

## ECONOMIC MEANS TEST

The Mission training staff worked with a local economist to revise the median income to reflect 1989 costs in preparation for the review of application forms for Fall 1989. As a result of the revision, the following are the revised figures used for determining disadvantaged individuals for the 1989 selection.

<u>Country</u>	<u>Median Income*</u>	<u>Cutoff</u>	<u>Indicator/Measurement</u>
Antigua & Barbuda	10,500-12,600	10,500	Per individual earner
Barbados	14,209	14,209	Per household (avg.)
British Virgin Islands	4,410-4,515	4,410	Per individual earner
Dominica	5,000-6,823	6,823	Per individual earner
Grenada	4,200-4,410	4,200	Per individual earner
Montserrat	7,875-8,295	7,875	Per individual earner
St. Kitts/Nevis	5,775-5,880	5,775	Per individual earner
St. Lucia	6,300	6,300	Per individual earner
St. Vincent	3,360	3,360	Per individual earner

\* The median incomes indicated are expressed in the local currency of the individual country.

The economically disadvantaged are those individuals who live in households with a total income below the figure determined by the Mission on the basis of various considerations, including the median income listed above. In determining economic disadvantage, the Screening Committee takes into account the country median income, the household income,

the number of dependents in the household, and ownership and location of property. Occupation and education levels of the mother and father are other factors considered. If an applicant omits any of the economic information on his or her application, the application is not considered.

## LEVEL OF EDUCATIONAL ATTAINMENT

Mean years of schooling for PTIIC Trainees is 13.8 years. As for the parents of PTIIC Trainees, the mothers have achieved a mean of 9.3 years of education and the fathers, 9.5 years. The category Other refers to one Trainee each for Guyana and Jamaica which were anomalies to the program (see Table 2.9).

<u>Country</u>	<u>Mean Age</u>	<u>Minimum</u>	<u>Maximum</u>
Antigua	29.8	18.2	51.0
Barbados	36.4	16.9	51.6
British Virgin Is.	28.8	16.0	45.7
Dominica	28.7	19.8	60.2
Grenada	28.5	19.4	56.9
Montserrat	28.1	18.1	49.2
St. Kitts/Nevis	30.6	16.9	48.5
St. Lucia	31.8	17.0	58.7
St. Vincent	28.0	16.3	45.0
<b>Overall</b>	<b>29.6</b>	<b>16.0</b>	<b>60.2</b>

<u>Country</u>	<u>Trainee</u>	<u>Mother</u>	<u>Father</u>
Antigua	14.2	9.7	9.3
Barbados	15.4	9.8	9.7
British Virgin Is.	13.9	8.9	8.8
Dominica	14.0	10.0	10.0
Grenada	12.9	8.9	9.4
Montserrat	13.4	9.9	10.2
St. Kitts/Nevis	13.9	8.9	9.7
St. Lucia	13.9	9.4	9.7
St. Vincent	13.8	8.7	8.9
Other	17.0	9.5	8.5
<b>Overall</b>	<b>13.8</b>	<b>9.3</b>	<b>9.5</b>

## AGES OF TRAINEES

The mean age for PTIIC Trainees is 29.6 years (see Table 2.10 above). RDO/C Trainees are slightly older than CLASP Trainees overall; the mean age for CLASP Trainees is 28 years. This can be explained, in part, by RDO/C's emphasis on academic training which requires Trainees to have completed high school, at least.

## GEOGRAPHIC DISTRIBUTION

Table 2.11 shows the distribution of PTIIC and LAC-II awards by country as a percentage of total population. The awards ranged from a low of .01 percent from Barbados to a high of .30 percent from Montserrat. The Other category refers to one Trainee each from Guyana, Jamaica, and Puerto Rico.

<u>Country</u>	<u>Population</u>	<u>PTIIC Awards</u>	<u>PTIIC % of Pop.</u>	<u>Awards w/LAC</u>	<u>% of Pop. w/LAC II</u>
Antigua	60,000	52	.09	65	.11
Barbados	249,000	22	.01	30	.01
British Virgin Islands	11,697	23	.20	23	.20
Dominica	83,474	56	.07	74	.09
Grenada	89,088	159	.18	190	.21
Montserrat	11,519	34	.30	34	.30
St. Kitts/Nevis	43,000	44	.10	56	.13
St. Lucia	115,153	70	.06	85	.07
St. Vincent	112,589	57	.05	70	.06
Other		<u>3</u>		<u>3</u>	
<b>TOTAL</b>	<b>775,520</b>	<b>520</b>		<b>631</b>	

Note: Not all population estimates are from the same year; most are from 1989.

## RECRUITMENT, SCREENING, AND SELECTION

Announcement of the availability of PTIIC Scholarships is made throughout the island nations through newspaper and radio advertisement. Individual governments advertise the availability of the awards as widely as possible. The announcements state a description of the PTIIC program and state the criteria for selection (See Appendix A). Applicants are advised that PTIIC scholarships are available only to persons who have never studied in the U.S. Potential applicants are further advised that the financial support provided by USAID includes tuition and fees, a living allowance, health insurance, necessary travel within the U.S., and books and supplies. International airfare to and from the U.S. is the responsibility of the individual; however, the international travel fare is paid by the program for short-term Trainees or for real hardship cases.

Applications are sent by the prospective Trainees to USAID/Bridgetown, or they are forwarded to Bridgetown by the island governments. Appendix B contains more detailed information on nomination and selection procedures. A Selection Committee, composed of USAID members and a representative of the OECS, determines the eligibility of each applicant and forwards a list of those candidates who meet the selection criteria to the National Selection Committee in each country. The form used by the joint USAID-OECS Selection Review Committee appears in Appendix C.

The National Selection Committees are responsible for prioritizing the list and informing USAID and the OECS. The National Selection Committee in each country is composed of government officials, educators, and other interested parties. These National Selection Committees determine who from the eligibility list actually receives the scholarship. The National Selection Committees and government ministries dislike the imposition of criteria and restrictions placed on the selection of candidates by the PTIIC program, most notably the economic disadvantage criterion. Many committee members state that to reject their choice of candidates on the basis of disadvantage criteria infringes on their sovereignty and that they should be permitted to select on the basis of their perceived needs.

Upon approval of the application by the USAID-OECS Selection Committee and the local government, a USAID representative visits each island to interview the candidates identified as priorities and training profiles are developed and forwarded to USAID's contractor, AED, which is responsible for Trainee placement. The training profile consists of a description of the program requested by the applicant (accompanied by a current job description and, if possible, a description of the position to be held upon return), along with a biographical data sheet and passport photographs. The contractor then places the applicant in an appropriate program or gives a choice of two programs.

Once the above process is complete, the National Training Officer (PTIIC representative in each country) notifies the Trainee of the departure date for the U.S. Prior to departure a medical examination must be conducted and a visa application completed. Near to the departure date an orientation team composed of Mission staff, an AED representative, Alumni Association personnel, and returned Trainees, visits each island to conduct orientation sessions. There are presently alumni offices in Antigua, Barbados, the British Virgin Islands, Grenada, St. Kitts/Nevis, and St. Vincent.

## **SUMMARY**

The Mission identified and selected the intended target population based on the CTP, however, some systematic procedures for identifying leadership and social and economic disadvantage would refine and objectify the selection process. The Mission has successfully achieved:

- the award of 52 percent of the scholarships to women exceeding the 40 percent CLASP mandate;
- quality awards to women: 44 percent in long-term training and 40 percent in academic programs;
- the award of scholarships to the economically disadvantaged who have received 91 percent of the awards, exceeding the 70 percent CLASP mandate;
- a mix of short-term (66%) and long-term (34%) training; and
- a mix of technical (68%) and academic (32%) training.

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## FINDINGS AND RECOMMENDATIONS

### SELECTION CRITERIA

- For PTIIC scholarship selection, the Mission assesses an applicant's economic status by using the criteria of median income cutoff and the number of persons in the family who depend on the salary or household income. With fewer scholarships offered under CLASP II and in an attempt to select the most eligible and deserving candidates, it is recommended that the Mission refine its criteria for determining economic disadvantage by considering additional factors, such as ownership of home or property, loans, type of schools attended, study in other countries, and frequency of travel to other countries.
- Summary Sheets are useful for documenting the methods whereby leadership and leadership potential is determined. The Mission may wish to refine the process of leadership identification by establishing a point system for such items as membership in a community organization, accomplishments as a leader, and/or recognition by employer, school, or peers. The Mission has acknowledged that it will introducing such a refinement into the process in the near future.

### APPLICATION FORMS

Summary Sheets showing how the determination of economic disadvantage is made are attached to Application Forms before they are placed in Trainee files. The same procedure is recommended when leadership criteria are developed and applied.

### COMMUNICATION

- The Mission is taking steps to improve its communication with the island governments. Plans for a Training Officers' Conference to bring together the government Training Officers on an annual or biannual basis to communicate information, share lessons learned, discuss issues of mutual concern, and chart the future should prove invaluable in underscoring the prestige and importance attached by the U.S. Government to the PTIIC scholarships. This forum would provide an opportunity to review procedures for determining economic disadvantage and leadership, as well as plans for Follow-on efforts.
- While there have been no formal complaints from the regional governments about the relevance of the fields of training offered, concerns about their relevance were expressed to the evaluators by National Selection Committee members on every island. The Training Officers' Conference would provide an arena for discussion of the question.

## **ADVERTISING**

In order to broaden dissemination of scholarships opportunities beyond local government channels, the Mission has taken a more proactive role in the advertisement of the PTIIC scholarships. Advertisement of long-term scholarships is placed in local newspapers and on local radio stations. Advertisement for short-term scholarships is managed through local intermediary institutions, such as National Training Officers, local Chambers of Commerce, and the Caribbean Association of Industry and Commerce. For CLASP II, RDO/C will design sample advertisement for use in newspapers and on radio and television. The Mission also anticipates using newspapers with wide regional circulation for CLASP II advertising.

## **FILES**

The Trainee files were well organized and easy to read. They contained the necessary biodata information, PIOP, updates, and relevant correspondence. The Mission forwards Training Implementation Plans to the regional governments for their comments before signing the approval forms and filing them in the Trainee folders. Summary sheets showing determination of economic disadvantage are also filed in the folders.

## **CLASP INFORMATION SYSTEM**

The job description of the Participant Training Clerk includes the performance of secretarial duties for the Training Office, as well as the entering of data both in the PTMS and CIS systems. In order to assure timely entry and reporting, the Mission has arranged designated blocks of time for the clerk to update the CIS.

The following Chapter addresses the question: "How Were the Trainees Benefitted?"

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## CHAPTER THREE – MEASURING THE BENEFITS

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### HOW DID THE TRAINEES BENEFIT?

#### INTRODUCTION

The purpose of this chapter is to assess the efficacy of implementation of the PTIIC-RDO/C training process and how the Trainees were benefitted. We will consider how well the objectives outlined in the CLASP Project Paper and the RDO/C Country Training Plan have been met.

The discussion is organized by topics:

- Background of the Trainees
- General Characteristics of Training Programs
- Methodology for Assessing the Quality of Services
- Analysis of Data
  - Training Component
  - Experience America Component
  - Follow-On
  - Trainee Benefits from Training

Data for this chapter are drawn from:

- CIS through December 31, 1989, including 520 Trainees;
- responses of 274 Trainees surveyed immediately after program completion using exit interview protocols and Exit Questionnaires;
- exit interview protocols completed by training staff;
- responses of 64 long-term Trainees at mid-point in their training to Mid-Term Questionnaires;
- responses of 248 Trainees interviewed after their return to their respective countries. Interviews were conducted at least six months after completion of training. These interviews represent a 51 percent sample of all RDO/C Trainees through December 31, 1989;
- a review of Mission documents; and
- interviews with Mission personnel.

## **BACKGROUND OF THE TRAINEES**

The following data are drawn from CIS records for 520 RDO/C Trainees. As noted in Chapter Two, most of the Trainees are economically disadvantaged (92%), over half (52%) are women, and 47 percent are rural.

### **SCHOOLING**

The mean years of schooling for PTIIC Trainees is 13.8 years. Comparing the number of years of schooling completed by the Trainees' parents with the number of years of schooling completed by the Trainee can be an indicator of family social mobility. Information concerning the number of years of school completed by the parents of PTIIC Trainees is available for both mothers and fathers. In general the Trainees are better educated than their parents. Mothers average 9.3 years and fathers, 9.5 years.

### **ETHNIC AND SOCIAL DISADVANTAGE**

Except for the small population of Carib Indians on the island of Dominica, there are little or no ethnic distinctions. Social disadvantage, as stated earlier, is a category reserved exclusively for women.

### **AGES**

The mean age for PTIIC Trainees is 29.6 years, slightly above the CLASP average of 28 years. The spread of ages ranges from 16 years to 60 years.

### **OCCUPATION PRIOR TO TRAINING**

Two hundred sixty-nine Trainees (52%) reported their occupation as professional in occupations and employment prior to training. Eleven percent were students or recent graduates. Seven percent were semi-skilled workers and 4 percent were technicians. Skilled and unskilled workers comprised 3.5 percent each. Other occupations were: businessman/businesswoman (3.3%), managers (2.9%), unemployed (.8%), and others (13.9%).

### **TRAINING OBJECTIVES**

The training objective of nearly two-thirds of the 520 PTIIC Trainees (65.6%) was short courses or on-the-job training (which includes youth exchanges). Nearly 34 percent were enrolled in academic institutions pursuing degrees: B.A. or B.S. Degrees (30.8%), A.A. Degree (.8%), M.A. or M.S. Degrees (.6%), and Other (2.3%).

### **FIELDS OF STUDY**

While it is not intended that PTIIC training respond exclusively to the country's development priorities, most training has coincide with areas identified in the RDO/C Action Plan. Education was the largest single field of study with 86 Trainees, divided almost equally between men and women (42 and 44, respectively). Business and Management followed with 63 Trainees, with women outnumbering men (39 to 24, respectively). Communications was the third largest field with men outnumbering women (17 to 4). Other fields included: Agricultural Sciences and Mathematics (18 each), Agribusiness (17), Public Affairs, (16), and

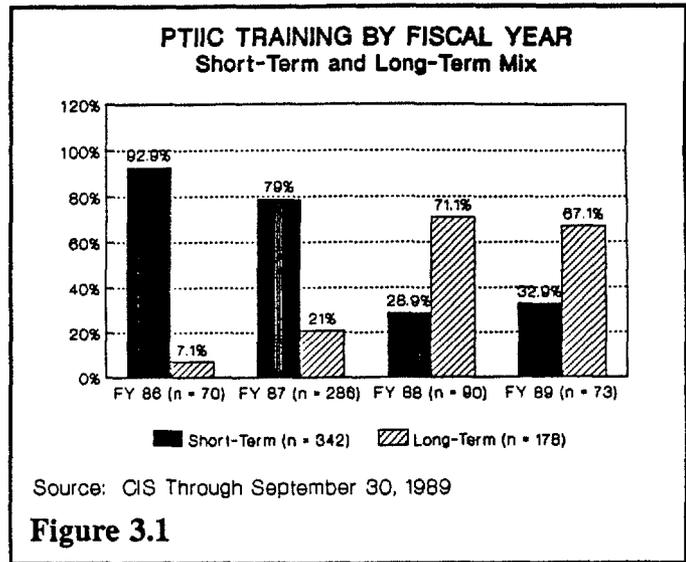
Mechanics and Repairs (14). Fewer than 10 Trainees each were in the fields of Marketing and Distribution, Finance, Life Science, Physical Science, Construction, Transportation, Language, Performing Arts, Natural Resources, and High School.

**GENERAL CHARACTERISTICS OF TRAINING PROGRAMS**

This section addresses the question: “What Services Were Provided?” Here we will draw upon CIS data to describe short- and long-term training program mix and length of training days for FYs 1986-89.

**SHORT-TERM AND LONG-TERM MIX**

In FY 1986, 93 percent of the 70 Trainees were enrolled in short-term programs. This figure decreased in FY 1987 to 79 percent, and dropped to 29 percent in FY 1988 as the long-term number increased to 71 percent. In FY 1989, the ratio was 33 percent short-term to 67 percent long-term. Since Missions have different requirements and goals, there is no single “best” mix of long- and short-term training. However, evidence of USAID/Bridgetown’s response to LAC/DR/EHR policy guidance can be seen in the increase in percentage of long-term Trainees from FY 1986-88 (see Figure 3.1).



**LENGTH OF TRAINING**

The average number of training months per short-term training program began in FY 1986 with a mean of 1.5 training months; the average decreased to 1.1 training months in FY 1987 and rose again to 1.5 months in FY 1988. It again decreased in FY 1989 to 1.2 months and began to increase in FY 1990. For the length of project to date, the average training months per short-term program is 1.2 months (see Table 3.1).

<u>Country</u>	Average Number of Training Months					<u>Average</u>
	<u>FY 86</u>	<u>FY 87</u>	<u>FY 88</u>	<u>FY 89</u>	<u>FY 90.1</u>	
Antigua	2.6	1.1	.8	.0	.0	1.1
Barbados	.0	.4	1.7	1.1	.0	1.3
British Virgin Islands	.0	1.0	.0	2.0	.0	1.1
Dominica	.0	1.1	1.5	1.1	.0	1.2
Grenada	1.5	1.2	1.4	.0	.0	1.3
Montserrat	.0	1.1	2.2	1.6	.0	1.2
St. Kitts/Nevis	.0	1.2	.0	1.1	.0	1.2
St. Lucia	.0	1.1	1.3	1.1	1.5	1.1
St. Vincent	.0	1.1	1.3	1.2	.0	1.1
<b>Overall</b>	<b>1.5</b>	<b>1.1</b>	<b>1.5</b>	<b>1.2</b>	<b>1.5</b>	<b>1.2</b>

Source: CIS Through December 31, 1989

**FIELDS OF STUDY, LENGTH OF TRAINING**

From CIS data, fields of study can be examined both by gender and length of training. Data reveal that more women than men were in short-term programs (56% to 44%). Whereas, in long-term programs, the percentages were reversed. In short-term training women were distributed among more fields than men (14 to 10), while in long-term training the male Trainees are distributed over 38 fields compared to 20 for the female Trainees.

Of 342 Trainees in short-term programs, 192 (56.1%) were women. The predominant fields for women short-term Trainees were Teaching (38) and Entrepreneurs (8). The remaining women were distributed among 14 other fields or in a general category. For the 150 male Trainees the predominant fields were Teaching (32), Communications (16), Agribusiness (10), and Entrepreneurs (8). The remaining Trainees were in 10 different fields or in a general category.

Women comprised 78 (43.8%) of the 178 Trainees enrolled in long-term programs. The fields containing most women were: Business (16), High School (11), Accounting (8), and Economics (7); the remainder (36) were distributed among 20 fields. Long-term male Trainees predominated in the fields of Mathematics (11) and Electricity (8), with Agriculture, Business, and Civil Engineering (6 each). The remaining 63 were distributed among 38 fields. Table 3.2 shows the combined long- and short-term training fields for men and women.

**Table 3.2**  
**FIELDS OF STUDY**  
Long- and Short-Term Trainees  
(N = 520)

<u>Field of Study</u>	<u>Women</u>	<u>Men</u>	<u>Total</u>
Agribusiness	3	14	17
Agricultural Sciences	7	11	18
Business and Management	39	24	63
Marketing and Distribution	2	3	5
Finances	2	2	4
Communications	4	17	21
Computer/Info Science	5	3	8
Education	44	42	86
Life Science	1	4	5
Mathematics	6	12	18
Physical Science	0	2	2
Public Affairs	9	7	16
Construction	1	7	8
Mechanics/Repairs	1	13	14
Transportation	0	3	3
Performing Arts	0	1	1
Language	1	1	2
Natural Resources	2	7	9
High School	11	0	11
General	<u>132</u>	<u>77</u>	<u>209</u>
<b>Total</b>	<b>270</b>	<b>250</b>	<b>520</b>

Source: CIS Through December 31, 1989

### SUMMARY

The Mission's accomplishments with regard to the characteristics of the training program include the following:

- an increase in the percentage of long-term training to 67% in FY 1989;
- 44 percent women in long-term training programs;
- an overall average length of 1.2 months for short-term training programs; and
- congruence between the fields of study and the region's overall development priorities.

## **METHODOLOGY FOR ASSESSING THE QUALITY OF SERVICES**

Data analyzed to answer the question, "How well were the services provided?", included information from Exit Questionnaires completed by all Trainees, Mid-Term Questionnaires administered at mid-point in long-term training, and Returnee Interviews conducted in-country of returnees who have returned from training six months or longer.

### **EXIT QUESTIONNAIRES**

The Exit Questionnaire is completed by the Trainee at his or her final training site at the end of training and before return to country. The primary purpose is to assess the overall training experience of the individual Trainee. The focus is on the actual training experience and adjunct activities or actions that contributed to its success. The database of Exit Questionnaires excludes some Trainees who completed the program during its first two years, and, as with any survey, the response rate is less than 100 percent. There is no reason to believe, however, that the resulting sample of 274 Exit Questionnaires is not representative of the PTIIC population from FY 1986 until FY 1990.

### **MID-TERM QUESTIONNAIRES**

The Mid-Term Questionnaire is completed at the training site by Trainees in long-term programs. The protocol is a 38-question, 12-page questionnaire. The purpose is to determine how students are viewing the program at this point of their training and to make recommendations for mid-course corrections or interventions should they be necessary. Sixty-four RDO/C Trainees completed the Mid-Term Questionnaire as of June 30, 1990.

### **RETURNEE QUESTIONNAIRES**

#### ***Sample Selection and Data Collection Strategy***

Between June 4 and June 30, 1990, an Aguirre International evaluation team comprised of Dr. Rebecca C. Adams, William T. Judy, Jr., and Wanda I. Thomas visited the Eastern Caribbean for the purposes of interviewing Mission PTIIC project personnel, reviewing files, interviewing National Selection Committee members from the nine islands, and supervising data collection efforts for the CLASP RDO/C process evaluation.

Four hundred eighty-six Peace Scholars who completed training in the United States between the Summer of 1986 and December 31, 1989, served as the population to whom a Returnee Interview Questionnaire was administered. A Mission-recommended, locally-hired consultant from Barbados was contracted by Aguirre International to help select and supervise a team of 10 interviewers who administered a 9-page Returnee Interview protocol. Except for Grenada, which had three interviewers due to the larger number of Returnees, one interviewer was selected for each island. Letters were mailed to returnees advising them of the impending survey and requesting their cooperation; nearly a dozen letters were returned as undeliverable.

On June 6, 1990, interviewers from each island were flown to Bridgetown, Barbados, and trained in the background of CLASP and the interview protocol by the Aguirre evaluation team. Periodic follow-up was done by telephone and as the interview team visited each

island. These interviewers returned to their islands to locate, contact, and interview as many of the returned Trainees as possible between June 7 and June 30, 1990. Locations of interviews varied case by case, and island by island. In most instances, the interviews were conducted in the returnees' homes. However, some situations required the interviews to take place at places of work, at the home of the interviewer, and in a few instances, due to travel or logistical circumstances, by telephone. One island, St. Lucia, is not represented in the Returnee Interview data due to problems encountered with the interviewer.

Interviewers conducted 248 in-country interviews of returned scholars. Thirty-one returnees were out of their countries pursuing further education, work, or travel. Two returnees were deceased. Interviewers were unable to locate or make contact with 108 others, and two Trainees failed to appear for interviews.

Ultimately, 248 returnees (51%) were interviewed—200 PTIIC Trainees (53%) and 48 LAC-II Trainees (43%).

## **RESULTS OF DATA ANALYSIS**

The purpose of this section is to assess the quality of the services provided insofar as these relate to the Training component, the Experience America component, and Follow-On. Data are from Exit Questionnaires, Mid-Term Questionnaires, Returnee Interviews, and a review of Mission documents.

### **PREDEPARTURE PREPARATION**

In this section we report on the quality of training programs from the Trainee's point of view. We discuss data collected using Aguirre International's Exit Questionnaires, Returnee Interviews, and Mid-Term data where pertinent.

#### ***Mission Documentation and Interviews With Staff***

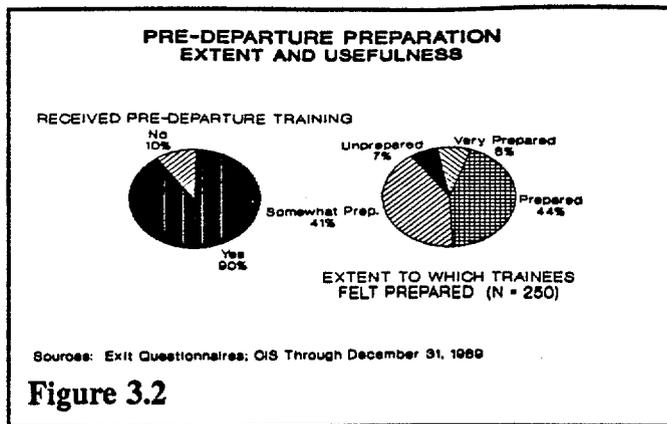
Predeparture preparation is not addressed in the Mission's CTP. However, discussion with Mission personnel indicates that a program is in place which incorporates Mission Training Staff, returned Trainees, and a representative of the placement contractor. These sessions are held in two locations to serve selectees from the nine islands. Predeparture programs are of one day duration for short-term Trainees and two days for long-term Trainees.

