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**UNCLASSIFIED**

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

**CARIBBEAN REGIONAL**

**PROJECT PAPER**

**REGIONAL NON-FORMAL SKILLS TRAINING  
(AMENDMENT)**

**AID/LAC/P-232**

**Project Number:538-0073**

**UNCLASSIFIED**

PROJECT DATA SHEET

1. TRANSACTION CODE

A = Add  
 C = Change  
 D = Delete

*PDIAAR 997*  
 Amendment Number

DOCUMENT CODE

3

2. COUNTRY/ENTITY

Regional Development Office/Caribbean

3. PROJECT NUMBER

538-0073

4. BUREAU/OFFICE

Latin America and the Caribbean (LAC)

5. PROJECT TITLE (maximum 40 characters)

Regional Non-Formal Skills Training

6. PROJECT ASSISTANCE COMPLETION DATE (PACD)

MM DD YY  
 03 31 87

7. ESTIMATED DATE OF OBLIGATION  
 (Under 'B' below, enter 1, 2, 3, or 4)

A. Initial FY 82 B. Quarter 3 C. Final FY 85

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

A. FUNDING SOURCE	FIRST FY <u>82</u>			LIFE OF PROJECT		
	B. FX	C. L/C	D. Total	E. FX	F. L/C	G. Total
AID Appropriated Total						
(Grant)	( 400 )	( )	( 400 )	( 3,872 )	( )	( 3,872 )
(Loan)	( )	( )	( )	( )	( )	( )
Other U.S.						
1. Host Country		251	251		816	816
2. Other Donor(s)	285.9		285.9	899		899
<b>TOTALS</b>	<b>685.9</b>	<b>251</b>	<b>936.9</b>	<b>4,771</b>	<b>816</b>	<b>5,587</b>

9. SCHEDULE OF AID FUNDING (\$000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH. CODE		D. OBLIGATIONS TO DATE		E. AMOUNT APPROVED THIS ACTION		F. LIFE OF PROJECT	
		1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan
(1) EH	610	613		872		3,000		3,872	
(2)									
(3)									
(4)									
<b>TOTALS</b>				<b>872</b>		<b>3,000</b>		<b>3,872</b>	

10. SECONDARY TECHNICAL CODES (maximum 5 codes of 3 positions each)

11. SECONDARY PURPOSE CODE

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

A. Code  
 B. Amount

13. PROJECT PURPOSE (maximum 480 characters)

To improve the employability and income of the unemployed/underemployed by providing appropriate non-formal skills training and support services to individuals, particularly 15 to 25 years old, in Antigua, Barbados, Dominica, Grenada, St. Kitts/Nevis, St. Lucia and St. Vincent.

14. SCHEDULED EVALUATIONS

12/83 Interim MM YY 01 85 MM YY 02 86 Final MM YY 01 87

15. SOURCE/ORIGIN OF GOODS AND SERVICES

000  941  Local  Other (Specify)

16. AMENDMENTS/NATURE OF CHANGE PROPOSED (This is page 1 of a 62 page PP Amendment)

The Amendment will increase total AID funding by \$3,000,000 and will add the countries of Antigua/Barbuda, Grenada, St. Kitts/Nevis, and St. Vincent and the Grenadines. The PACD will be extended by two years.

17. APPROVED BY

Signature: *James L. Holtaway*  
 Title: Mission Director

Date Signed MM DD YY  
 05 30 85

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

MM DD YY

PROJECT AUTHORIZATION AMENDMENT

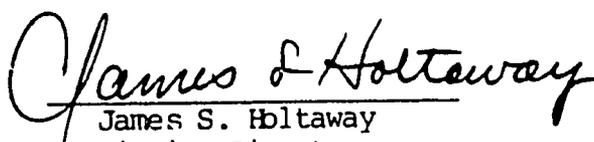
Name of Entity: Organization of American States  
Name of Project: Regional Non-Formal Skills Training  
Project Number: 538-0073

Pursuant to Part I, Chapter I, Section 106 of the Foreign Assistance Act of 1961, as amended, the Regional Non-Formal Skills Training Project for Dominica, Saint Lucia and Barbados was authorized on July 14, 1982 and amended on March 31, 1983. That authorization is hereby amended as follows:

(1) The total level of AID appropriated funding for the Project is increased by the Three Million Dollars (\$3,000,000). The revised total is not to exceed Three Million Eight and Seventy Two Thousand Dollars (\$3,872,000).

(2) The countries eligible to receive assistance shall, in addition to Barbados, Dominica and Saint Lucia, include Antigua and Barbuda, Grenada, St. Christopher and Nevis and St. Vincent and the Grenadines.

The authorization cited above remains in force except as hereby amended.

  
James S. Holtaway  
Mission Director

5/29/85  
Date

## REGIONAL NON-FORMAL SKILLS PROJECT AMENDMENT

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I. SUMMARY DESCRIPTION

The OAS/USAID Regional Non-Formal Skills Training Project was obligated on July 16, 1982 in the amount of \$710,000 with a project completion date of December 31, 1984. The contribution from OAS was \$459,000 for a combined OAS/USAID total of \$1,169,000. On March 31, 1983 AID contributed an additional \$162,000 to the Project to cover the Saint Lucia component. This increased AID's life-of-project contribution to \$872,000 and the combined OAS/AID total to \$1,331,000.

To date, 1,941 young people in Barbados, Dominica, and St. Lucia have been trained under the program. The overall placement rate for these trainees is 59 percent (42 percent in Barbados, 70 percent in Dominica, and 76 percent in St. Lucia). With the able assistance of an accomplished regional staff, the Project has created effective national non-formal skills training networks in St. Lucia and Dominica, and provided extensive technical assistance to Barbados.

The proposed project amendment would provide an additional \$3,000,000 of grant financing to extend project activities to four new countries, - Antigua and Barbuda, Grenada, St. Kitts and Nevis, St. Vincent and the Grenadines - and to continue activities in Dominica and St. Lucia. Project activities in Barbados will be terminated on March 31, 1985. The OAS will contribute an additional \$440,000 to this amendment, resulting in a combined OAS/AID contribution of \$3,440,000. Under this amendment, an additional 2000 unemployed and underemployed persons will be trained and 1600 placed in wage and salary occupations and self-employment, while training networks will be established in the four new countries and sustained in Dominica and St. Lucia.

## II. BACKGROUND

### A. Historical Perspective

The high rate of unemployment among the countries of the Eastern Caribbean is considered one of the most explosive problems facing the region today. Official estimates of unemployment in the 1980's range from 15 percent in St. Kitts/Nevis to 24 percent in St. Vincent. The problem is especially acute among persons 15-24 years of age with estimates as high as 50 per cent in Grenada. Among the principal factors affecting this situation are 1) the rapid expansion of the working age population, 2) slow economic growth, 3) changes in foreign immigration regulations which have restricted traditional outlets for surplus labor, 4) the failure of the traditional educational system to provide vocational education for entry-level employment, and 5) the attitudes of youth toward work.

Given the reality of government budgetary constraints in the region, any significant increase in the rate at which labor can be absorbed by the region's economies will depend on new job creation by the private sector. Nevertheless, expansion of the region's private sector cannot occur without addressing one of the greatest single impediments to its development, the human resource constraint, especially inadequate skill development.

### B. Program Design

In response to the problem of unemployment, the FY82 Regional Non-Formal Skills Training Project was designed to provide non-formal skills training and support services to individuals in the 15-25 year age bracket. Co-financed by the Organization of American States (OAS) and the Agency for International Development (AID), the project was viewed as an experimental effort at the regional level to build upon the work already accomplished in the Barbados Skills Training Program, supported by both USAID and OAS. The design included refinement of the training module approach used in Barbados to focus on (1) initiating an apprenticeship program in Barbados while modifying to some extent the ongoing skills training program, and (2) providing skills training in preparation for both wage and salary occupations and self-employment in Dominica and St. Lucia. It was recognized that both the approaches used and the results obtained in the latter two countries might well differ from the earlier Barbados program. While the target audience would

be out-of-school youth and young adults, the content offered, skills levels targeted and numbers trained would be geared to anticipated employment opportunities in each country. In Dominica and St. Lucia, the programs would be community-based and offered in community facilities close to where trainees live.

The continued involvement and support of the private sector was incorporated into the project design through a network of Advisory and Technical Committees and reinforced by the appointment in Dominica and St. Lucia of national Job Development Specialists whose primary task was to work with the private sector in linking training with employment opportunities and providing follow-up support.

AID/OAS co-financing provided for a regional staff composed of (1) a project director who was responsible for the implementation of the project, served as counterpart to country project directors and provided specialized expertise in instructor training and (2) a job development specialist to work with project counterparts in participating countries to identify income and employment generation activities and to obtain credit and other support services for completers of the skills training program. Funds were also provided for twelve man-months of short-term regional consultant services. At the country level AID/OAS funding financed in-plant training and occupational classification consultancies for Barbados as well as instructor and job analyst staff training for Barbados, Dominica, and St. Lucia.

In addition to the regional staff and national counterparts mentioned above, the management structure of this project included an OAS/Washington coordinator to provide overall project supervision and support, national advisory committees, monitoring by USAID, and semi-annual coordinating committee meetings attended by the participating governments, OAS and USAID in order to review progress, suggest revisions and plan ahead. Mid-term and final evaluations were conducted in December 1983 and January 1985 respectively.

By the end of the project, it was anticipated that: 1250 under and unemployed youths would be trained and placed (including 200 targeted for self-employment); two country training networks with appropriate support services would be institutionalized in Dominica and St. Lucia, and In-Plant and Apprenticeship Programs would be established in Barbados; 20 country staff would receive training; training modules adapted to local conditions would be established; and a regional capacity for providing training and employment support services would be established.

### C. Program Achievements and Setbacks

During the two years since the Regional Non-Formal Skills Training project was obligated, the programs in Barbados, St. Lucia, and Dominica have successfully achieved most of the objectives anticipated at the time of the project design. In the case of St. Lucia and Dominica, however, the non-formal skills training programs do not have the ability to sustain training activities without continued external assistance.

#### 1. Training and Placement Performance

The training and employment targets for Barbados, Dominica and St. Lucia were 500, 550, and 200 respectively as outlined in the Grant Agreement. It should be noted that although the Project Paper stated that 1700 youths would be trained and placed, the Project Agreement stated that 1250 would be trained and placed. RDO/C and the OAS have worked with the latter figure. As of mid-January 1985 when the final evaluation was carried out, Barbados had trained 762 (181 of these were in three-year apprenticeship programs and thus all apprentices were still in training at the original PACD of December 31, 1984; Dominica had trained 538 of which 235 were still in training; and St. Lucia had trained 372 of which 34 were still in training. The placement rates at this time were: Barbados 280 or 41.5%; Dominica 377 or 70%; and St. Lucia 281 or 75.5%. (The Barbados placement rates are for 1984 only, the rates for 1983 were unavailable). The overall regional placement rate stood at 59.1%.

#### 2. Country Training Networks

The country training networks discussed in the previous section are in the process of being established in both Dominica and St. Lucia. The nucleus of these networks are the respective ministries responsible for non-formal skills training -- the Youth Division of the Ministry of Education in Dominica and the Ministry of Community Development, Youth, Social Affairs and Sports in St. Lucia. Both of these national counterparts have been effective in delivering the desired services within the confines of the project's objectives. As part of this network, Dominica and St. Lucia have also set up advisory, technical and community committees to assist the counterpart ministries in their various tasks.

In Barbados, the National Skills Training Program is now entirely financed, planned and supervised by the National Training Board (NTB) which is responsible for coordinating skills training activities in the country. With technical assistance provided from this project, Barbados has successfully institutionalized an In-Plant Program which has provided training for apprentices in the automotive industry and for supervisors of blue collar workers. As further evidence of the national integration of training activities, the NTB training programs are now being offered at the newly renovated National Skills Training Center.

### 3. Staff Training

The planned instructor training has all been carried out on schedule. One instructor in St. Lucia and one in Dominica received advanced instructor training in Trinidad. Two months of advanced instructor training were completed by five Barbadians, two from the National Training Board and three from the Samuel Jackman Polytechnic Institute.

### 4. Training Modules

Dominica implemented 50 training modules. Given the small size of the labor market and the limited opportunities for employment in the formal wage sector, training in Dominica has followed a two-pronged strategy directed simultaneously to wage employment and self-employment. Training for self-employment targeted partially on upgrading incomes of persons in the agriculture sector has played an important role. Modules developed for training in this area include rabbit and hog production, beekeeping, crop production, food processing, and fish farming. In the construction sector, training has been received in brick-laying, plumbing, steel-bending and masonry, sulphur block manufacture and electrical wiring. In the manufacturing sector, training modules were developed for industrial sewing machines mechanics and manufacturers of prefabricated housing. Training activities in the service sector included small engine repair, automechanics, auto body repair, refrigeration, motor-winding, electronic repair, blacksmithing, upholstery/chair caning, leathercraft, woodworking, tour guides, home/hotel/restaurant assistance, care of the elderly, and child care.

The start-up phase for project execution in St. Lucia was delayed due to plans to implement this component through a U.S. based PVO, the National Office of Social Responsibility (NOSR). This arrangement, however, was deemed too complex and funding (US\$162,000) was authorized for this component through an amendment to the Agreement signed in March 1983. To date, a total of 16 training modules have been developed in Saint Lucia. While initial module identification followed a two-pronged strategy of training for wage and self-employment, the first cycle of training in Saint Lucia was geared exclusively to self-employment in crop and livestock production due to intervening factors. In the second and third cycles, modules were initiated for both wage and self-employment. In the agricultural sector, these included root crop and livestock production as well as fish farming. Modules have also been developed for industrial sewing, tour guides, small appliance repair, electronics assembly, batik, and book-binding.

Barbados implemented 10 training modules in skills training. These included electrical installation, carpentry, masonry, plumbing, mechanics, steel bending and fixing, tractor operation and maintenance, upholstery, horticulture and dressmaking. The nine modules implemented in the apprenticeship program were electronics, carpentry and joining, masonry, plumbing, vehicle body repair, welding and metal fabrication, automotive engineering, refrigeration and air conditioning and mechanical engineering. It also developed a Dictionary of Occupational Titles for the hotel industry.

## 5. Regional Support Services

While a regional capacity for providing training/employment support services has been established, the project design did not specifically address the means for institutionalizing this capacity during implementation. The Barbados Skills Training program has nevertheless been successfully institutionalized. The Dominica and St. Lucia programs are well on their way toward organizational independence; yet there has been little movement toward financial independence. Successful institutionalization of a regional capacity for providing training employment services will require the development of both organizational and internal means to sustain the project after external financing is terminated.

### D. Lessons Learned

In the two years since this project was initiated, several lessons have been learned by RDO/C project management and the implementing organization. The evaluation report lists the following:

(1) a full-time regional job development and placement officer in each country is critical to the project's success; (2) training in work attitudes is as important as training in technical skills; (3) on-site training is particularly effective, for it both lowers direct training costs and raises the probability of placement; (4) careful training of instructors significantly enhances their control of the teaching process and their ability to communicate; (5) flexibility in the subject and timing of training modules is key to achieving high placement rates; (6) stipends for trainees are essential to ensure daily participation; (7) detailed task analysis is required for the effective design of training modules; (8) financial institutionalization is far more difficult to achieve than organizational independence; (9) the selection of highly able regional and national staff members is a major precondition for the program's success.

Other lessons learned that do not appear in the evaluation report are described below:

- The absorptive capacity of a program emphasizing self-employment due to a lack of wage employment opportunities may be limited. In St. Lucia, but more specifically in Dominica, the Project staff initially was not well-prepared to deal with those problems associated with training for self-employment. Partial corrections were made by making the necessary modifications in the training modules.

- The reluctance of young trainees to apply for commercial loans and the reluctance of commercial credit institutions to make loans to young people without a successful business background have been obstacles that are slowly being resolved. These loan/credit problems will be addressed in the Amendment by providing Project funds for small loans to eligible trainees upon completion of their training.

- An effective information system for assessing the project's impact has not been successfully implemented. The assignment of a job development specialist to each of the four new countries to assist the two national counterparts who will be responsible for this function should facilitate implementation of this information system. The tracer studies will be simplified by taking a random sample of module completers rather than a census at yearly intervals.

- Neither Saint Lucia nor Dominica has a national system of testing and certification. As a consequence, skills training completers have been given certificates which lack specificity

regarding tasks mastered and are thus inadequate to serve the needs of employers. The continued use of Dr. Bryan Fluck who will provide curriculum development training along Modules of Employable Skills (MES) line will serve as the basis for developing detailed task-oriented certificates.

E. Other Donor Activity In Skills Training

UNESCO is currently implementing its Multipurpose Workshop Regional Project in most of the Eastern Caribbean (OECs) Islands. This project is designed to make technical education at the all-age and secondary levels more relevant to the world of work by providing training in woodwork, metalwork, electricity, and auto mechanics and small engine repair, using the International Labor Organization (ILO) Modules of Employable Skills (MES) approach.

