

PROJECT ASSISTANCE COMPLETION REPORT

Project Title: Caribbean Leadership and Development Training Project
Project Number: 538-0173
Funding Period: 06/29/90-04/30/96
LOP Funding: \$11,000,000; amended to \$7,423,724
Implementing Agencies: University of the West Indies, Cave Hill Campus
Partners for International Education and Training
PACD: 09/30/98; amended to 04/30/96

1. PROJECT PURPOSE:

The Caribbean Leadership and Development Training (CLDT) Project was comprised of two components - the Caribbean and Latin American Scholarship Program II (CLASP II) component and the Development Training (DT) component. The purpose of the CLASP II component was to equip a broad base of leaders and potential leaders in OECS countries with technical skills, training, academic education and an appreciation and understanding of the workings of a free enterprise economy in a democratic society. The purpose of the DT component was to improve the productivity and efficiency of the work force in the participating private and public organizations.

The CLASP II component of CLDT was designed 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. Areas of training were those identified in the Mission's Social/Institutional Framework. The DT component was designed to provide professional, management and vocational training in a number of areas in order to strengthen export promotion and marketing efforts, achieve manufacturing and agribusiness diversification and reduce unemployment, particularly among women and young people. The project targeted the public and private sectors as well as non-governmental organizations and community groups in the beneficiary countries.

2. BACKGROUND

The CLDT Project has been a key element of the USG's participant training initiatives in the Eastern Caribbean. CLDT, initiated in June 1990, replaced the Presidential Training Initiative for the Island Caribbean (PTIIC), which provided technical and academic training in the United States to over 700 individuals during the period 1985-1990. While CLDT was designed to build on the successes of PTIIC, it was also aimed at correcting those deficiencies identified by beneficiary countries. For

example, it responded to participating countries concern that the selection criteria were too stringent and as a result made training unattainable by some worthy candidates. It also addressed the non-utilization of regional training institutions which, some felt, had programs which were better oriented to the economies of the Eastern Caribbean Islands.

CLDT represented a more participatory approach for the provision of training to the beneficiary countries. The design of the project involved consultation with the private and public sectors of the beneficiary countries. For example, the flexible approach of the project allowed beneficiary countries to nominate their own candidates; provided opportunities for the utilization of regional and local training facilities; and enabled representation by beneficiary countries in the recommendation and selection of training areas through the mechanism of advisory committees.

As indicated above, there were two components of the CLDT Project - the CLASP II and DT components. The implementation of the two components differed. The CLASP II component, which provided U.S. technical training, was implemented directly by USAID with placement and monitoring services provided by Partners for International Education and Training. The DT component, which provided in-country and regional training, was implemented by the Office of University Services (OUS) of the University of the West Indies (Cave Hill Campus) under a Grant Agreement with USAID. This component also provided a small amount of U.S. technical training which was implemented directly by USAID.

3. PROJECT FUNDING:

Originally, the project was authorized at a total of \$10.0 million dollars, with \$3.7 million allocated to the CLASP II component and \$6.3 million allocated to the DT component.

In 1993, the Mission obligated \$1,000,000 to the CLASP II program. No additional funds were obligated to this component because it met with the same unpopularity as its predecessor, PTIIC, which contained very stringent selection criteria as well as specific targets which were established by AID/Washington, e.g., percentage of females, percentage of long-term vs. short-term training, HBCU placements, etc. A buy-in to AID/Washington's Contract with Partners for International Education and Training was executed in the amount of \$987,850.

Also in 1993, the Mission amended the Project Authorization for this project to increase the life of project amount by \$1.0 million and to specifically add Guyana as a beneficiary under the DT component. This amendment brought the total amount allocated to this to \$7.3 million. Unfortunately, due to funding constraints, only \$400,000 of the \$1.0 was actually obligated. As a result, the actual obligation to the DT component was only \$6.4 million.

Table 1 illustrates obligations to the entire Project.

Table 1: Obligations to the CLDT Project

	PLANNED OBLIGATIONS	ACTUAL OBLIGATIONS
CLASP II Component	\$3,700,000	\$987,850
DT Component	\$7,300,000	\$6,435,874
TOTAL	\$11,000,000	\$7,423,724

4. SUMMARY OF INPUTS AND ACCOMPLISHMENTS:

Under the DT component, a Grant Agreement was executed between the University of the West Indies (UWI) and USAID to implement this component. The Grantee spent the first year of the project meeting Conditions Precedent required under the Grant Agreement and recruiting and appointing project staff. After this delay in start-up, project activities were immediately implemented.