#### ***Extent and Usefulness of Preparation***

The extent of preparation and usefulness of predeparture preparation to Trainees will be examined through data obtained from Exit Questionnaires. Returnee Interviews do not address the issue of preparation. Through data obtained from Mid-Term Questionnaires, Trainee satisfaction with predeparture preparation is examined.

**Results of Exit Questionnaires**

Ninety percent of the Trainees responding to the Exit Questionnaires report receiving predeparture training. Fifty-two percent of the Trainees reported themselves to be “very prepared” or “prepared” (8% and 44%, respectively). Forty-one percent said that they were “somewhat prepared”, while 7 percent reported themselves as being “unprepared”. In CLASP overall, 4 percent report being “unprepared” (see Figure 3.2).



**Figure 3.2**

Table 3.3 shows the usefulness of the orientation program in specific areas. Predeparture orientation seems to be providing useful information to the Trainees. Some additional emphasis may be placed in the areas of U.S. Culture, Information on Program Objectives, Program Activities Preparation, and USAID Administrative Policies.

**Table 3.3**  
**USEFULNESS OF THE ORIENTATION PROGRAM IN SPECIFIC AREAS**  
(Exiting Trainees)

Specific Areas	Of No Use	Not Very Useful	Of Some Use	Considerably Useful	Extremely Useful
To U.S. Culture	0.7%	0.0%	36.4%	43.6%	19.3%
English Preparation*	26.1%	8.7%	17.4%	34.8%	13.0%
Information on Program Objectives	0.0%	4.1%	24.6%	42.1%	29.2%
Program Content Preparation	0.9%	7.0%	18.3%	41.7%	32.2%
Program Activities Preparation	0.0%	3.3%	24.4%	46.3%	26.0%
Preparation for Length of Training	0.0%	2.0%	20.9%	38.6%	38.6%
USAID Administrative Policies	0.8%	2.5%	34.2%	39.2%	23.3%

\*Note: Twenty-three Trainees reported receiving English Language Training.

Sources: Exit Questionnaires; CIS Through December 31, 1990

**Results of Mid-Term Questionnaires**

Sixty-two of the 64 Trainees responding to the Mid-Term Questionnaire said that they received predeparture orientation. Thirty of these 62 Trainees reported being “very well prepared” or “prepared” (4.8% and 43.5%, respectively) by the predeparture orientation. However, 32 Trainees reported being “unprepared” (51.6%). The high percentage of “unprepared” responses on the Mid-Term Questionnaire could have resulted from the fact that only long-term academic students complete the Mid-Term Questionnaires. Their sense of lack of preparation probably reflects a more trying process of adjustment, homesickness, etc. Many of these same Trainees were in training during the change of contractors from United Schools of America (USA) to AED in January 1989. Despite a relatively smooth transfer, this change of contractors meant that the students had to establish new relationships and lines of communication with staff and adapt to changes of some policies

and procedures which apparently resulted in some feelings of doubt and anxiety which manifest themselves in the Mid-Term Questionnaire responses.

Among the 32 Trainees indicating that they were unprepared for the training, 16 cited the late timing of the information and six reported insufficient information about the program. Two or fewer respondents reported their unpreparedness due to USAID policies, insufficient information about the training institution, and other general comments.

Mid-Term Trainees were asked to report their satisfaction with various aspects of their orientation and predeparture training. Most of the Trainees responding were “satisfied” or “very satisfied” with the information on their program length (55%) and advance allowance (65%). Less satisfactory were the ratings on arrangement for travel and satisfaction with information on the program content. Fifty percent of the responding Trainees claim that they did not receive information on their program content before leaving the country (see Table 3.4)

**Table 3.4**  
**SATISFACTION WITH PRE-DEPARTURE ORIENTATION AND TRAINING AT MID-TERM**

Program Satisfaction With:	Very Dissatis.	Dissatis.	Neither Satisfied/ Dissatis.	Satisfied	Very Satisfied	Did Not Receive
Content (n=62)	4.8%	9.7%	16.1%	19.4%	0.0%	50.0%
Info. on Length (n=60)	1.7	5.0	25.0	48.3	6.7	13.3
Advance Allowance (n=63)	1.6	7.9	7.9	39.7	25.4	17.5
Travel Arrangements (n=63)	11.1	20.6	6.3	33.3	12.7	15.9

Scholars were asked to comment about what else they would have liked to learn in orientation. Twenty-one Trainees responded. Most frequently cited was information on the academic program, followed by timing (more lead time), information on U.S. culture, and other program responsibilities.

**Main Objectives of PTIIC Trainees**

Table 3.5 reports the areas of respondents’ personal objectives as specified on the Exit Questionnaires. When asked what they originally hoped to get out of the PTIIC training program, 96 percent of the 181 respondents identified “specific field knowledge” as their chief objective. “Making professional contacts” was a distant second in importance (2.1%), while the area of “getting to know U.S. culture” was the objective of only two Trainees.

**Table 3.5**  
**MAIN OBJECTIVES OF PTIIC TRAINEES**

Objectives	Exit (n= 181)	Returnee (n=195)	Mid-Term (n=45)
Specific Field Knowledge	96.3%	94.9%	95.6%
Making Professional Contacts	2.1	3.1	4.4
Getting to Know U.S. Culture	1.1	2.0	0.0
Other	0.5	0.0	0.0

Table 3.5 also indicates that of 195 respondents to this question on the Returnee Interview, most placed the heaviest emphasis on “specific field knowledge” (94.9%). “Making professional contacts” (3.1%) was second in importance, and “getting to know U.S. culture”

(2%) was the third choice. Mid-Term Trainees cited "specific field knowledge" (95.6%) as their primary objective, followed by "making professional contacts" (4.4%).

## TRAINEES' REALIZATION/EXPECTATION OF TRAINING

### *Extent to Which Trainees Realized Training Expectations*

Table 3.6 shows that over three-fourths of the 247 respondents indicated on the Exit Questionnaire that their original objectives were realized to a "very great extent" (21.5%) or to "a great extent" (54.7%). Forty-nine Trainees (19.8%) responded "some", while 4 percent indicated "a little" or "not at all".

<u>Country</u>	<u>Not At All</u>	<u>A Little</u>	<u>Some</u>	<u>A Great Extent</u>	<u>A Very Great Extent</u>
Antigua	0.0%	4.2%	37.5%	45.8%	12.5%
Barbados	50.0%	0.0%	50.0%	0.0%	0.0%
British Virgin Island	0.0%	0.0%	12.5%	75.0%	12.5%
Dominica	0.0%	0.0%	29.4%	47.1%	23.5%
Grenada	2.7%	0.9%	10.0%	58.2%	28.2%
Montserrat	0.0%	0.0%	21.4%	71.4%	7.1%
St. Kitts/Nevis	0.0%	5.3%	15.8%	68.4%	10.5%
St. Lucia	0.0%	0.0%	25.0%	50.0%	25.0%
St. Vincent	4.0%	8.0%	36.0%	36.0%	16.0%
Overall	2.0%	2.0%	19.8%	54.7%	21.5%
<b>Total</b>	<b>n=5</b>	<b>n=5</b>	<b>n=49</b>	<b>n=135</b>	<b>n=53</b>

Sources: Exit Questionnaires (n = 247); CIS Data Through December 31, 1990

Mid-Term Questionnaires of 62 Trainees in long-term programs who answered this question indicate that 61 percent believed their original objectives were being realized to "a very great extent" (14.5%) or "a great extent" (46.8%). Seventeen Trainees (27.4%) responded "some", while 6.4 percent indicated "a little" or "not at all". Three respondents answered "don't know". This question is not asked on the Returnee Interview.

### *Comparison of Training Received With Training Expected*

Trainees were asked to compare the training that they received with their expectations. Data was gathered from three protocols: the Exit Questionnaire, the Mid-Term Questionnaire, and the Returnee Interviews. Table 3.7 shows how Trainees responded at various stages of their training, at the end of training, and upon return to their country.

<u>Protocol</u>	<u>Better</u>	<u>Same</u>	<u>Worse</u>
Mid-Term (n=61)	15.0	70.0	15.0
Exit (n=247)	54.0%	41.0%	5.0%
Returnee (n=199)	33.8	55.8	10.4

Exit and Returnee data reflected in this table represent responses mostly from short-term Trainees, whereas the Mid-Term data represents the responses of only scholars in long-term

training. Upon exiting the program, 95 percent of the scholars considered the training to be the “same” (41%) or “better” (51%) than expected, while about 89 percent of the returned Trainees found the training to be the “same” (55.8%) or “better” (33.8%) than expected. This is somewhat lower than the response from the Exit Questionnaire. The Mid-Term responses, representing a population of long-term Trainees, present a different distribution, with 15 percent of the Trainees responding that the training was “better” and “worse” than expected, and 69 percent indicating that the training was about the “same” as they expected.

## **SATISFACTION WITH THE TRAINING**

### ***Results of Exit Questionnaires***

On Exit Questionnaires, Trainees were asked to rate satisfaction with all training received on a 5-point scale, ranging from “very dissatisfied” to “very satisfied”. Ninety-five percent of the 270 Trainees responding indicated that they were either “very satisfied” (45%) or “satisfied” (50%) with the training. Nine Trainees (3%) indicated that they were “neither satisfied nor dissatisfied”; four were “dissatisfied”, and two were “very dissatisfied”.

Comparing satisfaction levels for 104 men and 158 women in the program, data reveal that women were slightly more satisfied than men (96% to 91%, respectively). More men tended to have neutral opinions than women (6% to 2%, respectively), but men and women were dissatisfied in equal numbers.

### ***Results of Returnee Interviews***

Trainee satisfaction with training was also high among returned Trainees. They, too, responded to a 5-point scale, ranging from “very dissatisfied” to “very satisfied”. Of 199 Trainees responding to this item on the Returnee Interview, 92 percent (183) indicated that they were either “very satisfied” (30%) or “satisfied” (62%). Ten Trainees indicated that they were “neither satisfied nor dissatisfied”. Four Trainees indicated that they were “dissatisfied”, and two were “very dissatisfied”. It should be remembered that the respondents to the Returnee Interview represent the same population as those completing the Exit Questionnaire, with the difference being an intervening period of time of at least six months. The change from 95 percent satisfaction to 92 percent is not statistically significant.

### Results of Mid-Term Questionnaires

The responses to Mid-Term Questionnaires are by long-term Trainees, and their level of satisfaction often differs from Trainees who have successfully completed their program and those who have returned to country. Table 3.8 shows how satisfied Trainees are at mid-point in their programs in regard to: Overall Quality of Training, Information on Program Content, Help With Program Planning and Guidance, Support Personnel, and Contact with U.S. Citizens. Seventy-nine percent of Mid-Term Trainees reported being "satisfied" or "very satisfied" with the Overall Quality of Training (see Table 3.8).

**Table 3.8**  
MID-TERM TRAINEE SATISFACTION  
(N = 62)

<u>Component</u>	<u>Very Satisfied</u>	<u>Satisfied</u>	<u>Neither Satisfied/ Dissatis.</u>	<u>Dissatis.</u>	<u>Very Dissatis.</u>
Overall quality of training	9.8%	67.2%	11.5%	11.5%	0.0%
Information on program content	22.6	41.9	24.2	6.5	4.8
Help with program planning and guidance	15.9	44.4	23.8	14.3	1.6
Support personnel	17.7	41.9	21.0	14.5	4.8
Contact with U.S. citizens	8.2	57.4	27.9	4.9	1.6
Level of Training	8.1	58.1	25.8	4.8	3.2

Source: Mid-Term Questionnaires through June 30, 1990

### PERCEPTIONS OF MID-TERM TRAINEES

On the Mid-Term Questionnaires, Trainees are asked to indicate whether they have had problems with any of 12 different areas related to their program. Choices of responses are "yes, serious problems", "yes, minor problems", or "no problems" (see Table 3.9).

Data from Mid-Term Questionnaires reveal Trainee concerns regarding a number of issues associated with their training programs. For RDO/C Trainees, natives of English-speaking islands, the language issue is not a major factor. However, data depicted in Table 3.9 reveals that a small number of Trainees do find obstacles in English testing, training, and use of English language.

Study skill efforts seem to be positive experiences for nearly 81 percent of the RDO/C Trainees, compared to 62 percent program-wide. Problems associated with changes to the

**Table 3.9**  
PROBLEMS OF MID-TERM TRAINEES  
(N = 62)

<u>Problem With:</u>	<u>No Problem</u>	<u>Minor Problem</u>	<u>Serious Problem</u>
English Testing	93.1%	3.4%	3.4%
English Training	98.2	1.8	0.0
English Language	93.3	6.7	0.0
Study Skills	80.6	19.4	0.0
Changes in Program	80.0	6.7	13.3
Arranging Organization	69.4	22.6	8.0
Housing	37.1	45.2	17.7
Medical Care	76.2	17.5	6.3
Transportation	88.9	9.5	1.6
Amount of Stipend	38.1	46.0	15.9
Timeliness of Stipend	63.5	27.0	9.5
Traveling in U.S.	70.5	14.8	14.8

Source: Mid-Term Questionnaires through June 30, 1990

scholarship training program affected eight Trainees (13%) to a serious degree; overall, however, there are proportionately fewer problems in this regard with RDO/C Trainees than non-RDO/C CLASP Trainees in general (80% to 64%, respectively).

Over two-thirds (69%) of 62 RDO/C Trainees responding had no problem with the organization that arranged their program, a lower percentage than program-wide (75.7%). However, a greater percentage of RDO/C Trainees (8%) than Trainees program-wide (4%) reported serious problems in that regard. This result may reflect adjustments associated with a mid-program change in contractors for these students.

The issue of housing was perceived to be a serious problem by nearly 18 percent of the Trainees, and 45 percent considered it a minor problem. Program-wide, 7 percent consider it a serious problem, and 26 percent find it a minor problem. It is unclear why housing would be a greater problem for these students than program-wide, but it might relate to their greater age, their minority status in the U.S., or different cultural backgrounds from the vast majority of CLASP Trainees, who come from Latin America.

In medical care, 76 percent encountered no problems; 17.5 percent, minor problems; and 6 percent encountered serious problems. The problems encountered by RDO/C Trainees are proportionately fewer than non-RDO/C CLASP overall. The same observation may be made for transportation problems. Eighty-nine percent of RDO/C Trainees report no problems; 9 percent minor problems; and 2 percent serious problems (one person).

In the area of stipends, RDO/C Trainees seem to have greater concerns than CLASP students overall. Forty percent of the RDO/C Trainees report minor problems with the amount of the stipends, and 18 percent report serious problems, while non-RDO/C Trainees report 32 percent minor and 6 percent serious problems. RDO/C students experience proportionately more problems in getting their stipends in time in comparison with non-RDO/C Trainees. Nearly 10 percent report a serious problem in getting their stipends in time, and 27 percent report it as a minor problem. This compares to the 1.4 percent serious problems and 14 percent minor problems for non-RDO/C CLASP Trainees. About sixty-four percent of RDO/C Trainees, however, report no problem with getting stipends in time. Once again, it should be remembered that some problems with stipends may have resulted during the unique circumstances of changing contractors in mid-program.

More than two-thirds of the RDO/C Trainees report no problems with travelling within the United States. Nearly 15 percent report minor problems, and 15 percent report serious problems with such travel, whereas slightly more than 6 percent of non-RDO/C CLASP Trainees report serious problems.

Mid-Term scholars were asked to rate the overall quality of their U.S. scholarship program to the current date on a 5-point scale, ranging from "very dissatisfied" to "very satisfied". Of 59 scholars responding, 46 were either "satisfied" (70%) or "very satisfied" (9%). Only two people reported that they were "dissatisfied", and no one was "very dissatisfied".

## **ASSESSMENT OF TRAINING AT MID-TERM**

### ***Academic Degrees Sought***

Nearly 94 percent of the 64 Trainees responding to Mid-Term Questionnaires report that they are seeking B.A. or B.S. degrees. Two scholars are working on A.A. degrees, and one each is seeking an M.A./M.S. or Ph.D. degree. Program-side, 35 percent of the students seek B.A. or B.S. degrees, and 46 percent are in training for the A.A. degree.

### ***Progress of Mid-Term Trainees***

When asked if they were progressing in the training program as anticipated, 52 Mid-Term Trainees (84%) responded, "Yes"; eight Trainees (13%) responded, "No". Two Trainees indicated that they "did not know". Students cited as their reasons for not progressing as anticipated: course work requirements, personal problems, lack of support, and various other reasons.

### ***Anticipated Date of Program Completion***

Sixty-two Mid-Term Trainees were asked if they would finish their program by the date anticipated. Forty-seven Trainees (76%) indicated, "Yes". Seven Trainees (11.3%) responded, "No", and eight (13%) said that they did not know. Among reasons cited by 7 scholars for not completing their program as anticipated were: course work (3), education requirements (2), credit transfer (1), unavailability of courses (1), decrease in the time allotted (1).

### ***Mid-Term Assessment of Overall Quality of Program***

Sixty-two Trainees responding to the Mid-Term Questionnaires assessed the overall quality of their training program as "excellent" (16%), "good" (68%) and "only fair" (16%). No Trainees selected "poor" or "very poor". Program-wide, CLASP Trainees assess the quality of their programs as: "excellent" (26%), "good" (59%), "only fair" (12%), "poor" (2%), and "very poor" (.9%).

## **TRAINEE RECOMMENDATION OF THE PROGRAM**

### ***Exit and Mid-Term Questionnaires***

Trainees on all three protocols are asked to respond to the question, "Would you recommend this program or a similar training program to others?" The response to this question is the single best measure of Trainees' overall impression of the PTIIC program. Positive responses show that, on the whole, the program has offered Trainees a very good experience of the U.S.

Respondents to the Exit and Mid-Term Questionnaires indicated on a 3-point scale (“definitely yes”, “maybe”, and “no”) if they would recommend the program. Ninety-two percent of the exiting Trainees would definitely recommend the program, while 7.8 percent said “maybe”. Of the 64 Mid-Term respondents, 85.9 percent definitely would recommend the program, while 14.1 percent responded “maybe” (see Table 3.10).

**Table 3.10**  
**WOULD TRAINEES RECOMMEND THE PTIIC PROGRAM?**

Source	Definitely		
	Yes	Maybe	No
Exit (n = 258)	91.9%	7.8%	0.4%
Mid-Term (n = 64)	85.9	14.1	0.0

**Returnee Interviews**

Respondents to the Returnee Interview indicated whether they would recommend of the program on a seven-point scale ranging from 1 being a “no” to 7 being a “yes”. Ninety-three percent responded yes (11% at the 5-point, 28 percent at the 6-point, and 54 percent at the 7-point). Only two Trainees would not recommend the program.

**EXPERIENCE AMERICA COMPONENT**

In this section, we report on answers regarding the Experience America component from the Trainee’s point of view. Data for these questions were collected from Exit Questionnaires for short-term Trainees, from Exit and Mid-Term Questionnaires for long-term Trainees, and on Returnee Interviews. The goal of the Experience America component is to foster and strengthen relationships between the peoples of the U.S. and the Latin American and Caribbean countries. This component of training provides opportunities for scholars to actively experience America and return home with a lasting commitment to regional cooperation and understanding.

**Experience America Activities**

Responses of 274 PTIIC Trainees on the Exit Questionnaire indicate a wide variety of experiences. As depicted in Table 3.11, the majority of respondents attended cultural events (79.2%), visited tourist spots (68.6%), traveled around the U.S. (67.9%), and visited or lived with U.S. families (52.6%). To a lesser degree they visited friends around the U.S. (48.2%), attended civic activities (43.1%), and attended athletic events (6.6%).

**Table 3.11**  
**TRAINEE PARTICIPATION IN EXPERIENCE AMERICA**

Experience America Activities	Exit	Mid-Term
	Questionnaires	Questionnaires
	# - %	# - %
Attend Cultural Events	217 - 79.2%	54 - 85.7%
Visit Tourist Spots	188 - 68.6%	NA* - 0.0%
Travel Around the U.S.	186 - 67.9%	32 - 50.8%
Visit/Live with U.S. Families	144 - 52.6%	36 - 57.1%
Visit Friends Around the U.S.	132 - 48.2%	30 - 47.6%
Attend Civic Activities	118 - 43.1%	27 - 42.9%
Attend Athletic Events	18 - 6.6%	51 - 81.0%

\*Not asked.

Except for attending cultural events (85.7%) which was the top-ranked activity, responses to this question on the Mid-Term Questionnaire for 63 long-term Trainees indicate a shift in emphasis. Attending athletic events (81%), visiting or living with U.S. families (57.1%), and traveling around the U.S. (50.8%) were next in frequency. Visiting friends around the

U.S. (47.6%) and attending civic activities (42.9%) were experienced by the fewest number of Trainees. This question is not included in the Returnee Interview.

**Increased Understanding of U.S. Life**

**Exit Questionnaires.** The following Table shows the percentages of the 232 Trainees responding to the Exit Questionnaire who said that the program had increased their understanding of U.S. life "much" or "very much". Fifty percent reported an increased understanding of U.S. way of life, and 44 percent reported an increased understanding of U.S. citizens. Twenty-eight percent increased their understanding of U.S. families. Increased understanding of U.S. government and U.S. politics was reported by 20 percent and 17 percent, respectively (see Table 3.12).

Understanding	Exit (N = 232)	Mid-Term (N = 63)
Way of Life	50.2%	68.3%
U.S. Citizens	43.8	66.7
U.S. Families	27.9	34.9
U.S. Government	20.0	43.6
U.S. Politics	16.8	55.5

Note: Because more than one area can be mentioned, the percentages do not add to 100.

**Mid-Term Questionnaire.** Sixty-eight percent of the 63 Trainees responding to the Mid-Term Questionnaire reported that the program had increased their understanding of U.S. way of life and U.S. citizens "much" or "very much". Thirty-five percent reported an increased understanding of U.S. families, while 44 percent reported an increase in understanding of the U.S. government. Fifty-five percent indicated an increased understanding of U.S. politics (see Table 3.12).

The higher level responses from the Mid-Term Questionnaires indicate that Experience America objectives of CLASP Training can be more readily realized by long-term academic training than in other forms of training.

This question is not included in the Returnee Interview.

**Trainees Characterize the U.S. As a Country**

**Exit and Mid-Term Questionnaires.** Trainees were asked to indicate on a 7-point scale how they would characterize the U.S. according to the following dimensions: unfriendly/friendly; disorderly/orderly; unjust/fair; ungenerous/generous; insensitive/sensitive; and aggressive/non-aggressive. For purposes of analysis, responses were reduced to a 3-point scale corresponding to negative, neutral, and positive characterizations.

Data collected on the Exit Questionnaire and reported in Table 3.13 show that, on the whole, Trainees think very well of the U.S. Very large proportions of Trainees chose the adjectives active (95.3%), generous (88%), orderly (84%), sensitive (79.6%), fair (78.7%), and friendly (77.3%).

Respondents to the Mid-Term Questionnaire characterize the U.S. as active (91.7%), generous (65%), orderly (65%), sensitive (50.9%), fair (46.7%), and friendly (43.5%) (see Table 3.13).

**Table 3.13**  
**HOW PTIIC TRAINEES CHARACTERIZE THE U.S. AS A COUNTRY**

Characteristics	Exit	Mid-Term
Active	95.3%	91.7%
Generous	88.0	65.0
Orderly	84.0	65.0
Sensitive	79.6	50.9
Fair	78.7	46.7
Friendly	77.3	43.5

Sources: Questionnaires—Exit (N = 220);  
Mid-Term (N = 60)

**Returnee Interviews.** Returned PTIIC Trainees were asked to characterize the people of the U.S. according to a 7-point negative/positive scale, where 1 is negative and 7 is positive. The characterizations included friendliness, fairness, generosity, prejudice, sensitivity, and understanding of the Trainee's home country. Trainees were asked to rate their perceptions before they began their U.S. training and now, 6 months or more after their return home.

Data collected from the Returnee Interview and reported in Table 3.14, show that on every variable perceptions shifted from a less positive to a more positive perspective. Especially notable is the increase in the positive perceptions in the areas of friendliness, fairness, generosity, and sensitivity. The increased positive perspective was noted to a lesser degree in the areas of prejudice and understanding of the Trainee's country.

**Table 3.14**  
**CHARACTERIZATION OF U.S. PEOPLE BY RETURNED PTIIC TRAINEES**  
(In Percentages)

		1	2	3	4	5	6	7
<b>Friendly:</b>	Before (n = 188)	5	10	16	29	20	15	4
	Now (n = 192)	1	1	5	14	33	32	14
<b>Fair:</b>	Before (n = 185)	5	9	5	38	20	19	5
	Now (n = 189)	0.5	0.5	1	25	22	39	11
<b>Generous:</b>	Before (n = 187)	10	5	7	21	21	25	11
	Now (n = 191)	0	0.5	2	11	22	38	28
<b>Unprejudiced:</b>	Before (n = 186)	8	10	17	34	16	11	4
	Now (n = 188)	0.5	6	10	26	25	23	9
<b>Sensitive:</b>	Before (n = 188)	7	11	13	25	22	15	7
	Now (n = 190)	2	5	7	18	24	27	16
<b>Understands Trainee's Country:</b>	Before (n = 188)	7	17	17	28	17	12	4
	Now (n = 191)	4	13	9	23	24	21	7

The Trainees were also asked to indicate on a 7-point scale how they would characterize the U.S. government according to four variables before beginning their U.S. training and now,

after returning to their home countries for 6 months or longer. The four areas for consideration are: fairness, generosity, sensitivity to other countries, and sensitivity to the Trainee's country.