The UNESCO Sector Survey of 1981 and the UNESCO Reconnaissance Mission of 1982 delimited a number of areas in which technical/vocational education programmes were needed in Eastern Caribbean countries. Each country subsequently developed a proposal which elaborated on its specific needs. It is envisaged that the World Bank Capital Assistance Project will build and equip a number of multipurpose workshops in each territory and assist with teacher training and curriculum reform. The emphasis, extent and type of assistance to be provided will vary across territories. The overall cost of the loan assistance to each territory is estimated to be as follows:

COUNTRY	Approx. US\$000
Antigua	1,314
Dominica	303
Grenada	1,175
Montserrat	439
St. Kitts-Nevis	485
St. Lucia	2,255
St. Vincent	<u>2,625</u>
TOTAL	<u>8,596</u>

F. Project Amendment Rationale

To date the Project has been confined to Barbados, St. Lucia and Dominica. Since the Project's inception, the Governments of Antigua and Barbuda (GOAB), St. Vincent and the Grenadines (GOSV) and Grenada (GOG) have asked the OAS for assistance in mounting a similar project. In formulating their requests to the OAS the three countries have assigned as priority \$450,000 in regional funds under the OAS budget for execution of such a project.

On the basis of these requests the OAS proposed an amendment to the Project to include these three new countries and to continue working with the Governments of the Commonwealth of Dominica (GOCD) and Saint Lucia (GOSL). The latter two have requested assistance in order to address the financial constraints to the institutionalization of their skills training programs.

In the interim, RDO/C received a formal request from the Government of Saint Kitts/Nevis (GOSKN) asking that it be included under the Project Amendment. Since the GOSKN only recently became a member of the OAS, it has not received an indicative figure under the OAS's biennial budget of 1984-85 and thus could not earmark regional funds for the execution of this project. AID nevertheless decided to include St. Kitts/Nevis since it would have been the only OAS member country in the Eastern Caribbean excluded from the scheme.

The Project under the Amendment will be similar to the original, the main differences being the participating countries, the establishment of two regional offices because of the larger territory to be covered, and other features that are discussed in detail elsewhere. AID/OAS co-financing will provide for a regional staff of two project chief/instructor training experts, the senior person stationed in Saint Vincent with responsibility for Saint Vincent and the Grenadines, Grenada, and Saint Lucia and the second person stationed in Antigua and charged with project administration and implementation in Antigua and Barbuda, Dominica and St. Kitts/Nevis; a job development specialist in each of the four new countries; and a national team made up of a general non-formal skills trainer/director, a job development specialist, an instructor trainer and five full time equivalent local instructors. In the case of the four new countries, two national job development specialists will be employed instead of one.

The four new participating countries have given every indication that they will place a high priority on entry-level non-formal skills training which will serve as a link between the formal education system and employment. Additionally, the four new participating governments have written letters to RDO/C committing their governments to fully participate in the Project and have stated that they are committed to assigning four national positions to the country team. The GOCD and the GOSL have already demonstrated their full support in this endeavor. All governments have submitted formal letters of request to the OAS for participating in the Regional Non-Formal Skills Training Project.

Included in the Technical Analysis section is labor market information for each of the four new countries which summarizes the levels of underemployment/unemployment as well as other labor market characteristics. The data for all of the countries, except St. Kitts/Nevis, were derived from a report prepared by the OAS/AID Labor Market/Institutional Assessment Team in August 1984. The OAS/AID team was directed to identify the nature and characteristics of unemployment in each of the three new countries as well as to indicate areas where skills training could be provided which would lead to the direct creation of productive employment, principally in the private sector. Information was collected through extensive interviews with the private and public sectors and by doing a brief analysis of primary source material such as census data and other reports.

Since St. Kitts/Nevis was included in the Project at a later date, data for that country were collected in January 1985. In the case of Dominica and St. Lucia, RDO/C determined that there had not been any radical changes in the labor market and national institutions since the last studies were conducted in 1981 and 1982.

### III. DETAILED PROJECT DESCRIPTION

#### 1. Goal, Purpose and Country-Specific Purposes

The goal of this Regional Non-Formal Skills Training Project is to improve the employability and income of the unemployed/underemployed. The purpose of the project is to provide appropriate non-formal skills training and support services to individuals, particularly 15-25 year olds, seeking improvement in their incomes and employment conditions. The Country-Specific Sub-Purposes are:-

- a. Dominica - to continue to assist the Ministry of Education in the development of a viable national system of non-formal skills training;
- b. Saint Lucia - to continue to reinforce and expand non-formal skills training activities of the Ministry of Youth, Community Development, Social Affairs, Sports, Information and Broadcasting linked to employment and labor needs;
- c. Antigua and Barbuda - to assist the Ministry of Foreign Affairs, Planning, Economic Development, Tourism and Energy in the development of a viable national system of non-formal skills training;
- d. Saint Vincent and the Grenadines - to assist the Ministry of Housing, Labor and Community development develop and implement a workable national system of non-formal skills training.
- e. Grenada - to help the Ministry of Education develop and implement a national non-formal skills training scheme.
- f. Saint Christopher and Nevis - to assist the Ministry of Education in the development of a viable national system of non-formal skills training.

While the Project gives priority to employment generation and skills training for youths 15-24 years of age, when deemed appropriate, older persons will be incorporated into the Project. This is particularly relevant to the modules geared to training for self-employment.

## 2. End-of-Project Status

The Project proposes to achieve the following end-of-project status:-

- a. a total of 3,250 young persons will be trained and 2,600 will be placed in the seven countries covered by the Project; 400 will be trained and 320 placed in each of the four new countries; in Barbados 500 will have been trained and 400 placed; in Dominica 750 will have been trained and 600 placed; and in Saint Lucia 400 will have been trained and 320 placed.
- b. Seven training networks with appropriate support services and seven information systems will be in place in the seven participating countries;
- c. a total of 64 country staff will have been trained and 245 training modules developed and implemented in the seven countries participating in the Project. Advanced instructor training will have been provided to 3 persons in Saint Lucia, to 2 persons in Dominica and to 5 in Barbados.

The proposed activities will be implemented through seven non-formal skills training networks which will respond to the needs of the unemployed/underemployed. The nucleus of each network will be the Ministry identified with primary responsibility for non-formal skills training.

See Annex F for a discussion of the relationship of the Project to other education/training activities.

## 3. Project Structure

### A. Project Staff (Regional)

A regional team of six professionals will serve as the Project's administrative and technical core. Its fundamental role will be to assist country project staff in the design and implementation of a program of skills training that results in the increased employability and income of those trained. The Regional Staff members will work with each Country Staff to provide technical assistance in training techniques, solve training/production

problems, identify income opportunities, and develop instructional materials and evaluation procedures. The staff will also carry out important regional functions that will be more cost-effective. Locating and adapting training materials, in addition to assisting in the exchange of information among countries will result in a regional clearinghouse activity. The materials will also be used for instructor training which, if appropriate, will be organized on a regional basis.

The team will consist of a regional project chief/instructor training expert located in one extremity of the region and another project chief in the other extremity (the former will have overall responsibility for the operation of the Project). One job development specialist will be resident in each of the new countries and between them will service Dominica and St. Lucia.

(1) The Regional Project Chiefs will have a background in non-formal skills training programs and particularly instructor training. They will be responsible for overall execution and management of the Project. The Chiefs will advise and assist the country project directors in setting up and implementing the overall country training programs while providing specialized expertise in instructor training.

(2) The Job Development Specialists will be responsible for the preparation of employment identification reports and budgets prior to training, the identification and negotiation of credit sources for self-employment, the determination of the type and size of modules in terms of labor market conditions, and job placement in both formal wage employment and self-employment. In those countries where self-employment is an important component these specialists will provide support services such as training in management skills and business counseling for graduates who are establishing themselves in their own businesses. A kindred responsibility is to work closely with development banks and other lending agencies, bilateral and regional donors and other funding sources. In summary, these regional specialists will be concerned with identifying income-generating opportunities and means by which skills training activities can be sustained by appropriate packages of supporting services.

a. Role of the Ministries

Each Ministry will have the overall responsibility for implementing and coordinating the Project activities in each country. The project staff of the Ministry will include a country staff and to the extent possible, existing staff currently involved in skills training activities. The Ministry will appoint the country staff, encourage the participation of other institutions and community groups and provide the training facilities. To assist them in these responsibilities, the Ministries will organize Country Advisory Committees while the National Teams will select the Technical or Community Committees.

The development and management of the skills training programs will also be the responsibility of the Ministries in conjunction with the country staff. This will include the determination of training courses to be offered which will be done with the guidance of the Country Advisory Committee. Following the selection and training of the appropriate instructors in all six countries (some are already in place in St. Lucia and Dominica), training programs will be organized and implemented, and training modules located or developed. Trainees will be selected and provided with some financial assistance in the form of trainee stipends during the training. Afterwards eligible trainees will be assisted in obtaining loans enabling them to establish income-generating activities.

The Ministry will have access to short-term technical assistance and training to enable them to adequately perform the above function. Horizontal cooperation will be funded to cover travel and per diem of Barbadian instructors or other technical advisors who will visit the other islands in the Project and share their knowledge gained over several years of experience with the Skills Training Program and more recently with the in-plant training in Barbados. Barbados may also provide the facilities of the Samuel Jackman Prescod Polytechnic for the regional instructor training course.

b. Country Advisory Committee

Each Ministry, as part of the requirement for participating in the Project, will organize a Country Advisory Committee (CAC). In St. Lucia, a National Advisory Board and Business Advisory Groups are functioning as part of the Youth

Development Program. The Technical College Advisory Group in Dominica serves as the Advisory Group for this program as well. Advisory Groups in each of the four new countries will be formed during the initial phase of this Amendment.

The major function of the CAC is to provide guidelines on the general orientation of the program. It will advise on manpower requirements and training needs and will undertake appropriate assessments as required. The CAC will also assist with the identification of employment promotion and income generating activities, whether these be for wage or self-employment.

The composition of the CAC will reflect its functions. Representatives from the Ministries, private sector organizations which carry on non-formal skills training, private employer groups and worker groups will be included. Typically these would involve Ministries of Education, Labor, Agriculture, Planning, Industry, Youth and Community Development, the National Development Corporation, Chamber of Commerce, Manufacturers Associations, Labor Unions, and Community Development Groups. Participation in this committee will be voluntary and no direct funding will be necessary for its activities.

c. Technical or Community Committees

After decisions have been made to provide non-formal training in a given skill area, the country Project Staff will be instrumental in forming a Technical Committee to provide guidance concerning training for that occupation.

Membership of the Technical Committee will include three or four skilled craftsmen and/or employers of persons in the skills. Specifically, the Technical Committee will advise on the duration of the training modules to meet local needs and in the selection of appropriate equipment and materials. The Committee will advise on the recruitment and training of instructors as well as define the minimum entry requirements for trainees. Finally, it will actively participate in determining the basic performance standards for persons entering occupations, as well as the certification or testing requirements to assure job entrants meet these standards.

In those cases where non-formal skills training is used to increase the income-generating activities of people in poor communities, the Technical Committee would instead be a Community Committee. In this case, community leaders and representatives would be invited to advise on the kinds, duration and delivery of skills training appropriate to the needs of members in the community. Membership would be voluntary and no project funds would be required for the Technical Committee or Community Committees.

B. Country Staff

The composition of the country staffs will vary depending on the needs and the stage of institutional development in each island. These staffs will be nationals of the countries.

In each of the six islands there will be a four-person Country Staff which will include: (1) a general non-formal skills trainer/director, responsible for the program's implementation; for securing the training modules, equipment, and training materials; and for supervising the work of the training staff, (2) a job development specialist (two each in the case of the four new participating countries) who will identify and evaluate potential income-generating activities and provide skills and support services to instructors and youth workers. The job development specialist would also assist the director and would perform a variety of training-related tasks, including task analysis, and (3) an instructor-trainer whose responsibility it will be to see that curriculum development, pedagogy, and the training centers are all of acceptable standards. Five full-time equivalent local instructors will also be hired, either on a part-time or full-time basis depending upon the market needs.

4. COUNTRY SPECIFIC INFORMATION

a. ANTIGUA AND BARBUDA, SAINT VINCENT AND THE  
GRENADINES, GRENADA AND SAINT CHRISTOPHER/NEVIS

1. Project Description

Sub-Purpose:

To reinforce and expand non-formal skills training activities linked to employed and labor market need.

Background

Project execution will closely follow what was done previously in Dominica and St. Lucia but every effort must be made to ascertain that the specific needs of the individual participating country are addressed during implementation. In Antigua and Barbuda a mixture of training for export-oriented manufactures and tourism is recommended as a major thrust of the Project combined with training in the construction trades (carpentry, electrical installation, steel bending and fixing, plumbing, woodwork and masonry). Very limited training should be provided in agriculture, some of which would be for self-employment. In Grenada demand exists for training in both white and blue collar jobs including secretaries, accountants, managers, blue collar supervisors, while substantial opportunities exist for self-employment training in the agriculture and service sector in such areas as appliance repair, small engine repair, and business machines. In St. Kitts/Nevis, there is a potential demand for skills training in the manufacturing sector given that several electronic companies have expansion plans in excess of 500 jobs and foreign investors are considering large clothing operations. Opportunities also exist in the tourism and construction sectors if the Southeast Peninsula is developed. In St. Vincent and the Grenadines, the sectors which are most likely to require skills training inputs over the next few years included agriculture, agribusiness, construction, and light industry. Insofar as possible, training modules will be selected in terms of creating employment at the highest level of remuneration.

A training goal of 400 persons trained and placed in each of the four countries over a two year period appears realistic. A six-month start up phase will be worked into the implementation plan in order to allow the regional and country teams to make the necessary preparations for Project implementation. During the start-up phase it is anticipated that the participating countries, in cooperation with the regional staff, will assign the local project staff to the Project. Additionally, since it is important to retain regional project staff currently under contract to the Project, there needs to be time for the recruitment of the balance of the international advisors to complete the expanded OAS/AID project team, training modules must be designed for country specific needs, office and training space secured, and other administrative matters completed.

The mid-term evaluation indicated that excessive staff time was diverted to locating small loan funds for self-employment and adversely affected time which should have been devoted to job placement. Furthermore, the credit problems encountered by the program's graduates suggests the need to include US\$50,000 for the operation of a small loan scheme under this Amendment..

Close coordination needs to be established with UNESCO/IBRD to avoid duplication of training placement activities.

End-of-Project Conditions will be the same for the four new countries included in the Amendment.

1. A national staff trained in administering a youth-oriented skills training program;
2. An increase in the number of unemployed/underemployed youth made employable by skills training/support services;
3. Diversification of occupational training possibilities in short-term programs;
4. Increased flexibility in geographic coverage, educational levels served, and program schedules;
5. Integrated community-based services/skills training capability utilizing existing programs and facilities;

6. Instructor resource developed in a wide range of skills which are responsive to labor market needs;
7. Appropriate training materials and equipment available with adaptations to meet local requirements.

To achieve the above, the inputs of this Project's Regional Assistance Staff will consist of:

Technical Assistance

- |               |          |
|---------------|----------|
| a) Long-term  | 144 p.m. |
| b) Short-term | 12 p.m.  |

Training materials will be located with assistance from the Regional Technical Assistance Staff from available sources and adopted to meet local needs. Commodities and equipment will be procured as required to operate a community-based program.

B. SAINT LUCIA AND DOMINICA

1. Background

Dominica is characterized by a very small population of some seventy thousand inhabitants, and a very mountainous country making communication difficult. The low level of "industrialization" in Dominica has meant that there are relatively few jobs available in wage employment. Consequently, the project implementors have had to place some 60% of the completers in self-employment activities. In the light of this situation, it was found advantageous to give trainees more than one skill, and to avoid flooding the job market, few modules were repeated. Of the 19 modules offered during the first 18 months, only three were repeated -- small engines, auto mechanics, and home/hotel assistant.

In St. Lucia the population is nearly twice that of Dominica and there is a relatively well developed physical infrastructure and greater potential for industrial development. Under the circumstances, the implementors were less constrained in repeating modules. The placement rate for St. Lucia was higher than that for Dominica and significantly more persons in St. Lucia were placed in full-time as opposed to part-time employment when compared with Dominica.

## 2. Project Description

The project descriptions for these two countries will not change as a result of the Amendment except that the number of trained and placed individuals will be 200 per country during the two-year period covered by the Amendment. However, given the more encouraging training and placement climate in St. Lucia, it is highly probable that that island will be under greater pressure than Dominica to train and place more than the 200 persons targeted for the two year period covered by the Amendment.

Using project funds to train and place a minimum of 200 trainees per country will encourage the GOCD and GOSL to look for innovative ways to fund their programs with their own monies and therefore take an additional step toward sustaining project momentum upon termination of external funding. Training modules have already been developed and will be amended only when necessary, the country staff has already been trained, instructors will be trained as they are recruited to teach, all the country advisory committees are in place, loan schemes will be developed as the need arises, and other changes will be made based on lessons learned from the on-going experience.