UWI and USAID project staff travelled to all of the beneficiary countries to introduce the project, establish project advisory committees and design the first year's workplan. Training programs were then designed within the parameters of the project to meet the needs of the countries.

Because the life of the DT component of the project was limited, it was felt that in order to achieve any significant impact, it would be necessary to adopt approaches to promote sustainability. One approach was to train persons who were in management, supervisory or training positions, who would be able to directly influence organizational, institutional or systems change either through direct intervention(s) or the training of others. The targeted beneficiaries were, therefore, mainly managers, supervisors, teachers, extension officers and community leaders.

One very important feature of CLDT is the role of the project advisory committees. These committees were established in each beneficiary country and comprised public and private sector representatives. The services of the advisory committees, which met once a year, were invaluable. They were instrumental in identifying the areas of training for each year of the project in accordance with national priorities, providing advice on possible trainers, recommending training sites and in several instances initiating and fostering coordination among several agencies involved in hosting and conducting a program.

In 1992, in an attempt to refocus its program and concentrate its portfolio, the Mission introduced two strategic objectives - **the management of natural resources and increased and diversified trade**. This required targeting project activities to support these objectives. Working with the Grantee and the beneficiary countries, the Mission refocused the project to ensure that at least eighty percent of the training activities supported the two strategic objectives. Response to the project was overwhelming. Areas in which training programs were held included the following:

- 1) Environmental Impact Assessment;
- 2) Food Handling;
- 3) Management Development;
- 4) Natural Resources Management;
- 5) Co-Management for Sustainable Development;
- 6) Hospitality and Tourism Management;
- 7) Entrepreneurial Development;
- 8) Diagnosis of Pest Problems in Selected Crops;
- 9) Aquaculture Production Technologies;
- 10) Export Market Entry Strategies;
- 11) Advances in Tropical Agriculture;
- 12) Public Sector Management; and
- 13) Sustainable Soil Management

Long-term training was provided in the areas of Public Administration, Education, Engineering, Business Administration, Community Health Management, Agriculture, Hospitality Management and Computer Science.

Over the life of the project, it was projected that approximately 800 persons would receive training under the DT component. Although the project started one year late, numerical targets were exceeded after three years of operation and within the approved budget. A total of 1,758 individuals received in-country and regional training with an additional 85 scholarships being awarded for U.S. short-term technical training. Table 2 compares the planned and actual outputs:

Table 2: Planned vs. Actual Project Outputs

Types of Training	Planned	Actual	% of LOP
In-Country Training	300	933	311
Short-Term Regional Training	350	650	186
1 Year Long-Term Training	50	65	130
2 & 3 Year Long-Term Training	100	110	110
Short-Term U.S. Training	135	85	63

There were no country quotas under this project. Instead proposals and training requests were considered in response to demand and on a case-by-case basis. The beneficiary countries with their variations in size, population and economic bases responded differently to the training opportunities. In terms of sector focus, it was expected that the Windward Islands with their traditional agricultural orientation, would have a high demand for training in agriculture and that the Leeward Islands, with their traditional interest in tourism, would respond overwhelmingly to opportunities in the tourism sector. The project was implemented at a time when there were severe problems with the banana and sugarcane industries as well as with manufacturing and tourism. Perhaps, due to the uncertainties and the challenges which they presented, all of the countries showed interest in agriculture, agricultural technology and agricultural diversification, if not for their export value, then for food security and for servicing the tourism industry. Many of the countries also showed strong interest in training related to the development of tourism.

A total of 36% of all of the training went to the public sector and 7% went to non-governmental organizations. These statistics are illustrated in Tables 3 and 4.

As regards, women in development concerns, the DT component offered 51% of its scholarships to males and 49% to females. It is noteworthy, however, that when disaggregated, females received 54% of the in-country awards, 75% of the one-year long-term awards and 55% of the 2 & 3 year long-term awards. Males were in the majority (62%) in only the short-term training awards. This was strongly influenced by an emphasis on agriculture and rural development - an area heavily subscribed to by males.