Data collected from the Returnee Interview and reported in Table 3.15 indicate that in every area of consideration Trainee perceptions moved toward the positive end of the scale. Several Trainees however, declined to respond to this question because of its "political" nature. Three Trainees did not respond to the before portion of the question because they felt too much time had passed since their training, and they could not recall their perceptions prior to training.

		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
<b>Fair:</b>	Before (n = 173)	6	8	9	36	15	18	8
	Now (n = 175)	0	3	7	27	19	29	14
<b>Sensitive to Other Countries:</b>								
	Before (n = 177)	7	11	13	23	21	18	8
	Now (n = 179)	2	4	7	16	19	36	16
<b>Generous:</b>	Before (n = 176)	8	6	8	21	20	24	13
	Now (n = 179)	0	0.6	2	16	18	35	29
<b>Sensitive to Trainee's Own Country:</b>								
	Before (n = 177)	6	11	9	19	27	18	10
	Now (n = 179)	0	4	5	12	25	35	20

## BENEFITS OF TRAINING TO RETURNED TRAINEES

Returned Trainees were asked a series of questions in order to estimate the benefit of the CLASP training on their careers. These ranged from items comparing job status at the time of the interview to that existing before training, to others exploring the applicability of the knowledge acquired in the program. Responses to these items provide information for assessing the perceived benefits of the program for the individuals' lives and careers.

### COMPARISON OF TRAINING RECEIVED WITH TRAINING EXPECTED

Trainees were asked to compare the training that they received with their expectations. Data gathered from the Returnee Interviews indicated that 39 percent considered the training "better than expected"; 55 percent considered it about the "same as expected"; and 6 percent considered it "worse than expected".

Eight of the twelve Trainees responding "worse than expected" cited items of general program content; the other four respondents had varied reasons such as complaints with personnel and a specific training activity.

Sixty-nine of the 77 Trainees responding “better than expected” cited the general contents of the program and personnel. Others cited the duration of the program, personnel, preparation, and general organization.

Some of the reasons given by Trainees for training being “better than expected” include the following:

“...did not expect as much aid from the teachers and the amount of equipment, audio-visuals aids, etc.”

“I came back with many tools which I had not expected, e.g., problem-solving approach and analysis tools.”

“...because the people who were lecturers were acquainted with things Caribbean and were able to relate to our situation.”

“There was a wider range of studies which enabled a wider choice and broadened knowledge.”

Reasons given for a “worse than expected” response include:

“...the objectives of the course were not properly defined, not properly organized.”

“...went to get training in reading, but got refresher course in teacher training.”

“I had hoped to see some businesses similar to mine.”

## USEFULNESS OF TRAINING

Respondents were asked to rate the usefulness of their training in regard to 7 items. Responses ranged from 1-point “of no use”, to 7-point “very useful”. Eighty-eight percent of returned PTIIC Trainees report that they found the training “useful” (44%) or “very useful” (44%) in improving their job competency. For learning new skills, they found the training to be “useful” (50%) or “very useful” (31%). Respondents report the training as “useful” (46%) or “very useful” (31%) for use in their present job. Trainees also found the training “useful” (44%) or “very useful” (24%) in meeting their career goals. For meeting people from the U.S., the Trainees found the training useful but to a lesser degree (“useful”, 40% and “very useful”, 16%). Nearly two thirds of the respondents found the training “useful” or “very useful” for meeting people in their professions from other countries (67%) and their own country (65%) (see Table 3.16).

**Table 3.16**  
**USEFULNESS OF TRAINING—RETURNED PTIIC TRAINEES**  
(In Percentages)

<u>Area of:</u>	<u>Of</u> <u>No Use</u>	<u>Not</u> <u>Very Useful</u>	<u>Somewhat</u> <u>Useful</u>	<u>Useful</u>	<u>Very</u> <u>Useful</u>
Improving Job Competency (n=197)	1	2	9	44	44
Learning New Skills (n=198)	3	3	13	50	31
Present Job (n=191)	2	5	17	46	31
Career Goals (n=194)	3	7	22	44	24
Meeting Others in Same Field (n=184)	7	8	19	45	22
Meeting U.S. People (n=187)	3	10	32	40	16
Meeting People From Own Country (n=196)	7	12	17	42	23

Sources: Exit Questionnaires; CIS Through December 31, 1990

## WHAT ELSE WOULD TRAINEES HAVE LIKED TO LEARN

Of 192 respondents, 127 cited more information on their “specific subject” as something else they would liked to have learned. Nineteen would have liked to have more specific activities and field trips, and 12 would have liked more practical experiences in their fields.

The returned scholars cited many specific topics they would have liked to learn including:

“...more sessions on computer (a recurring item).”

“...more case studies and simulations.”

“...that I would be shown how to improvise with the materials that we have.”

“...if it were possible to have follow-up provision, whereby tutors could assist with on-the-spot observation and guidance.”

“...as I lived with a White family, would like to spend some time with a Black family for purposes of comparison.”

“...to learn more of the American education system. American education operates on ‘credit system. The English system acquires knowledge and is tested at the end of the school career. The U.S. system emphasizes how to find knowledge and how to use it. The English system still concentrates in the area of acquisition of knowledge.

### **FURTHER EDUCATION EFFORTS**

Thirty-six of the 195 respondents to the Returnee Interview were enrolled at that time in an education program. Eleven of these were working on B.A. or B.S. degrees; six are at technical schools. Three are seeking high school diplomas and the remainder are in general work-related courses of study.

### **CURRENT EMPLOYMENT**

Nearly 95 percent (189) of the 200 respondents to the interview said that they were currently employed. Eleven were not working.

Returnees identified the kinds of work in which they are presently employed. Of 172 respondents to this item on the Returnee Interview, nearly two-thirds (113) reported the profession of Teacher. This was followed by Managers (8%), Agriculture Workers (4%), White Collar Workers (3.5%), Journalists (3%), Merchants/Businessmen and women (3%), and Skilled Technicians (3%). The remaining 17 are distributed among several diverse fields.

One hundred fifty-eight respondents (83%) are in public sector employment while 7 percent are with private firms. Seven Trainees (4%) are self-employed; five are with private, no ^ N-profit firms, and the remaining nine are in mixed programs.

One hundred fifty-three (81%) of the 189 employed respondents returned to the same positions they had before their U.S. training. Sixty-eight Trainees report that they are doing something different from the jobs they held before U.S. training.

Some responses to the question “what are you doing different” included such statements as:

“...conducted sessions for purposes of ‘multiplier effect’.”

“...because of training my approach is more progressive and I am better able to assist my staff in coping with problems when performing their duties.”

“...promoted from news reporter to news editor.”

“...was a field officer at time of training, now a project coordinator.”

One hundred four Trainees responded to the question as to how they would compare their former job with their current job. Thirty-five of the Trainees (34%) report that the current job is “better”. Forty-three (41%) report that it is “about the same”. Two respondents reported the current job to be “worse”; 24 respondents did not feel that the question was

applicable. Those Trainees reporting the current job to be “better” cited as reasons specific experiences and knowledge gained through U.S. training and salary gains.

Trainees who felt their present job was “worse” by comparison did not cite specific reasons. However, a number of scholars stated why the current job is “better”:

“...more challenging; I have been moved into sales management and am now in charge of staff.”

“It has broadened my professional outlook.”

“...represents promotion and the opportunity to put better management systems in place.”

“...in a supervisory capacity, and, therefore, better able to pass on information obtained.”

Ninety-nine percent of the 192 Trainees responding felt that they were able to put into practice what they had learned in their U.S. training either “somewhat” (47%) or “to a great degree” (52%). One Trainee cited lack of resources in the home country and another reported inappropriate training as reasons for being unable to put their training into practice.

One hundred thirty-nine Trainees (74%) of 187 respondents report that they have received salary increases since returning from U.S. training. Twenty-six Trainees felt that the salary increase was due in part to the training received in the U.S.

## **RETURNED TRAINEE PERCEPTIONS OF THEIR EXPERIENCES**

### **WHAT STUDENTS LIKED MOST ABOUT THEIR U.S. EXPERIENCE**

This open-ended question was answered by 199 returned Trainees. Various aspects of the training programs (68%) and social interaction with U.S. citizens, trainers, and fellow students (15%) were foremost among the most-liked experiences of the Trainees. The exposure to U.S. culture and society and the climate were also cited as being most-liked by 7 percent and 4 percent, respectively.

A few examples of Trainee responses capture the flavor of their experiences:

“...going to Disney World and visiting historical sites in Washington; being a first-time student in a university; the experience of socializing with other students; practice teaching in other schools.”

“...training opportunities that were offered; meeting teachers from different backgrounds and societies.”

“...easy way in which the tutors exchanged information with the group.”

“...exposure to library facilities, easy access to computers, interaction with professors involved in business, not merely academic.”

“...opportunity to meet and share with persons from other countries and to understand our similarities and that our problems are not unique nor the worst.”

“...a better understanding of the U.S. approach to management and influence which the U.S. social structure has in determining business decisions.”

“...discipline and dedication among teachers and educators in the U.S.; also provided lots of experience both education-wise and social.”

### **WHAT STUDENTS LIKED LEAST ABOUT THEIR U.S. EXPERIENCE**

One hundred seventy-eight former Trainees responded to this open-ended question. Short duration of training (21%), travel and transportation problems (17%), and unreasonable workload (10%) were cited most frequently by 178 respondents as their least-liked U.S. experience. Food (8%), Climate (7%), Housing (4%), and U.S. culture (4%) were also cited by Trainees as least-liked experiences.

The responses of a few Trainees provide a sampling of the comments:

“...the way in which I was treated when I took ill.”

“...amount of work crammed into such a short time was too hard.”

“...element of regimentation which seemed to pervade everything which was to be done.”

“...program too packed for the number of participants and as a result it did not meet one of its objectives—not enough time for interaction.”

“...grouped all persons into same category, both trained and untrained participants; all went through the same course.”

“...some U.S. attitudes; they were not open-minded to what we as West Indians had to offer.”

“...the way some U.S. persons conceive the U.S. to be the world and look down on people without much knowledge.”

“...finding my way around Washington—felt unsafe and insecure.”

“...the parting with new-made friends.”

## **WHAT SURPRISED STUDENTS THE MOST**

The surprises encountered by the 177 returned Trainees responding to this open-ended question were mostly discoveries about various aspects of the training programs (28%) and U.S. culture (24%). The Climate (11%), U.S. Institutions (7%), Social Interactions (7%), and Attitudes Among Participants (6%) were mentioned by 32 respondents.

Among surprises expressed by the Trainees were a mixture of positive and negative observations:

“...lack of public transportation in my area after 6 p.m.”

“...the ease with which one could get from place to place, and the ease with which one could get lost.”

“...extent to which socially conscious action does not take place unless hitched to a political machine.”

“...the organized ability of the coordinator, enabling all arrangements to run smoothly.”

“The place we stayed reminded me of home; it was so slow-paced and quite unlike what I had heard of the U.S.”

“...friendly hospitality and freedom of moving about the U.S.; my impression was [had been] that one could never be safe in America.”

“...way of dress for students when attending school; relationship between student and teacher, flowing communication.”

“...getting honorary citizenship to the city; how I adjusted so easily to new situations and people; my getting fat; the ignorance of [U.S.] students about the Caribbean.”

“...interest shown to Trainees; took time off to explain and answer questions; one had thought that U.S. persons had not time for the next one.”

## **WHAT IMPACT DID THE TRAINING HAVE ON TRAINEE LIVES**

Students were asked to consider in an open-ended question what impact this training experience had on their lives. Of the 200 returned Trainees, 196 responded and the responses were grouped according to specific topics. Seventy-two students (37%) cited Professional and Career Growth gained from training as impacting on their lives. Fifty-four students (28%) listed Self-Development as an impact of the training on their lives. Gaining an Understanding of U.S. Culture (11%) and improved Interpersonal Skills have also impacted on the Trainees' perceptions.

The Trainees' own words best express their feelings and perceptions:

"I understand what life is about and how other people behave and how they think. It has also helped me to be wise, not able to trust everybody and everything. The plentifulness of both good and bad also surprised me."

"I think it [the training] has given me a broader perspective of America and its willingness to assist Caribbean countries with the task of getting workers more qualified to perform their duties."

"...very positive and rewarding impact and created a drive to want to go on studying."

"...increased appreciation for the evaluation component of any program and improved tolerance level; emphasized importance of planning and preparation."

"...has challenged me to be more efficient, not only in teaching, but in other areas of my life; has made me a more organized person."

"I have gained friends who I will have for a very long time, i.e., close friends. The training I received is a basis for my present course of study in Business Ed."

"Because of this experience, I have been trying to adopt the U.S. relationship between teacher and students, trying to get a flowing communication at home, too; this relationship is being adopted. In the West Indies system children are not allowed to speak up or back to their teachers."

"...to look at things in a global context; instilled in me a will to achieve a high level of professionalism."

"...changed my life completely; people I met, things I did, what I learned changed my outlook on life; seems that part of my life was left in the U.S.A.; feel that I belong to St. Vincent and Missouri. Now I have two homes."

## **ACTIVITIES SINCE RETURN TO COUNTRY**

One hundred ninety-seven returned PTIIC Trainees responded to questions asking them to indicate contacts or activities in which they had been involved since returning to their home country. They were asked to indicate each category that applied, therefore, percentages do not total 100 percent.

One hundred seventy Trainees (86%) have remained in contact with other Trainees. Nearly two-thirds (66%) have received professional literature. Thirty-three (17%) have participated in professional programs. Forty-eight respondents (24%) have purchased goods from the

U.S., and seventeen (9%) have purchased services from the U.S. Five individuals have sold goods to the U.S. and 5 have offered services to the U.S.

## FOLLOW-ON

### Contacts

Of the 200 returnees who were interviewed almost 50 percent said that since their return they had been provided with information or service by someone connected with USAID/RDO/C or the training program in which they had participated. The Trainees reported the types of information or services provided and rated the usefulness of the Follow-On efforts. They responded on a scale of 1 to 5, with 1 indicating "of no use" and 5 indicating "very useful".

Forty of the 101 Trainees responding to a question about Follow-On provided by USAID stated that they had received Follow-On. Twenty-seven of these respondents listed the types of assistance provided by USAID: forming an organization of former participants, correspondence, literature, a workshop, and other. For those receiving Follow-On from the Mission, twenty (51%) found it to be "somewhat useful" or "very useful".

Forty-six Trainees reported Follow-On assistance from the contractor, mostly in the form of workshops, visits, correspondence, and literature. Thirty-one Trainees (67%) reported the assistance to be "somewhat useful" or "very useful".

Forty-seven Trainees reported Follow-On by people in the program. Kinds of contact included correspondence, literature, and visits. Thirty-two of the Trainees (68%) found the assistance to be "somewhat useful" or "very useful".

### Activities

Trainees were asked to rank Follow-On programs and activities which they would find most useful. Respondents ranked at least three items in order of importance with 1 being for most important. Workshops, Alumni Associations, Seminars, and Professional Publications rated highest in the Trainee rankings (see Table 3.17).

Activity	Rankings				
	1	2	3	4	5
Alumni Associations (n=104)	48	25	30	0	1
Seminars (n=108)	42	46	18	2	0
Workshops (n=139)	54	60	22	3	0
AID Publications (n=36)	4	8	21	2	1
Professional Publications (n=100)	22	30	39	9	0
Newsletters (n=70)	5	15	45	4	1
Other (n=22)	13	3	5	1	0

### Improved Status of Trainees

Returned Trainees were asked to rate how their experience in the U.S. affected them in the areas of status with coworkers, stature with family, status in the community, and their self-esteem. Responses ranged across a 5-point scale, from “much lower” to “much higher”. All respondents reported on or above the third point on the scale—“same”. The area of Self-Esteem showed the greatest gain with 154 of 200 Trainees rating it “higher” to “much higher” (see Table 3.18).

Status	Much Lower		Same	Much Higher	
	Lower	Lower		Higher	Higher
With Co-Workers	0	0	113	77	9
With Family	0	0	150	43	6
In the Community	0	0	157	37	5
Trainee's Self-Esteem	0	0	46	91	63

## TRAINEE RECOMMENDATIONS AND FUTURE PLANS

### WOULD TRAINEES RECOMMEND THE PROGRAM?

One hundred ninety-eight respondents to this question on the Returnee Interview indicated on a scale of 1 through 7 their enthusiasm for recommending this program to other people. One hundred eighty-four scholars (93%) gave scores of 5, 6, and 7 on the positive end of the scale. Fourteen Trainees selected 4, the neutral response on the scale. No one scored the program lower than 4.

This response is perhaps the single best measure of Trainees' overall impressions of the PTIIC program. The overwhelmingly positive responses show that, on the whole, the program has offered the Trainees a very good experience of the United States.

Respondents were asked to explain their recommendation ranking. Several explanations are furnished as examples:

“It is a good combination of theory and practice in an environment where you can see it practiced.”

“...already have recommended the program...found course content very useful especially aspects which showed the value of motivation.”

“...helps to develop one educationally, socially, professional and gives one a better outlook on life.”

“The exposure helped to develop personality and also helps you to communicate better in classroom situations.”

“Any training provided is beneficial; much can be learned from professional people.”

“...in addition to the value of the academic content, it gave a valuable insight into American life.”

### **TRAINEE RECOMMENDATIONS FOR PROGRAM IMPROVEMENT**

One hundred ninety-eight returned scholars responded to a question seeking comments and suggestions for improvement of the program. The three most often recurring recommendations were for longer program duration (82), improved program content (36), and better preparation for the program (28).

Trainees furnished thoughtful and serious recommendations for improving the program. A sampling of responses includes the following:

“...more careful screening of candidates to see if program is appropriate for them.”

“...for the particular course another two weeks would improve the program; more field trips would have been useful.”

“The lecturers should have greater awareness of the Caribbean situation; program was too highly concentrated and could have been longer. There could be follow-up with someone from university coming down to the island for follow-up.”

“More lead time to prepare for program is needed; tutors concerned should visit and have Caribbean experience to make methods more meaningful.”

“Time was inadequate for the proper assimilation of the work.”

“Participants selected should have an insight into the program content before arriving at training center; also, too much training in too short a period.”

“...an insight into Caribbean culture would enable tutors to relate better to scholarship holders.”

“Participants should be grouped according to qualifications and experience and appropriate programs planned.”

“...need for better pre-planning; need to identify the needs of the country, the participant, and the goals of the country.”

“...saw no loopholes in planning but USAID should have follow-up programs; was quite surprised to receive the letter for the interview.”

## TRAINEE FUTURE PLANS

Trainees were asked to comment on their future plans, and, of 188 responses to the Returnee Interview, 115 scholars (61%) plan to continue their studies.

Some specific comments regarding future plans are furnished in this sampling of the Trainees' comments:

"...to continue to improve myself professionally and continue in my field of work."

"...preparing manuals for staff, designing new and improved methods of appraisal."

"...to obtain more training periodically to keep abreast of the changing field of mass communications."

"...intend to get degree in early childhood education, become self-employed, and continue to live in the Caribbean."

"...looking for means to continue studying."

"This is my home, and I shall continue to live here and contribute towards educating young people in my country."

## SUMMARY

The Mission has been successful in its efforts to increase the length of short-term training programs and to promote fields of study that are in accordance with the Country Training Plan. Women have received long-term training (44%) in smaller larger numbers than their representation in the program (52%).

Ninety percent of the exiting Trainees reported receiving predeparture orientation. Seven percent of the Trainees felt unprepared. Student recommendations included more emphasis on U.S. culture and program content.

Seventy-six percent of respondents to Exit Questionnaires reported that they had realized their expectations of the program. Sixty-one percent of Mid-Term Trainees reported realization of their expectations. Exit surveys were primarily of short-term Trainees while mid-terms are of long-term Trainees.

Ninety-five percent of exiting scholars and 92 percent of returned scholars reported satisfaction with their training. Seventy-nine percent of Mid-Term Trainees indicated satisfaction.

Over half (51.6%) of Mid-Term Trainees reported being unprepared for their training experience. They cited the late timing of the information and insufficient information regarding their program as areas needing improvement. Fifty percent reported that they did

not receive information on their program content. Mid-Term Trainees identified their most serious problems as housing, the amount of the stipend, travel in the U.S., and changes to their program of instruction. Nearly 84 percent of Mid-Term Trainees felt that they are progressing in their program as anticipated.

Long-term academic Trainees responding to the Mid-Term Questionnaire have increased their understanding of the U.S. way of life to a greater degree than exiting Trainees which are comprised of both short- and long-term scholars. Both exiting and Mid-Term Trainees characterized the U.S. people in a more positive manner after training as compared to their characterization before training. The same is true of their characterization of the U.S. government.

Nearly 95 percent (189) of the returned Trainees are working; eleven are not working. Eighty-one percent of the Trainees returned to the same position. Eighty-three percent of the Trainees are employed in the public sector. Ninety-nine percent were able to put into practice what they had learned in training "to a great degree" (52%) or "somewhat" (47%). Seventy-four percent have received salary increases since their return.

Fifty percent of returned Trainees reported being involved in some form of Follow-On activity with USAID, the contractor, or people in the program. When scholars were asked to rank the kinds of Follow-On they would like to have, they cited workshops first, followed by seminars, Alumni Associations, and professional publications.

Trainee recommendations for improvement of the program include better preparation, longer duration of training, and improved program content.

When asked if they would recommend the program to other people, 92 percent of exiting Trainees and 86 percent of Mid-Term Trainees responded "definitely, yes". On a seven point scale, 93 percent of the returned Trainees responded at the 5, 6, and 7 levels on the positive side.

## **FINDINGS AND RECOMMENDATIONS**

Short-term RDO/C Trainees report being more unprepared than other short-term CLASP Trainees (11% compared to 4%). One reason for this may be differences in predeparture orientation. RDO/C Trainees are over three times as likely to leave home without a description of their training site or institution (48% of RDO/C Trainees say they did not receive a description; 15 percent of other CLASP Trainees report this). It has been found (see Aguirre Information Memorandum Vol. V, No. 90-05, April, 1990) that "surprises encountered by Trainees once in the United States make them feel less at ease." The Mission is taking steps to improve its predeparture orientation program by holding orientations in Antigua for scholars from the Leeward Islands and in Barbados for the Windward Island scholars. National Training Officers have been invited to attend these in-country orientations. The Mission, working with its placement contractor, is striving to provide training information to candidates in a timely manner.

Mid-Term RDO/C Trainees are more often unhappy with the stipend amount than CLASP Mid-Term Trainees program-wide (31% compared to 13%). The Mission should consider requesting through AID/Washington periodic site visits to training institutions by Aguirre International staff to investigate the concerns of Mid-Term students regarding stipends, housing, training programs, and transportation issues.

RDO/C short-term Trainees appear to be dissatisfied with international travel arrangements to a greater degree than CLASP short-term Trainees overall (18% to 3%, respectively). Information is not available to indicate the source of the concern. The Mission, together with its contractor, should review the present travel arrangements with a view toward improvement of the process.

Trainees report their training to be very useful in improving job competency and new skills, but less useful in terms of meeting U.S. people and people in the same fields of work. Contractors, program coordinators, and training institutions should be encouraged to provide more opportunities for integration into U.S. life.

The Mission is working to implement a more extensive Follow-on program. Under PTIIC, a modest Follow-on program resulted in initiating Alumni Associations on five islands. In keeping with CLASP II guidance, a Participant Training Assistant has been hired to work exclusively on the Mission's Follow-on program. The Mission is exploring the possibility of providing "seed money" to the Associations to implement small community-based projects. The Follow-on program will not be PTIIC-specific, but will include persons trained under all projects funded by RDO/C.

# CHAPTER FOUR

## Evaluation of the LAC-II Training Program

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# CHAPTER FOUR — EVALUATION OF THE LAC-II TRAINING PROGRAM

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## INTRODUCTION

From the start of the LAC Training Initiatives II (LAC-II) project in FY 1985 through December 1989, the Caribbean Basin Missions of Dominican Republic, Haiti, Jamaica, and RDO/C have funded USAID scholarships. Chapter Four will examine the implementation of the LAC-II Scholarship Program in RDO/C which has trained 111 scholars through December 31, 1989.

Although the four Caribbean Missions that administered the CLASP/PTIIC program were directed to include data on LAC-II Trainees in the CIS, LAC-II is a separate training program, and the CLASP selection criteria do not apply to it.