#### IV. IMPLEMENTATION PLAN

##### A. Implementation Schedule

Amendment activities are scheduled to take place within a period of two years from the date of signing the Project Agreement Amendment. This will require an extension of the amended PACD from March 31, 1985 to March 31, 1987. This extension is within the Mission Director's authority. An implementation plan for initial activities to be carried out under the amendment is presented in Table 1.

Immediately upon signing the amended project agreement, OAS will establish the final working arrangements to be utilized in the newly added countries of St. Kitts and Nevis, Antigua and Barbuda, Grenada, and St. Vincent and the Grenadines. These arrangements include the determination of the in-country staff assignments and training facilities. Prior to initiation of activities other than technical assistance, these country-specific arrangements will be communicated to AID in detailed implementation plans.

Following the acceptance of project activities by the participating countries, the long-term advisors will assist OAS/Washington to procure the materials, tools, supplies, and vehicles. Simultaneously, the training sites and instructors will be identified and instructor training will be conducted. The actual training of youth in the four new countries is expected to begin approximately 3 to 4 months after the signing of the amendment.

##### B. Procurement Plan

The proposed amendment will finance small quantities of commodities and technical assistance. Approximately \$519,000 is budgeted for the purchase of four vehicles, five sets of training tools and five sets of materials. There is \$1,299,000 budgeted for additional technical assistance to manage the project in the new countries.

Handbook 1 Supplement B part 16C3(2)b indicates that whereas OAS is an international organization and whereas the proposed amendment is financed by AID as well as contributions from OAS member country subscriptions, the Grantee should therefore utilize its own procurement and auditing procedures. A waiver for

the procurement of four right-hand drive vehicles is included as Annex C to this Amendment.

C. Administrative and Monitoring Plan

RDO/C's Office of Human Resource Development (HRDO) will continue the project management responsibility for A.I.D. obligations under the Project. HRDO will be assisted by the Capital Projects Office in those actions that require backstopping from that office. HRDO will be assisted by other RDO/C technical offices as requested by the project officer. The Grenada component demands a special coordinating effort between RDO/C and the AID Office in Grenada. The AID Office in Grenada will liaise with the local project office in the Ministry of Education and will keep RDO/C informed of project activities in Grenada. The project monitoring responsibilities will still rest with RDO/C. AID/W's LAC/DR/EST will provide HRDO with the necessary technical and administrative backstopping and liaison with OAS/W.

The Project will be administered by a regional team of two regional project chiefs and four job promotion specialists. These persons will form the Project's administrative and technical core, augmented by consultancies and national counterpart staffs at the country levels. Overall project implementation, technical oversight, and management responsibility will continue to reside with the General Secretariat of the OAS. The Coordinating Committee will continue to function in order to facilitate project implementation and play an advisory role. It will approve the plans of operation for the Project at both the regional and national levels, recommending changes in the plans as need, and periodically monitor the progress of the Project. Country advisory committees will continue to provide guidance on manpower requirements, training needs, and assist in the employment promotion component. Technical committees will assist in developing the design, duration, and content of the training modules. The composition of these committees will include representatives from the ministries, private organizations and employer representatives. The following Ministries have been identified by the respective Governments as the entities that will implement the Project:

- Antigua and Barbuda Ministry of Economic Development, Tourism and Energy
- Grenada Ministry of Education
- St. Kitts-Nevis Ministry of Education, Health & Social Affairs
- St. Vincent and the Grenadines Ministry of Housing, Labour & Community Development
- Dominica Ministry of Education, Health, Youth Affairs & Sports
- St. Lucia Ministry of Community Development, Social Affairs, Sports, Information and Broadcasting

#### D. Evaluation Plan

There will be an ongoing evaluation of the Project as it is being implemented. Information systems of trainees and employers will be set up in each country to provide feedback which can be used to refine and alter parts of the projects as necessary. The information systems will assess (1) the impact of the training as it relates to improved employment and/or income opportunities for completers and (2) the relevance of the training as measured by employer satisfaction.

Pre-training information including age, gender, income and previous employment data will be collected by the individual instructors before a module commences. Brief follow-up surveys of all trainees and employers will also be conducted. In order to reduce the costs of compiling this information, the 1985 evaluation report recommended that a random sample of module completers and employers, rather than a complete census, be selected for a detailed tracer study to be conducted at yearly intervals. Provisions have been made in the Project for these tracer studies to be conducted as part of the mid-term and final evaluations. These evaluations will be done by an external evaluator. Under this amendment the \$60,000 budgeted to do the evaluations will initially be obligated to the OAS, but will not be included in the FRLC so that AID can contract the services of an external evaluator.

TABLE 1  
OAS NON-FORMAL SKILLS TRAINING AMENDMENT  
PROPOSED IMPLEMENTATION PLAN

<u>Activity Description</u>	<u>Completion Date</u>
Agreement Amendment Signed	March 1985
Long-term Advisors arrive	April 1985
Advisory and Technical Committees Established	May 1985
Detailed Implementation Plans Submitted	June 1985
Identification of Training Sites and Personnel	June 1985
Instructor and Staff Training	June 1985
Modify and Develop Training Modules	July 1985
Tool List Submitted	July 1985
Training Starts	July 1985
Materials and Tools Procured	August 1985
Vehicles Procured	August 1985

V. PROJECT ANALYSES

A. TECHNICAL ANALYSIS

1. COUNTRY SPECIFIC LABOR MARKET INFORMATION

a. Antigua and Barbuda

(1) Labor Market Characteristics

In 1980, the population of Antigua and Barbuda was estimated to be 75,231 persons with an annual growth rate of 3.15 percent. Labour Department data indicate that Antigua and Barbuda's labor force numbered some 28,378 persons in 1983 and was estimated to reach 32,254 inhabitants by 1985. In order to maintain current levels of employment, it is projected that approximately 10,000 jobs will need to be created between 1980 and 1990.

The growing numbers of young people reaching labor force age, the increase in the number of women entering the labor force and the decrease in opportunities for employment abroad all serve to accelerate the growth of the labor force. In 1980 the median age of the population was about 21 with 32 percent under the age of 15. Whereas the number of school-age children (5-14) totaled 6,810 in 1980, in 1970 there were 18,900 children in that age-group, many of whom are beginning to enter the labor force. Furthermore, there are indications that female participation in the labor force is rising as the economy shifts from one dominated by agriculture to one dominated by services. Of the approximately 40,000 women in the islands, over half are estimated to have been in the labor force sometime during the past year.

(2) Employment

Of the total employed labor force of approximately 22,000 in 1980, nearly 40 percent were employed in the public sector, thus underscoring its importance as a source of employment. Social Security estimates also indicate a significant difference in employment by sex, with women being 38 percent of those employed in the public sector and 45 percent of those employed in the private sector.

Of the sixty percent of the employed labor force working in the private sector, 66.3 percent are employed in services, 16.4 in manufacturing, and 15.7 in construction. If both public and private sector employment are considered, the number of people employed in all services account for 70 percent of the total number of persons employed. Manufacturing only accounts for 10.2 percent. These figures include over 90 percent of the labor force; the remainder, 10 percent, are self-employed. The majority of the self-employed are professionals, technicians and business persons. The rest are distributed among fishermen, farmers, taxi drivers, and street vendors.

While in 1946 agriculture was the leading sector of employment, by 1979 it was virtually non-existent. Today, only about 100 people actually work full-time or derive most of their income from agriculture, although the farm registry lists some 2,000 people or 10 percent of the labor force as being in agriculture. Manufacturing, which employs only 7 percent of the labor force, emerges as the only alternative to work in an economy dominated by services.

(3) Unemployment/Underemployment

Unemployment was estimated at 20.8 percent in 1982 and on the basis of prevailing patterns was expected to rise slightly to 21.1 percent (6,800 persons) by 1985. Furthermore, out of a total employed population of about 22,000, only 12,602 person-years or about 63 percent of the total number of persons employed worked a full year according to the Social Security records. Thus, approximately 58% of the labor force were either under or unemployed.

Given that work in Antigua is intermittent in nature and that considerable numbers of people are adversely affected by this, employment in the public sector is the only option for some and the employer of last resort for others. Thus, there is considerable pressure on the government to create work which can be distributed among the under and unemployed. The ability of this sector to absorb future labor market entrants, however, is severely constrained by its financially overburdened status.

Under and unemployment are particularly acute among young people seeking entry into the labor force. Data on enrollment by single age groups suggest that while some youths begin to drop out of school at age 12, the largest numbers begin to leave the system at ages 15 and 16. Nevertheless, available data supports the premise that the bulk of school leavers have achieved basic levels of functional literacy and can readily be assimilated into and benefit from the kinds of job-related skills training which the OAS/AID Regional Non-Formal Skills Training Project has been successfully implementing in other countries in the Eastern Caribbean over the past two years.

b. Grenada

(1) Labor Market Characteristics

Grenada's total population in 1981 was 90,821. According to ILO projections, the current labor force numbers 30,752 and based on current demographic trends, about 3,000 jobs will have to be created within the next 20 years. Interestingly, while the labor force will grow until the year 2000, the overall population is expected to decrease. This reflects the large cohort of people born prior to 1970 who will reach working age over the next few years. Should emigration be reduced, the growth of the labor force will be even greater.

(2) Employment

According to the 1981 population census which defines the economically active work force in terms of the population 15 years of age and above not attending school, the total work force numbered 25,872 of which a third are between the ages of 15-25, the target group for the Regional Non-Formal Skills Training Project.

According to the census, approximately 38 percent of the employed population is working in the service sector, 30 percent is working in agriculture, 9 percent in construction, 6 percent in manufacturing and 3 percent in tourism.

As estimated, one third of the labor force was engaged in agriculture although this probably understates the number of persons actually engaged in the sector. Many people hold part-time jobs outside of agriculture and report these jobs as their principle source of employment even though a substantial amount of their actual subsistence is derived from agricultural pursuits.

It should be noted that according to available migration data a very important element in the welfare of Grenadians is remittances from abroad. Such funds sent back to relatives employed abroad have given the local population a degree of flexibility in their search for employment which is often supplemented by casual employment for the largely unskilled population.

A large number of persons are also engaged in the services sector (Government, community services and other services). While this is the general trend in OECS countries, the political orientation of the Government prior to the events of October 1983 has also influenced the levels of employment in this sector. Furthermore, positions in the public sector have been desired for their stability, relatively high wage rates and pension plan.

### (3) Unemployment/Underemployment

According to the 1981 census, approximately 6,000 persons or 20 percent of the labor force are currently unemployed. A serious unemployment situation exists among young people with approximately 50 percent of the 15-25 age group unemployed. This situation is in fact currently graver than that reported by the census because the deactivated army and militia following the 1983 intervention has led to an instantaneous swelling of the unemployed, especially in the younger age groups.

The ability and ease with which young people will be incorporated in productive employment will depend not only on the availability of jobs, but also on the suitability of youth to take those jobs which are available. While approximately 82 percent of the population 15 years and over have received some primary education, few of the young persons now leaving the school system

have an educational background suitable to fit the few jobs available in a largely stagnant economy. Functional illiteracy affects 30 percent of the population and a very small percentage of students are able to pass the school leavers examinations. To succeed in these circumstances, the Regional Non-Formal Skills Training Project will need to develop a training program which is responsive to the present imbalance between the supply and demand for labor at the non-formal level.

c. St. Kitts

(1) Labor Market Characteristics

According to the 1980 census, the population of St. Kitts/Nevis was 43,309. A very small overall increase has occurred in the population over the last 100 years due to the dominance of migration. The total size of the labor force in 1980 was 17,092. According to ILO projections, 1,600 new jobs will have to be available by 1990 and another 270 between 1990 and 2000 just to maintain current levels of employment.

(2) Employment

The number of persons working or employed at the time of the 1980 census was 14,546 or 85 percent of the total labor force. According to employment data, a structural transformation has occurred in the St. Kitts/Nevis economy since 1946. While 56 percent of the labor force was employed in agriculture in 1946, only 30 percent were employed in this sector in 1980. In contrast, those employed in the services sector increased from 17 percent in 1946 to 37.3 percent in 1980, thus indicating a definite shift from agricultural employment to employment in services.

Much of the growth in the services sector is linked to government employment which accounts for 44.2 percent of the total employed labor force. Public sector employment within St. Kitts-Nevis is very significant with 54 percent being in the government-owned sugar industry.

Using 1980 census figures, private sector employment would account for 8,060 persons or 55.8 percent of the total employed labor. Social security records show 2,884 people in manufacturing in 1982 as opposed to 2,842 in 1980, while construction went from 1,007 persons in 1980 to 1,327 in 1982. When viewed by industry or occupational categories, the distribution of employment is less skewed. This indicates that despite the dominance of sugar in the overall economy, there are increasing options for employment outside agriculture wage work.

### (3) Unemployment/Underemployment

Both unemployment and seasonal underemployment are serious problems. In 1980 unemployment in the two islands numbered 2,636 persons or 15.4 percent of the total labor force. Sugar industry work is seasonal despite the efforts to provide work during the "out-of-crop" season. A review of employment records for two sugar estates shows that on the average people were employed in all or part of 32.8 weeks on one estate and 30.2 on the second.

Younger people have for some time been avoiding work in the sugar estates due to the seasonality of the work and the insecurity of income during the "out-of-crop" season. Instead, the choice by young people is for jobs in the public sector, commerce, manufacturing and other non-agricultural occupations. When jobs of this nature were not available, the choice was for migration. However, changes in the age groups of 20-35 in the population between 1970 and 1980 seem to support the contention that work has become available and that young people are not migrating as much as before. In the foreseeable future, the availability or lack of jobs which offer relatively secure employment will continue to be an important factor in the composition of the labor force and, perhaps more importantly, migration rates.

#### d. St. Vincent and the Grenadines

##### (1) Labor Market Characteristics

The 1980 census of St. Vincent and the Grenadines enumerated 97,845 islanders of which 47,409 were men and 50,436 were women. The total number of people working or looking for work in 1980 was approximately 31,000. The labor force is expected to increase dramatically over the next 20-30 years and it

is estimated that about 16,000 more jobs will have to be created by the end of this century in order to keep unemployment at its present unsatisfactory level.

The situation will be further aggravated as opportunities for emigration decrease, as the number of school leavers increase, and as the participation of women in the labor force increases. According to census data, the number of children between 10-14 in 1980 was 13,338. Since 85% do not go beyond primary school, many of these will soon be entering the labor force.

## (2) Employment

A total of 25,398 persons were classified as employed persons. Agriculture is the single greatest employer in St. Vincent and the Grenadines accounting for about 1/3 of those persons working. Community services and other services accounts for another 22.5 per cent of the working population, followed by construction(11%). Manufacturing which employed 1,644 workers or 6% of the labor force at the time of this census has since fallen to 1300.

As one would expect the greatest underutilization of labor is in the agricultural sector where employment is highly seasonal. Since agriculture, tourism, and construction are all subject to rather large shifts in employment during the year, workers must be prepared to do a multiplicity of occupations so as to maximize their annual income. The key to success for these workers may not be how well one works at one thing, but instead how many types of work one can do.

## (3) Unemployment/Underemployment

According to the 1980 census, 7,554 persons or 24 percent of the labor force were actively seeking employment but did not have a job. However, according to a Manpower survey completed in July 1984, St. Vincent's unemployment has grown significantly since the 1980 census and is estimated to range from 40-45%. The unemployment situation is thus one of the worst in the Eastern Caribbean. The problem is especially critical among the age group 15-24, which had a 43 percent open unemployment rate at the time of the 1980 census.

The majority of the unemployed youths have attended primary school achieving basic levels of literacy, thus enabling them to benefit from the Regional Non-Formal Skills Training Project. The training implications of the above analysis of the labor force are that workers will require intensive, low cost skills training which permits them to enter immediate employment opportunities which change with seasonal or economic conditions. Providing workers with an appropriate mix of skills through these programs will best enable them to maximize their income. Many of these engaged in more stable employment will be employed at the semi-skilled or unskilled levels.

## 2. ANALYSIS OF EMPLOYMENT/TRAINING NEEDS

The Regional Non-Formal Skills Training Project has two objectives. The first is to establish or strengthen skills training programs for out-of-school youth who presently have no such opportunities available to them. The second is to meet the labor market requirements at the lower skill levels which are not currently being met by existing training or vocational programs. Because of these dual objectives, it is unrealistic to expect every graduate from Project-supported programs will be assured employment. The unemployment rate for out-of-school youth has been consistently high for all countries in the region and will continue to grow in light of current economic conditions and employment prospects. Nevertheless, under the Regional Non-Formal Skills Training Project, every effort will be made to maximize the probability that graduates will obtain employment or improve low levels of family income as a direct result of having participated in the Project. In the absence of this Project, many young people will have no skills training opportunities open to them nor will training programs be available to fill many labor market needs.

The most important feature of the Project for promoting the employment or income improvement of participants is the inclusion of a Job Development Specialist component within the project design. The high placement rates achieved in St. Lucia and Dominica during the first two years of this project attest to the instrumental role of the Job Development Specialist (JDS). The JDSs are responsible for identifying occupational training programs which result in: (1) preparing people for wage and salary job vacancies, (2) improving the incomes of poor workers currently engaged in self-employment or family economic pursuits, or (3) establishing small businesses or new self-employment activities. In the latter case, they also provide support services such as training in

management skills and business counseling. At the end of training, the Job Development Specialists will assist graduates in making the maximum use of their newly acquired skills and provide access for those requiring credit or related assistance to proper sources of such services.