Table 3: Breakdown of Trainees by Gender

Type of Training	Total Trainees	No. of Males	% of Males	No. of Females	% of Females
In-Country Training	933	427	46	506	54
Short-Term Regional Training	650	401	62	249	38
1 Year Long-Term Training	65	15	25	50	75
2 & 3 Year Long-Term Training	110	50	45	60	55
Short-Term U.S. Training	85	51	60	34	40

Table 4: Breakdown of Trainees by Sector

SECTOR	NUMBER OF TRAINEES	PERCENTAGES
Public Sector	1,086	59%
Private Sector	668	36%
Non-Governmental Organizations	89	5%
TOTAL	1,843	100%

Under the CLASP II component, the skills of 49 secondary school teachers from the Commonwealth of Dominica were upgraded. This was a special program designed in collaboration with the Government of the Commonwealth of Dominica, with the training conducted by New Mexico State University. The aim of the program was to upgrade the quality of secondary school education in the Commonwealth of Dominica, by increasing subject specialization knowledge and the provision of sound and practical pedagogical skills needed for successful teaching. The program at New Mexico State University was designed to meet the needs of the beneficiary country, while the individual needs of the teachers were tailor-made to add to their existing academic achievements, enhancing their capabilities in the classroom. This specialized program was accomplished by the transfer of credits earned through the Caribbean Examinations Council and the General Certificate of Education certification, actual training in the United States as well as follow-on training in Dominica. The program commenced in 1993 and concluded in June 1995. The Dominican authorities have highly acclaimed this training effort as a total success.

4. DEVELOPMENT IMPACT

Over recent times, much progress has been made in the OECS countries in respect to access to primary and secondary education. However, enrollment in tertiary education continues to be below that of developed countries. In the wider Caribbean, less than 10% of the population over 17 years of age are registered in tertiary educational institutions and this figure is much less for the OECS countries.

In those countries without a campus of the UWI, there has been a gradual emergence of state and community colleges and a deep interest in a variety of distance education initiatives. In spite of these, the limited availability of places at UWI, the short supply of scholarships and failure to meet matriculation requirements have impeded access to tertiary level institutions.

The CLDT Project has been instrumental in providing, through full scholarships, access to all three campuses of the UWI as well as to eleven other tertiary institutions as listed in Table 5. UWI faculty and staff were also recruited as trainers to conduct short courses or design tailor-made programs for nationals of the OECS countries. These programs were held either in-country or in other regional countries. Several private consultants were also recruited to organize and deliver programs.

Although the actual number of awards was small, several scholarship recipients have expressed deep appreciation for the awards, often the culmination of a long and persistent search for funding. Many have also emphasized the benefits they derived from their studies. Several individuals were able to perform with distinction and continue on to higher certification.

Table 5: Distribution of Long-Term Awards by Institution

Institution	Location	No. of Awards
University of the West Indies	Barbados Jamaica Trinidad	29
College of Arts, Science and Technology	Jamaica	29
Shortwood Teachers' College	Jamaica	1
Mico Teachers' College	Jamaica	1
G.C. Foster School of Physical Education	Jamaica	6
West Indies School of Public Health	Jamaica	2
School of Physical Therapy	Jamaica	1
Caribbean Union College	Trinidad	1
Eastern Caribbean Institute of Agriculture and Forestry	Trinidad	8
Sir Arthur Lewis Community College	St. Lucia	2
Barbados Community College	Barbados	22
Barbados Inst. of Mgt. and Productivity	Barbados	5
Caribbean Institute of Technology	Barbados	2
College of the Bahamas	Bahamas	1
Regional Program for Animal Health Assistants	Guyana	1
TOTAL		110

At the end of each training program, trainees were required to anonymously evaluate the program. Trainees have consistently rated as excellent to good, the learning outcomes as well as the organization and delivery of the program.

In 1993, an evaluation was conducted by the UWI project staff to determine the extent to which persons learned from the programs and the extent to which they applied the knowledge and skills gained. These respondents had received training at least six months prior to the evaluation and, therefore, had time to assess the usefulness of the training and to conduct planned follow-up actions.

The sample consisted of 133 trainees from the nine participating territories, 94 males and 38 females, about 55% of a total of 248 persons who attended training programs over the period November 1991 to December 1992. They had participated in 27 different training activities. The Trainees strongly agreed that knowledge gained, shared and applied; skills learned, shared and applied; influence on people, products, policies and programs; impact of training on learning, on attitude change and on establishing contacts with others were in the main moderate to extensive with one workshop being a notable exception. They identified gains in skills and improvement in the ability to apply new knowledge and skills as the major learning outcomes. It is note-worthy also that of the 57% of trainees who had committed themselves to undertaking a follow-on activity, 54% had implemented such activities and those who had not done so considered the lack of organizational support and assistance from other persons and/or agencies as the major barriers to implementation of follow-on activities.