## DISTRIBUTION OF AWARDS

From the inception of the program through March 31, 1990, 37 women Trainees (33%) and 74 men Trainees (67%) had completed their LAC-II training program and returned to their home country for six months or longer. Forty percent of the academic scholarships and 57.5 percent of the technical scholarships to those returned Trainees had been awarded to women.

Although CIS data is maintained for 111 LAC-II-RDO/C Trainees, certain types of information have not been entered for all Trainees (i.e., economic disadvantaged data was not entered for 28 LAC-II-RDO/C Trainees). From CIS data on 83 LAC-II Trainees, it was determined that 72 Trainees (86%) were classified as disadvantaged—18 (25%) women and 54 (75%) men. Fourteen of 87 Trainees were classified as rural.

Data on youth and leadership potential was not required by the CIS, therefore, data on those areas is minimal. Eighty-four percent of the Trainees were from rural areas, while 16 percent were classified as urban. Forty-three percent of the rural Trainees were women.

## MIX OF SHORT-TERM AND LONG-TERM PROGRAMS

Seventy-two Trainees were enrolled in short-term training programs, and 39 were enrolled in long-term training programs. Women in LAC-II programs made up 32 percent of the short-term training and 36 percent of the long-term training (see Figure 4.1).

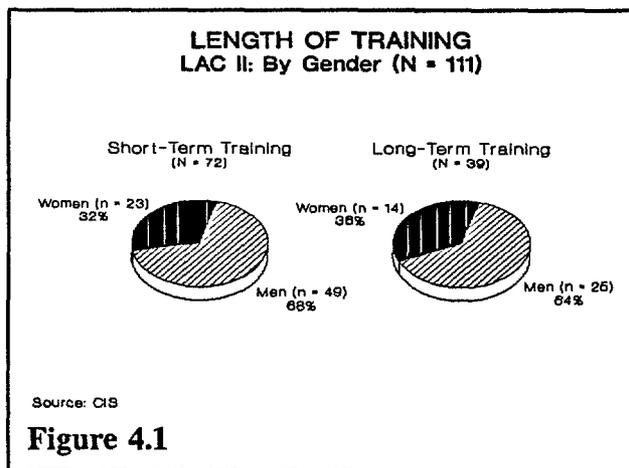


Figure 4.2 indicates the mix of programs that began at the outset of training in FY 1985 (40% short-term and 60% long-term) and the descending amount of long-term training and the increasing amount of short-term training over the life of project to date.

### LENGTH OF SHORT-TERM TRAINING PROGRAMS

The average number of training months for short-term LAC-II training programs began in FY 1985 with a mean of 1.2 training months; the average increased to

2.1 training months in FY 1986 and returned to 1.2 months in FY 1987. It rose slightly to 1.3 months in FY 1988 and rose again to 2.3 months in FY 1989. To date, the average training months per short-term program is 1.7 months (see Table 4.1).

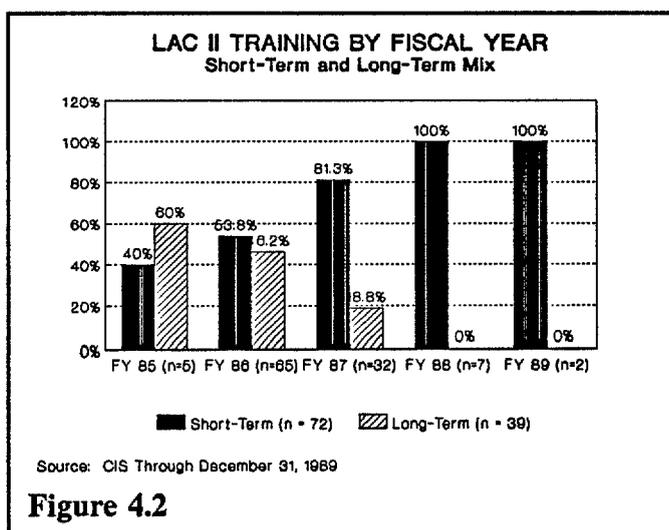


Figure 4.2

Country	Average Number of Training Months					Average
	FY 85	FY 86	FY 87	FY 88	FY 89	
Antigua	.0	1.6	.0	.0	1.8	1.6
Barbados	.0	.9	1.4	.0	.0	1.3
Dominica	1.2	2.4	1.1	.0	.0	1.7
Grenada	.0	3.3	.5	.8	.0	1.4
St. Kitts/Nevis	.0	3.4	1.6	1.8	.0	2.7
St. Lucia	.0	1.7	1.3	.0	.0	1.6
St. Vincent	.0	1.6	1.8	.0	2.8	1.8
<b>Overall</b>	<b>1.2</b>	<b>2.1</b>	<b>1.2</b>	<b>1.3</b>	<b>2.3</b>	<b>1.7</b>

### AWARDS BY OCCUPATION

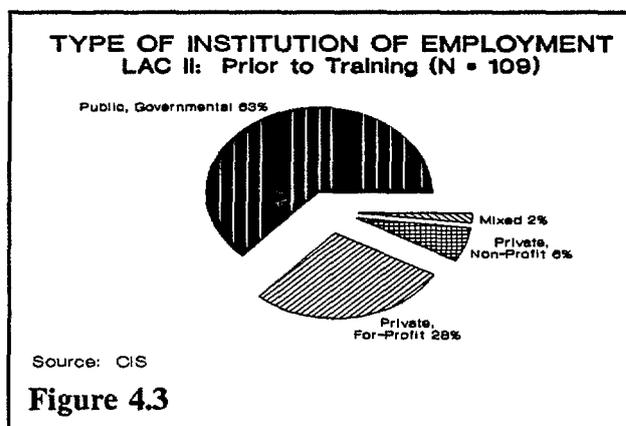
CIS data show that over half (54.1%) of the 111 LAC-II Trainees listed the occupation or type of work they held prior to training as "Professional". The next largest category was "Skilled Worker" (17.1%), followed by "Other" (9.9%), "Manager" (6%), and "Student/Recent Graduate" (5%). Table 4.2 shows the break-down of occupation or type of work for all 111 Trainees (see Table 4.2).

**Table 4.2**  
**OCCUPATION/TYPE OF WORK OF LAC II TRAINEES PRIOR TO TRAINING**

Occupation/Type of Work	Trainees	Percent
Professional	60	54.1
Skilled Worker	19	17.1
Student/Recent Graduate	6	5.4
Manager	7	6.3
Technician	3	2.7
Businessman(woman)	2	1.8
Unskilled Worker	2	1.8
Semi-Skilled Worker	1	.9
Other	11	9.9
<b>Total</b>	<b>111</b>	<b>100.0</b>

### TYPE OF INSTITUTION OF LATEST EMPLOYMENT

LAC-II Trainees came primarily from the public sector prior to training (63%). Twenty-eight percent were from private, for-profit organizations; 6 percent from private non-profit organizations; and 2 percent from mixed groups (see Figure 4.3). PTIIC Trainees from the RDO/C also come primarily from the public sector (79%), with the private sector accounting for 13 percent.



### LEVEL OF EDUCATIONAL ATTAINMENT

Mean years of schooling for LAC-II Trainees is 13.6 years. Mean years for mothers and fathers of LAC-II Trainees are not available for most RDO/C countries; the Mission was not required to provide data for this field (see Table 4.3). For PTIIC Trainees, the mean years of schooling is 13.8.

**Table 4.3**  
**MEAN YEARS OF SCHOOLING OF LAC II TRAINEES AND PARENTS**

Country	Trainees	Mother	Father
Antigua	14.1	4.5	7.0
Barbados	15.3	0.0	0.0
Dominica	13.3	0.0	0.0
Grenada	13.4	11.2	14.1
St. Kitts/Nevis	13.5	0.0	0.0
St. Lucia	13.9	0.0	0.0
St. Vincent	12.7	6.0	6.0
<b>Overall</b>	<b>13.6</b>	<b>9.7</b>	<b>12.4</b>

Source: CIS Through December 31, 1990

## AGES OF TRAINEES

The mean age for LAC-II Trainees is 34.2 years, with ages ranging from 20 to 63.9 years. The older age of LAC-II Trainees is accounted for, in part, by the LAC-II emphasis on academic training and the CLASP emphasis on training youth (see Table 4.4). PTIC Trainees average 29.6 years, and ages range from 16 to 60.2 years.

**Table 4.4**  
MEAN YEARS OF AGES OF LAC II TRAINEES

<u>Country</u>	<u>Mean Age</u>	<u>Minimum</u>	<u>Maximum</u>
Antigua	30.2	20.6	39.8
Barbados	43.6	26.7	62.4
Dominica	34.1	22.6	54.1
Grenada	38.4	20.0	63.9
St. Kitts/Nevis	27.7	20.7	36.6
St. Lucia	32.1	20.7	47.2
St. Vincent	30.8	22.7	49.6
<b>Average</b>	<b>34.2</b>	<b>20.0</b>	<b>63.9</b>

Source: CIS Through December 31, 1990

## TRAINING OBJECTIVE

Seventy-four LAC-II Trainees (67%) participated in short-training courses or on-the-job training (which can include youth exchanges). About 22 percent were enrolled in academic institutions leading to a B.A. or B.S. degree. Programs leading to an A.A., M.A., or M.S. degree account for nearly 4 percent each. Table 4.5 displays training objectives of LAC-II Trainees by country.

**Table 4.5**  
LAC II TRAINEE TRAINING OBJECTIVE

<u>Country</u>	<u>AA</u>	<u>BA or BS</u>	<u>Short Course</u>	<u>MA or MS</u>	<u>Other</u>	<u>Total</u>
Antigua	0.0%	15.4%	61.5%	7.7%	15.4%	11.7%
Barbados	0.0	12.5	75.0	0.0	12.5	7.2
Dominica	0.0	11.1	88.9	0.0	0.0	16.2
Grenada	3.2	41.9	45.2	9.7	0.0	27.9
St. Kitts	8.3	33.3	58.3	0.0	0.0	10.8
St. Lucia	6.7	6.7	86.7	0.0	0.0	13.5
St. Vincent	<u>7.7</u>	<u>7.7</u>	<u>69.2</u>	<u>0.0</u>	<u>15.4</u>	<u>11.7</u>
<b>Total</b>	<b>3.6%</b>	<b>21.6%</b>	<b>66.7%</b>	<b>3.6%</b>	<b>4.5%</b>	<b>100.0%</b>
Number of Trainees	4	24	74	43	5	111

## FIELDS OF STUDY, LENGTH OF TRAINING

Fields of study can be examined both by gender and length of training. CIS data reveal that more men than women were in short-term programs (68% to 32%, respectively). In long-term programs, the percentage of men exceeded that for women (64% to 36%, respectively).

Of 75 Trainees in short-term programs, 24 (32%) were women—the predominant fields were: Management, Personnel, Micro-computers, Resort Management, Communications, and Drugs/Alcohol Programs. For the 51 male short-term Trainees, the predominant fields were: Computers, Aviation, Investment, Management, Office Management, and Woodworking. Women were distributed among 15 specific fields; men were distributed among 25 specific fields.

**Table 4.6**

**FIELDS OF STUDY LAC II TRAINEES (N = 111)**

Field of Study	Women	Men	Total
Agribusiness	0	1	1
Agricultural Sciences	1	3	4
Business/Management	12	18	30
Marketing & Distribution	0	4	4
Finances	0	3	3
Communications	2	0	2
Computer/Info Science	2	6	8
Education	7	10	17
Life Science	2	3	5
Physical Science	1	0	1
Public Affairs	0	2	2
Construction	0	4	4
Mechanics/Repairs	0	4	4
Transportation	0	5	5
General	<u>10</u>	<u>11</u>	<u>21</u>
<b>Total</b>	<b>37</b>	<b>74</b>	<b>111</b>

Women comprised 13 (36%) of the 36 Trainees enrolled in long-term programs. The fields containing most women were: Education and Computers. Long-term male Trainees predominated the fields of Education, Economics, and Business. The women Trainees were distributed over 8 specific fields, while the men were distributed over 14 fields.

Table 4.6 shows combined totals for long- and short-term training by fields.

## RETURNEE PERCEPTIONS AND BENEFITS OF TRAINING

Fifty-two LAC-II Trainees were interviewed in their home countries by interviewers trained by Aguirre International in conjunction with the RDO/C CLASP/PTIIC process evaluation in the Eastern Caribbean. The same Returnee Interview form used for PTIIC Trainees was administered to the LAC-II returnees.

The following discussion briefly examines the background of these Trainees but mainly focuses on their degree of satisfaction with the program, their present environment, and their recommendations and plans for the future.

### MAIN OBJECTIVES OF LAC-II TRAINEES

Respondents were asked to identify their personal objectives as specified on the Returnee Interview forms. When asked what they originally hoped to get out of the training program, 44 of 46 Trainees identified “specific field knowledge” as their chief objective. “Making professional contacts” was second in importance, while “getting to know U.S. culture” was third.

### **COMPARISON OF TRAINING RECEIVED WITH TRAINING EXPECTED**

Trainees were asked to compare the training that they received with their expectations. Data gathered from the Returnee Interview indicated that 43 percent considered the training "better" than expected; 40 percent considered it about "the same as" expected; and 17 percent considered it "worse" than expected.

Reasons cited by Trainees who considered the program "worse" than expected were dissatisfaction with the organization arranging the program and the general content of the program. Other factors cited were the training activities and the general/specific program content. For some respondents the program was "worse" because it was too theoretical and for others it was because the program was too practical. Others cited disorganization, lack of planning, and below level course work.

Reasons stated by Trainees who considered the program "better" than expected were primarily satisfaction with the general program content and to a lesser degree specific program content. Other factors included interesting and resourceful instructors, sensitivity to students' problems, "field trips that cemented classroom learning", high standards, and opportunities "for interaction with people in the same area of study."

### **WHAT ELSE WOULD TRAINEES HAVE LIKED TO LEARN**

Thirty-eight Trainees responded that they would like to have more training in the specific subject studied; five reported desiring more specific activities, and four would like to have had training in greater depth. Others would have liked a period of internship or apprenticeship in the field of study, and two would like to complete programs leading to degrees. One Trainee would like to "learn more about the American Constitution and Afro-American history."

### **SATISFACTION WITH THE TRAINING**

Trainee satisfaction has been high across all of the LAC-II programs evaluated by Trainees. From 46 returned LAC-II Trainees, 34 indicated that they were either "very satisfied" (33%) or "satisfied" (41%). Four reported that they were "neither satisfied nor dissatisfied". Two Trainees indicated that they were "dissatisfied" (4%) and six indicated that they were "very dissatisfied" (13%).

### **FURTHER EDUCATION EFFORTS**

Five of 44 LAC-II Trainees report being currently enrolled in educational programs. Two are in short courses, and three are in work-related training. Only one Trainee reported problems getting U.S. credits accepted in home country institutions.

### **CURRENT EMPLOYMENT**

Forty-six LAC-II Trainees (96%) report being currently employed; only two are not working now. Twelve returned Trainees report being managers, and eight are educators. Four are government employees and four are skilled technicians. The remaining twenty-two are distributed among many different career fields.

Thirty-one respondents (66%) are in public sector employment; nine are with private firms. Three returned Trainees are self-employed, and the remaining three are in various combinations of the three fields.

Thirty-five Trainees (75%) returned to the same position. Sixteen report that they are doing something different from the jobs they held before U.S. training. In a few instances, the new jobs were unrelated to the U.S. training. Most respondents to the question cited increased responsibilities, promotions within the same field, or related fields. Training has enabled several scholars to move into positions where there is more public exposure. For example, one former nurse is now a Nutrition Officer who lectures and demonstrates in areas of nutrition. A former classroom teacher is now responsible for administering adult education programs. A former purchasing agent is now in charge of the whole area of materiel management. Several report the benefits of training in “employing new strategies and techniques in dealing with workers.”

Twenty-seven Trainees compared their former job with their current job. Fifteen (56%) of the Trainees report that the current job is “better”. Twelve (44%) report that it is “about the same”. None of the respondents reported the current job to be “worse”. Those Trainees reporting the current job to be “better” cited broader scopes of work, more responsibility, improved chances for promotion, and increased self-confidence. One Trainee responded, “I am in charge; I interact better with the staff, and I am in a position to be innovative.”

Eighty-seven percent of the 47 Trainees responding felt that they were able to put into practice what they had learned in their U.S. training “to a great extent” (40%) or “somewhat” (47%). Five Trainees did not feel that the training was applicable to their job situation.

Eighty-nine percent report that they have received salary increases since returning from U.S. training. Forty-nine percent felt that the salary increase was due in part to the U.S. training received.

## USEFULNESS OF TRAINING

Eighty-six percent of returned LAC-II Trainees report that they found the training “useful” (48%) and “very useful” (38%) in improving their job competency. For learning new skills, they found the training to be “useful” (30%) and “very useful” (40%). For use in their present job, the Trainees report the training as “useful” (47%) and “very useful” (30%). Trainees also found the training “useful” (41%) and “very useful” (37%) in meeting their career goals. For meeting people in their professions from the U.S., other countries, and their own country, the training was less useful. (See Table 4.7)

	<u>Of No Use</u>	<u>Not Very Useful</u>	<u>Somewhat Useful</u>	<u>Useful</u>	<u>Very Useful</u>
Improving job competency (n=48)	0	10	4	48	38
Learning new skills (n=48)	0	15	15	30	40
Present job (n=47)	2	10	11	47	30
Career goals (n=46)	0	11	11	41	37
Meeting U.S. people (n=47)	9	19	23	28	21
Meeting others in field (n=45)	13	31	14	31	11
Meeting people from own country (n=44)	21	27	4	30	18

## WHAT STUDENTS LIKED BEST ABOUT THEIR U.S. EXPERIENCE

Various aspects of the training program, and the opportunity for social interaction with U.S. citizens, trainers, fellow students, and professionals in the same line of work were most often cited by returned Trainees as their best-liked experiences (57% and 23%, respectively). The exposure to U.S. culture and society and various aspects of their training program were also high on their best-liked list.

A few examples of Trainee responses capture the flavor of their experiences:

“...the documentation part of the course. I did not know anything about this area. It has helped me in my job and personally as well. Record-keeping has become a regular part of my professional and personal life.”

“...the opportunity to dialogue with people with the same work experiences and to learn from their experiences.”

“In order to gain experience it became a challenge for me to go around doing things on my own, which helped my independence.”

“...observing different methods of developing and managing training for the public sector.”

“...most important was human contact, how people react given different economic, social, and cultural environments, and how one adapts to U.S. society.”

### **WHAT STUDENTS LIKED LEAST ABOUT THEIR U.S. EXPERIENCE**

Climate, travel and transportation, and the amount of stipends were cited most frequently by 21 returned Trainees as their least-liked U.S. experiences. Problems involving social interaction and short duration of training were also mentioned by 6 of the respondents. A few students expressed a problem with housing arrangements.

The responses of a few Trainees provide a sampling of the comments:

“...living on campus, mature adults find it difficult to live and work among young students (18-21) who are very fun loving.”

“...training too short to really achieve greater knowledge.”

“...high cost of living; the program was restricting.”

“People hardly knew you existed; everyone seemed on their own business.”

“...the cold weather; I went during the winter and the contrast was too great.”

“...traveling and accommodation; arrangements for traveling were made 3 days before; had no visa so I had to stay in Barbados overnight which I had to take care of. No one was there to meet me (when I arrived) in Texas; at campus there was no cafeteria on weekends, so I had to take care of my own meals at my own expense. My company reimbursed me on my return for meals only.”

### **WHAT SURPRISED STUDENTS THE MOST**

The surprises encountered by the Trainees were mostly discoveries about U.S. cultural aspects. Social interactions, aspects of the training program, and the climate were other frequently mentioned surprises.

Among surprises expressed by the Trainees were a mixture of positive and negative observations:

“I was expecting the differences in our (U.S. and Caribbean) systems to be greater.”

“...hospitality of folks on campus, no segregation, free mixing.”

“...that U.S. citizens knew very little about their own country as well as outside of their country.”

“...the amount of rights that students have over teachers.”

“...was surprised to experience and see firsthand that the standard of education within the U.S. is not as low as I was told.”

“...the number of women in the electronics assembly field.”

“...how business executives were willing to meet with me readily. This is not so easy to arrange in frank and open spiritedness. People gave no indication of putting on a face; they accepted me and were willing to talk quite frankly.”

“...unfriendliness of people, especially of the students who were predominately Black. Also the selfish attitudes. It does not seem as if the people are familiar with the geography, life-style, and culture of the Caribbean. This tended to color the U.S. students’ judgment of the ability of Caribbean students. They seemed to be amazed and sometimes jealous of those of us who excel in training.”

#### **WHAT IMPACT DID THE TRAINING EXPERIENCE HAVE ON TRAINEE LIVES**

The impact of the training on the lives of the returned scholars who responded to this question have been mainly in the areas of professional and career growth and self-development. An understanding of U.S. culture and improved interpersonal skills have also impacted on the Trainees’ perceptions.

The Trainees’ own words best express their feelings:

“Even though we think that we know a lot about a country we cannot really know it fully until we have experienced living there. This applies mainly to campus life in general.”

“Being a supervisor, straight from the Technical Department of the Antigua State College, I was not equipped to deal with people of different cultures. Training has enabled me to do so ... strongly believe that one has to be able to deal with different attitudes displayed by workers and general public.”

“...helped to make me implement plans efficiently, also helped me to make presentations to people of different cultures ... have gained new skills (knowledge, too) that are helping me to carry out my work successfully.”

“...has had a meaningful impact, definitely gained more knowledge in field of study and I have also learned to respect the religious beliefs and customs of others.”

“It has changed my life socially and professionally; it has created the desire to pursue higher stages of learning.”

“Job opportunities for promotion are more accessible to me; the exposure has given me a better understanding and tolerance of human beings and their views; greater mobility in career development.”

“...better able to plan and direct my business life, and to impart some of what I learned to my countrymen.”

“...helped to mature outlook on life, make one aware of what can be achieved if you are prepared to work hard to achieve goals.”

“Training I got boosted my whole outlook, even now things still linger in my mind.”

“...has driven home the fact that here in Nevis there is much to be thankful for; even though America is claimed to be the greatest country on earth, it has lots of shortcomings.”

## **HOW TRAINEES CHARACTERIZE THE U.S. AS A COUNTRY**

### **CHARACTERIZATION OF U.S. PEOPLE**

LAC-II returned Trainees were asked to characterize the people of the U.S. according to a series of responses. The responses to a 7-point scale were tied to their perception of the people of the U.S. before they began their training and now, six-months or more after their return home. The characterization options included: unfriendly/friendly, unfair/fair, ungenerous/generous, prejudiced/unprejudiced, insensitive/sensitive, and non-understanding/understanding of the Trainee's home country.

Data, collected from the Returnee Interview and reported in Table 4.8, show that on every variable perceptions shifted from a less positive (1) to a more positive (7) perspective. Especially notable is the increased positive perceptions of friendliness, fairness, generosity, and sensitivity. In the areas of prejudice and understanding of the Trainee's country, the shift was to the positive end of the spectrum, but to a lesser degree.

		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Friendly:	Before (n=43)	16	5	9	28	14	19	9
	Now (n=43)	0	2	7	18	19	35	19
Fair:	Before (n=41)	12	7	5	17	22	27	10
	Now (n=42)	0	2	7	12	24	43	12
Generous:	Before (n=39)	18	3	5	23	13	20	18
	Now (n=40)	0	0	5	25	12	30	28
Unprejudiced:	Before (n=43)	9	9	26	21	14	19	2
	Now (n=43)	0	7	21	25	12	33	2
Sensitive:	Before (n=42)	12	5	21	26	7	22	7
	Now (n=42)	2	5	9	21	24	29	10
Understands Trainee's Country:	Before (n=42)	17	7	24	21	17	7	7
	Now (n=42)	7	9	17	24	19	17	7

### CHARACTERIZATION OF THE U.S. GOVERNMENT

LAC-II returned Trainees were also asked to indicate on a 7-point scale how they would characterize the U.S. government according to a set of four items. The Trainees were asked to consider their perceptions of the U.S. government before their U.S. training and now after returning to their home countries for six months or longer. The four areas for consideration are fairness, generosity, sensitivity to other countries, and sensitivity to the Trainee's home country.

Data, collected from the Returnee Interview and reported in Table 4.9, show that in every area of consideration Trainee perceptions moved to the positive end of the scale. Several Trainees, however, declined to respond to this question because of its "political" nature.

		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Fair:	Before (n=38)	13	3	8	34	16	21	5
	Now (n=38)	0	0	5	32	18	37	8
Generous:	Before (n=39)	15	3	15	21	15	10	21
	Now (n=39)	0	0	10	13	18	23	36
Sensitive to Other Countries:								
	Before (n=39)	13	5	15	18	31	13	5
	Now (n=39)	0	0	13	13	28	31	15
Sensitive to Trainee's Own Country:								
	Before (n=39)	15	15	8	18	18	13	13
	Now (n=39)	0	0	8	20	23	31	18

## ACTIVITIES SINCE RETURN TO COUNTRY

Forty-seven of the returned LAC-II Trainees responded to a question asking them to indicate contacts or activities in which they had been involved since returning to their home country.