In each of the new countries -- Antigua/Barbuda, Grenada, St. Kitts/Nevis, and St. Vincent -- two national counterparts will be assigned as Job Development Specialists. In St. Lucia and Dominica, the JDSs will continue as part of the national counterpart staffs. There will be one full-time staff member of the Regional Team assigned to job/employment development in each of the new countries to train the new Job Development Specialists. These Regional experts will provide part-time assistance as needed to the JDSs in St. Lucia and Dominica. In addition, these Regional Job Development Specialists will work with their national counterparts in establishing formal linkages with planning units, Industrial Development Corporations, National Development Foundations, business groups and other entities involved in developing new employment opportunities. At the completion of the Project, appropriately trained staff with established linkages to other employment promotion agencies will be left behind in each country.

A second factor for increasing the probability that project participants will obtain employment or income improvements is the pre-Project labor market studies that were undertaken. Although not as extensive as the ones conducted for the original Project, they do provide some insight into those sectors which are likely to require skills training inputs.

#### Antigua and Barbuda

The Antigua-Barbuda Survey identified shortages in the tourist, construction, and manufacturing sectors. Among the important occupational clusters relating to the present project are those of the construction trades, office skills, restaurant trade, and a variety of other important technical maintenance and repair crafts. The over-inflated public sector, however, is not expected to grow as it will be adjusting itself to increasing financial pressures and recent excessive hiring practices. Similarly, agriculture--while very important to employment generation and to reducing both external dependency and balance of payments deficits--is not expected to be able to overcome its varied and complex constraints which include credit bottlenecks, lack of access to long-term land leases, tight financial constraints upon its

ministry, and administrative limitations in personnel and management. Nor will the reluctance of youth to ignore the sector's harsh blue-collar image be easily overcome. Given these constraints, training for agriculture including self-employment will require further careful study and will probably be on a very limited scale.

Precise quantification of Antigua's occupational shortages is not possible. The OAS-AID team was of the opinion, however, that the set of reports reviewed and interviews held confirm the strong probability that the 400 youth to be trained and 320 placed in such a related cluster of occupations over the two year life-of-project should have no serious difficulties obtaining employment, provided that appropriate contacts are made with industry in developing the training program.

### Grenada

According to the Grenada survey, the key growth sectors for the Grenadian economy will be construction, tourism, light manufacturing and agriculture. Construction will continue to play a lead role after the completion of Point Salines as additional resources are put into new and refurbished facilities for the tourist, hotel, infrastructure and light manufacturing sectors. Among the specific construction skills required are the following: electricians; plumbers; carpenters; draftsmen; firemen and supervisors; masons; steel bending; welding; road construction; and heavy equipment maintenance and repairs. In the tourism sector, the planned modest development of new hotel facilities will eventually require still more trained staff. Among the skilled occupations needed to support the light manufacturing sector are the following: joiners/cabinet makers; foremen and supervisors; electronic assemblers; garment makers; manual craftsmen who would produce for both tourist and domestic consumption; food processing, preservation, packaging and marketing; machine operators; and maintenance and repair crafts. There exists an intersectoral demand for training in both white and blue collar jobs including secretaries, accountants, managers, and blue collar supervisors, while substantial opportunities exist for self-employment training in the agriculture and service sector in such areas as appliance repair, small engine repair, small engines, business machines and the like.

In light of the above modest optimism about the future of Grenada and its economic development, the proposed OAS-AID project's target of 400 trained and 320 placed for Grenada does not seem unrealistic. Indeed, many of those interviewed indicated that these figures would only be a happy beginning to solving expected skill inadequacies and shortages.

#### St. Kitts/Nevis

Since employment in the agricultural sector in St. Kitts/Nevis is unlikely to increase and may even decline, new industries and tourism are looked to absorb the new workers and those unemployed at present. The potential demand for skills training from the manufacturing sector is encouraging given that several electronic companies have expansion plans in excess of 500 jobs and foreign investors are considering large clothing operations. Training could be provided in basic electrical principles and sewing machine operations. The development of the Southeast Peninsula area could also have important implications for training and placement in both the tourism and construction sectors. While the agriculture sector does not hold much potential for skills training due to attitudinal, financial, and land distribution problems, some training for self-employment might be provided in those areas currently targeted under the Government's agricultural diversification program such as livestock rearing and vegetable production.

Given both the Government's repeated requests to OAS and AID for inclusion in the Project and the interest already expressed by companies in receiving training for new employees under this program, the proposed OAS-AID project target of 400 trained and 320 placed over the two year life-of-project appears attainable.

#### St. Vincent and the Grenadines

According to the St. Vincent Survey, the sectors which are likely to require skills training inputs over the next few years include agriculture, agribusiness, construction, and light industry. In agriculture, training modules could be mounted in fishing, beekeeping, and foodprocessing. Considerable scope exists for training in self-employment along the lines of the Dominica program. Among the particular skill categories considered in short supply in the construction sector are the following: electricians,

mechanics, rough and finishing carpentry, steel fixing and bending, plumbing, draftsmen, and masons. Skill shortages in the manufacturing sector include machine operator, the apparel and embroidery tradesmen (cutters, sewing machine operator, etc), furniture and cabinet makers, and assemblers of electric and electronic equipment. Demand also exists for training of road repair and maintenance personnel due to the large influx of new vehicles and consequent strain on existing roads, many of which need to be resurfaced. While training for tourism is not likely to be numerically significant, the sector could benefit from the non-formal skills training in combined Hotel/Restaurant/Guest House operations similar to those currently being carried out by the Project in Dominica.

Persons interviewed both within government and the private sector feel that training and placement goals of 400 and 320 persons respectively over a two year period in realistic and commensurate with the economic needs and prospects of St. Vincent and the Grenadines.

These pre-Project labor market studies have been essential for determining the magnitude and character of training needs. The Job Development Specialists in all six countries with the assistance of the Regional JDSs must, however, verify demand for employment in specific training programs at the time they are initiated by working directly with agriculture specialists, businessmen in expanding employment sectors, and technicians from planning and development organizations.

The Project's ability to promote employment and enhance income is integrally related to its linkages with other organizations. First, the identification of specific training needs in each of the countries is directly dependent on the participation of outsiders. Second, some of the Amendment's 2000 participants are to be trained in activities leading them to self-employment or the formation of small businesses. They will need, in addition to the production and entrepreneurial skills available from the Project, access to credit, technical assistance, marketing support and raw materials provided by other institutions. It is the responsibility of the national JDSs in collaboration with their Regional counterparts to establish these linkages during the course of the Project.

The Country Advisory Committees will be the initial base for establishing linkages between the Project and other organizations in the countries added under this Amendment. The following organizations would be of greatest importance in verifying occupational demand:

1. Antigua/Barbuda: Ministries of Foreign Affairs, Planning, Economic Development, Tourism and Energy, Labor and Agriculture; Antigua Chamber of Commerce, Antigua Manufacturers Association, National Development Foundation/Antigua & Barbuda, and Antigua-Barbuda Development Bank.

2. Grenada: Ministries of Tourism, Agriculture, Planning, and Industrial Development, National Development Foundation/Grenada, Grenada Development Bank, Grencraft, Hotel Association, Grenada Chamber of Industry and Commerce and the American Institute of Free Labor Development (AIFLD).

3. St. Kitts/Nevis: Ministries of Agriculture and Tourism, St. Kitts/Nevis Chamber of Industry and Commerce, Development Bank, National Development Foundation/St. Kitts/Nevis, Manufacturer's Association, and the Small Business Association.

4. St. Vincent and the Grenadines: Ministries of Tourism; Communications and Works, Agriculture, and Planning, Housing, Local Government and Community Development, and Labor; Development Corporation (DEVCO), National Development Foundation/St. Vincent Hotel Association, and the Chamber of Commerce, Organization for Rural Development (ORD).

These organizations should be invited to be members of the National Advisory Committees on the basis of their understanding of the occupational areas identified for training.

Apart from the formal linkages of the National Advisory Committee, Job Development Specialists should also work at the Technical Committee level to specify the occupational requirements needed to satisfy market demand. New products to be introduced on farms, for example, should be assured of marketing outlets prior to training activities being initiated.

A second level of linkages should be established for those who will enter self-employment or initiate small businesses as a result of their training. In order to accommodate their needs, the Project will provide entrepreneurial training together with production skills training. Additional technical and managerial assistance as well as credit, however, will be required once they

have completed training. While this group will represent only a small number, approximately 200 of the Amendment's 2000 participants, the successful start-up of these individuals will be highly dependent upon the linkages established with those organizations delivering the aforementioned services.

In Antigua/Barbuda, linkages should be established with the National Development Foundation which provides credit, technical assistance and training. Loans are given up to a maximum of \$20,000 for each project to be used either for the purchase of equipment or for working capital. The Ministry of Economic Development which has been identified as the counterpart ministry for this Project currently provides assistance for the preparation and funding of new projects.

In Grenada, the recently established National Development Foundation facilitates credit as well as some technical assistance and training for micro and small businesses. Loans range from EC\$500 to EC\$ 20,000. The NDF can assist the Project by identifying potential small business activities and providing credit to eligible Project graduates . A second source of credit is the Grenada Development Bank which has a small business revolving loan fund of which EC\$10,000 is currently available. Finally, the Agency for Rural Transformation (ART) provides technical assistance, project funding, and marketing assistance.

In St. Kitts/Nevis, two sources of credit are available to those desiring to initiate new activities. The recently established National Development Foundation provides loans and technical assistance to microbusinesses. Another source of credit is the revolving loan fund for microbusinesses which was provided by the British Development Division (BDD) to the St. Kitts/Nevis Department of Community Affairs in May 1984 in the amount of EC\$30,000 . An additional EC\$30,000 in funds is expected in April 1985.

In St. Vincent and the Grenadines, the National Development Foundation which became fully operational in the second half of 1984 provides management training, marketing and technical assistance as well as credit. Loans are available up to EC\$20,000; it is expected that the average loan size will be EC\$7,000. The Community Development Division (CDD) of the Ministry of Housing, Local Government and Community Development in which this Project will be located executes a small business loan scheme funded by grants from the BDD. Training and technical assistance are companion activities to the loans accorded under the scheme. The loan maximum is EC\$5,000 with a maximum term of five years. While the CDD does not require collateral, it does have limited loan funds to disburse.

Since credit was identified as an important constraint to initiating self-employment activities during the first two years of the Project, US\$50,000 of loan funds will be provided under this Amendment. Rather than specifying in advance the amount of loan funds that each participating country will receive, the monies will be allocated based upon the relative demand. It is expected that the need for self-employment loans will vary according to the mix of training activities undertaken. For example, in St. Kitts/Nevis, a majority of the program's graduates may enter wage or salary employment as a result of training. Thus, the country may not need any loan funds for its graduates. However, in St. Vincent, where the proportion of self-employment graduates may be substantially higher due to the limited opportunities for wage employment, there may be a greater demand for loan funds.

Disbursement of these loan funds will be contingent upon the identification of an appropriate mechanism for administering the loan funds. For example, an arrangement might be made with local NDFs in each of the countries to administer the funds. While utilizing sound business judgement to determine the feasibility of a graduate's self-employment scheme, the NDF might make its lending requirements less stringent (e.g. waiving its collateral requirements) in order to accommodate the needs of those Project graduates capable of establishing microbusinesses.

Finally, it should be noted that careful consideration has been given in the Project design to the potential for market saturation. First, linkages are called for with NDFs, IDCs and planning offices to assure that training plans are reviewed by agencies which have a comprehensive view of general economic conditions. Second, the credit and technical assistance provided by the aforementioned agencies will also ensure a broader view of the market. Third, continual updating of the tracer studies should provide feedback on the placement status of the Project's graduates. The JDSs should, nevertheless, be continually alert to the potential for market saturation and programs should be discontinued if the market demand is weak for the services or products of Project participants.

B. FINANCIAL PLAN AND ANALYSIS

1. Financial Plan

The total project is estimated to cost \$5.587 million with AID contributing \$3.872 million, and OAS \$899,000. The life-of-project contribution from the Governments of Antigua and Barbuda, Barbados, Dominica, Grenada, St. Kitts/Nevis, St. Lucia, and St. Vincent and the Grenadines will equal \$816,000. To date, AID has contributed \$872,000, OAS \$459,000, and the Governments of Barbados, Dominica, and St. Lucia \$502,000.

The total cost of this Amendment is \$3.754 million. AID and OAS will provide a combined total of \$3.440 million of which AID will contribute \$3 million. The OAS contribution of \$440,000 represents allocations made by Antigua, Grenada, and St. Vincent from regional funds under the OAS budget. St. Kitts will not be contributing from OAS regional funds since it was not a member of the OAS when the 1984-85 budget was developed. Country contributions totaling \$314,000 will come from all of the aforementioned countries excepting Barbados which is not included under this Amendment.

AID's contribution of \$3 million will be fully funded in the first year of this two year extension. Thirty percent will be for short and long-term technical assistance; thirty-five percent for in-country training; seventeen percent for commodities; sixteen percent for OAS administrative costs, evaluations, the loan fund, and the refurbishment of training centers; and two percent for contingency.

AID funds will be provided to OAS through a Federal Reserve Letter of Credit (FRLC). During the first two years of this co-financed Project, project costs were shared proportionately by OAS and AID. The contributions from AID (\$872,000) and OAS (\$459,000 less \$85,000 for OAS administrative costs) served as the basis for computing the pro-rated AID/OAS payments. OAS's internal budgetary guidelines restrict it from covering all of its project-related administrative costs from its contribution under this Amendment. Thus, OAS will finance 17% of its administrative costs and the remainder of its contribution will be used to cover part of the Long-term Technical Assistance line item and AID will finance 83% of OAS's administrative costs and the remaining costs incurred under this Project.

Six summary tables are provided on the following pages. The first three tables summarize project costs under the Amendment (i.e. Year 3 and 4). OAS/AID Amendment costs (\$3.440 million) have been separated from the original funding amount of \$1.331 million since the latter amount will have been drawn down by the signing date of this Amendment. Table 2, the Summary Financial Plan, shows AID and OAS funding by year and expense category. Table 3

summarizes country specific costs by expense category, while Table 4 summarizes project costs by expense category and source of funding. The next three tables summarize the life-of-project costs by year and source of funding (Table 5), the AID/OAS life-of-project funding by year and country (Table 6), and the AID/OAS life-of-project funding by country and expense category (Table 7).

Table 2 gives a yearly breakdown of Amendment costs by source of funding and expense category. Long-term technical assistance (US\$1.140 million) to be funded by AID and OAS includes two area chiefs/skills trainer -- one for Grenada, St. Lucia, and St. Vincent and one for Antigua, Dominica, and St. Kitts; and four Job Development Specialists (JDS) to be based in each of new countries covered under this Amendment. Dominica and St. Lucia will be serviced on a part-time basis by these JDSs. Support will be provided for these country staff in the form of office rental, secretarial and administrative assistants, and office supplies.

Included under short-term technical assistance (US\$159,000) are twelve person-months of short-term consultancies, the OAS/AID Coordinating Committee (2 per year), and a provision for horizontal cooperation. This latter provision allows for the use of instructors from Barbados to assist the less developed countries (travel and per diem only) and for a limited number of study visits by national counterparts to those countries where the project is already in execution.

Funding for In-Country Training (US\$1.055 million) will provide for country staff support, country staff training, and trainee stipends as well as office supplies, vehicle maintenance and insurance, liability/personal injury insurance, advertising and promotion, and miscellaneous items. The line item for Commodities and Equipment (US\$519,000) will provide for the purchase of training aids for the Regional staff, tools and materials for the in-country programs, and a vehicle for each of the new countries joining the Project.

Ten percent of the total project cost (\$355,000) is included as operating overhead to cover OAS administrative costs. This will fund two half-time OAS/W professionals, one full-time secretary, one half-time accountant, training for field accountants, staff travel and operations.

The evaluation line item (\$60,000) provides for mid-term and final evaluations. Independent evaluations of the project will be conducted by evaluators satisfactory to both parties to this agreement. The amount of thirty-five thousand dollars (\$35,000) taken from the sixty thousand dollars (\$60,000) budgeted for this purpose will be obligated to the project under this Amendment, but will not be included in the FRLC. The remaining \$25,000 will be incorporated in the FRLC and will be used by the OAS Secretariat to gather tracer and other information related to the project information system.

The Other Costs category accounts for the

refurbishment of training centers in the new countries, the loan fund, and staff and office space. Each of the countries added under the Amendment will receive US\$14,000 for the refurbishing of the facilities to be used for the various training activities. The amount allocated to the loan fund (US\$50,000) was based on a tentative distribution of \$10,000 for each of the four new countries and \$5,000 each for Dominica and St. Lucia. Distribution, however, will be based on the individual country's needs and the identification of an appropriate mechanism for administering the funds. The \$314,000 for staff and office space represents the host country contributions. A breakdown of this contribution is shown in Annex E.