In 1995, interviews were conducted with 26 of the 34 long-term trainees who had completed training and who had also returned to their countries for at least six months. Of the 26 trainees, 24 had returned to work or found new employment and two were unemployed. Several had received promotions and others had been given special assignments where they were using at least some of their new knowledge and skills. Of the 26 long-term graduates interviewed, 15 of their supervisors were provided with questionnaires requesting their opinion on their employees' attitude change, work output, problem-solving skills, sense of responsibility, cooperation, supervision of others, general performance and motivation for further studies. Responses by supervisors were consistently positive and are summarized in Table 6. Table 7 summarizes the response of 18 supervisors of a pool of 25 randomly selected short-term regional trainees.

**Table 6: Supervisors' Evaluation of Long-Term Trainees
(Poll of 15 Supervisors)**

Observed Changes	Positive	Negative	No Response
Attitude Change	14	0	1
Work Output	14	0	1
Problem Solving	13	0	2
Sense of Responsibility	15	0	0
Cooperation	15	0	0
Supervision of Others	11	0	4
Overall Performance	15	0	0
Motivation for Further Study	12	0	3

**Table 7: Supervisors' Evaluation of Short-Term Trainees
(Poll of 18 Supervisors)**

Observed Changes	Positive	Negative	Not Observed	No Response
Attitude Change	18	0	0	0
Work Output	18	0	0	0
Problem Solving	15	1	0	2
Sense of Responsibility	18	0	0	0
Cooperation	18	0	0	0
Supervision of Others	11	0	6	0
Overall Performance	18	0	0	0
Motivation for Further Study	17	0	1	0

Of the 87 long-term trainees who were due to complete their studies within the period May to October, 1995, 83 were interviewed to obtain feedback on their training experience; its relevance and effectiveness. The responses which are summarized in Table 8 are very positive with respect to these areas, showing mean ratings of 2.8 to 3.4 where 2 denotes good, 3 very good and 4 excellence.

**Table 8: Trainee Evaluation of Long-Term Training
Experiences in Jamaica, Trinidad and Barbados
(Poll of 83 Trainees)**

	Mean Rating
Learning	3.1
Motivation	3.3
Contacts	3.1
Relevance	3.4
Experience in Institutions	3.0
Experience in Country	2.8

**Legend: 1 = Unsatisfactory
 2 = Good
 3 = Very Good
 4 = Excellent**

5. RECOMMENDATIONS FOR CONTINUED SUPPORT:

With the closure of the RDO/C Office later this year, there is no possibility of further USAID monitoring of the trainees beyond that date.

6. LESSONS LEARNED:

1) Networking: The DT component of this project reaped the benefits of networking through the use of broad-based Project Advisory Committees. These committees provided a mechanism for participative planning, information sharing and setting up links with potential trainees. They significantly improved the speed of information exchanges to a number of collaborating agencies and persons. The establishment and use of project advisory committees for training projects is, therefore, highly recommended.

2) Follow-on: In the case of short-term training, the trainees were encouraged to identify a tangible and relevant activity which they could plan during their training and implement upon their return. A mid-project study indicated that while over half of the trainees were able to identify follow-on activities, only about 50% of that amount actually implemented these activities. The main barrier appeared to be lack of support from employers. A stronger follow-on component needed to be built into the project design and should include working with the trainees, their supervisors and national training officers.

3) **Donor Coordination:** It was very clear that several donors were funding similar training activities. It proved very cost-effective to collaborate on these activities. Donor coordination in the area of human resources development needs to be strengthened.

4) **Information Sharing:** One way of multiplying impact is through information sharing. Some of the conferences, seminars and training programs had manuals, discussion papers or research findings which provided to be very beneficial to selected audiences or even to the general public. In some instances, the UWI project staff edited and collated such documents and shared them with the libraries of the University Centers and the UWI main library. This practice is highly recommended.

5) **Two-Phased Training Programs:** For a number of training activities such as the Small Business Management, Entrepreneurial Development and Project Implementation, there was an initial training phase after which trainees returned to their jobs to apply the skills they learnt before returning for a second phase of training. While this may cost a bit more than a one-phase program, the trainees reported that it was much more beneficial since it allowed them time to apply and test plans, receiving confirmation or correction or consolidation in the final training phase. This plan is highly recommended for certain training programs.

Clearances:

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