Twenty-six Trainees (55%) have remained in contact with other Trainees. Twenty-seven respondents (57%) have read professional literature. Eight Trainees (17%) reported that they had participated in professional programs. Eighteen respondents (38%) have purchased goods from the U.S., and five (11%) have purchased services from the U.S. One individual has sold goods to the U.S., and one has offered services to the U.S.

## FOLLOW-ON

Of forty-eight returned LAC-II Trainees interviewed, 23 (48%) said that since their return they had been provided with information or service by USAID/Bridgetown or someone connected with the training program in which they had participated. The Trainees reported the types of information or services provided and rated the usefulness of the Follow-on. They responded on a scale of 1 to 5, with 1 indicating "of no use" and 5 indicating "very useful".

Nine Trainees (39%) reported that Follow-on had been provided them by USAID/Bridgetown. According to interview responses the kinds of assistance has been in the form of an organization or former Trainees and technical or financial assistance. For those receiving Follow-on from the Mission, five found it to be "somewhat useful" or "very useful".

Six Trainees reported Follow-on assistance from the contractor, mostly in the form of information and literature. Five of the six Trainees reported the assistance to be "somewhat useful" or "very useful".

Nine of the Trainees reported Follow-on by people in the program. Kinds of contact were correspondence, literature and information, and one Trainee reported a visit. All rated the assistance to be "useful" or "very useful".

## FOLLOW-ON ACTIVITIES

Trainees were asked to rank Follow-on programs and activities which they would find useful. Respondents ranked at least three items in order of importance with 1 for most important. Seminars, Alumni Associations, professional publications and workshops rated highest in the Trainee rankings (see Table 4.10).

Activity	Choices			
	1	2	3	4
Alumni Assoc. (n=20)	9	5	6	0
Seminar (n=26)	12	9	4	1
Workshop (n=25)	8	14	3	0
AID Publications (n=8)	0	6	2	0
Professional Publications (n=26)	9	6	9	2
Newsletter (n=15)	0	2	12	1
Other (n=4)	4	0	0	0

Status	Much Lower	Lower	Same	Higher	Much Higher
	With:				
Co-Workers (n=46)	0	0	21	23	2
Family (n=45)	0	0	31	12	2
In Community (n=46)	0	0	30	13	3
Self-Esteem (n=47)	0	0	10	23	14

## STATUS OF TRAINEES

Trainees were asked to rate how their experience in the U.S. affected them in the areas of status with co-workers, stature with family, status in the community, and their own self-esteem. Possible responses ranged across a five point scale from "much lower" to "much higher". Responses ranged from status remaining the "same" to "higher" and "much higher". (See Table 4.11 above.)

## WOULD TRAINEES RECOMMEND THE PROGRAM

Forty-eight respondents to this question on the Returnee Interview indicated on a scale of 1 through 7 their enthusiasm for recommending this program to other people. Forty-three of the Trainees (90%) gave scores of 5, 6, and 7 on the scale. Two Trainees selected 4 on the scale, and only three rated the program on the negative end of the scale.

This response is perhaps the single best measure of Trainees' overall impressions of the LAC-II program. The overwhelmingly positive responses show that, on the whole, the program has offered Trainees a very good experience of the U.S.

Respondents were asked to explain their recommendation. Several explanations are furnished as examples:

“...a worthwhile program; it provides the orientation to encourage one to greater personal achievements as well as enhancing the quality of national institutions.”

“I would recommend this program on condition that the course and program is given proper planning and more formal training/lectures be included with practical demonstration as needed.”

“The program is an eye-opener to many things that one takes for granted before going to study; the entire individual’s personality is affected in that you receive a well-rounded education: the standard of the program is very high professionally.”

“It builds you up as a person, both socially and educationally.”

“...it would give one a chance to learn something, especially as so few of us can afford to pay for such training.”

“...well-rounded program; how to find things out yourself, allowing you to be able to work independently; once can get transfer of credits and be recognized.”

“...enables comparison between countries with view to improvements, in light of changes from industrial arts to technological education.”

“It allowed me to develop the capabilities in training programs that would not be available in the less-developed Caribbean countries.”

#### **TRAINEE RECOMMENDATIONS FOR PROGRAM IMPROVEMENT**

Forty-five Trainees responded to the question seeking comments and suggestions for improvement of the program. The three most often recurring recommendations were: program duration (9), specific program content (9), and preparation for the program (8).

Trainees furnished thoughtful and serious recommendations for improving the program. A sampling of responses include the following:

“More on-site visits would be invaluable; program too crammed, should be extended; very experienced persons should not be in the same group as novices.”

“...could have been more applicable to small developing countries; also more material on private sector involvement should have been available.”

“It should be a general program dealing with both the private and public sectors instead of being the government sector alone. USAID should be more involved with the design of the training program to lessen the difficulties in the depletion of allocated allowances, etc.”

“...program is well-designed for ‘hands-on’ training, but some academics in the same area would have been beneficial; my company would experience more growth from such a program.”

“...to have persons of sufficient youth and vigor to execute various aspects of the program; tutors were all very senior citizens who, though well-informed, tended to be impatient and not able to be sufficiently tolerant with students; can also see that a powerful country tends not to consider that a smaller country has a right to be asked what is good for him at home.”

“I suggest that an idea of course content be sent out before participants arrive so that they can be prepared.”

“...practical training experiences in the environment in which training was received; provision of professional literature during training (magazines and journals).”

“...program should be of a longer duration and should allow for follow-up between the students and the institution; in the package there was a set of lectures; lectures done, there was no time to assimilate.”

“...program should be of longer duration; some more theoretical base; a certificate should be given at the end of the program.”

“...each student should be assessed to determine what his or her needs with regards to student teaching; many times students have already done much teaching in their own environment, and this is not taken into consideration when you start the degree program.”

“Many people were not sure what participants were to be involved in the program and this caused much frustration.”

“Less emphasis should be placed on American education and more emphasis on specialized subjects.”

“A local workshop (predeparture orientation) or something like that should be held with the participants before they leave for training to prepare them for their course of study in the U.S.”

“...time should be lengthened; proper traveling arrangements should be made early; more Caribbean persons should be trained at the same time.”

## **TRAINEE FUTURE PLANS**

Trainees were asked to comment on their future plans, and of 41 respondents to the Returnee Interview, 27 plan to continue their studies.

Specific comments to this question are furnished in this sampling of the Trainees' own words:

"...try to initiate new nutrition programs for the two communities I serve; continue to be a resource person in nutrition information, then further my education in the same field as soon as the opportunity arises."

"...to introduce and manage a proper database system in the soil and water-conservation division; to try to integrate all sectors dealing with water resource planning and development; to pursue further studies, a Ph.D. program in evaluation and analysis."

"...would like to pursue studies in the area of education, i.e., a Masters Degree with emphasis on social work with education and also a Ph.D."

"...would like to pursue courses in administration and supervision to enable me to be a better supervisor at the workplace."

"...would like to continue study in my field leading to a Masters Degree, as this is crucial to being recognized as a physical therapist."

"...to continue giving service to the public through seminars, lectures, and workshops."

"...to continue studies, I will have to leave St. Vincent; this is not possible not because of finances; live in St. Vincent for the time being."

"...change of job, study about project organization, coordinating meetings and activities; live anywhere where pollution is minimal."

"...as long as there is training available, I will be available for more training."

## **SUMMARY**

LAC-II Trainees appear to have been selected from the disadvantaged (86.7%). Women Trainees represent 33 percent of the total selected and received quality awards in even greater proportions (40% academic awards, 36% in long-term training programs).

Over half of the LAC-II Trainees classified themselves as professionals before entering training; 63 percent came from the public sector.

The mean age for LAC-II Trainees (34.2 years) is older than the PTIIC average (29.6 years).

The mean years of education for LAC-II Trainees (13.6 years) compares to the PTIIC Trainee schooling of 13.8 years.

Sixty-seven percent of the Trainees came for short training courses or on-the-job training; the largest fields of training were business and management (30) and education (17).

Ninety-six percent of the returned LAC-II Trainees are currently employed, and 89 percent report that they have received salary increases since returning from U.S. training. Eighty-six percent found the training “useful” or “very useful”.

Without exception, on all topics surveyed returned Trainees had a more positive attitude toward U.S. people and the U.S. government after training than before training.

In discussing activities since return to home country, 26 Trainees (55%) report remaining in contact with other Trainees, and 55 percent have read professional literature. Fewer than half of the returned LAC-II Trainees report receiving information from USAID, the contractor, or people in the program.

Returned Trainees identified seminars, professional publications, alumni associations, and seminars as their top choices for Follow-on activities.

Forty-three of the respondents to the Returnee Interview (93%) would recommend this program to other people. Responses are based on a scale of 1 through 7, with 7 being the most positive. The 43 respondents placed their recommendations at the 5, 6, and 7 levels on the scale.

Student recommendations for improvement to the program include longer program duration, improvements to the specific content of coursework, and more thorough preparation for the program.

## **FINDINGS AND RECOMMENDATIONS**

Overall, the LAC-II training experience appears to have been a positive experience for the Trainees. The Mission is to be commended for its administration of this complex program spread throughout an extensive region and involving nine different governments. It is recommended that four areas be considered for improvement in future programs:

- sufficient lead time with advance information about training institutions and courses of study;
- program monitoring to ensure that the duration of the course is adequate for the instruction given and allows time for practice and internalization (Aguirre International site visits can assist with this task);

- consistent provision of predeparture orientation and incorporation of more information in predeparture orientation about various aspects of U.S. culture that students might encounter; and
- institution of a Follow-on program that reaches all returned Trainees and incorporates some of the Trainees' suggestions for Follow-on activities. The Mission has made plans to institute such a program with an individual designated to manage the Follow-on effort.

**A P P E N D I X    A**  
**Participant Application**



**APPLICATION FOR PARTICIPATION IN THE  
PRESIDENTIAL TRAINING INITIATIVE FOR THE ISLAND CARIBBEAN (PTIIC)  
SPONSORED BY THE U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT (USAID)**

**DESCRIPTION OF THE PTIIC**

The PTIIC was announced by former U.S. President, Ronald Reagan during a visit to Grenada in February 1986. The objective of the PTIIC is two-fold: (1) to increase the number of U.S. trained individuals who are socially or economically disadvantaged, including youth and women, and who exhibit leadership potential and would not otherwise have the opportunity to obtain training in the United States; and (2) to enable trainees to experience American life and the democratic process by participating in activities and forming lasting relationships with American people and institutions. Another important aspect of PTIIC is the implementation of follow-up activities to ensure that the relationships and experiences of trainees will continue to have an impact on their personal or professional roles upon returning home.

PTIIC scholarships are ONLY available to persons who have NEVER studied in the United States.

Financial support provided by USAID includes tuition and fees, a living allowance, health insurance, necessary travel within the United States and books and supplies. International airfare to and from the United States is the responsibility of you or your government.

You will only be allowed to remain in the United States long enough to obtain your degree. In order to minimize the period of your stay in the United States, you are expected to attend Summer school. If you wish, you may return to your country for the Christmas holidays, however, you will be responsible for the cost of your return airfare. Additionally, your allowances will be discontinued during the period you are out of the United States.

**SELECTION WILL BE BASED ON THE FOLLOWING CRITERIA**

1. the importance of the training to the development needs of your country;
2. financial need, your inability to afford training in the United States using personal or family resources and if your employer is not in a financial position to assist you. Priority will be given to those who are socially or economically disadvantaged;

3. your academic potential;
4. your potential to eventually assume a leadership role within the country;
5. citizenship. You **MUST** be a citizen of the country in which you are selected and **MUST** be in that country at the time of application, screening and selection and will be expected to return there upon completion of training;
6. approximately half of the scholarships will be awarded to women.

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**INSTRUCTIONS FOR COMPLETION OF THE APPLICATION FORM**

Following are instructions for completing the attached PTIC application form:

1. Read the entire application form carefully before attempting to complete it;
2. Every question **MUST** be answered completely and carefully. Please use additional sheets to provide the requested information if the space provided is inadequate.

The application form consists of six pages. Pages one through five must be completed by you and page six must be completed and signed by your employer.

On page two, you must complete the information requested concerning your parents. If they are not alive, please write "deceased" in the appropriate boxes - do not leave them blank. In Item 22, "number of siblings in family" means "how many children were in your family" and in Item 23, indicate whether you were the first, second, third, etc., child born. Item 24 is very important and relates to the household in which you live. You should enter the total annual salaries from all persons who contribute to that household and the number of persons supported by that income. For example, if you live with your mother, two brothers and three sisters, your mother is unemployed and you and one of your sisters are employed, you would enter the total of both your annual salaries. The number of persons who are dependent on that income would be seven. If you are married and have two children and your wife does not work, the income would be your annual salary and the number of persons dependent on that income would be four.

**REMEMBER, EVERY QUESTION MUST BE COMPLETED. INCOMPLETE APPLICATIONS WILL NOT BE CONSIDERED;**

3. Two copies of the application form must be completed. The application form **MUST** be typewritten or hand-printed in **BLACK** ink. Since the application form must be photocopied, do not use blue or other colors of ink;

4. You **MUST** attach official copies of all secondary or post-secondary certificates covering your entire period of study. To be considered official, each document must bear the seal of the issuing institution as well as the signatures of its officials. Copies of the original documents can be accepted **ONLY** if they are separately certified as being authentic duplicates of originals. Certification of copies may be made by the issuing institution, by the National Training Officer, or by a U.S. Consular Official. If you have previously attended a University, write to the Registrar of that University and request that a copy of your transcript be forwarded to the Training Officer, USAID, P.O. Box 302, Bridgetown, Barbados;
5. You **MUST** attach a copy of your present job description (if you are employed) and if possible, a description of the position you will hold upon your return home;
6. Please ensure that your passport is valid. The U.S. Consulate requires that your passport be valid for at least six months longer than your intended period of stay in the United States. If you do not have a passport, it is recommended that you apply to your local immigration office for one as soon as possible. However, please note that the completion of this application form does not indicate that you have been awarded a scholarship;
7. When you are certain that you have completed every question on the application form and that copies of all of your certificates as well as your job description are attached, mail the entire package to Mr. Jimmy Emmanuel, OECS, Central Secretariat, P.O. Box 179, The Morne, St. Lucia.
8. Upon approval of your application form by the joint OECS/USAID selection committee and your government, a training profile will be developed and forwarded to USAID's contractor responsible for participant placement. The training profile will consist of a description of the program requested by you (accompanied by your present job description and if possible a description of position you will hold upon your return) along with a biographical data sheet and seven passport size photographs.
9. The contractor will either place you in the appropriate program or give you a choice of two programs. Once that process is completed, your National Training Officer will notify you of the date you are expected to depart for the U.S. Prior to your departure, you will be expected to have a medical examination and a visa application filled in. Scholars from the Windward islands will transit Barbados en route to the U.S. where they will meet with USAID officials as well as obtain their exchange visitor visas from the Consulate. Scholars from the Leeward islands will transit Antigua where they will obtain their visas.
10. If you have any questions on the application form, please consult your National Training Officer. If the National Training Officer is unable to assist you, please feel free to contact the Training Office at USAID's Regional Development Office/Caribbean in Barbados, telephone number 436-4910 or 436-4950.

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UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT  
PRESIDENTIAL TRAINING INITIATIVES FOR THE ISLAND CARIBBEAN

UNITED STATES OF AMERICA

APPLICATION FORM  
(Please Type or Print)

1. NAME (Last, First, Middle)		2. SEX Male <input type="checkbox"/> Female <input type="checkbox"/>	
3. MAILING ADDRESS		4. TELEPHONE NO.	
5. PASSPORT NUMBER		EXPIRATION DATE	
6. PLACE OF BIRTH (Community and Country)			
7. DATE OF BIRTH (Month, Day, Year)			
8. MARTIAL STATUS  _____ Single _____ Married _____ Widowed _____ Divorced		9. NAME OF SPOUSE	10. NO. OF DEPENDENT CHILDREN
11. COUNTRY OF PRESENT CITIZENSHIP		12. COUNTRY OF RESIDENCE	
13. DO YOU LIVE IN THE CAPITAL OR THE COUNTRY SIDE OF YOUR COUNTRY? _____			
14. PLEASE INDICATE TYPE OF HOUSING IN WHICH YOU LIVE (Check one): a. own _____ rented _____ other _____ Please explain _____			

15. WHO DO YOU LIVE WITH? MARK ALL OF THE APPROPRIATE BOXES:

\_\_\_\_\_ Father \_\_\_\_\_ Mother \_\_\_\_\_ Guardian \_\_\_\_\_ Spouse \_\_\_\_\_ Children  
\_\_\_\_\_ Brother/Sisters \_\_\_\_\_ Others, explain \_\_\_\_\_

16. MOTHER'S NAME (Last, First, Middle) AND ADDRESS

17. MOTHER'S HIGHEST LEVEL OF EDUCATION

TOTAL YEARS COMPLETED INCLUDING PRIMARY SCHOOL \_\_\_\_\_

18. FATHER'S NAME (Last, first, Middle) AND ADDRESS (if not same)

19. FATHER'S HIGHEST LEVEL OF EDUCATION

TOTAL YEARS COMPLETED INCLUDING PRIMARY SCHOOL \_\_\_\_\_

20. MOTHER'S OCCUPATION  
AND MONTHLY SALARY

21. FATHER'S OCCUPATION  
AND MONTHLY SALARY

22. NUMBER OF SIBLINGS IN FAMILY

23. POSITION IN FAMILY (e.g. 1st child)

24. PLEASE INDICATE ALL SOURCES AND AMOUNTS OF INCOME, INCLUDING SUPPORT FROM RELATIVES, FOR LAST YEAR.

HOW MANY PERSONS DEPEND ON THIS INCOME, INCLUDING YOURSELF? \_\_\_\_\_

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25. HAVE YOU EVER TRAVELLED TO THE UNITED STATES? IF SO, WHERE DID YOU VISIT AND WHEN? WHAT WAS THE PURPOSE OF YOUR VISIT (Holiday, Study Work)?

26. EDUCATION: List schools attended in Chronological order - Primary, Secondary, University, Vocational/Trade - indicate type of degree, diploma or certificate received

Name of Institution University or Professional School, and	Major Field Of Study	Dates Attended Month and Year		Type of Diploma, Degree or Passes Certificate,	Major Subject	Date Received or Expected
		From	To			

GRADE POINT AVERAGE FOR HIGHEST DEGREE PROGRAM: \_\_\_\_\_ (Percentage)

FOR THE FOLLOWING QUESTIONS, PLEASE CHOOSE THE CATEGORY WHICH BEST APPLIES FROM EACH LIST PROVIDED:

A. HOW DO YOU CLASSIFY YOURSELF? \_\_\_\_\_

1=Student/Recent graduate; 2=Businessperson; 3=Unskilled worker;  
4=Mangaer; 5=Skilled worker; 6=Semi-skilled worker; 7=Professional;  
8=Technician; 9=Other; 10=Unemployed;  
If other, please specify: \_\_\_\_\_

B. WHAT IS THE PRINCIPAL AREA OF YOUR PREPARATION/TRAINING? \_\_\_\_\_

1=Public Administration; 2=Agriculture; 3=Fine Arts; 4=Exact Sciences;  
5=Business; 6=Economics; 7=Manufacturing; 8=Engineering; 9=Education;  
10=Health; 11=Sociology; 12=Applied Technology; 13=Other  
If other, please specify: \_\_\_\_\_

27. Scholarships awarded:

TYPES OF SCHOLARSHIP	NAME OF SPONSOR	DURATION	MAJOR AREA OF STUDY	INSTITUTION ATTENDED

28. ARE YOU CURRENTLY ENROLLED IN A U.S. COLLEGE OR UNIVERSITY OR HAVE YOU BEEN ACCEPTED TO ATTEND A U.S. COLLEGE OR UNIVERSITY? IF SO, PLEASE GIVE NAME OF INSTITUTION AND DATE OF ACCEPTANCE.

29. OCCUPATIONAL EXPERIENCE  
(List positions held. Begin with most recent employment)

NAME AND ADDRESS OF EMPLOYER	JOB TITLE	DATES OF EMPLOYMENT	SALARY EC\$/MONTHLY

FOR THE FOLLOWING QUESTIONS, PLEASE CHOOSE THE CATEGORY WHICH BEST APPLIES FROM EACH LIST PROVIDED:

A. WHICH OF THE FOLLOWING BEST DESCRIBES YOUR INSTITUTION? \_\_\_\_\_

1=Private non-profit; 2=Private for profit; 3= Public (governmental);  
4=Mixed; 5=Autonomous; 6=Other  
If other, please specify: \_\_\_\_\_

B. WHAT IS THE PRIMARY FUNCTIONAL AREA OF YOUR INSTITUTION/EMPLOYER? \_\_\_\_\_

1=Public Administration; 2=Agriculture; 3=Fine Arts; 4=Exact Sciences;  
5=Business; 6=Economics; 7=Manufacturing; 8=Engineering; 9=Education;  
10=Health; 11=Sociology; 12=Applied Technology; 13=Other  
If other, please specify: \_\_\_\_\_

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30. IF EMPLOYED, DESCRIBE YOUR PRESENT JOB RESPONSIBILITIES.  
NUMBER OF EMPLOYEES YOU SUPERVISE (IF ANY) \_\_\_\_\_.  
TOTAL NUMBER OF EMPLOYEES IN YOUR FIRM: \_\_\_\_\_

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31. DESCRIBE THE TYPE OF PROGRAM YOU WOULD LIKE TO UNDERTAKE. IT MAY INCLUDE ACADEMIC COURSE WORK, INTERNSHIP EXPERIENCES AND/OR PROFESSIONAL TRAINING EXPERIENCES. DESCRIBE YOUR MAJOR AREA OF INTERESTS AND ANY SPECIFIC SUBJECTS YOU WISH TO PURSUE.

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32. PLEASE STATE YOUR CAREER GOALS AND INDICATE HOW YOUR PROPOSED PROGRAM SPECIFICALLY CONTRIBUTES TO THEIR ACHIEVEMENT.

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33. IF CURRENTLY EMPLOYED, WILL YOU BE RETURNING TO A DIFFERENT POSITION AFTER COMPLETION OF TRAINING? IF SO DESCRIBE YOUR NEW RESPONSIBILITIES.

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34. HOW WILL THIS TRAINING HELP THE DEVELOPMENT OF YOUR COUNTRY?

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APPLICANT'S SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_

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NAME OF CANDIDATE \_\_\_\_\_

THIS PORTION OF THE APPLICATION SHOULD BE COMPLETED BY THE CANDIDATE'S EMPLOYER, IF HE/SHE IS CURRENTLY EMPLOYED.

1. DESCRIBE THE CANDIDATES CURRENT DUTIES AND RESPONSIBILITIES.

2. DESCRIBE IN DETAIL THE TRAINING BEING REQUESTED FOR THE CANDIDATE.

3. WHAT POSITION WILL THE CANDIDATE HOLD UPON COMPLETION OF TRAINING?

4. WHAT IMPACT WILL THE CANDIDATE'S TRAINING HAVE ON YOUR ORGANIZATION?

5. HOW WILL THIS TRAINING HELP THE DEVELOPMENT OF THE COUNTRY?

NAME: \_\_\_\_\_

TITLE: \_\_\_\_\_

DATE: \_\_\_\_\_

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**A P P E N D I X    B**

**Selection Criteria**

## SELECTION CRITERIA

A candidate's eligibility for training will be assessed on the selection criteria established at the inception of the project. The selection criteria are also outlined below for easy reference:

- (1) the importance of the training to the development needs of the country;
- (2) the financial need of the candidate, i.e., the inability of the candidate to afford training in the United States using personal or family resources and whose institution is not in a financial position to assist the employee.
- (3) the academic potential of the candidate;
- (4) the potential of the candidate to eventually assume a leadership role within the country;
- (5) the citizenship of the candidate. The candidate MUST be a citizen of the nominating country and MUST be in that country at the time of application, screening and selection and will be expected to return to the home country upon completion of training;
- (6) the potential impact of the training on the public and private sectors.

In addition, at least forty percent of the scholarship recipients must be women.

PRESIDENTIAL TRAINING INITIATIVE FOR THE ISLAND CARIBBEAN (PRIIC)  
NOMINATION & SELECTION PROCEDURE

- (1) Individual governments will advertise the availability of the awards as widely as possible.
- (2) Interested applicants must complete two copies of the PTIIC application form. A photocopy will not be accepted. Application forms may be returned to the OECS Central Secretariat in St. Lucia or directly to USAID. Applicants must answer all questions on the application form. Incomplete application forms will not be reviewed by the committee. Additional application forms are being forwarded with this letter.
- (3) The OECS and USAID will undertake a preliminary screening of all of the application forms and short-list those candidates who meet the selection criteria.
- (4) The short-list will be transmitted to the National Selection Committee which will be responsible for prioritizing it and informing the OECS and USAID accordingly.
- (5) Upon receipt of the prioritized list, USAID representatives will visit each island to interview the candidates identified as priorities and develop training profiles to initiate placement.