The amount of forty-six thousand dollars (\$46,000) budgeted for contingency will be obligated to the project under this Amendment but will not be included in the FRLC. This amount will be retained by AID until informed by the OAS that it is needed.

**TABLE 2**  
**SUMMARY FINANCIAL PLAN**  
**OF AID/OAS FUNDING FOR AMENDMENT**  
**(IN \$000)**

EXPENSE CATEGORY	YEAR 3		YEAR 4		AID	TOTAL	OAS	TOTAL
	AID	OAS	AID	OAS				
<b>1. TECHNICAL ASSISTANCE</b>								
A. Long-Term	406.0	161.0	407.0	166.0	813.0		327.0	1,140.0
B. Short-Term	48.0	26.0	57.0	28.0	105.0		54.0	159.0
SUB-TOTAL	454.0	187.0	464.0	194.0	918.0		381.0	1,299.0
<b>2. TRAINING</b>								
In-Country	561.0	-	494.0	-	1,055.0		-	1,055.0
SUB-TOTAL	561.0	-	494.0	-	1,055.0		-	1,055.0
<b>3. COMMODITIES</b>								
A. Training Aids	20.0	-	15.0	-	35.0		-	35.0
B. Tools	110.0	-	120.0	-	230.0		-	230.0
C. Materials	100.0	-	104.0	-	204.0		-	204.0
D. Vehicles	50.0	-	-	-	50.0		-	50.0
SUB-TOTAL	280.0	-	239.0	-	519.0		-	519.0
<b>4. MANAGEMENT AND ADMINISTRATIVE COSTS</b>								
OAS Administration	173.0	29.0	123.0	30.0	296.0		59.0	355.0
SUB-TOTAL	173.0	29.0	123.0	30.0	296.0		59.0	355.0
<b>5. EVALUATION</b>								
EVALUATION	20.0	-	40.0	-	60.0 <sup>a/</sup>		-	60.0
SUB-TOTAL	20.0	-	40.0	-	60.0 <sup>a/</sup>		-	60.0
<b>6. OTHER COSTS</b>								
Refurbishing of training centers	28.0	-	28.0	-	56.0		-	56.0
Loan Rnds	20.0	-	30.0	-	50.0		-	50.0
SUB-TOTAL	48.0	-	58.0	-	106.0		-	106.0
<b>TOTAL</b>	<b>1,536.0</b>	<b>216.0</b>	<b>1,418.0</b>	<b>224.0</b>	<b>2,954.0</b>		<b>440.0</b>	<b>3,394.0</b>
CONTINGENCY	24.0	-	22.0	-	46.0 <sup>b/</sup>		-	46.0
GRAND TOTAL	1,560.0	216.0	1,440.0	224.0	3,000.0		440.0	3,440.0

<sup>a/</sup> OF this amount, \$35,000 will be obligated to the Project but not included in the FRLC; it will be used directly by AID/RDO/Caribbean to hire the independent project evaluators. The remaining \$25,000 will be included in the FRLC and used by the OAS General Secretariat to finance the collection of tracer information.

<sup>b/</sup> The amount of \$46,000 will be obligated to the project under this Amendment, but will not be included in the FRLC. This amount will be retained by A.I.D. until informed by the OAS that it is needed.

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TABLE 3  
SUMMARY COUNTRY SPECIFIC COSTS<sup>d/</sup>  
BY EXPENSE CATEGORY  
(IN \$000)

<u>EXPENSE CATEGORY</u>	<u>ANTIGUA</u>	<u>GRENADA</u>	<u>ST. KITTS</u>	<u>ST. VINCENT</u>	<u>DOMINICA</u>	<u>ST. LUCIA</u>	<u>TOTAL</u>
A. OAS/AID CONTRIBUTION							
1. Regional <sup>a/</sup>	350	350	350	350	174.5	174.5	1,749
2. Country Specific							
A. Instructors	105	105	105	105	50	50	520
B. Staff Training	24	24	24	24	8	15	119
C. Trainee Stipends	40	40	40	40	20	20	200
D. Loan Fund	10	10	10	10	5	5	50
E. Tools	45	45	45	45	25	25	230
F. Materials	40	40	40	40	22	22	204
G. Vehicles	12.5	12.5	12.5	12.5	0	0	50
H. Refurbishing	14	14	14	14	0	0	56
I. Miscellaneous <sup>b/</sup>	<u>40</u>	<u>40</u>	<u>40</u>	<u>40</u>	<u>28</u>	<u>28</u>	<u>216</u>
SUB-TOTAL	330.5	330.5	330.5	330.5	158	165	1,645
SUB-TOTAL OAS/AID	680.5	680.5	680.5	680.5	332.5	339.5	3,394
GOVERNMENT CONTRIBUTION							
1. Staff Salaries	52	52	52	52	41	41	290
2. Office Space	<u>4</u>	<u>4</u>	<u>4</u>	<u>4</u>	<u>4</u>	<u>4</u>	<u>24</u>
SUB-TOTAL GOVERNMENT	56	56	56	56	45	45	314
TOTAL	736.5	736.5	736.5	736.5	377.5	384.5	3,708
CONTINGENCY <sup>c/</sup>	9.2	9.2	9.2	9.2	4.6	4.6	46
GRAND TOTAL	745.7	745.7	745.7	745.7	382.1	389.1	3,754

<sup>a/</sup> Technical assistance, OAS administration, evaluation and training aids prorated as follows: Antigua 20%, Grenada 20%, St. Kitts 20%, St. Vincent 20%, Dominica 10%, and St. Lucia 10%. (for illustrative purposes only).

<sup>b/</sup> Office supplies, vehicle maintenance, insurance, advertising, etc.

<sup>c/</sup> Contingency is calculated as 2 percent of the OAS/AID project costs.

<sup>d/</sup> Total OAS/AID contribution under this Amendment is \$3,440 million of which AID is contributing \$3 million and OAS \$440,000.

TABLE 4a/  
SUMMARY OF PROJECT COSTS  
BY EXPENSE CATEGORY AND SOURCE OF FUNDING  
(IN \$000)

EXPENSE CATEGORY	AMENDMENT FUNDING		TOTAL	HOST COUNTRIES	TOTAL
	AID/OAS FX	GRANT <sup>b/</sup> LC			
<b>1. TECHNICAL ASSISTANCE</b>					
A. Long-Term	1140.0	-	1140.0	-	1140.0
B. Short-Term	159.0	-	159.0	-	159.0
SUB-TOTAL	1299.0	-	1299.0	-	1299.0
<b>2. TRAINING</b>					
In-Country	-	1055.0	1055.0	-	1055.0
SUB-TOTAL	-	1055.0	1055.0	-	1055.0
<b>3. COMMODITIES</b>					
A. Training Aids	-	35.0	35.0	-	35.0
B. Tools	-	230.0	230.0	-	230.0
C. Materials	-	204.0	204.0	-	204.0
D. Vehicles	-	50.0	50.0	-	50.0
SUB-TOTAL	-	519.0	519.0	-	519.0
<b>4. MANAGEMENT AND ADMINISTRATIVE COSTS</b>					
OAS Administration	355.0	-	355.0	-	355.0
SUB-TOTAL	355.0	-	355.0	-	355.0
<b>5. EVALUATION</b>					
SUB-TOTAL	60.0	60.0	60.0	-	60.0
<b>6. OTHER COSTS</b>					
A. Refurbishing Training Centers	-	56.0	56.0	-	56.0
B. Loan Fund	-	50.0	50.0	-	50.0
C. Staff and Office Space	-	-	-	314.0	314.0
SUB-TOTAL	-	106.0	106.0	314.0	420.0
TOTAL	1714.0	1680.0	3394.0	314.0	3708.0
CONTINGENCY	25.0	21.0	46.0	-	46.0
GRAND TOTAL	1739.0	1701.0	3440.0	314.0	3754.0

<sup>a/</sup> Only Amendment costs are included in this table.

<sup>b/</sup> Under this Amendment, AID will contribute \$3 million and OAS \$440,000.

TABLE 5  
SUMMARY OF PROJECT COSTS  
BY FISCAL YEAR AND SOURCE OF FUNDING  
(IN \$000)

SOURCE OF FUNDING	Year 1	Year 2	Year 3	Year 4	LIFE-OF-PROJECT Total
AID/OAS <sup>a/</sup>	768.0	563.0	1702.0	1738.0	4771.0
HOST GOVERNMENTS	236.0	266.0	148.0	166.0	816.0
TOTAL	1004.0	829.0	1850.0	1904.0	5587.0

<sup>a/</sup> Total contributions from AID and OAS are \$3,872,000 and \$899,000 respectively.

Under the Amendment, AID will contribute \$3 million and OAS \$440,000.

TABLE 6

SUMMARY OF AID/OAS FUNDING FOR LIFE OF PROJECT a/  
BY YEAR AND COUNTRY

	PP		AMENDMENT		Total
	Year 1	Year 2	Year 3	Year 4	
Regional	334,600	301,000	894,000	855,000	2,382,600
Antigua	-	-	170,750	159,750	331,000
Barbados	145,700	30,900	-	-	176,600
Dominica	176,600	136,200	87,000	71,000	471,800
Grenada	-	-	170,750	159,750	331,000
St. Kitts	-	-	170,750	159,750	331,000
St. Lucia	109,750	92,250	94,000	71,000	370,000
St. Vincent	-	-	170,750	159,750	331,000
Sub-Total	767,650	563,350	1,758,000	1,636,000	4,725,000
Contingency	-	-	24,000	22,000	46,000
TOTAL	767,650	563,350	1,782,000	1,658,000	4,771,000

a/ Total contributions from AID and OAS are \$3,872,000 and \$899,000 respectively. Under this Amendment, AID will provide \$3 million and OAS \$440,000

TABLE 7

SUMMARY OF AID/OAS FUNDING FOR LIFE OF PROJECT  
BY COUNTRY AND EXPENSE CATEGORY

<u>Expense Category</u>	<u>Country</u>								<u>Total</u>
	<u>Regional</u>	<u>Antigua</u>	<u>Barbados</u>	<u>Dominica</u>	<u>Grenada</u>	<u>St. Kitts</u>	<u>St. Lucia</u>	<u>St. Vincent</u>	
Technical Assistance	1,783.2 <sup>a/</sup>	-	99.6	-	-	-	-	-	1,882.8
In-Country Training	-	179.0 <sup>b/</sup>	39.0	268.2 <sup>h/</sup>	179.0 <sup>b/</sup>	179.0 <sup>b/</sup>	223.9 <sup>h/</sup>	179.0 <sup>b/</sup>	1,247.1
Commodities	61.2 <sup>c/</sup>	97.5 <sup>d/</sup>	31.0	150.6 <sup>i/</sup>	97.5 <sup>d/</sup>	97.5 <sup>d/</sup>	108.4 <sup>i/</sup>	97.5 <sup>d/</sup>	741.2
Administrative Costs	440.2 <sup>e/</sup>	-	-	-	-	-	-	-	440.2
Evaluation	100.0 <sup>f/</sup>	-	-	-	-	-	-	-	100.0
Other	-	54.0 <sup>g/</sup>	-	53.0 <sup>i/</sup>	54.0 <sup>g/</sup>	54.0 <sup>g/</sup>	44.7 <sup>i/</sup>	54.0 <sup>g/</sup>	313.7
Contingency	45.0 <sup>k/</sup>	-	-	-	-	-	-	-	46.0
<b>TOTAL</b>	<u>2,430.6</u>	<u>330.5</u>	<u>169.6</u>	<u>471.8</u>	<u>330.5</u>	<u>330.5</u>	<u>577.0</u>	<u>330.5</u>	<u>4,771.0</u>

- <sup>a/</sup> Technical Assistance, Country Staff Support, Coordinating Committee + Technical Assistance (new budget)
- <sup>b/</sup> Country Staff Support, Country Staff Training, Stipends, Loan Fund
- <sup>c/</sup> Commodities and Equipment + Training Aids
- <sup>d/</sup> Tools, Materials, Vehicles
- <sup>e/</sup> \$84.2 (old budget) and \$355.0 (new budget)
- <sup>f/</sup> \$40.0 (old budget) and \$60.0 (new budget)
- <sup>g/</sup> Refurbishing, Office Supplies, Vehicle Maintenance, Insurance, Advertising
- <sup>h/</sup> Instructors, Travel, Staff Training, Stipends, Loan Fund
- <sup>i/</sup> Tools, Materials, Vehicle
- <sup>j/</sup> Office Supplies, Vehicle Maintenance, Insurance, Advertising, Miscellaneous
- <sup>k/</sup> Will be allocated by Country and Line Item if and when Funds Requested.

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## 2. Financial Analysis

All of the countries included in this regional project are passing through periods of fiscal restraint. For this reason, the Regional Non-Formal Skills Training Project has been designed to avoid any significant increases in public sector operating costs during the life of the project as well as to avoid leaving behind a costly infrastructure to be financed at its termination. In order to achieve this objective, the national director, the instructor trainer, and the Job Development Specialists in each of the new countries will be culled from existing staff to direct project activities.

The two major costs to be transferred to the Governments of Antigua and Barbuda, Dominica, Grenada, St. Kitts/Nevis, St. Lucia, and St. Vincent and the Grenadines will be instructors' salaries and trainee stipend allowances. During the course of the Project, two major activities will take place to reduce the per unit costs of two of these factors. The first will be constant involvement of the concerned ministries and technical colleges in training programs so they can take on more of the instructor's role in skills training programs. This will reduce the need for outside paid instructors. Secondly, to the extent that the training provided is community-based, the need for stipends which are intended to cover only the transportation and noon meal requirements of persons dislocated from their homes will be reduced.

An important issue raised during the development of this Amendment relates to the increased cost per person trained under this Amendment. While 1672 people were trained and 938 placed for a total cost of \$1,331,000 under the present portion of the Project, under this Amendment 2400 more people will be trained with an estimated 1280 placed in either part or full-time employment for a total additional cost of \$3,440,000. With project cost more than doubled (158%), there will be only a 44% increase in the numbers trained. However, the overall placement rate is expected to increase from 50% to 80% of the trainees. The increased cost per person trained is related to the increase in the number of countries being included under the Project. Six, as opposed to three, countries will be participating in the Project. Additional costs resulting from this expansion include another Project Chief, a Regional Job Development Specialist for each new country (under the present Project, there is only one JDS), a proportionate increase in OAS administrative costs relative to the total Project cost, training for an additional JDS per each new country (under the present Project, there is only one JDS on each country staff), and a minimal allowance for contingency (no allowance was made for this under the present budget). It should be noted that while the

quantity trained will not increase substantially under the Amendment, the project's performance with respect to placement is expected to improve noticeably.

Another critical issue raised during the development of this Amendment concerns the institutionalization of the Skills Training Program -- that is the process of building the organizational and internal financial means to sustain the project after external financing comes to an end. While the Dominica and St. Lucia projects are well on their way toward organizational independence, there has been little movement toward financial independence.

The January 1985 evaluation team was asked to identify and review alternative means for financing the programs once AID/OAS assistance is terminated. The most appealing option for financing skills training is offered by the Barbados model. Set at a quarter of one percent of employees' income, the Barbados wage levy generates approximately US\$500,000 per year for skills training. While the Dominican and St. Lucian economies are much smaller and such a tax would yield far less revenue, the amounts could nonetheless be substantial. Based on 1983 wages and salaries, a similar wage levy of .25% would yield EC\$100,000 in Dominica and an assessment of 1.0 percent could generate EC\$400,000. The latter sum could enable the Dominica program to be maintained at the same level of effort being financed under this Amendment. In St. Lucia, somewhat higher totals could be generated since the wage and salaried labor force is somewhat higher.

The team's discussions with ministry officials, employers, and Industrial Development Corporations revealed that the imposition of such a tax would face widespread resistance in Dominica and St. Lucia. Unlike Barbados, St. Lucia and Dominica have no tradition of using special levies to raise revenues for earmarked purposes other than social security. With the present level of taxation already considered too burdensome, any new taxation would meet with stiff opposition, particularly if it is perceived that the benefits would not be shared by most contributors. Furthermore, officials contend that although skills training programs have been very helpful in attracting new industry to the islands, any new tax burdens imposed to support skills training would probably more than offset the program's incentive value in attracting new investment. According to a top ministry

official in Dominica, the imposition of a wage levy would only be politically palatable in a period of rapid job expansion when the training would be considered urgent and certain to lead to employment. The emergence of such an expansionary period is not considered likely in the foreseeable future.

Another option for financing skills training would require the employer to pay directly for the training benefits they receive. According to the evaluation findings, most employers would not take advantage of the program, but would simply arrange for their own in-plant training or forego training altogether. Under this option, training for self-employment, especially agriculture, and future employment opportunities, such as data entry and electronics assembly, would not find support.

The final option would be continued reliance on donor support -- if not AID, then the Canadian International Development Agency, British Development Division, or some national or international organization. While this option can be contemplated, it seems unlikely that a new donor is likely to step in to fill the vacuum created by the termination of AID's support in two years. Given that the OAS will be providing less than 10 percent of the funding for this Amendment, it is unlikely that this organization would be capable of expanding its funding to make up for the shortfall.