**A P P E N D I X   C**

**Selection Review Process**

SUMMARY SHEET

JOINT OECS/USAID SELECTION REVIEW PROCESS

COOPERATING COUNTRY: \_\_\_\_\_

NAME OF CANDIDATE: \_\_\_\_\_

DATE OF BIRTH: \_\_\_\_\_ PLACE OF BIRTH: \_\_\_\_\_

OCCUPATION: \_\_\_\_\_

PROPOSED AREA OF STUDY: \_\_\_\_\_

ACADEMIC CREDENTIALS: \_\_\_\_\_

SELECTION CRITERIA:

- (A) Importance of the training to development needs \_\_\_\_\_
- (B) Potential of the Candidate to eventually assume a leadership role in the country \_\_\_\_\_
- (C) Academic Potential \_\_\_\_\_
- (D) Citizen of Host Country \_\_\_\_\_
- (E) Socially/Economically Disadvantaged:

<u>Annual Income</u>	<u>No. of Dependents (Including Self)</u>	<u>Individual/Household Income</u>	<u>Cutoff Median</u>	<u>Socially Disadvantaged</u>	<u>Economically Disadvantaged</u>
_____	_____	_____	_____	_____	_____

DECISION OF SELECTION COMMITTEE:

APPROVED: \_\_\_\_\_

DISAPPROVED: \_\_\_\_\_

DATE: \_\_\_\_\_

REASONS FOR DISAPPROVAL:

- \_\_\_\_\_ Incomplete Application Form.
- \_\_\_\_\_ Length of Program ineligible for funding under PTIIC.
- \_\_\_\_\_ Academic/Technical qualifications inadequate for program requested.
- \_\_\_\_\_ Level of training requested not available under PTIIC.
- \_\_\_\_\_ Type of training requested not available under PTIIC.
- \_\_\_\_\_ Applicant has already had extensive training in subject area.
- \_\_\_\_\_ Previous long-term training in the United States.
- \_\_\_\_\_ Previous USAID-funded training.
- \_\_\_\_\_ Not economically disadvantaged.
- \_\_\_\_\_ Already enrolled in a U.S. College/University.
- \_\_\_\_\_ Not a citizen of nominating country.
- \_\_\_\_\_ Training requested not congruent with candidate's duties.
- \_\_\_\_\_ Training request unclear.

COMMENTS:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**A P P E N D I X    D**  
**Training Costs Analysis**

**PTIIC - RDO/C**  
**ACADEMIC PROGRAMS AND**  
**TRAINING COSTS**  
**THROUGH FY 89**

## PTIIC ACADEMIC PROGRAM COSTS -- RDO/C

PIO/P NO.	PROGRAM TITLE	CONTRACTOR	DEPARTURE DATE	COMPLETION DATE	TOTAL TRAINEES	TOTAL TRAINING MONTHS AS OF FY 89	PIO/P AMOUNT/ PROGRAM COSTS THROUGH FY 89	COST PER TRAINING MONTH
	NOT REPORTED	AED	*				50.00	
	NOT REPORTED	AED	*				65.00	
60344	Business Administration	Creative	09/01/86	09/01/90	1	48.7	15,900.00	326.49
			* 09/01/87	01/12/89	1	16.7	20,907.77	1,251.96
60345	Ag Economics	Creative	08/26/86	08/25/90	1	48.7	15,900.00	326.49
			* 09/01/87	01/12/89	1	16.7	20,237.10	1,211.80
60346	Computer Science/Accounts	Creative	08/26/86	05/01/90	1	44.8	15,900.00	354.91
			* 09/01/87	01/12/89	1	16.7	19,142.99	1,146.29
60347	Accounting	Creative	08/25/87	08/25/91	1	48.7	45,000.00	924.02
			* 09/01/87	01/12/89	1	16.7	32,024.25	1,917.62
60348	Economics	Creative	08/25/86	08/25/90	1	48.7	45,000.00	924.02
			* 09/01/87	01/12/89	1	16.7	18,209.10	1,090.37
60349	Agronomy	Creative	09/01/87	08/31/91	1	48.7	45,000.00	924.02
			* 09/01/87	05/30/88	1	9.1	21,929.17	2,409.80
60350	Animal & Poultry Science	Creative	08/01/87	08/01/91	1	48.7	60,000.00	1,232.03
		Creative	* 09/01/87	01/12/89	1	16.7	24,344.32	1,457.74
		AED	* 01/13/89	08/31/90	1	8.7	10,638.00	1,222.76
60351	Business Administration	Creative	08/21/87	06/01/91	1	46.0	5,000.00	108.70
			* 09/01/87	01/12/89	1	16.7	18,373.20	1,100.19
60352	NOT REPORTED IN CIS	Creative	* 09/01/87	01/12/89	1	16.7	14,124.81	845.80
60353	Economic Planning	Creative	08/05/87	09/04/88	1	13.2	45,000.00	3,409.09
			* 09/01/87	01/12/89	1	16.7	34,342.20	2,056.42
60354	Business Management	Creative	08/25/87	08/25/89	1	24.4	30,000.00	1,229.51
			* 09/01/87	**	1		18,588.80	

\* Actual Departure and Completion Dates, and Program costs as reported by Contractor in the CLASP TCA Summary Report through FY 89. Administrative Costs are not included.

\*\* Estimated/Actual Completion Date not reported.

SOURCE: CIS and CLASP TCA Summary Report through FY 89.

## PTIIC ACADEMIC PROGRAM COSTS -- RDO/C

PIO/P NO.	PROGRAM TITLE	CONTRACTOR	DEPARTURE DATE	COMPLETION DATE	TOTAL TRAINEES	TOTAL TRAINING MONTHS AS OF FY 89	PIO/P AMOUNT/ PROGRAM COSTS THROUGH FY 89	COST PER TRAINING MONTH
60355	Management	Creative	08/25/87	08/25/88	1	12.2	45,000.00	3,688.52
			* 09/01/87	01/12/89	1	16.7	22,456.93	1,344.73
60356	Accounting	Creative	08/25/87	08/25/91	1	48.7	60,000.00	1,232.03
			* 09/01/87	01/12/89	1	16.7	25,598.04	1,532.82
60357	Computer Science	Creative	08/30/87	08/30/91	1	48.7	60,000.00	1,232.03
			* 09/01/87	**	1		22,032.97	
60358	Electrical Engin/Com Sc	Creative	09/01/87	09/01/91	1	48.7	60,000.00	1,232.03
			* 09/01/87	01/12/89	1	16.7	40,200.10	2,407.19
60359	Business Management	Creative	09/01/87	09/01/91	1	48.7	60,000.00	1,232.03
			* 09/01/87	01/12/89	1	16.7	12,326.38	738.11
60360	NOT REPORTED IN CIS	Creative	* 09/01/87	01/12/89	1	16.7	18,841.65	1,128.24
60361	Accounting	Creative	08/23/86	08/23/90	1	48.7	15,900.00	326.49
			* 09/01/87	06/30/88	1	10.1	10,490.28	1,038.64
60856	NOT REPORTED IN CIS	Creative	* 09/01/87	01/12/89	1	16.7	24,568.31	1,471.16
70173	Business Administration TCA NOT REPORTED	Creative	08/17/87 *	12/16/88	1	16.3	20,450.00	1,254.60
70235	Biology with Education	Creative	08/07/88	08/06/90	1	24.3	12,000.00	493.83
		AED	* 08/01/88	05/31/91	1	14.2	15,737.00	1,108.24
70236	Primary Education	Creative	08/07/88	08/06/90	1	24.3	12,000.00	493.83
		AED	* 08/01/88	05/31/91	1	14.2	22,022.00	1,550.85
70237	Aviation Engineering	Creative	08/07/88	08/06/92	1	48.7	12,000.00	246.41
		AED	* 08/01/88	05/31/92	1	14.2	21,720.00	1,529.58
70238	Business Studies	Creative	08/07/88	08/06/92	1	48.7	12,000.00	246.41
		AED	* 08/01/88	05/31/92	1	14.2	16,891.00	1,189.51

\* Actual Departure and Completion Dates, and Program costs as reported by Contractor in the CLASP TCA Summary Report through FY 89. Administrative Costs are not included.

\*\* Estimated/Actual Completion Date not reported.

SOURCE: CIS and CLASP TCA Summary Report through FY 89.

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**PTIIC ACADEMIC PROGRAM COSTS -- RDO/C**

PIO/P NO.	PROGRAM TITLE	CONTRACTOR	DEPARTURE DATE	COMPLETION DATE	TOTAL TRAINEES	TOTAL TRAINING MONTHS AS OF FY 89	PIO/P AMOUNT/ PROGRAM COSTS THROUGH FY 89	COST PER TRAINING MONTH
70239	Economics	Creative AED	08/07/88	08/06/92	1	48.7	12,000.00	246.41
			* 08/01/88	05/31/92	1	14.2	18,809.00	1,324.58
70240	Education	Creative AED	08/07/88	08/06/90	1	24.3	12,000.00	493.83
			* 08/01/88	05/31/91	1	14.2	20,985.00	1,477.82
70241	Education with History	Creative AED	08/07/88	08/06/92	1	48.7	12,000.00	246.41
			* 08/01/88	05/31/92	1	14.2	20,846.00	1,468.03
70242	Accounting	Creative AED	08/07/88	08/06/92	1	48.7	12,000.00	246.41
			* 08/01/88	05/31/92	1	14.2	18,187.00	1,280.77
70243	Aviation Engineering	Creative AED	08/07/88	08/06/92	1	48.7	12,000.00	246.41
			* 08/01/88	05/31/92	1	14.2	20,411.00	1,437.39
70244	Agriculture	Creative AED	08/07/88	08/06/91	1	36.5	12,000.00	328.77
			* 08/01/88	05/31/91	1	14.2	19,755.00	1,391.20
70245	Agriculture	Creative AED	08/07/88	08/06/92	1	48.7	12,000.00	246.41
			* 08/01/88	05/31/92	1	14.2	17,812.00	1,254.37
70246	Business Education	Creative AED	08/07/88	08/06/92	1	48.7	12,000.00	246.41
			* 08/01/88	05/31/92	1	14.2	15,233.00	1,072.75
70247	Mathematics/Curr. Devp.	Creative AED	07/08/88	08/07/90	1	25.4	24,000.00	944.88
			* 08/01/88	05/31/91	1	14.2	21,215.00	1,494.01
70248	Science/Education	Creative AED	08/07/88	08/07/90	1	24.4	24,000.00	983.61
			* 08/01/88	05/31/91	1	14.2	21,197.00	1,492.75
70249	Soil Science	Creative AED	08/07/88	08/07/91	1	36.5	36,000.00	986.30
			* 08/01/88	05/31/91	1	14.2	15,559.00	1,095.70
70250	Public Administration	Creative AED	08/07/88	08/07/92	1	48.7	48,000.00	985.63
			* 08/01/88	05/31/92	1	14.2	15,459.00	1,088.66

\* Actual Departure and Completion Dates, and Program costs as reported by Contractor in the CLASP TCA Summary Report through FY 89. Administrative Costs are not included.

\*\* Estimated/Actual Completion Date not reported.

SOURCE: CIS and CLASP TCA Summary Report through FY 89.

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## PTIIC ACADEMIC PROGRAM COSTS -- RDO/C

PIO/P NO.	PROGRAM TITLE	CONTRACTOR	DEPARTURE DATE	COMPLETION DATE	TOTAL TRAINEES	TOTAL TRAINING MONTHS AS OF FY 89	PIO/P AMOUNT/ PROGRAM COSTS THROUGH FY 89	COST PER TRAINING MONTH
70251	Business Administration	Creative AED	08/07/88	08/07/92	1	48.7	48,000.00	985.63
			* 08/01/88	05/31/92	1	14.2	16,466.00	1,159.58
70254	Business Administration	Creative AED	08/07/88	08/06/92	1	48.7	12,000.00	246.41
			* 08/01/88	05/31/92	1	14.2	16,248.00	1,144.23
70255	Economics With Geography	Creative AED	08/08/88	08/07/92	1	48.7	12,000.00	246.41
			* 08/01/88	05/31/92	1	14.2	20,641.00	1,453.59
70256	Computer Maint. Technol.	Creative AED	08/08/88	08/07/92	1	48.7	12,000.00	246.41
			* 08/01/88	05/31/92	1	14.2	17,297.00	1,218.10
70257	Business Administration	Creative AED	08/08/88	08/07/90	1	24.3	12,000.00	493.83
			* 08/01/88	05/31/91	1	14.2	16,026.00	1,128.59
70258	Electrical Engineering	Creative AED	08/08/88	08/07/91	1	36.5	12,000.00	328.77
			* 08/01/88	05/31/91	1	14.2	14,490.00	1,020.42
70259	Public Administration	Creative AED	08/08/88	08/07/89	1	12.2	12,000.00	983.61
			* 08/01/88	05/31/92	1	14.2	16,788.00	1,182.25
70260	Civil Engineering	Creative AED	08/07/88	08/06/92	1	48.7	12,000.00	246.41
			* 08/01/88	05/31/92	1	14.2	17,661.00	1,243.73
70261	Hotel Management	Creative AED	08/07/88	08/06/92	1	48.7	12,000.00	246.41
			* 08/01/88	05/31/92	1	14.2	15,875.00	1,117.96
70262	Hotel Management	Creative AED	08/07/88	08/06/92	1	48.7	12,000.00	246.41
			* 08/01/88	05/31/92	1	14.2	15,627.00	1,100.49
70263	Agricultural Economics	Creative AED	08/07/88	08/06/92	1	48.7	12,000.00	246.41
			* 08/01/88	05/31/92	1	14.2	14,407.00	1,014.58
70264	Economics	Creative AED	08/07/88	08/06/92	1	48.7	12,000.00	246.41
			* 08/01/88	05/31/92	1	14.2	16,624.00	1,170.70

\* Actual Departure and Completion Dates, and Program costs as reported by Contractor in the CLASP TCA Summary Report through FY 89. Administrative Costs are not included.

\*\* Estimated/Actual Completion Date not reported.

SOURCE: CIS and CLASP TCA Summary Report through FY 89.

## PTIIC ACADEMIC PROGRAM COSTS -- RDO/C

PIO/P NO.	PROGRAM TITLE	CONTRACTOR	DEPARTURE DATE	COMPLETION DATE	TOTAL TRAINEES	TOTAL TRAINING MONTHS AS OF FY 89	PIO/P AMOUNT/ PROGRAM COSTS THROUGH FY 89	COST PER TRAINING MONTH
70265	Horti/Floriculture	Creative AED	08/07/88	08/07/91	1	36.5	36,000.00	986.30
			* 08/01/88	05/31/91	1	14.2	18,095.00	1,274.30
70266	Mathematics/Statistics	Creative AED	08/07/88	08/07/92	1	48.7	48,000.00	985.63
			* 08/01/88	05/31/92	1	14.2	18,265.00	1,286.27
70267	Computer Studies	Creative AED	08/07/88	08/07/92	1	48.7	48,000.00	985.63
			* 08/01/88	05/31/91	1	14.2	18,239.00	1,284.44
70268	Civil Engineering	Creative AED	08/07/88	08/07/92	1	48.7	48,000.00	985.63
			* 08/01/88	05/31/92	1	14.2	17,626.00	1,241.27
70269	Maths/Stats/Education	Creative AED	08/07/88	08/07/92	1	48.7	48,000.00	985.63
			* 08/01/88	05/31/92	1	14.2	20,699.00	1,457.68
70271	Tech/Vocational Education	Creative AED	08/08/88	08/07/90	1	24.3	12,000.00	493.83
			* 08/01/88	05/31/91	1	14.2	19,596.00	1,380.00
70272	Biochemistry With Education	Creative AED	08/08/88	08/07/90	1	24.3	12,000.00	493.83
			* 08/01/88	05/31/91	1	14.2	18,487.00	1,301.90
70273	Business Administration	Creative AED	08/08/88	08/07/92	1	48.7	12,000.00	246.41
			* 08/01/88	05/31/92	1	14.2	15,821.00	1,114.15
70274	NOT REPORTED IN CIS	AED	* 08/01/88	05/31/92	1	14.2	16,168.00	1,138.59
70275	Business Admin/Accounting	Creative AED	08/08/88	08/07/92	1	48.7	12,000.00	246.41
			* 08/01/88	05/31/91	1	14.2	16,775.00	1,181.34
70276	Education With Mathematics	Creative AED	08/08/88	08/07/92	1	48.7	12,000.00	246.41
			* 08/01/88	05/31/92	1	14.2	26,479.00	1,864.72
70277	Economics	Creative AED	08/08/88	08/07/92	1	48.7	12,000.00	246.41
			* 08/01/88	05/31/92	1	14.2	17,100.00	1,204.23

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\*\* Estimated/Actual Completion Date not reported.

SOURCE: CIS and CLASP TCA Summary Report through FY 89.

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## PTIIC ACADEMIC PROGRAM COSTS -- RDO/C

PIO/P NO.	PROGRAM TITLE	CONTRACTOR	DEPARTURE DATE	COMPLETION DATE	TOTAL TRAINEES	TOTAL TRAINING MONTHS AS OF FY 89	PIO/P AMOUNT/ PROGRAM COSTS THROUGH FY 89	COST PER TRAINING MONTH
70278	Accounts/Computer Auditing	Creative AED	08/08/88	08/07/92	1	48.7	12,000.00	246.41
			* 08/01/88	12/31/91	1	14.2	17,108.00	1,204.79
70279	Computer Studies/Program	Creative AED	08/08/88	08/07/92	1	48.7	12,000.00	246.41
			* 08/01/88	12/31/91	1	14.2	20,828.00	1,466.76
70306	Business Education	AED	08/26/89	08/01/92	1	35.7	44,000.00	1,232.49
			* 08/16/89	05/31/93	1	1.5	1,733.00	1,155.33
70307	Biochemistry	AED	08/17/89	08/01/92	1	36.0	44,000.00	1,222.22
			* 08/16/89	05/31/93	1	1.5	2,259.00	1,506.00
70308	Business Administration	AED	08/26/89	08/01/92	1	35.7	40,000.00	1,120.45
			* 08/16/89	05/31/92	1	1.5	2,103.00	1,402.00
70309	Agricultural Economics	AED	08/12/89	08/01/93	1	48.4	60,000.00	1,239.67
			* 08/16/89	05/31/93	1	1.5	1,957.00	1,304.67
70310	Economics	AED	08/26/89	08/01/93	1	47.9	60,000.00	1,252.61
			* 08/16/89	05/31/93	1	1.5	2,113.00	1,408.67
70311	Business Administration	AED	08/26/89	08/01/93	1	47.9	60,000.00	1,252.61
			* 08/16/89	05/31/93	1	1.5	5,191.00	3,460.67
70312	Analytical Chemistry	AED	08/12/89	08/01/93	1	48.4	60,000.00	1,239.67
			* 08/16/89	05/31/93	1	1.5	1,733.00	1,155.33
70313	Business Management/Admin	AED	08/14/89	08/01/93	1	48.3	60,000.00	1,242.24
			* 08/16/89	05/31/93	1	1.5	1,979.00	1,319.33
70314	Management	AED	08/14/89	08/01/91	1	23.9	32,000.00	1,338.91
			* 08/16/89	05/31/91	1	1.5	2,788.00	1,858.67
70315	Mathematics With Education	AED	08/12/89	08/01/93	1	48.4	60,000.00	1,239.67
			* 08/16/89	05/31/93	1	1.5	2,135.00	1,423.33

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SOURCE: CIS and CLASP TCA Summary Report through FY 89.

## PTIIC ACADEMIC PROGRAM COSTS -- RDO/C

PIO/P NO.	PROGRAM TITLE	CONTRACTOR	DEPARTURE DATE	COMPLETION DATE	TOTAL TRAINEES	TOTAL TRAINING MONTHS AS OF FY 89	PIO/P AMOUNT/ PROGRAM COSTS THROUGH FY 89	COST PER TRAINING MONTH
70316	Mathematics With Education	AED	08/26/89	08/01/93	1	47.9	60,000.00	1,252.61
			* 08/16/89	05/31/93	1	1.5	2,151.00	1,434.00
70317	Food Technology	AED	08/12/89	08/01/93	1	48.4	60,000.00	1,239.67
			* 08/16/89	05/31/93	1	1.5	4,169.00	2,779.33
70318	Industrial Engineering	AED	08/12/89	08/01/93	2	96.7	120,000.00	1,240.95
			* 08/16/89	05/31/93	1	1.5	2,396.00	1,597.33
70319	Accounting	AED	08/26/89	08/01/93	1	47.9	60,000.00	1,252.61
			* 08/16/89	05/31/93	1	1.5	5,185.00	3,456.67
70320	Accounting	AED	08/12/89	08/01/93	1	48.4	60,000.00	1,239.67
			* 08/16/89	05/31/93	1	1.5	2,413.00	1,608.67
70321	Accounting	AED	08/12/89	08/01/93	1	48.4	60,000.00	1,239.67
			* 08/16/89	05/31/93	1	1.5	1,826.00	1,217.33
70322	Statistics TCA NOT REPORTED	AED	08/12/89 *	08/01/92	1	36.2	44,000.00	1,215.47
70323	Natural Science	AED	08/12/89	08/01/93	1	48.4	60,000.00	1,239.67
			* 08/16/89	05/31/93	1	1.5	2,329.00	1,552.67
70324	Natural Science	AED	08/26/89	08/01/93	1	47.9	60,000.00	1,252.61
			* 08/16/89	05/31/93	1	1.5	2,238.00	1,492.00
70325	Farm Management & Marketing	AED	08/12/89	08/01/92	1	36.2	44,000.00	1,215.47
			* 08/16/89	05/31/92	1	1.5	4,176.00	2,784.00
70326	Mathematics	AED	08/12/89	08/01/92	1	36.2	44,000.00	1,215.47
			* 08/16/89	05/31/92	1	1.5	1,759.00	1,172.67
70327	Education Administration	AED	08/26/89	08/01/92	1	35.7	44,000.00	1,232.49
			* 08/16/89	05/31/92	1	1.5	2,096.00	1,397.33

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\*\* Estimated/Actual Completion Date not reported.

SOURCE: CIS and CLASP TCA Summary Report through FY 89.

**PTIIC ACADEMIC PROGRAM COSTS -- RDO/C**

PIO/P NO.	PROGRAM TITLE	CONTRACTOR	DEPARTURE DATE	COMPLETION DATE	TOTAL TRAINEES	TOTAL TRAINING MONTHS AS OF FY 89	PIO/P AMOUNT/ PROGRAM COSTS THROUGH FY 89	COST PER TRAINING MONTH
70328	Economics With Education	AED	08/26/89	08/01/93	1	47.9	60,000.00	1,252.61
			* 08/16/89	05/31/93	1	1.5	5,221.00	3,480.67
70329	Water Resource Engineering	AED	08/12/89	08/01/93	1	48.4	60,000.00	1,239.67
			* 08/16/89	05/31/93	1	1.5	2,038.00	1,358.67
70330	Natural Science	AED	08/12/89	08/01/93	1	48.4	60,000.00	1,239.67
			* 08/16/89	05/31/92	1	1.5	2,103.00	1,402.00
70331	Mathematics & Statistics	AED	08/12/89	08/01/92	1	36.2	44,000.00	1,215.47
			* 08/16/89	05/31/92	1	1.5	2,025.00	1,350.00
70332	Hotel Management	AED	08/26/89	08/01/93	1	47.9	60,000.00	1,252.61
			* 08/16/89	05/31/92	1	1.5	4,159.00	2,772.67
			* 08/16/89	05/31/93	1	1.5	1,676.00	1,117.33
70333	Economics	AED	08/26/89	08/01/93	1	47.9	60,000.00	1,252.61
			* 08/16/89	05/31/93	1	1.5	5,185.00	3,456.67
70334	Industrial Engineering	AED	08/12/89	08/01/93	1	48.4	60,000.00	1,239.67
			* 08/16/89	05/31/93	1	1.5	2,265.00	1,510.00
70335	Electrical Engineering	AED	08/12/89	08/01/93	1	48.4	60,000.00	1,239.67
			* 08/16/89	05/31/93	1	1.5	2,008.00	1,338.67
70336	Structural Engineering	AED	08/12/89	08/01/93	1	48.4	60,000.00	1,239.67
			* 08/16/89	05/31/93	1	1.5	2,216.00	1,477.33
70337	Civil Engineering	AED	08/12/89	08/01/93	1	48.4	60,000.00	1,239.67
			* 08/16/89	05/31/93	1	1.5	2,114.00	1,409.33
70338	Electrical Engineering TCA NOT REPORTED	AED	08/12/89 *	08/01/93	1	48.4	60,000.00	1,239.67

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\*\* Estimated/Actual Completion Date not reported.

SOURCE: CIS and CLASP TCA Summary Report through FY 89.

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**PTIIC ACADEMIC PROGRAM COSTS -- RDO/C**

PIO/P NO.	PROGRAM TITLE	CONTRACTOR	DEPARTURE DATE	COMPLETION DATE	TOTAL TRAINEES	TOTAL TRAINING MONTHS AS OF FY 89	PIO/P AMOUNT/ PROGRAM COSTS THROUGH FY 89	COST PER TRAINING MONTH
70339	Civil/Construction Engineering	AED	08/12/89	08/01/93	1	48.4	60,000.00	1,239.67
			* 08/16/89	05/31/93	1	1.5	2,060.00	1,373.33
			* 08/16/89	05/31/93	1	1.5	2,308.00	1,538.67
70340	Mathematics With Education	AED	08/12/89	08/01/92	1	36.2	44,000.00	1,215.47
			* 08/16/89	05/31/92	1	1.5	2,070.00	1,380.00
70341	Electrical Engineering	AED	08/12/89	08/01/93	1	48.4	60,000.00	1,239.67
			* 08/16/89	05/31/93	1	1.5	2,175.00	1,450.00
70342	Economics	AED	08/26/89	08/01/93	1	47.9	60,000.00	1,252.61
			* 08/16/89	05/31/93	1	1.5	2,184.00	1,456.00
70343	Education	AED	08/12/89	08/01/92	1	36.2	44,000.00	1,215.47
			* 08/16/89	05/31/92	1	1.5	2,036.00	1,357.33
70344	Business Education	AED	08/12/89	08/01/92	1	36.2	44,000.00	1,215.47
			* 08/16/89	05/31/92	1	1.5	4,173.00	2,782.00
70345	English Education	AED	08/12/89	08/01/92	1	36.2	44,000.00	1,215.47
			* 08/16/89	05/31/92	1	1.5	5,045.00	3,363.33
70346	Forestry Development	AED	08/26/89	08/01/91	1	23.5	32,000.00	1,361.70
			* 08/16/89	05/31/91	1	1.5	2,379.00	1,586.00
70347	Natural Science	AED	08/26/89	08/01/93	1	47.9	60,000.00	1,252.61
			* 08/16/89	05/31/93	1	1.5	2,106.00	1,404.00
70348	Electrical Engineering	AED	08/26/89	08/01/93	1	47.9	60,000.00	1,252.61
			* 08/16/89	05/31/93	1	1.5	2,096.00	1,397.33
70349	Mathematics & Statistics	AED	08/12/89	08/01/93	1	48.4	60,000.00	1,239.67
			* 08/16/89	05/31/93	1	1.5	5,580.00	3,720.00

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\*\* Estimated/Actual Completion Date not reported.

SOURCE: CIS and CLASP TCA Summary Report through FY 89.

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**PTIIC ACADEMIC PROGRAM COSTS -- RDO/C**

PIO/P NO.	PROGRAM TITLE	CONTRACTOR	DEPARTURE DATE	COMPLETION DATE	TOTAL TRAINEES	TOTAL TRAINING MONTHS AS OF FY 89	PIO/P AMOUNT/ PROGRAM COSTS THROUGH FY 89	COST PER TRAINING MONTH
70350	Business/Accounts	AED	08/12/89	08/01/93	1	48.4	60,000.00	1,239.67
			* 08/16/89	05/31/93	1	1.5	2,063.00	1,375.33
70351	Hotel Management	AED	08/26/89	08/01/93	1	47.9	60,000.00	1,252.61
			* 08/16/89	05/31/93	1	1.5	1,651.00	1,100.67
70374	Mathematics With Education TCA NOT REPORTED	Creative	08/08/88 *	08/07/92	1	48.7	12,000.00	246.41
7658000	Mathematics/Statistics	Creative	01/04/87	01/04/91	1	48.7	45,000.00	924.02
		Creative	* 01/01/87	01/12/89	1	24.8	28,641.32	1,154.89
		AED	* 01/13/89	12/31/89	1	8.7	8,551.00	982.87
7658001	Mathematics/Statistics	Creative	01/04/87	01/01/91	1	48.6	60,000.00	1,234.57
		Creative	* 01/01/87	01/12/89	1	24.8	30,344.07	1,223.55
		AED	* 01/13/89	12/31/90	1	8.7	8,890.00	1,021.84
7658002	Mathematics/Statistics	Creative	01/04/87	01/03/91	1	48.7	60,000.00	1,232.03
		Creative	* 01/01/87	01/12/89	1	24.8	29,753.20	1,199.73
		AED	* 01/13/89	07/17/89	1	6.2	7,822.00	1,261.61
7658003	Mathematics/Statistics	Creative	01/01/87	01/01/91	1	48.7	18,000.00	369.61
		Creative	* 01/01/87	01/12/89	1	24.8	34,400.04	1,387.10
		AED	* 01/13/89	12/31/90	1	8.7	7,667.00	881.26
7658004	Hotel Management	Creative	01/04/87	01/03/88	1	12.2	60,000.00	4,918.03
		Creative	* 01/01/87	01/12/89	1	24.8	33,523.39	1,351.75
		AED	* 01/13/89	12/31/90	1	8.7	9,965.00	1,145.40
7658005	Automotive Engineering	Creative	01/04/87	01/04/91	1	48.7	4,524.00	92.90
		Creative	* 01/01/87	01/12/89	1	24.8	29,442.62	1,187.20
		AED	* 01/13/89	12/25/89	1	8.7	7,986.00	917.93

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SOURCE: CIS and CLASP TCA Summary Report through FY 89.

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## PTIIC ACADEMIC PROGRAM COSTS -- RDO/C

PIO/P NO.	PROGRAM TITLE	CONTRACTOR	DEPARTURE DATE	COMPLETION DATE	TOTAL TRAINEES	TOTAL TRAINING MONTHS AS OF FY 89	PIO/P AMOUNT/ PROGRAM COSTS THROUGH FY 89	COST PER TRAINING MONTH
7658006	Economics	Creative	01/04/87	01/03/88	1	12.2	60,000.00	4,918.03
		Creative	* 01/01/87	01/12/89	1	24.8	26,197.38	1,056.35
		AED	* 01/13/89	12/31/90	1	8.7	7,709.00	886.09
7658007	Accounting	Creative	01/04/87	01/03/88	1	12.2	60,000.00	4,918.03
		Creative	* 01/01/87	01/12/89	1	24.8	24,478.83	987.05
		AED	* 01/13/89	12/31/90	1	8.7	7,692.00	884.14
7658008	Business Administration	Creative	01/01/87	12/31/87	1	12.2	18,000.00	1,475.41
		Creative	* 01/01/87	01/12/89	1	24.8	23,188.53	935.02
		AED	* 01/13/89	12/31/90	1	8.7	6,752.00	776.09
7658009	Biology	Creative	01/04/87	01/03/91	1	48.7	45,000.00	924.02
		Creative	* 01/01/87	01/12/89	1	24.8	33,723.85	1,359.83
		AED	* 01/13/89	05/23/89	1	4.4	4,925.00	1,119.32
7658010	Agronomy	Creative	01/04/87	01/03/88	1	12.2	60,000.00	4,918.03
		Creative	* 01/01/87	01/12/89	1	24.8	29,567.91	1,192.25
		AED	* 01/13/89	12/31/90	1	23.9	9,412.00	393.81
7658011	Soil Science	Creative	01/04/87	01/04/91	1	48.7	60,000.00	1,232.03
		Creative	* 01/01/87	01/12/89	1	24.8	31,840.69	1,283.90
		AED	* 01/13/89	12/31/90	1	23.9	9,460.00	395.82
7658012	Mechanical Engineering	Creative	01/04/87	01/03/91	1	48.7	60,000.00	1,232.03
		Creative	* 01/01/87	01/12/89	1	24.8	31,607.55	1,274.50
		AED	* 01/13/89	12/29/89	1	11.7	9,643.00	824.19
7658013	B.SC in Agriculture	Creative	01/04/87	01/03/88	1	12.2	60,000.00	4,918.03
		Creative	* 01/01/87	01/12/89	1	24.8	31,478.79	1,269.31
		AED	* 01/13/89	12/31/90	1	23.9	10,048.00	420.42

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## PTIIC ACADEMIC PROGRAM COSTS -- RDO/C

PIO/P NO.	PROGRAM TITLE	CONTRACTOR	DEPARTURE DATE	COMPLETION DATE	TOTAL TRAINEES	TOTAL TRAINING MONTHS AS OF FY 89	PIO/P AMOUNT/ PROGRAM COSTS THROUGH FY 89	COST PER TRAINING MONTH
7658014	Food Technology	Creative	01/04/87	01/03/91	1	48.7	5,323.00	109.30
		Creative	* 01/01/87	01/12/89	1	24.8	24,604.88	992.13
		AED	* 01/13/89	12/31/90	1	23.9	7,978.00	333.81
7658015	Animal Science	Creative	01/04/87	01/03/88	1	12.2	60,000.00	4,918.03
		Creative	* 01/01/87	01/12/89	1	24.8	33,024.88	1,331.65
		AED	* 01/13/89	12/31/90	1	23.9	10,106.00	422.85
7658016	Agricultural Science	Creative	01/01/87	12/31/87	1	12.2	18,000.00	1,475.41
		Creative	* 01/01/87	01/12/89	1	24.8	27,919.96	1,125.80
		AED	* 01/13/89	12/25/89	1	11.6	9,393.00	809.74
7658017	Electrical Engineering	Creative	01/04/87	01/04/91	1	48.7	60,000.00	1,232.03
		Creative	* 01/01/87	01/12/89	1	24.8	35,503.39	1,431.59
		AED	* 01/13/89	12/31/90	1	23.9	13,591.00	568.66
7658018	Civil Engineering	Creative	01/04/87	01/03/91	1	48.7	60,000.00	1,232.03
		Creative	* 01/01/87	01/12/89	1	24.8	31,018.17	1,250.73
		AED	* 01/13/89	12/31/90	1	23.9	10,339.00	432.59
7658019	Public Administration	Creative	01/01/87	12/31/87	1	12.2	18,000.00	1,475.41
		Creative	* 01/01/87	01/12/89	1	24.8	25,272.62	1,019.06
		AED	* 01/13/89	12/31/90	1	23.9	9,006.00	376.82
7658020	Public Administration	Creative	01/04/87	01/03/91	1	48.7	60,000.00	1,232.03
		Creative	* 01/01/87	01/12/89	1	24.8	27,092.44	1,092.44
		AED	* 01/13/89	12/31/90	1	23.9	7,520.00	314.64
7658021	Electronic Engineering	Creative	01/04/87	01/03/91	1	48.7	3,477.00	71.40
		Creative	* 01/01/87	01/12/89	1	24.8	35,977.92	1,450.72
		AED	* 01/13/89	12/31/90	1	23.9	9,141.00	382.47

\* Actual Departure and Completion Dates, and Program costs as reported by Contractor in the CLASP TCA Summary Report through FY 89. Administrative Costs are not included.

\*\* Estimated/Actual Completion Date not reported.

SOURCE: CIS and CLASP TCA Summary Report through FY 89.

**PTIIC ACADEMIC PROGRAM COSTS -- RDO/C**

PIO/P NO.	PROGRAM TITLE	CONTRACTOR	DEPARTURE DATE	COMPLETION DATE	TOTAL TRAINEES	TOTAL TRAINING MONTHS AS OF FY 89	PIO/P AMOUNT/ PROGRAM COSTS THROUGH FY 89	COST PER TRAINING MONTH
7658022	Civil Engineering	Creative	01/04/87	01/03/88	1	12.2	60,000.00	4,918.03
		Creative	* 01/01/87	01/12/89	1	24.8	32,281.80	1,301.69
		AED	* 01/13/89	12/31/90	1	23.9	9,859.00	412.51
7658023	Accounting and Statistics	Creative	08/21/87	08/01/91	1	48.1	48,000.00	997.92
		Creative	* 09/01/87	01/12/89	1	16.7	16,349.08	978.99
		AED	* 01/13/89	08/31/91	1	32.0	7,095.00	221.72
7658024	Accounting and Economics	Creative	08/22/87	08/22/91	1	48.7	48,000.00	985.63
		Creative	* 09/01/87	01/12/89	1	16.7	24,542.86	1,469.63
		AED	* 01/13/89	08/31/91	1	32.0	9,881.00	308.78
7658025	Agriculture	Creative	08/24/87	08/24/89	1	24.4	24,000.00	983.61
		Creative	* 09/01/87	01/12/89	1	16.7	25,225.11	1,510.49
		AED	* 01/13/89	12/31/89	1	11.8	9,731.00	824.66
7658026	Marine Biology	Creative	08/23/87	08/22/91	1	48.7	48,000.00	985.63
		Creative	* 09/01/87	01/12/89	1	16.7	25,238.07	1,511.26
		AED	* 01/13/89	12/25/89	1	11.6	2,886.00	248.79
7658027	Electrical Engineering	Creative	08/22/87	08/01/89	1	23.7	24,000.00	1,012.66
			* 09/01/87	07/01/88	1	10.2	15,102.95	1,480.68
7658028	Business	Creative	01/11/88	12/01/91	1	47.4	48,000.00	1,012.66
		Creative	* 01/01/88	01/12/89	1	12.6	18,268.88	1,449.91
		AED	* 01/13/89	08/31/91	1	32.0	7,414.00	231.69
7658029	Accounting	Creative	08/23/87	08/22/91	1	48.7	48,000.00	985.63
		Creative	* 09/01/87	01/12/89	1	16.7	18,453.66	1,105.01
		AED	* 01/13/89	08/31/91	1	32.0	7,610.00	237.81

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\*\* Estimated/Actual Completion Date not reported.

SOURCE: CIS and CLASP TCA Summary Report through FY 89.

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**PTIIC ACADEMIC PROGRAM COSTS -- RDO/C**

PIO/P NO.	PROGRAM TITLE	CONTRACTOR	DEPARTURE DATE	COMPLETION DATE	TOTAL TRAINEES	TOTAL TRAINING MONTHS AS OF FY 89	PIO/P AMOUNT/ PROGRAM COSTS THROUGH FY 89	COST PER TRAINING MONTH
7658030	Business Administration	Creative	08/21/87	08/20/88	1	12.2	48,000.00	3,934.43
		Creative	* 09/01/87	01/12/89	1	16.7	15,530.28	929.96
		AED	* 01/13/89	08/31/91	1	32.0	7,430.00	232.19
7658031	Mathematics & Statistics	Creative	08/22/87	08/21/88	1	12.2	48,000.00	3,934.43
		Creative	* 09/01/87	01/12/89	1	16.7	21,767.05	1,303.42
		AED	* 01/13/89	08/31/91	1	32.0	9,367.00	292.72
7658032	Mechanical Engineering	Creative	08/23/87	08/22/88	1	12.2	48,000.00	3,934.43
		Creative	* 09/01/87	01/12/89	1	16.7	17,640.67	1,056.33
		AED	* 01/13/89	08/31/91	1	32.0	6,718.00	209.94
7658033	Industrial Engineering	Creative	08/22/87	09/22/91	1	49.8	48,000.00	963.86
		AED	* 01/13/89	08/31/91	1	8.7	9,216.00	1,059.31
7658034	Agriculture	Creative	08/22/87	08/21/88	1	12.2	48,000.00	3,934.43
		Creative	* 09/01/87	01/12/89	1	16.7	19,166.91	1,147.72
		AED	* 01/13/89	08/31/90	1	19.9	7,683.00	386.08
7658035	Agriculture & Education	Creative	08/23/87	08/23/90	1	36.6	36,000.00	983.61
		Creative	* 09/01/87	01/12/89	1	16.7	25,701.55	1,539.01
		AED	* 01/13/89	05/23/89	1	4.4	3,747.00	851.59
7658036	Physics	Creative	08/22/87	08/23/91	1	48.8	48,000.00	983.61
		Creative	* 09/01/87	01/12/89	1	16.7	24,527.88	1,468.74
		AED	* 01/13/89	08/31/91	1	32.0	9,415.00	294.22
7658037	Civil Engineering	Creative	08/21/87	08/20/91	1	48.7	48,000.00	985.63
		Creative	* 09/01/87	01/12/89	1	16.7	16,122.77	965.44
		AED	* 01/13/89	08/31/91	1	32.0	7,907.00	247.09

\* Actual Departure and Completion Dates, and Program costs as reported by Contractor in the CLASP TCA Summary Report through FY 89. Administrative Costs are not included.

\*\* Estimated/Actual Completion Date not reported.

SOURCE: CIS and CLASP TCA Summary Report through FY 89.

**PTIIC ACADEMIC PROGRAM COSTS -- RDO/C**

PIO/P NO.	PROGRAM TITLE	CONTRACTOR	DEPARTURE DATE	COMPLETION DATE	TOTAL TRAINEES	TOTAL TRAINING MONTHS AS OF FY 89	PIO/P AMOUNT/ PROGRAM COSTS THROUGH FY 89	COST PER TRAINING MONTH
7658038	Teacher Training	Creative	08/24/87	08/24/89	1	24.4	24,000.00	983.61
		Creative	* 09/01/87	01/12/89	1	16.7	19,725.85	1,181.19
		AED	* 01/13/89	08/31/91	1	32.0	9,688.00	302.75
7658039	Hotel Management	Creative	08/26/87	08/26/91	1	48.7	48,000.00	985.63
		Creative	* 09/01/87	01/12/89	1	16.7	33,896.35	2,029.72
		AED	* 01/13/89	08/31/91	1	32.0	5,720.00	178.75
7658040	Financial Management	Creative	08/28/87	08/27/89	1	24.4	24,000.00	983.61
			* 09/01/87	01/12/89	1	16.7	22,802.31	1,365.41
7658041	Agriculture	Creative	08/21/87	08/20/90	1	36.5	36,000.00	986.30
		Creative	* 09/01/87	01/12/89	1	16.7	16,453.81	985.26
		AED	* 01/13/89	12/25/89	1	11.6	7,679.00	661.98
7658042	Agricultural Marketing	Creative	08/23/87	08/23/91	1	48.7	48,000.00	985.63
		Creative	* 09/01/87	01/12/89	1	16.7	20,461.10	1,225.22
		AED	* 01/13/89	08/31/91	1	32.0	6,559.00	204.97
7658043	Forestry Development	Creative	08/26/87	08/26/91	1	48.7	24,000.00	492.81
		Creative	* 09/01/87	01/12/89	1	16.7	30,655.69	1,835.67
		AED	* 01/13/89	05/27/89	1	4.5	1,676.00	372.44
7658044	Forest Development	Creative	08/26/87	08/25/89	1	24.4	24,000.00	983.61
		Creative	* 09/01/87	01/12/89	1	16.7	30,679.88	1,837.12
		AED	* 01/13/89	05/27/89	1	4.5	1,711.00	380.22
7658045	Forestry Development	Creative	08/26/87	08/26/89	1	24.4	24,000.00	983.61
		Creative	* 09/01/87	01/12/89	1	16.7	32,587.42	1,951.34
		AED	* 01/13/89	05/31/89	1	4.6	2,983.00	648.48

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\*\* Estimated/Actual Completion Date not reported.

SOURCE: CIS and CLASP TCA Summary Report through FY 89.

**PTIIC ACADEMIC PROGRAM COSTS -- RDO/C**

PIO/P NO.	PROGRAM TITLE	CONTRACTOR	DEPARTURE DATE	COMPLETION DATE	TOTAL TRAINEES	TOTAL TRAINING MONTHS AS OF FY 89	PIO/P AMOUNT/ PROGRAM COSTS THROUGH FY 89	COST PER TRAINING MONTH
7658046	Mechanical Engineering	Creative	08/22/87	08/21/88	1	12.2	48,000.00	3,934.43
		Creative	* 09/01/87	01/12/89	1	16.7	23,997.06	1,436.95
		AED	* 01/13/89	08/31/91	1	32.0	9,385.00	293.28
7658047	Statistics	Creative	08/22/87	08/21/88	1	12.2	48,000.00	3,934.43
		Creative	* 09/01/87	01/12/89	1	16.7	23,214.35	1,390.08
		AED	* 01/13/89	08/31/91	1	32.0	9,610.00	300.31
7658049	Mathematics Education	Creative	01/07/88	01/01/91	1	36.4	36,000.00	989.01
		Creative	* 01/01/88	01/12/89	1	12.6	21,426.50	1,700.52
		AED	* 01/13/89	12/31/89	1	11.8	11,396.00	965.76
7658050	Education	Creative	01/07/88	01/01/92	1	48.5	4,800.00	98.97
		Creative	* 01/01/88	01/12/89	1	12.6	19,377.06	1,537.86
		AED	* 01/13/89	12/31/91	1	36.1	10,153.00	281.25
7658051	Hotel/Motel Management	Creative	01/07/88	01/01/92	1	48.5	48,000.00	989.69
		Creative	* 01/01/88	01/12/89	1	12.6	24,869.26	1,973.75
		AED	* 01/13/89	12/31/91	1	36.1	10,669.00	295.54
7658052	Business Management, General	Creative	01/07/88	01/01/91	1	36.4	36,000.00	989.01
		Creative	* 01/01/88	01/12/89	1	12.6	16,357.81	1,298.24
		AED	* 01/13/89	12/31/90	1	23.9	7,724.00	323.18
7658053	Agricultural Sciences	Creative	01/07/88	01/01/91	1	36.4	36,000.00	989.01
		Creative	* 01/01/88	01/12/89	1	12.6	16,552.26	1,313.67
		AED	* 01/13/89	12/31/90	1	23.9	6,871.00	287.49
7658054	Animal Sciences	Creative	01/07/88	01/01/89	1	12.0	12,000.00	1,000.00
		Creative	* 01/01/88	01/12/89	1	12.6	15,105.13	1,198.82
		AED	* 01/13/89	12/25/89	1	11.6	8,120.00	700.00

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\*\* Estimated/Actual Completion Date not reported.

SOURCE: CIS and CLASP TCA Summary Report through FY 89.

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## PTIIC ACADEMIC PROGRAM COSTS -- RDO/C

PIO/P NO.	PROGRAM TITLE	CONTRACTOR	DEPARTURE DATE	COMPLETION DATE	TOTAL TRAINEES	TOTAL TRAINING MONTHS AS OF FY 89	PIO/P AMOUNT/ PROGRAM COSTS THROUGH FY 89	COST PER TRAINING MONTH
7658055	Education, Other	Creative	01/07/88	01/01/92	1	48.5	48,000.00	989.69
		Creative	* 01/01/88	01/12/89	1	12.6	14,206.60	1,127.51
		AED	* 01/13/89	12/31/91	1	36.1	9,740.00	269.81
7658056	English Education	Creative	01/07/88	01/01/92	1	48.5	48,000.00	989.69
		Creative	* 01/01/88	01/12/89	1	12.6	19,783.23	1,570.10
		AED	* 01/13/89	12/31/91	1	36.1	9,520.00	263.71
7658057	Home Economics, General	Creative	01/07/88	01/01/91	1	36.4	36,000.00	989.01
		Creative	* 01/01/88	01/12/89	1	12.6	18,382.20	1,458.90
		AED	* 01/13/89	12/31/90	1	23.9	8,905.00	372.59
7658058	Computer Sciences	Creative	01/07/88	01/01/92	1	48.5	48,000.00	989.69
		Creative	* 01/01/88	01/12/89	1	12.6	17,889.70	1,419.82
		AED	* 01/13/89	12/31/91	1	36.1	9,988.00	276.68
7658059	Electrical Engineering	Creative	01/07/88	01/01/90	1	24.2	24,000.00	991.74
		Creative	* 01/01/88	01/12/89	1	12.6	16,685.70	1,324.26
		AED	* 01/13/89	12/31/89	1	11.8	9,488.00	804.07
7658060	Earth Sciences	Creative	01/07/88	01/01/92	1	48.5	48,000.00	989.69
		Creative	* 01/01/88	01/12/89	1	12.6	18,407.68	1,460.93
		AED	* 01/13/89	12/31/91	1	36.1	10,945.00	303.19
7658061	NOT REPORTED IN CIS	AED	* 01/13/89	08/31/90	1	8.7	8,551.00	982.87
7658062	NOT REPORTED IN CIS	AED	* 01/13/89	12/31/89	1	8.7	8,967.00	1,030.69
7658063	NOT REPORTED IN CIS	AED	* 01/13/89	12/31/89	1	8.7	7,580.00	871.26
7658064	NOT REPORTED IN CIS	AED	* 01/13/89	08/31/90	1	8.7	7,654.00	879.77
7658066	NOT REPORTED IN CIS	AED	* 01/13/89	05/14/89	1	4.1	1,168.00	284.88
7658067	NOT REPORTED IN CIS	AED	* 01/13/89	08/31/90	1	8.7	10,908.00	1,253.79

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\*\* Estimated/Actual Completion Date not reported.

SOURCE: CIS and CLASP TCA Summary Report through FY 89.