Since the new countries added under this Amendment will probably be facing a similar situation two years from now, it is critical that this issue be addressed well in advance of the project completion date. While finding full funding for the programs may be extremely remote, several steps can be taken to facilitate the location of partial sources of alternative funding.

First, by continuing to be responsive to the needs of unemployed youth, government ministries, and employers, the programs will be considered indispensable to national growth and key actors will be under pressure to find some acceptable means of financial continuation.

Second, in order to maintain an active dialogue on financing options and move it toward an early resolution, several activities will occur over the next two years to shape and facilitate this dialogue. At the second Coordinating Committee meeting to be held under this Amendment, the National Directors of St. Lucia and Dominica with the assistance of the Regional Directors and Job Development Specialists will be responsible for preparing country position papers outlining the costs and benefits of the

various options for independent financing. A consultant will also be contracted to present a paper on the financing schemes which have been developed for similar skills training programs. In preparation for this presentation, the National offices in collaboration with the Regional staff will arrange meetings among ministry officials, employers, employers associations, national development corporations, employee unions, and other interested parties in order to forge a consensus on both the most appropriate means for securing the monetary independence of the national programs and on the most appropriate organizational vehicle. The recommendations emerging from this exercise will be implemented during the second year of this Amendment.

A final step for facilitating financial independence involves a progressive reduction of AID and OAS funding linked with an expansion of government support. This approach has been adopted in the case of Dominica and St. Lucia in that the funding provided for trainee stipends under this Amendment falls far short of the projected demand for training in both of these countries. For example, the GOCD estimates that 1,000 people could easily be trained and placed under the Regional Non-Formal Skills Training Project. However, the Project will be providing trainee stipends for only 200 participants under this Amendment. The provision of only a portion of the projected demand is designed to stimulate the governments to set up a special training fund or develop an alternative financing mechanism.

c. ECONOMIC ANALYSIS

1. REGIONAL OVERVIEW

Unemployment is a severe problem in the Eastern Caribbean, a problem that has been exacerbated by recent adverse external developments -- most notably the global recession that ensued in the wake of the OPEC oil price hikes of 1979-80, the weakening of the CARICOM trade regime, and the overvaluation of OECS exchange rate relative to their major trading partners. In many countries unemployment rates now range over 20 percent. In addition, these data tend to understate the true magnitude of the problem, as substantial underemployment prevails and disillusioned job seekers have ceased looking for work. Especially hard hit have been youth in the 15-25 year old bracket; if productive employment cannot be located for these youths, they promise to be a serious source of political instability. Moreover, according to most indications, the problem is likely to grow more severe as increased numbers enter the working age population over the next decade. The formal education and traditional vocational training systems have been unable to effectively deal with the situation. Consequently, in July 1982, the Regional Non-Formal Skills Training Project was developed to provide non-formal skills training for unemployed youths in three of the region's states most severely affected by recent adverse economic developments--Barbados, Dominica, and St. Lucia. Under the proposed Amendment, project activities will be expanded to other adversely affected OECS countries -- Antigua/Barbuda, Grenada, St. Kitts/Nevis, and St. Vincent and the Grenadines. The Barbados component will terminate at the end of March 1985.

2. A COST-BENEFIT ANALYSIS

The goal of the Project is to reduce unemployment in Antigua, Barbados, Dominica, Grenada, St. Kitts/Nevis, St. Lucia, and St. Vincent and the Grenadines. This will be accomplished through training based on the Modules of Employable Skills (MES) approach. For project activities in each of the four new states, illustrative cost benefit calculations have been made in order to assess the overall economic viability of project activities under this Amendment. Similar calculations were made for St. Lucia and Dominica in the original Project Paper.

The project is designed to have a direct impact on earnings of the target group. Low-level skills training generally can be linked to earnings with relatively few adjustments. The post-training wages received by participants, however, need not be synonymous with the project's impact on overall economic output. If the participating country was operating at or near full employment, we would have to assume that participants would contribute to overall economic output even without the training. That is, we could not use the post-training wages received by participants as the project's contribution to overall economic output.

In the four countries being added under this Amendment, however, full employment does not prevail. The unemployment rate ranges between 20 and 24 percent for all of these countries, with the vast majority of the unemployed being youths in the 15 and 25 year age bracket. In fact, for youths in this age bracket estimates range as high as 45 percent in St. Vincent and 50 percent in Grenada. Unemployment rates, though, drop sharply with age. For individuals over 30 years old, full employment prevails; that is, rates are at or near 3 percent.

What does this suggest for the Project's overall economic impact? At least initially, the post-training wages received by participants, if any, should be used as a measure of the Project's overall economic impact, since the majority of the participants would be drawn from the ranks of unemployed-youths in the 15 to 25 old age bracket. To attribute all of the participant's lifetime earnings as a Project benefit, however, would be misleading. By the time the participant was 30 years old, in almost all instances he would have been employed irrespective of the training. Consequently, this project should be viewed as reducing a participant's job search time, i.e. lessening the time the participant must wait before securing a job.

For the purpose of our calculations, we assume that the average age of a participant is 20 years old. We also assume that the benefits received by the participant from the Project, if any, would gradually fall, reaching zero by the time he is 30 years old.

In assessing benefits, five scenarios based on the evaluation findings have been developed regarding pre- and post-training job status:

- (a) The participant was employed prior to receiving training and may obtain wage employment immediately in the form of a semi-skilled job in Antigua, Grenada, St. Kitts/Nevis, and St. Vincent.
- (b) The previously unemployed participant may obtain wage employment immediately in the form of a semi-skilled job in Antigua, Grenada, St. Kitts/Nevis, and St. Vincent.
- (c) The previously unemployed participant may be employed part-time or self-employed.
- (d) The previously unemployed participant may elect to take additional higher level skills training, either on-the-job or through additional courses, and then secure wage employment.
- (e) The previously unemployed participant may make no productive contribution.

For each of these five scenarios, the net present value of a participant's contribution to overall economic output was calculated using a discount rate of 15 percent. For the participants securing wage employment--(a), (b), and (c) above, such employment was valued at the prevailing minimum wage rate. This translates to 65 cents an hour or roughly \$1,300 a year in Antigua, 50 cents an hour or roughly \$1,000 a year in Grenada, and 55 cents an hour or roughly \$1,100 a year in St. Kitts/Nevis, and 60 cents an hour or roughly \$1,200 a year for St. Vincent. The stream of benefits in the first two years of the project are based on an average module duration of three months. According to the January 1985 evaluation report, 10 percent of the trainees were employed prior to the training program with an estimated annual income of about \$120 to \$240. For the purpose of this analysis, the marginal benefit derived from the training of this category (a) is estimated to be 75% of their post-training income; in other words, they would have earned the other 25% regardless of the training received. In the case of the part-time or self-employed--category (c), we project their wages at roughly 50 percent of those attaining wage employment. For those who elect additional training--category (d), we assume this additional training delays their entry into wage

employment by two years. The aforementioned categories have been assigned weights based on the project's placement experience to date and the expected training mix for each of the four new countries. In the case of Grenada and St. Vincent, placement rates will most likely resemble those of Dominica. Thus, 35% of the trainees will be employed full-time (a and b) upon completion of the training program, 35% will be part-time or self-employed (c), 5% will be apprenticed, and 25% will be unemployed. Based on a sampling of the training already being requested for these countries, St. Kitts/Nevis and Antigua will probably follow the St. Lucia placement rates--56% full-time, 19% part-time or self-employed, 5% apprenticeship and 20% unemployed.

For the initial two years of this Amendment, the direct training costs are estimated to be \$750,800 for each of the four new countries. The income foregone by those trainees in category (d) due to their delayed entry into wage employment is included in this cost-benefit calculation as an indirect cost.

Utilizing these assumptions and a discount rate of 15 percent, we obtained a net present value (NPV) of contribution to economic output for Antigua of \$371,321 and an internal rate of return (IRR) of 41%. The respective figures were \$2,950 and 15% for Grenada, \$220,304 and 30% for St. Kitts/Nevis, and \$125,598 and 23% for St. Vincent and the Grenadines. The NPVs and IRRs for Grenada and St. Vincent and the Grenadines are lower than the other two countries due to the lower wage rates and the expected placement rates for these two countries.

To the extent that foreign investment, additional to that required to generate employment opportunities for those trained under this program, is attracted into these countries as a result of the performance of workers trained, these data understate project benefits for the four countries. Another indirect benefit attributed to this Project is the improved community development resulting from both the Project's demonstration effect on other unemployed youths who are in turn seeking entry into the training program and the sharing of the newly acquired skills with family members and friends. Given both the quantified and unquantifiable benefits cited above, the Project appears to be economically viable.

D. SOCIAL ANALYSIS

1. A Comparative and Contrastive Profile of Antigua/Barbuda, Grenada, St. Vincent and the Grenadines

The comparative characteristics of the countries participating in this project can be conveniently divided into three inter-related categories -- physical, demographic and sociocultural. The most immediately influential characteristics are the physical constraints common to all countries, i.e., they are islands, territorially small, limited in natural resources, and beset with recurring tropical storms and volcanic eruptions. Demographically, the countries have populations that are small in comparison with the population sizes that one would expect in viable nations; yet these small populations are packed into small islands giving these countries high population densities. These small, dense populations are further characterized by the startlingly high, by any demographic standard, percentage of youths. Socioculturally the states are similar by virtue of their relatively recent appearance as independent nations, their common use (with some exceptions) of the English language, their peculiar racial makeup, and the existence of a primate city in each state.

Not only is the small population size a difficulty, affording a very small pool from which each country must find all the variety of skills necessary, but also the shape of the population is crucial. In this respect, the Eastern Caribbean is both challenged and constrained, for about half of its population is under the age of 15. Not only is the size of the pool from which they recruit labor halved, but also the economy carries the extra

weight of providing adequate services (such as health care and education) for a proportionately large number of dependent people, not to mention the pressure of planning and creating jobs for an extraordinarily large number of people soon to enter the job market and who tend to migrate to urban centers to escape from rural poverty and lack of opportunity in the countryside.

a. Territorial Differences: Antigua/Barbuda, Grenada, St. Kitts and Nevis, and St. Vincent and the Grenadines

Although Antigua and Barbuda, Grenada, St. Kitts and Nevis, and St. Vincent and the Grenadines share a number of common features, including the fact that all four have island dependencies whose inhabitants are oriented to sea-faring activities and tourism, they also exhibit some differences.

Grenada and St. Vincent and the Grenadines have large numbers of young people between the ages of 10-19. They have very high birth rates, in Grenada the rate of natural increase is 2.1 and 41.5% of the population is under the age of 15. In St. Vincent the rate of natural increase is 2.7 and 43.7% of the population is under 15. In contrast, Antigua has a rate of natural increase of 1.8 and only 32% of the population under 15 and St. Kitts/Nevis has a rate of natural increase of 1.9 and 37% of the population is under the age of 15.

Both Grenada and St. Vincent and the Grenadines have problems of illiteracy and functional illiteracy. With the exception of St. Lucia, which has a dual language problem, St. Vincent with 40% functional illiteracy rate is the highest in the Commonwealth Caribbean. Education and training facilities are poor in St. Vincent and the Grenadines in comparison to Antigua, where tertiary education is available at Antigua State College, which also provides vocational and technical training for those qualified to enter. While St. Vincent has a technical school, few are qualified to enter. In 1983 of the 524 pupils who sat their 'O' levels only 59 passed.

The standard of living also varies among the four countries. All four depend heavily on remittances in cash and in-kind, particularly clothing, but income levels in St. Vincent and the Grenadines are the lowest in the Commonwealth Caribbean, while Antigua/Barbuda has among the highest.

Demographic analysis for all four countries indicates that this ten year period is a critical one. There are very large numbers of children reaching both child-bearing and employment age. In 1970 in all four countries, nearly 50% of the population was under 15; these children are now becoming adults and most will be entering the labor force largely unskilled and with unclear ideas as to their future. The problem is one demanding immediate measures.

VI. CONDITIONS PRECEDENT AND COVENANTS

The following conditions and covenants will be included in the Amendment to the Project Grant Agreement.

A. Conditions Precedent to Disbursement

(1) First Disbursement

Prior to any disbursement of funds under the contribution, the Grantee shall, except as A.I.D. may otherwise agree in writing, furnish to A.I.D. in form and substance satisfactory to A.I.D. evidence of appointment of the second Regional Project Chief who will be posted in Antigua.

(2) First Disbursement for Project Activities in a Particular Participating Country

Prior to first disbursement to finance activities in a particular participating country, the Grantee shall, except as A.I.D. may otherwise agree in writing, furnish A.I.D., in form and substance satisfactory to A.I.D.:

(a) Evidence of the establishment of a country advisory committee in each new participating country;

(b) A plan outlining project activities during the life of the project and a detailed implementation plan for the third year of the project along the lines set forth in the Purpose and Implementation Plan of this Project Amendment. Such plan will include details of the responsibilities of the Regional Staff, country staff, advisory committees, technical committees and coordinating committee; and the details of procedure for determination of training modules, selection of trainees, and trainee placement and follow-up; and

(c) Evidence that the Governments of St. Lucia and Grenada will provide the requisite staff in the counterpart Ministries that they have already identified.

(3) Conditions Precedent to First Disbursement of Loan Fund

Prior to any disbursement of funds under the trainee loan scheme, the General Secretariat of OAS shall, except as A.I.D. may otherwise agree in writing, furnish to A.I.D., in form and substance satisfactory to A.I.D., a plan for the trainee loan fund scheme by country which will describe the organizations, administrative procedures, loan terms, and criteria to be used for loans to be made to the program's graduates. In order to approve such a plan, the Grantee must provide evidence that other existing sources of credit can not respond to the graduates' needs.

B. Covenants

The General Secretariat of the OAS covenants that, except as A.I.D. may otherwise agree in writing:

(1) the appointment of all the regional professional staff will be subject to the prior approval of USAID's Regional Development Office/Caribbean (RDO/C). Recruitment of short-term consultants whose services would be required for one month or more will be undertaken in consultation with A.I.D..

(2) at a minimum, the regional staff will include two Project Chiefs, four Job Development Specialists; and that the senior Project Chief will reside in St. Vincent, the other Project Chief will reside in Antigua, and the four Job Development Specialists will reside in each of the new participating countries. All short-term specialists recruited by OAS will report to the Project Chief posted on St. Vincent;

(3) it will monitor the composition of the advisory committees to make certain that there is an adequate mix of private and public sector representation;

(4) independent evaluation of the project will be conducted by evaluators satisfactory to both parties to this agreement. The amount of thirty-five thousand dollars (\$35,000) taken from the sixty thousand dollars (\$60,000) budgeted for this purpose will be obligated to the project under this Amendment, but will not be included in the Federal Reserve Letter of Credit (FRLC). The remaining \$25,000 will be incorporated in the FRLC and will be used by the OAS Secretariat to gather tracer and other information related to number 5 below;

(5) evidence of a project information system which will provide feedback to refine and alter parts of the project as necessary. As discussed in the Project Amendment, a system should be developed for collecting and reporting data on trainees' pre- and post-module employment and income status.

(6) the amount of forty-six thousand dollars (\$46,000) budgeted for contingency will be obligated to the project under this amendment but will not be included in the Federal Reserve Letter of Credit (FRLC). This amount will be retained by A.I.D. until informed by the OAS that it is needed.