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## PTIIC ACADEMIC PROGRAM COSTS -- RDO/C

PIO/P NO.	PROGRAM TITLE	CONTRACTOR	DEPARTURE DATE	COMPLETION DATE	TOTAL TRAINEES	TOTAL TRAINING MONTHS AS OF FY 89	PIO/P AMOUNT/ PROGRAM COSTS THROUGH FY 89	COST PER TRAINING MONTH	
7658069	NOT REPORTED IN CIS	AED	* 01/13/89	05/31/89	1	4.6	2,988.00	649.57	
7658071	Accounting	Creative	09/01/87	08/31/88	1	12.2	10,000.00	819.67	
		AED	* 01/13/89	08/31/89	1	7.7	4,849.00	629.74	
7658072	NOT REPORTED IN CIS	Creative	* 09/01/87	**	1		12,017.50		
7658073	NOT REPORTED IN CIS	AED	* 01/13/89	08/29/89	1	7.6	5,894.00	775.53	
7658074	NOT REPORTED IN CIS	AED	* 01/13/89	08/26/89	1	7.5	5,041.00	672.13	
7658075	NOT REPORTED IN CIS	AED	* 01/13/89	08/31/91	1	8.7	6,655.00	764.94	
7658076	NOT REPORTED IN CIS	AED	* 01/13/89	08/31/90	1	8.7	6,632.00	762.30	
7658077	NOT REPORTED IN CIS	AED	* 01/13/89	08/31/90	1	8.7	14,581.00	1,675.98	
7658078	NOT REPORTED IN CIS	AED	* 01/13/89	12/31/89	1	8.7	12,034.00	1,383.22	
7688040	NOT REPORTED IN CIS	AED	* 01/13/89	09/15/89	1	8.2	8,177.00	997.20	
					CIS TOTAL / AVG.	167	6,596.8	6,462,174.00	979.59
					* TCA TOTAL / AVG.	183	3,393.1	3,364,250.77	991.50

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\*\* Estimated/Actual Completion Date not reported.

SOURCE: CIS and CLASP TCA Summary Report through FY 89.

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**PTIIC - RDO/C**  
**TECHNICAL PROGRAMS AND**  
**TRAINING COSTS**  
**THROUGH FY 89**

**PTIIC TECHNICAL PROGRAM COSTS -- RDO/C**

PIO/P NO.	PROGRAM TITLE	CONTRACTOR	DEPARTURE DATE	COMPLETION DATE	TOTAL TRAINEES	TOTAL TRAINING MONTHS AS OF FY 89	PIO/P AMOUNT/ PROGRAM COSTS THROUGH FY 89	COST PER TRAINING MONTH
60002	Weaving, Clothing Const. TCA NOT REPORTED	Creative	06/15/86 *	09/01/86	1	2.6	6,766.00	2,602.31
60227	Teacher Training TCA NOT REPORTED	Creative	07/19/86 *	09/01/86	64	96.0	359,600.00	3,745.83
70189	Comm: Radio Journalism TCA NOT REPORTED	Creative	07/19/87 *	08/01/87	10	4.7	50,000.00	10,638.30
70226	Communications (General) TCA NOT REPORTED	Creative	09/30/87 *	10/10/87	10	3.7	48,254.00	13,041.62
70283	Grade 12, High School TCA REPORTED AS ACADEMIC	Creative AED	08/16/88 * 08/17/88	07/19/89 **	9 9	101.4	30,960.00 15,639.00	305.33
70292	Microcomputers	AED	07/13/89 * 07/13/89	08/20/89 08/19/89	1 1	1.3 1.3	5,594.00 6,651.00	4,303.08 5,116.15
70294	Labor Force Characteristics	AED	06/02/89 * 06/02/89	07/15/89 07/15/89	1 1	1.5 1.5	7,231.00 7,104.00	4,820.67 4,736.00
70295	Personnel Management	AED	05/30/89 * 05/30/89	07/30/89 07/29/89	1 1	2.1 2.0	12,143.00 10,808.00	5,782.38 5,404.00
70304	Radio Spectrum Management	Creative AED	04/18/89 * 04/18/89	06/03/89 06/03/89	1 1	1.6 1.6	4,083.00 5,612.00	2,551.88 3,507.50
70305	Performance Auditing	AED	09/05/89 * 09/05/89	11/04/89 09/30/89	1 1	2.0 0.9	12,143.00 5,105.00	6,071.50 5,672.22
70352	Grade 12, High School TCA NOT REPORTED	AED	08/22/89 *	07/31/90	2	22.9	6,880.00	300.44
71009	Biomedical Technology TCA NOT REPORTED	PIET	10/06/89 *	12/06/89	1	2.1	5,763.00	2,744.29

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\*\* Estimated/Actual Completion Date not reported.

SOURCE: CIS and CLASP TCA Summary Report through FY 89.

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**PTIIC TECHNICAL PROGRAM COSTS -- RDO/C**

PIO/P NO.	PROGRAM TITLE	CONTRACTOR	DEPARTURE DATE	COMPLETION DATE	TOTAL TRAINEES	TOTAL TRAINING MONTHS AS OF FY 89	PIO/P AMOUNT/ PROGRAM COSTS THROUGH FY 89	COST PER TRAINING MONTH
7658009	NOT REPORTED IN CIS Grenada Teacher Training Caribbean Institute (In US) Caribbean Institute (In Country)	Creative	* 12/01/86	12/31/86	65	67.2	67,294.07	1,001.40
			* 07/01/87	08/16/87	199	311.8	852,364.13	2,733.69
			* 08/17/87	12/19/87		829.2	80,777.74	97.42
7658048	Agribusiness Management  Postharvest Course	Creative	11/09/87	12/18/87	12	16.0	66,600.00	4,162.50
			11/06/87	12/18/87	1	1.4	6,000.00	4,285.71
			11/10/87	12/18/87	1	1.3	6,000.00	4,615.38
			* 08/23/87	09/26/87	8	9.3	65,588.45	7,052.52
7658080	Postharvest Loss Assess  Agribusiness Management	Creative	08/20/87	09/30/87	2	2.8	7,900.00	2,821.43
			08/23/87	09/27/87	6	7.2	47,400.00	6,583.33
			* 11/07/87	12/20/87	14	20.5	91,664.70	4,471.45
7658081	Systematic Design	Creative	06/01/88	08/15/88	1	2.5	8,509.00	3,403.60
			* 05/31/88	07/31/88	1	2.1	8,425.00	4,011.90
7658082	Computers in Management	Creative	06/01/88	08/01/88	1	2.1	8,275.00	3,940.48
			* 05/31/88	07/31/88	1	2.1	7,816.95	3,722.36
7658083	Fundamentals of Management	Creative	06/01/88	07/15/88	1	1.5	7,407.00	4,938.00
			* 05/31/88	07/31/88	1	2.1	6,886.95	3,279.50
7658084	Fundamentals/Management	Creative	06/01/88	07/15/88	1	1.5	7,407.00	4,938.00
			* 05/31/88	07/31/88	1	2.1	6,886.95	3,279.50
7658085	Fundamentals/Management	Creative	06/01/88	07/15/88	1	1.5	7,407.00	4,938.00
			* 05/31/88	07/31/88	1	2.1	6,886.95	3,279.50
7658086	Financial Management	Creative	06/01/88	08/01/88	1	2.1	8,407.00	4,003.33
			* 05/31/88	07/31/88	1	2.1	8,161.00	3,886.19
7658087	Financial Management	Creative	06/01/88	08/01/88	1	2.1	8,407.00	4,003.33
			* 05/31/88	07/31/88	1	2.1	8,161.00	3,886.19

\* Actual Departure and Completion Dates, and Program Costs as reported by Contractor in the CLASP TCA Summary Report through FY 89. Administrative Costs are not included.

\*\* Estimated/Actual Completion Date not reported.

SOURCE: CIS and CLASP TCA Summary Report through FY 89.

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**PTIIC TECHNICAL PROGRAM COSTS -- RDO/C**

PIO/P NO.	PROGRAM TITLE	CONTRACTOR	DEPARTURE DATE	COMPLETION DATE	TOTAL TRAINEES	TOTAL TRAINING MONTHS AS OF FY 89	PIO/P AMOUNT/ PROGRAM COSTS THROUGH FY 89	COST PER TRAINING MONTH
7658088	Fundamentals of Management	Creative	06/01/88	07/15/88	1	1.5	7,407.00	4,938.00
			* 05/31/88	07/31/88	1	2.1	6,886.95	3,279.50
7658089	Fundamentals/Management	Creative	06/01/88	07/15/88	1	1.5	7,407.00	4,938.00
			* 05/31/88	07/31/88	1	2.1	6,886.95	3,279.50
7658090	Personnel Management	Creative	06/01/88	08/01/88	1	2.1	8,407.00	4,003.33
			* 05/31/88	07/31/88	1	2.1	8,090.00	3,852.38
7658091	Personnel Management	Creative	06/01/88	08/01/88	1	2.1	8,407.00	4,003.33
			* 05/31/88	07/31/88	1	2.1	8,090.00	3,852.38
7658092	Financial Management	Creative	06/01/88	08/01/88	1	2.1	8,635.00	4,111.90
			* 05/31/88	07/31/88	1	2.1	8,126.17	3,869.60
7658145	Teacher Training TCA NOT REPORTED	AED	07/10/87 *	08/17/87	2	2.6	10,000.00	3,846.15
7658145	General Teacher Training        TCA NOT REPORTED	Creative	07/04/87	08/15/87	4	5.7	20,000.00	3,508.77
			07/04/87	08/16/87	2	2.9	10,000.00	3,448.28
			07/05/87	08/16/87	3	4.3	15,000.00	3,488.37
			07/10/87	08/17/87	54	70.2	270,000.00	3,846.15
			07/11/87	08/15/87	85	102.0	430,000.00	4,215.69
			07/11/87	08/16/87	48	59.2	240,000.00	4,054.05
			07/11/87	08/17/87	1	1.3	5,000.00	3,846.15
			08/10/87	08/17/87	1	0.3	5,000.00	16,666.67
80092	Airport Management	AED	07/13/89	08/27/89	1	1.5	6,150.00	4,100.00
			* 07/13/89	08/26/89	1	1.5	3,731.00	2,487.33
80094	Double Taxation Treaties TCA NOT REPORTED	Creative	10/06/88 *	11/12/88	1	1.3	5,000.00	3,846.15

\* Actual Departure and Completion Dates, and Program Costs as reported by Contractor in the CLASP TCA Summary Report through FY 89. Administrative Costs are not included.

\*\* Estimated/Actual Completion Date not reported.

SOURCE: CIS and CLASP TCA Summary Report through FY 89.

**PTIIC TECHNICAL PROGRAM COSTS -- RDO/C**

PIO/P NO.	PROGRAM TITLE	CONTRACTOR	DEPARTURE DATE	COMPLETION DATE	TOTAL TRAINEES	TOTAL TRAINING MONTHS AS OF FY 89	PIO/P AMOUNT/ PROGRAM COSTS THROUGH FY 89	COST PER TRAINING MONTH
80138	Entrepreneurial Management	Creative	10/20/88	11/21/88	12	13.2	38,775.00	2,937.50
			10/20/88	11/22/88	2	2.3	6,500.00	2,826.09
		AED	* 10/21/88	11/20/88	16	16.5	37,397.00	2,266.48
801386	Entrepreneurial Management TCA NOT REPORTED	Creative	10/20/88 *	11/21/88	1	1.1	3,250.00	2,954.55
80149	Tax Administration	Creative	03/31/89	05/13/89	1	1.5	8,892.00	5,928.00
		AED	* 03/31/89	05/13/89	1	1.5	6,206.00	4,137.33
80238	Entrepreneurial Management TCA NOT REPORTED	Creative	10/20/88 *	11/21/88	1	1.1	3,250.00	2,954.55
80294	NOT REPORTED IN CIS	AED	* 10/06/88	11/13/88	1	1.3	3,654.00	2,810.77
			CIS TOTAL / AVG.		355	563.7	1,856,216.00	3,292.91
			* TCA TOTAL / AVG.		331	1,291.3	1,350,900.96	1,046.16

\* Actual Departure and Completion Dates, and Program Costs as reported by Contractor in the CLASP TCA Summary Report through FY 89. Administrative Costs are not included.

\*\* Estimated/Actual Completion Date not reported.

SOURCE: CIS and CLASP TCA Summary Report through FY 89.

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LAC II  
ACADEMIC PROGRAMS AND  
TRAINING COSTS  
THROUGH FY 89

## LAC II ACADEMIC PROGRAM COSTS -- RDO/C

PIO/P NO.	PROGRAM TITLE	CONTRACTOR	DEPARTURE DATE	COMPLETION DATE	TOTAL TRAINEES	TOTAL TRAINING MONTHS AS OF FY 89	PIO/P AMOUNT THROUGH FY 89	COST PER TRAINING MONTH
50017	Management Science	PIET	08/25/85	08/08/86	1	11.6	27,900.00	2,405.17
50017	Business Management	PIET	08/26/85	07/31/86	1	11.3	29,400.00	2,601.77
50025	Education	PIET	09/07/85	09/07/86	1	12.2	26,500.00	2,172.13
50030	Economics	PIET	01/13/86	12/01/87	1	22.9	39,000.00	1,703.06
50035	English Education	PIET	01/10/86	12/31/87	1	24.0	45,517.00	1,896.54
50036	Recreational Enterprises	PIET	01/03/86	01/01/88	1	24.3	34,613.00	1,424.40
50038	Computer Data Processing	PIET	01/14/86	01/01/88	1	23.9	44,227.00	1,850.50
60008	Computer Science	PIET	06/29/87	06/20/91	1	27.5	74,112.00	2,694.98
60015	Reading Education	PIET	01/16/86	12/30/86	1	11.6	19,586.00	1,688.45
60017	Teaching Mathematics	PIET	08/20/86	08/19/87	1	12.2	21,653.00	1,774.84
60183	Physical Therapy	PIET	08/27/86	08/26/87	1	12.2	29,198.00	2,393.28
60186	Education	PIET	08/24/86	08/23/87	1	12.2	42,332.00	3,469.84
60193	Animal Science	PIET	08/10/86	08/31/89	1	37.3	42,934.00	1,151.05
60197	Trade & Inus Education	PIET	09/29/86	08/01/88	1	22.4	46,039.00	2,055.31
60199	Education	PIET	09/01/86	06/01/88	1	21.3	34,258.00	1,608.36
60207	Power Distribution & Mot	PIET	09/02/86	06/30/87	1	10.1	19,669.00	1,947.43
60310	Soil & Water Engineering	PIET	12/26/86	12/31/88	1	24.6	45,617.00	1,854.35
60313	Plant Science	PIET	08/15/86	08/14/90	1	38.1	46,705.00	1,225.85
60315	Fashion Designing	PIET	05/26/87	05/25/88	1	12.2	35,000.00	2,868.85
60319	Deaf Education	PIET	01/12/87	01/12/91	1	33.1	38,434.00	1,161.15
60343	Marketing	PIET	08/30/87	08/30/91	1	25.4	60,000.00	2,362.20
60360	Business Administration	PIET	08/25/87	08/25/91	1	25.6	60,000.00	2,343.75
61032	Education Administration	PIET	09/07/86	12/01/87	10	150.3	13,700.00	91.15
CIS TOTAL / AVG.					32	606.3	876,394.00	1,445.48

SOURCE: CIS through FY 89.

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LAC II  
TECHNICAL PROGRAMS AND  
TRAINING COSTS  
THROUGH FY 89

## LAC II TECHNICAL PROGRAM COSTS -- RDO/C

PIO/P NO.	PROGRAM TITLE	CONTRACTOR	DEPARTURE DATE	COMPLETION DATE	TOTAL TRAINEES	TOTAL TRAINING MONTHS AS OF FY 89	PIO/P AMOUNT THROUGH FY 89	COST PER TRAINING MONTH
40061	Executive Technology	PIET	06/03/85	07/05/85	1	1.1	5,996.00	5,450.91
50042	Air Transportation	PIET	04/05/87	04/11/87	1	0.2	1,208.00	6,040.00
50044	Communications Technology	PIET	08/14/87	09/07/87	2	1.7	2,466.00	1,450.59
50045	Personnel Management	PIET	09/28/87	10/09/87	2	0.8	10,460.00	13,075.00
50098	Microcomputers for Health	PIET	08/23/85	10/04/85	1	1.4	8,351.00	5,965.00
50108	Private Sector & Economy	PIET	06/29/86	07/25/86	1	0.9	3,358.00	3,731.11
50109	Repair & Maintenance Auto	PIET	05/15/86	06/21/86	1	1.3	7,090.00	5,453.85
50110	Office Machine Repairs	PIET	05/15/86	06/21/86	1	1.3	7,090.00	5,453.85
50112	Management Sciences	PIET	06/07/86	07/24/86	1	1.6	10,744.00	6,715.00
50113	Agricultural Services	PIET	01/10/86	03/31/86	1	2.7	7,806.00	2,891.11
50115	Photographic Technology	PIET	04/20/86	04/27/86	1	0.3	1,356.00	4,520.00
50116	Basis Agri Survey Stats	PIET	09/09/87	10/24/87	1	1.5	5,000.00	3,333.33
50117	Management Skills Development	PIET	11/03/86	12/13/86	1	1.4	7,500.00	5,357.14
50118	Management Sciences	PIET	06/07/86	07/24/86	1	1.6	10,755.00	6,721.88
50119	Train The Trainers	PIET	04/18/86	06/21/86	1	2.2	7,500.00	3,409.09
50120	Personnel Management	PIET	05/23/86	07/27/86	1	2.2	9,829.00	4,467.73
50121	Accounting & Business Stats	PIET	05/07/86	07/06/86	1	2.0	5,046.00	2,523.00
50122	Office Management/Orient	PIET	03/14/86	04/05/86	1	0.8	6,000.00	7,500.00
50173	Investment Appraisal & Mgmt	AED	06/24/89	08/19/89	1	1.9	11,774.00	6,196.84
50177	Trans. & Travel Marketing	PIET	03/21/88	04/01/88	1	0.4	2,725.00	6,812.50
50185	Customs Admin	PIET	01/05/89	04/01/89	1	2.9	11,029.00	3,803.10
60003	Office Management	PIET	03/14/86	04/05/86	1	0.8	4,919.00	6,148.75

SOURCE: CIS through FY 89.

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## LAC II TECHNICAL PROGRAM COSTS -- RDO/C

PIO/P NO.	PROGRAM TITLE	CONTRACTOR	DEPARTURE DATE	COMPLETION DATE	TOTAL TRAINEES	TOTAL TRAINING MONTHS AS OF FY 89	PIO/P AMOUNT THROUGH FY 89	COST PER TRAINING MONTH
60004	Weaving, Clothing, Construc	PIET	06/15/86	09/01/86	1	2.6	6,766.00	2,602.31
60005	Welding	PIET	04/18/86	07/05/86	1	2.6	7,524.00	2,893.85
60006	Graphic Arts	PIET	05/30/86	06/24/86	1	0.9	7,500.00	8,333.33
60009	Computers in Management	PIET	05/23/86	07/26/86	1	2.2	9,840.00	4,472.73
60010	Nutrition and Dietetics	PIET	08/17/86	10/15/86	1	2.0	6,745.00	3,372.50
60011	Furniture Manufacture	PIET	04/20/86	07/11/86	1	2.8	10,000.00	3,571.43
60012	Electric Wiring	PIET	08/17/86	05/31/87	1	9.6	13,134.00	1,368.13
60013	Pasta Masking	PIET	06/07/86	08/01/86	1	1.9	6,783.00	3,570.00
60014	Agricultural Marketing	PIET	11/23/86	12/06/86	1	0.5	2,276.00	4,552.00
60016	Laboratory Studies	PIET	07/31/86	10/01/86	1	2.1	7,500.00	3,571.43
60018	Microbiology	PIET	01/03/86	01/25/86	1	0.8	4,736.00	5,920.00
60028	Woodwork	PIET	08/25/86	05/23/87	1	9.1	14,426.00	1,585.27
60040	Economic Accounting	PIET	01/17/86	03/30/86	1	2.4	10,443.00	4,351.25
60134	Quality Assurance	PIET	10/10/86	10/31/86	1	0.7	3,227.00	4,610.00
60184	Woodworking	PIET	08/25/86	05/23/87	1	9.1	14,426.00	1,585.27
60185	Computer Training	PIET	03/06/87	06/06/87	1	3.1	9,055.00	2,920.97
60187	Inter. Purchase Procurement	PIET	10/03/86	11/01/86	1	1.0	6,135.00	6,135.00
60188	Aviation Safety, Mangement	PIET	03/11/87	05/09/87	1	2.0	12,730.00	6,365.00
60189	Aviation Litigation	PIET	02/18/87	03/14/87	1	0.8	6,004.00	7,505.00
60190	Tax Administration	PIET	10/12/86	11/22/86	1	1.4	7,350.00	5,250.00
60191	Inductors Manufacturing	PIET	09/07/86	09/20/86	1	0.5	2,196.00	4,392.00
60192	Production Tech - Manufact	PIET	09/07/86	09/20/86	1	0.5	2,196.00	4,392.00

SOURCE: CIS through FY 89.

## LAC II TECHNICAL PROGRAM COSTS -- RDO/C

PIO/P NO.	PROGRAM TITLE	CONTRACTOR	DEPARTURE DATE	COMPLETION DATE	TOTAL TRAINEES	TOTAL TRAINING MONTHS AS OF FY 89	PIO/P AMOUNT THROUGH FY 89	COST PER TRAINING MONTH
60194	Computer Data Systems	PIET	09/30/86	08/01/87	1	10.2	29,426.00	2,884.90
60198	Starting a Business	PIET	08/26/86	11/13/86	1	2.7	6,306.00	2,335.56
60200	Project Planning, Imp & Ev	PIET	01/03/87	01/11/87	1	0.3	2,228.00	7,426.67
60201	Management Skills Dev	PIET	11/04/86	11/22/86	1	0.6	5,447.00	9,078.33
60202	Costing	PIET	09/28/86	11/01/86	1	1.2	9,175.00	7,645.83
60203	Computer Programming	PIET	09/08/86	11/07/86	1	2.0	7,016.00	3,508.00
60205	Personnel Operations	PIET	09/26/86	11/01/86	1	1.2	5,000.00	4,166.67
60206	Occupational Safety & Health	PIET	11/21/86	02/25/87	1	3.2	7,506.00	2,345.63
60208	Airport Management	PIET	07/17/87	08/29/87	1	1.5	6,000.00	4,000.00
60209	Maintenance of Diesel Eng	PIET	09/09/86	11/01/86	1	1.8	7,976.00	4,431.11
60210	Computer Programming & Op	PIET	07/25/86	10/26/86	1	3.1	8,595.00	2,772.58
60212	Cost Accounting	PIET	09/12/86	11/08/86	1	1.9	8,539.00	4,494.21
60213	Small Business Mgmt	PIET	08/01/86	08/24/86	1	0.8	3,799.00	4,748.75
60214	Management Skills	PIET	06/01/87	06/13/87	1	0.4	4,780.00	11,950.00
60221	Management Development	PIET	08/28/87	09/26/87	1	1.0	4,000.00	4,000.00
60227	Teacher Training	PIET	07/19/86	09/01/86	1	1.5	5,800.00	3,866.67
60309	Economic Statistics	PIET	09/12/86	07/31/87	1	10.8	28,091.00	2,601.02
60311	Administrative Management	PIET	04/24/87	07/03/87	1	2.4	12,781.00	5,325.42
60312	Microcomputer Data Proces	PIET	01/03/87	03/10/87	1	2.2	7,841.00	3,564.09
60316	Brewing Technology	PIET	01/09/87	02/14/87	1	1.2	7,507.00	6,255.83
60317	Repairing of Air Cond	PIET	05/22/87	07/25/87	1	2.2	7,696.00	3,498.18
60334	Loan Negotiation & Reneg.	PIET	08/09/86	09/06/86	1	1.0	7,905.00	7,905.00

SOURCE: CIS through FY 89.

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**LAC II TECHNICAL PROGRAM COSTS -- RDO/C**

PIO/P NO.	PROGRAM TITLE	CONTRACTOR	DEPARTURE DATE	COMPLETION DATE	TOTAL TRAINEES	TOTAL TRAINING MONTHS AS OF FY 89	PIO/P AMOUNT THROUGH FY 89	COST PER TRAINING MONTH
60335	Computer Training	PIET	03/06/87	05/08/87	1	2.1	6,937.00	3,303.33
60376	Food and Agri Statistics	PIET	09/03/86	07/31/87	1	11.1	28,826.00	2,596.94
60438	Investment Appraisal/Mgmt	PIET	06/26/88	08/20/88	1	1.9	11,887.00	6,256.32
61028	Business and Management	PIET	09/01/86	05/31/87	1	9.1	11,540.00	1,268.13
61031	Agribusiness	PIET	09/03/86	09/04/86	1	0.1	720.00	7,200.00
70174	Films & Uses in Packaging	PIET	07/26/87	08/02/87	1	0.3	1,045.00	3,483.33
71007	Resort Management	PIET	03/18/88	04/03/88	1	0.6	3,795.00	6,325.00
			03/18/88	04/05/88	1	0.6	4,045.00	6,741.67
71008	Alcohol/Drug Abuse	PIET	05/28/88	06/15/88	2	1.3	2,498.00	1,921.54
			05/28/88	07/15/88	1	1.6	1,249.00	780.63
			<b>CIS TOTAL / AVG.</b>		<b>79</b>	<b>171.5</b>	<b>584,950.00</b>	<b>3,410.79</b>

SOURCE: CIS through FY 89.

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APPENDIX E

Bibliography

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## **PERSONAL INTERVIEWS**

**Sylvia Samuels, Training Officer, USAID/Bridgetown. June 8, 1990.**

**Nicole Thompson, Assistant Training Officer, USAID/Bridgetown, June 8, 1990.**

**Rose-Anne Habre, Secretary/Data Entry, USAID/Bridgetown. June 8, 1990.**