PROJECT DESIGN SUMMARY  
LOGICAL FRAMEWORK

Life of Project:  
From FY82 to FY 87  
Total U.S. Funding: 4,771,000  
Date Prepared:

Project Title & Number: Regional Non-Formal Skills Training (538-0073)

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS																																																																								
<p>Program or Sector Goal: The broader objective to which this project contributes:</p> <p>To improve the employability and income of the unemployed/under-employed.</p>	<p>Measures of Goal Achievement</p> <p>As a result of this project there will be an increase in the number of youths employed and an increase in the real per capita income of those trained.</p>	<ol style="list-style-type: none"> <li>1. National Government Statistics and other records.</li> <li>2. World Bank documents.</li> <li>3. Project Evaluation results.</li> <li>4. Project follow-up, tracer studies.</li> <li>5. Quarterly Project Reports</li> </ol>	<p>Assumptions for achieving goal targets:</p> <ol style="list-style-type: none"> <li>1. Political stability and continued support for national development goals.</li> <li>2. Favourable climate for economic growth.</li> <li>3. Small business support will encourage an appropriate employment climate.</li> </ol>																																																																								
<p>Project Purpose: 1. To provide appropriate non-formal skills training and support services to individuals, particularly 15-25 year olds in Antigua &amp; Barbuda, Barbados, Dominica, Grenada, St. Kitts/Nevis, St. Lucia, and St. Vincent and the Grenadines.</p> <p>2. To assist Governments institutionalize non-formal skills training.</p>	<p>Conditions that will indicate purpose has been achieved: End of project status.</p> <ol style="list-style-type: none"> <li>1. Unemployed/underemployed youth are employed as a result of training/support services.</li> <li>2. Country training networks with appropriate support services are institutionalized.</li> <li>3. Country staff are trained and have assumed management/technical roles.</li> <li>4. Training modules have been developed/adapted.</li> </ol>	<ol style="list-style-type: none"> <li>1. Project records.</li> <li>2. Quarterly Project Reports</li> <li>3. Project Evaluation.</li> </ol>	<p>Assumptions for achieving purpose:</p> <ol style="list-style-type: none"> <li>1. Increased regional collaboration will improve cost effectiveness of training program.</li> <li>2. Governments' commitment to improving youth employment opportunities continues.</li> <li>3. Competent counterpart administration is provided.</li> <li>4. Credit funds are available to foster self employment.</li> </ol>																																																																								
<p>Outputs</p> <p>Training networks</p> <p>Staff trained (full time)</p> <p>Training modules</p> <p>Improved training facilities/capability</p> <p>Youths trained</p> <p>Youth placed</p> <p>Information system</p>	<p>Magnitude of Outputs</p> <table border="1"> <thead> <tr> <th></th> <th>Ant.</th> <th>B'dos</th> <th>Dom.</th> <th>Gren.</th> <th>St.K.</th> <th>St.L.</th> <th>St.V.</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>7</td> </tr> <tr> <td>9</td> <td>14</td> <td>7</td> <td>9</td> <td>9</td> <td>7</td> <td>9</td> <td>9</td> <td>64</td> </tr> <tr> <td>33</td> <td>19</td> <td>54</td> <td>33</td> <td>33</td> <td>40</td> <td>33</td> <td>33</td> <td>249</td> </tr> <tr> <td>4</td> <td>6</td> <td>6</td> <td>2</td> <td>3</td> <td>10</td> <td>2</td> <td>3</td> <td>33</td> </tr> <tr> <td>400</td> <td>500</td> <td>750</td> <td>400</td> <td>400</td> <td>400</td> <td>400</td> <td>3,250</td> <td></td> </tr> <tr> <td>320</td> <td>400</td> <td>600</td> <td>320</td> <td>320</td> <td>320</td> <td>320</td> <td>2,600</td> <td></td> </tr> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>7</td> </tr> </tbody> </table>		Ant.	B'dos	Dom.	Gren.	St.K.	St.L.	St.V.	Total	1	1	1	1	1	1	1	1	7	9	14	7	9	9	7	9	9	64	33	19	54	33	33	40	33	33	249	4	6	6	2	3	10	2	3	33	400	500	750	400	400	400	400	3,250		320	400	600	320	320	320	320	2,600		1	1	1	1	1	1	1	1	7	<ol style="list-style-type: none"> <li>1. Project records</li> <li>2. Periodic field visits by OAS/USAID project officers</li> <li>3. Project evaluation</li> </ol>	<p>Assumptions for achieving outputs:</p> <ol style="list-style-type: none"> <li>1. Instructors in appropriate skills available.</li> <li>2. Modern training course materials that can be adapted to local materials are available.</li> <li>3. Project staff has skills to develop new materials and adapt existing materials to meet training needs.</li> <li>4. Government/private sector will make available training sites as needed.</li> </ol>
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4th February, 1985

Mr. Thomas Rosenberg  
Chief of Manpower and Employment  
Department of Social Affairs  
Organisation of American States  
1889 F Street  
N.W. Washington D.C. 20006  
U.S.A.

Dear Mr. Rosenberg:

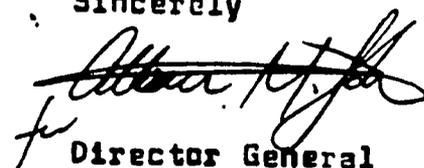
Amendment of OAS/USAID Regional Non-formal  
Skills Training Project to Include Grenada

In response to a letter from Mr. Terrance J. Brown on the above-mentioned subject and dated 12th December, 1984, I am pleased to inform you that we would be happy to participate in the Project.

Grenada currently has a pool of about 10,000 unemployed people, most of whom are young adults. Coupled with that is another 1,600 school leavers who join the labour market annually, most of whom - as is the case with the chronically unemployed, lack the basic technical and vocational skills that will render them more employable.

Recognising the situation as it currently stands, the Ministry of Education has declared as a major policy, its intention to create more opportunities, to the people mentioned above, for training in the non-formal skills with a view to better preparing them for the job market. The OAS/USAID offer is, therefore, most timely and most welcome. While we recognise our late response and apologise for it, we sincerely hope that Grenada will still be able to participate in the Project. The Ministry of Education is indicated as implementing agency.

Sincerely

  
Director General

c.c. Terrence J. Brown  
Acting Mission Director, AID

Mr. G.J. McGuire  
Minister of Education

Mr. Norberto Ambrose

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ST. CHRISTOPHER-NEVIS 25 FEB 1985

Ref. No. G/OM

Ministry of Education, Health & Social Affairs,  
P. O. Box 333,  
ST. KITTS, W. I.

February 1985, 1985

Mr Terrance Browne  
Director USAID  
Bridgetown  
NEVIS

Dear Sir

The attached is a copy of a telex which is a  
statement of Mr. Kings and Davis sent to our  
Trade Affairs in Washington expressing our  
commitment to the "Formal Skills Training Project."

Yours faithfully

.....  
Terrance Browne  
Director - Bridgetown

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TO THE ASSISTANT SECRETARY FOR POLICY AND PLANNING  
WASHINGTON DC

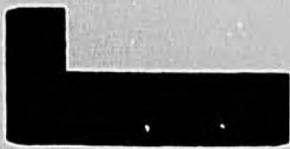
FROM THE MONEY OPERATIONS, PAYMENTS AND DEBIT SYSTEMS  
OF EDUCATION, ST. LOUIS

DATE FEBRUARY 1976

RE: A REQUEST FOR ASSISTANCE IN THE DEVELOPMENT OF  
A SYSTEM FOR THE AUTOMATIC PROCESSING OF  
EDUCATIONAL ASSISTANCE APPLICATIONS. THE SYSTEM  
WILL BE USED TO PROCESS APPLICATIONS FOR  
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Best Available Document



Ref. No. MHL/158

RE REFERS TO ABOVE  
MATTER AND ONE OF  
THE MATTERS REFERRED TO  
HEREIN.



15 FEB 1985

MINISTRY OF HOUSING, LABOUR  
AND COMMUNITY DEVELOPMENT  
KINGSTOWN,  
ST. VINCENT & THE GRENADINES  
WEST INDIES

13th February 1985

Dr. Ambrosio J. Ortega  
C/o OAS Office-  
KINGSTOWN.

Dear Sir,

I enclose herewith the copy of the letter of 8th February, 1985 with the signature of the Honourable Prime Minister approving this state's participation in the OAS/USAID Regional Non-Formal Skills Training Project.

I wish also to say the letter dated 12th December, 1984 with the report has now been discovered in his office.

Yours truly,

  
Acting Permanent Secretary.

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UNITED STATES OF AMERICA  
 AGENCY FOR INTERNATIONAL DEVELOPMENT  
 REGIONAL DEVELOPMENT OFFICE/CARIBBEAN

P. O. BOX 302  
 BRIDGETOWN  
 BARBADOS

February 8, 1985

Honorable James Mitchell  
 Prime Minister  
 Government of St. Vincent and  
 the Grenadines  
 Kingstown  
ST. VINCENT

Dear Mr. Prime Minister:

Enclosed with this letter is a draft copy of the proposed OAS/USAID Regional Non-Formal Skills Training Amendment.

On December 12, 1984 we wrote to you informing you that RDO/C was considering amending the Project and asking that we be advised whether or not your Government intended to participate in the Project. This is a follow-up to that letter.

Based on your Government's request to the Organization of American States that St. Vincent and the Grenadines be included in the OAS/AID Regional Non-Formal Skills Training Project (538-0073), members of my staff and representatives from OAS have been in touch with members of the Government of St. Vincent and the Grenadines doing the preparatory work for the Project Amendment which would include the participation of your Government. Most of the preliminary work has been done and the OAS and USAID are ready to sign the Amendment to the Project Grant Agreement once each country has identified the Ministry in which the project will be located and has committed the local counterpart staff. It is not necessary at this time to determine who will fill the Project positions.

By way of specific contributions to the project, the Government of St. Vincent and the Grenadines will be requested to:

1. Appoint, or designate from already appointed staff, a four-person country staff by the end of the first month of the project consisting of a general non-formal skills trainer/director responsible for the program's implementation, for securing the training modules, equipment and training materials and for supervising the work of the training staff; an instructor trainer whose responsibility will be to see that curriculum development, pedagogy, and the training centers are all of acceptable standards; and two job development specialists who will identify and evaluate potential income

Honorable James Mitchell

Page 2

generating activities and provide skills and support services to instructors and young workers. These persons would also assist the director and would perform a variety of training-related skills, including task analysis.

2. Hire during the first five months of the project between eight and ten instructors on either a part-time or full-time basis depending upon the market needs. These will be fully funded by the project.

3. Form an Advisory Committee, as soon as possible after the project starts but no later than the end of the third month, to provide guidelines on the general orientation of the program. It will advise on manpower requirements and training needs, undertaking appropriate assessments as required. It will also assist with the identification of employment promotion and income-generating activities where wage and salary jobs are not available to trainees. The Committee will be composed of representatives from the ministries, private organizations which carry on non-formal skills training, workers groups and private employers groups, including but not limited to representatives from such organizations as DEVCO, the National Development Foundation and the St. Vincent Chamber of Industry and Commerce.

4. Form a Technical Committee after decisions have been made to provide non-formal training in a given skill area to provide guidance concerning training for the occupation.

Membership of the Technical Committee will include the country Project Staff, skilled craftsmen, and employers of persons in the skills. Specifically, the Technical Committee will advise on the recruitment and training of instructors as well as define the minimum entry requirements for trainees. Finally, it will actively participate in determining the basic performance standards for persons entering occupations, as well as the certification or testing requirements to assure job entrants meet these standards.

In cases where non-formal skills training is used to increase the income-generating activities of people in poor communities, the Technical Committee will instead be a Community Committee. In this case, community leaders and representatives will be invited to advise on the kinds, duration and delivery of skills training appropriate to the needs of members in the community. Membership will be voluntary and no project funds will be required for the Technical Committees or Community Committees.

5. Provide community-based support facilities to be used for training. Depending on the community, these could be schools, churches, community centers, or any other space rented by the Government or donated by the community.

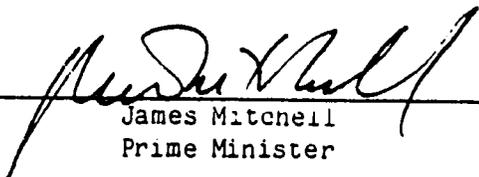
Should you have any questions concerning the project which you would like to personally take up with me, please feel free to call me directly. Otherwise, our Human Resource Development Officer, Dr. Ambrosio J. Ortega, or Mr. Stafford Griffith, Senior Education Project Manager, will plan to visit St. Vincent at a time convenient to you and your minister to review the paper and discuss any points that may need further clarification.

Assuming all governments indicate by mid-February their intention to participate in the project, we would hope to sign an agreement with OAS before mid-March and initiate the project this April. Therefore, we look forward to hearing from you soon.

Sincerely yours,

  
for Terrence J. Brown  
Acting Director

I approve the participation of the Government of ~~Dominica~~ in St Vincent the OAS/USAID Regional Non-Formal Skills Training Project as described in this letter and the attached project document.

  
James Mitchell  
Prime Minister

Enc.

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March 26, 1985

ACTION MEMORANDUM FOR THE MISSION DIRECTOR, RDO/C

FROM: Elizabeth B. Warfield, CPO/IDI

Action Requested: You are requested to approve a Procurement Source/Origin Waiver from Geographic Code 000 (U.S. only) to Geographic Code 935 (Special Free World) and a waiver of the provisions of Section 636(i) of the FAA to permit the procurement of up to four right-hand drive vehicles for the Regional Non-formal Skills Training Project (No. 538-0073)

- |    |                             |   |  |
|----|-----------------------------|---|--|
| A. | Cooperating Countries       | : | Antigua, Grenada,<br>St. Christopher/Nevis and<br>St. Vincent and the Grenadines |
| B. | Authorizing Document        | : | Project Authorization, as amended  |
| C. | Project                     | : | Regional Non-formal Skills<br>Training Project                                   |
| D. | Nature of Funding           | : | DA Grant   |
| E. | Description of Commodities: | : | Up to four right-hand drive<br>vehicles  |
| F. | Approximate Value           | : | \$50,000   |
| G. | Probable Origin             | : | Japan, U.K. or Western Europe  |
| H. | Probable Source             | : | Caribbean  |

Background: The Project Grant Agreement between A.I.D. and OAS, signed on July 16, 1982 and amended on March 31, 1985, provides for the purchase of four vehicles. As stated in the Agreement, OAS will procure these commodities according to its own procurement procedures. OAS is prepared to procure four vehicles at a cost of \$50,000 for Antigua, Grenada, St. Christopher/Nevis and St. Vincent and the Grenadines.

Discussion: The subject vehicles are an integral part of the overall program as project training centers are located throughout the islands of Antigua, Grenada, St. Christopher/Nevis and St. Vincent and the Grenadines. A procurement source/origin waiver was approved by the Mission and vehicles were procured for Dominica and St. Lucia at the initiation of this Project.

Justification: American-made vehicles are generally not suitable for use in Antigua, Grenada, St. Christopher/Nevis and St. Vincent and the Grenadines for two reasons:

- (1) Traffic flows on the left, thus requiring right-hand drive vehicles. Left-hand drive vehicles are permissible, but their intensive use, as is envisaged under the project, could be hazardous. The subject countries are mountainous with narrow, winding roads which present less than optimal driving conditions, even with right-hand drive vehicles. No right-hand drive vehicles with the required specification are manufactured in the United States.

(2) The availability of spare parts is generally inadequate in these countries for proper servicing of American-made vehicles. Dealerships are exclusively tied to British, German, and Japanese vehicles. Because of poor road construction, particularly in rural areas, the lack of adequate maintenance capability for American-made vehicles could be a major impediment to the implementation of the project.

The aforementioned reasons justify a source/origin waiver according to AID Handbook 1B, Chapter 4C2d(1) and 5B4a(2).

Although Section 636(i) of the Foreign Assistance Act of 1961, as amended, requires that AID-financed motor vehicles be of U.S. origin, it further specifically provides for waiver of the U.S. origin requirement where special circumstances exist. AID Handbook 1, Supplement B, Chapter 4C2d specifically cites the inability of U.S. manufacturers to provide right-hand vehicles, and a projected lack of service facilities and spare parts supply, as special circumstances which may merit waiver of the provisions of Section 636(i).

Authority to waive the U.S. origin requirement for motor vehicles when necessary to carry out the purposes of the FAA has been redelegated to Mission Directors under Redelegation of Authority 23.6 as long as the transaction does not exceed \$50,000.

Recommendation: For the above reasons it is recommended: (1) that you conclude that special circumstances exist at this time to warrant the waiver of the requirements of Section 636(i) of the Foreign Assistance Act of 1961, as amended; (2) that you waive the source/origin requirements set forth in Handbook 1, Supplement B, to allow procurement of up to four vehicles from countries included in AID Geographic Code 935; and (3) that you certify that exclusion of procurement from Free World countries other than the cooperating country and countries included in Code 941 would seriously impede attainment of U.S. foreign policy objectives and the objectives of the foreign assistance program.

Approved: James S. Holloway

Disapproved: \_\_\_\_\_

Date: 5/29/85

Drafted by: CPO/IDI:EBWarfield:maw:of:03/26/85

Clearances:

C/CPO:JEstephenson <sup>EBV</sup> (In Draft):Date:03/20/85  
HRDO:AOrtega <sup>EBV</sup> (In Draft):Date:03/18/85  
RLA:TDCarter <sup>EBV</sup> (In Draft):Date:03/20/85  
CONT:RWarin <sup>EBV</sup> (In Draft):Date:03/22/85

*TP*

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RELATIONSHIP OF PROJECT WITH OTHER EDUCATION/TRAINING ACTIVITIES\*Antigua and BarbudaA. An Overview

No one institution in Antigua is responsible for the development and coordination of skills training programs. The formal education system, at the secondary and post-secondary levels, offers limited opportunities for acquiring skills. While several government ministries and non-government organizations try to carry out some training on an ad hoc basis, limited funds and a dearth of instructors are serious constraints.

The apparent need for skilled manpower in Antigua coupled with the obvious limitation of existing training programs suggests that one of the most serious constraints on future economic development in Antigua may prove to be an inadequately trained labor force.

B. Formal Training Programs1. Secondary and All-Age Schools

Traditionally, the education system of Antigua has had a distinct academic bias, to the detriment of approximately two-thirds of students who do not aspire to higher education. Most students leave the formal education system ill prepared to enter the labor market.

Vocational education in woodworking, metalwork, electricity, technical drawing and business education is offered at the secondary level. In reality, most secondary schools offer training in only two or three areas.

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\*/ This section deals with only the countries being included under this Amendment. The original PP contains similar information for St. Lucia and Dominica. More detailed information can be obtained from the Institutional and Labor Market Assessment Report prepared by the OAS/AID Team in September, 1984.

The situation is particularly serious in the All-Age schools where students are trained who do not pass the so-called 11 plus examination and therefore do not qualify for admission to secondary schools.

The Education Division of the Ministry of Education, Youth and Culture is trying to remedy the situation through participation in the UNESCO Multi-Island Project<sup>1/</sup>. In its initial phase the Project is concentrating on improving and reorienting technical vocational education at the post-primary levels to the world of work. Multipurpose workshops are being set up in two pilot all-age schools for training in metalwork, woodworking, electricity and maintenance and small engine repairs.

In addition to providing guidance in setting up the multipurpose workshops; UNESCO technicians are also conducting in-service instructor training courses for all-age and junior and senior secondary teachers and assisting in the development of curriculum resource centers.

A National Advisory Group has been constituted to provide overall guidance to the program and technical committees for each of the four skills areas are in the process of being formed.

## 2. Antigua State College

The technical college, now merged into the Antigua State College as the Engineering Department, opened in 1971 with courses in carpentry, masonry, plumbing, mechanics, electrical installation, and hotel training.

Two year training at the craft level is now offered only in electrical installation and automechanics. Some welding and machine shop training is provided but only in relation to the courses in electrical installation and automechanics.

The Department now has some 60 students who must pass the College's entrance examination before being admitted. Reportedly the caliber of students applying has risen over the last three or four years, some even having passed A level examinations.

Although a local system of certification, adapted from the City and Guilds, has been set up, a substantial number still take the City and Guild examination. In 1983, some 28 sat the exam and 17 passed. The Department hopes to adopt the CXC examinations as the basis for certification.

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<sup>1/</sup> Also includes Montserrat, Dominica, Saint Christopher-Nevis, Saint Lucia, Saint Vincent and Grenada.

What relationship exists with industry is an informal one. An Advisory Board once functioned but it, together with an attachment program, have fallen by the wayside. A review of training programs offered at the Engineering Department leads one to believe that the conclusion reached in 1981 by a UNESCO team that "...the technical/craft programs are in considerable danger of complete collapse..." in Antigua<sup>2/</sup> seems even more appropriate in 1984.

### 3. The Hotel Training School

In operation for three years, the Hotel Training School offers 10 months of basic training in front desk operations, housekeeping, restaurant and bar and kitchen operation. Training in social skills is included in the curriculum. After completing the 10 month program, students are placed on two month attachments in various hotels in the country.

The school takes in some 60 students (16 to 25 years of age) each year, with approximately 40 graduating. Most of the dropouts are women with children who apparently are unable to make the required 10 month full-time commitment.

The number of males participating in the school's training program is very small (only 3 graduated in 1984) and they are concentrated in restaurant, bar and kitchen operations.

In addition to its regular courses, the School conducts upgrading seminars at the various hotels. Consideration is also being given to offering courses for middle management. The Hotel Training School operates with a Director and nine instructors, two of whom are I.L.O. experts in kitchen and front office operations with the staff constraints that plague the State College. In addition, facilities are quite good.

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<sup>2/</sup> UNESCO, The Education Sector Survey: Analysis of the Existing System and Recommendations for its Development First Draft, October, 1981.

## C. Non-Formal Training Activities

### 1. Public Works

Until approximately two years ago, the Ministry of Public Works conducted its own limited apprenticeship training programs in mechanics, carpentry, masonry, plumbing electricity and drafting. Currently, the Ministry only conducts some on-the-job experience would eventually lead to formalized training and certification.

Officials in the Ministry feel that the State College should be responsible for training and certifying a pool of trained craftsmen from which Public Works as well as other ministries of Government and the private sector could draw.

### 2. Community Development

The Community Development Division is currently under the Ministry of Education, Youth and Culture. The decline in its activities have more or less paralalled the dramatic shift in the Antiguan economy from agriculture (sugar production) to services and the corresponding decline in rural activity.

In addition to staff constraints, the Division's activities have been seriously curtailed due to transport problems. The absence of a public transportation system in Antigua makes it very difficult for potential participants to travel any distance to training programs.

### 3. The Women's Desk

Created in 1980, the Women's Desk functions under the Ministry of Education, Youth and Culture. Its focus is on educating women to develop their potential, including the development of marketable skills. The Women's Desk operates under serious financial and staff constraints.

The Desk recently finalised the magazine Women, which is to educate the public as to what women are doing in Antigua and Barbuda for self improvement and the welfare of their families and society.

### 4. Other Non-Formal Training Activities

The Women's Action Group is currently engaged in two training projects for women, namely vegetable production and training in secretarial skills, including typing and shorthand. The latter project involves some 10 young women.

The Women's Coordinating Council is very much interested in implementing a soap making project.

The International Volunteer Service (IVS) is in the process of setting up a 5 island regional project to assist private voluntary organizations. In Antigua, assistance will focus on organizations promoting income generating projects for women.

From an institutional standpoint a number of issues of importance emerged. These include the plethora of ongoing training activities dispersed throughout the public sector with little or no coordination and hence largely unresponsive to either public goals or the needs of the private sector. Secondly while Government appears to be overstaffed in a macro sense many key positions in the decision making structure are vacant even though the posts are listed in the national estimates. Thirdly UNESCO is in the process of trying to upgrade technical training and vocational education in some instances with financial assistance from the World Bank (equipment costs and some civil engineering relating to schools and training centers).

From a positive standpoint the private sector has been extremely responsive to the proposed project. Positive responses were elicited from all contacted private agencies engaged in or concerned with production activities as well as the commercial banking sector. Indeed they offered to cooperate in whatever project was finally agreed upon with Government since they felt they would be among the primary beneficiaries. In a broader sense both employers and trade unions appear committed to a policy of cooperating with Government in the best interests of the country.

The OAS/AID Regional Non-Formal Skills Training Project is essentially an employment generating project which approaches skills training from a user rather than producer standpoint since its success is measured not in terms of quantitative training but rather in terms of remunerative jobs created. For this reason it would appear that the strongest linkages between the services of Government and the productive sectors regarding employment rests with the ministry responsible for economic development.

## Grenada

### A. Formal Training

#### 1. Primary and Secondary Schools

Technical vocational education at the primary and secondary school levels is very deficient. At the primary levels, some attempt was made under the previous government to introduce some vocational education in agriculture. At the all-age and secondary levels, training is limited to woodworking and technical drawing, where it exists at all. The so-called "Technical Wing" of the Grenada Technical and Vocational Institute once served as a training center for secondary schools in the St. George's area but was converted to a handicrafts center (see below) in 1981.

The situation as regards the education system has become alarming because in addition to its failure to provide students with some practical orientation to the world of work it is also failing to provide them with an adequate academic foundation as well. Of the same 2,000 students who sat the school leavers examinations in the 1983/84 school year, only 50 passed. Reorientation of the curriculum under the previous government together with a dearth of qualified teachers and instructors accounts, in part, for current shortcomings.

In an attempt to give new lift to technical vocational education, Grenada is receiving technical cooperation from several international agencies. The OAS is helping to equip the St. David's Anglican School workshop where training will be offered to all-age primary and junior secondary students (ages 13 to 16 years) in electricity, woodwork, technical drawing and secretarial skills. Some 250 students from five feeder schools will be related through the center once a week for training in the subject areas offered. Grenada also is a participant in the UNESCO multi-purpose workshop pilot project which is designed to introduce at the all-age level work oriented skills training in woodwork, metalwork, electricity, automotive and small engine repairs using the ILO's Modules of Employable Skills (MES) approach. The Government also plans to use the multi-purpose workshops in the evenings for adult training courses. However, there is some question as to whether the program will be expanded beyond its pilot phase ( 2 workshops one at Grenville and the other at Boca) given the financial resources required to construct and/or renovate and equip additional workshops.

## 2. The Grenada Technical and Vocational Institute

Established in 1972, the G.T.V.I. is the only tertiary level institute offering technical training in Grenada. The Institute offers 2 year programs in automotive mechanics, drafting, electronics, refrigeration, electricity, woodwork, plumbing, machine shop/welding and fitting and business education (stenography and office arts). Evening classes are offered in carpentry/joinery, drafting, electricity, shorthand, bookkeeping and accounting.

Few qualify for entrance to the G.T.V.I., as the majority of students leave school without a School Leaving Certificate. Full time enrollment has declined in the past few years, from 213 persons in 1981 to 188 in 1982 and 172 in 1983.

The Institute's physical plant is quite adequate and well-maintained, with the exception of some of the workshops where space is a serious constraint. The machine shop is a case in point; the various machines are in such close proximity one to another that safety is seriously affected.

Contact with the business community is informal and largely dependent upon the initiative of individual instructors. The Institute issues its own certificate to students who successfully complete a two-year course. Many students also take the Cambridge, CXC or Pitmans examination in order to obtain external certification.

### 3. The Mirabeau Agricultural Training School

The Mirabeau Agricultural Training School at Grenville (formerly the Mirabeau Farm School,) is a tertiary institution offering training in the principles and practices of farming for young people desirous of making farming a career. The program of study, in addition to mathematics and English, covers crop science, livestock science, soil, farm machinery, farm management, nutrition and agricultural extension as well as practical agricultural field work. In 1983 enrollment was 39 students, the majority of whom were women given to scheduling the intensive practical agricultural activities early in the program rather than at the end so as to "weed out" those who really are not interested in farming. It seems likely that the School will continue to operate without clear objectives and somewhat at cross purposes (produce farmers or extension officers) so long as young people remain unconvinced that farming is a viable business.

#### B. Informal Training Programs

##### 1. Grenada National Institute of Handicraft

The Grenada National Institute of Handicraft was set up in 1981 with the primary goal of creating self-employment. In order to achieve its objective, the Institute directs its efforts to: (1) improving the quality and quantity of raw materials available to craft producers; (2) increasing production capacity through training and research; and (3) improving the marketing of crafts.

The G.N.I.H. is headquartered at the premises formally known as the "Technical Wing" and operates 14 extension centers throughout Grenada and Carriacou. All centers serve as both training and production units. Training at introductory level and upgrading is offered in straw, wood, bamboo and shell craft, tie dye, and pottery. When machines and equipment are not in use for training purposes, they are available for the use of local producers who number some 3,000. The Institute's services to producers also include technical assistance in production, design and finishing and the loan of tools and materials, the cost of the latter are recovered when the products are sold.

The G.N.I.H. also maintains its own marketing outlet -GRENOCRAFT-which since the events of the 1983 intervention purchases crafts directly from producers for sale in its store located in St. George's.

## 2. The Domestic Arts Institute

The Domestic Arts Institute offers a variety of adult day time and evening classes which attract some 250 persons annually. A nine month (3 days per week) domestic arts training program is offered to school leavers 16 years and older to prepare them for the world of work. The course covers food preparation and service, nutrition, child care, agricultural science, needlecraft, family life, etc.

In addition, courses are offered in cake decorating, needlecraft (pattern drafting, styling and sewing), basic food preparation (men only), skills upgrading for teachers, food science and preparation of food at 'A' level as set out by Cambridge Standards, and basic cookery and basic food preparation and service for adults (evenings). Periodically, the Institute also conducts short training courses for institutional cooks and others. Because of its limited equipment, the Institute arranges short works sessions in some of the hotels so that students can have exposure to the day to day operations of such establishments.

## 3. New Life (SERVOL)

New Life is a private volunteer organization set up since the October 1983 intervention and dedicated to offering Grenadian youths, including ex-FRA and ex-Militia members, ages 16 to 23 years, a "new life" through skills training and employment opportunities. The organization is being modeled on the SERVOL Life Centers in Trinidad. Although initiated by the Catholic Church, New Life is non-denominational and committed to cutting across all political lines.<sup>1/</sup> Its policy is to remain strictly private with no assistance or direction from Government.

In July 1984, New Life opened its first center (formerly the Pope Paul Youth Center) at Palmist in St. John's Parish with 40 youths, 33 boys and 7 girls. The organization's goal is eventually to have a center in each of the six parishes training from 70 to 80 young adults over a 9 month to one year period.

When fully operational, the New Life Program will include a 3 month orientation phase when trainees will be exposed to the full range of training opportunities. Specialized skills training, together with related subjects and remedial education, will last from 6 to 9 months. No stipends will be paid to trainees. In fact, New Life asks that trainees contribute weekly some nominal amounts for their training. It is felt that young people will appreciate the training more if they have to pay for it, no matter how small the amount.

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<sup>1/</sup> Its Board of Directors is comprised of representatives from the Catholic, Anglican, Methodist, and Presbyterian churches, as well as prominent individuals from all segments of the Community.

As there has been some difficulty in finding well qualified instructors, New Life is considering asking the Government of Trinidad to release several SERVOL trained members of its defense forces to serve as instructors for one year in Grenada and also train local instructors.

To start-up its activities, New Life has received a grant of DM100,000 (US\$35,000) from a West German organization - MISEREOR - and is likely to receive a second installement, in a similar amount. USAID is considering a grant of \$25,000 for the rehabilitation of facilities and the equipping of one workshop, possibly auto mechanics.

#### 4. Other Non-Formal Training Activities

With funding from the OAS's Learning for Earning project (\$32,000), the Ministry of Education is organizing four non-formal training courses, geared to teaching skills in specific areas where a shortage of trained manpower is known to exist. The training program will offer young people the opportunity of acquiring skills in demand in the labor market, thus making it easier for them to find employment or to enter into self-employment.

As part of its program to promote the participation of women in non-traditional occupations, the Ministry for Women and Social Affairs is organizing a training course in automotive mechanics. The objective of this project is not only to train women for employment in a trade long dominated by men but also to demonstrate to the public that women can perform non-traditional skills.

### St. Kitts and Nevis

#### A. Formal Training Programs

##### 1. Ministry Of Education

Saint Kitts/Nevis has the second highest literacy rate (97 percent) in the Caribbean. Only Barbados ranks higher with 98 percent literacy. Education is compulsory from ages 5 to 16 years and includes kindergarten, six years of primary and 4 to 5 years of secondary schooling. Promotion is automatic, but at the post-primary level students are divided into all age, junior and senior secondary schools depending upon academic ability and achievement.

As in the other English-speaking countries of the Eastern Caribbean, the education system is geared to academic achievement and the 'O' level examinations. However, there is a keen awareness on the part of education officials that greater emphasis needs to be placed on vocational training, particularly in the all-age and junior secondary schools where less academically-oriented students (some 65 percent of the total) should be given better preparation for entering the labor market. Currently, some training in home economics and woodworking is offered at the all-age and secondary levels. Technical drawing also is offered at all secondary schools, but only one school provides training in metalwork and another training in auto mechanics. Approximately 800 youths leave school each year with few or no marketable skills.

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St. Kitts/Nevis is a participant in the UNESCO Multi-Island Project which is assisting the countries in the region to improve vocational education at the post-primary level and to set up workshops for training in electricity, woodworking, auto mechanics, and metalwork. The multi-purpose workshops would be used during the day to train secondary students and in the late afternoon and evening hours for adult training programs.

The Ministry of Education offers adult and continuing education at its Evening Institute, but this also has an academic orientation with the overwhelming majority of students taking preparatory courses for the 'O' level examinations. Some courses, under the heading of community education, have been offered in sewing, scientific gardening, food preparation, and electrical training.

## 2. The Technical College

At the post secondary level, the Technical College offers two year full-time craft training in carpentry and joinery, masonry, plumbing, welding, air conditioning and refrigeration, electrical installation, mechanical engineering and auto mechanics as well as in secretarial studies. The College also offers a one year program in the hotel trades, which officials admit is more on the order of a domestic science course, and has initiated part-time computer training courses. The College is interested in improving both its hotel training and electronics facilities given their growing importance to the economy.

There are no 'O' level requirements for entrance to the College except for secretarial studies. However, students must pass an internal entrance examination. During the 1982/83 school year, the College had 144 full-time and 40 part-time students. The latter were in skills upgrading programs and/or studying for City and Guilds.

There are 24 full-time local and expatriate instructors on staff which the 1982 UNESCO Education Sector Survey for Saint Kitts and Nevis indicated were in virtually all cases "adequately equipped for their roles." While classroom space appears adequate, greater workshop space is needed; several trades are utilizing space in such close proximity to one another as to create a safety hazard. Most machines appear to be kept in good running order.

While much of the training at the College has a theoretical orientation, there appears to be a greater concern for the practical requirements of the business sector than observed in most of the other Technical Colleges in the region. Informal contacts are maintained with the private sector. The principal of the College serves on the Training and Research Committee of the Chamber of Industry and Commerce. Efforts also are made to meet some of the specific requirements for skills upgrading requested by the business community. In addition, members of the staff cooperate with requests for ad hoc non-formal training programs.

While the private and public sector perception of the College seems quite positive, there is some doubt as to whether additional manpower in the traditional trades taught at the College is needed at this time. A Department of Labor publication notes that graduates of the College are finding it increasingly difficult to secure employment in the trade for which they were trained and many are forced to accept any job they can find in order to earn a living.

B. Non-Formal Training Activities

1. The Ministry of Women's Affairs

The Ministry of Women's Affairs was established in June 1984 to ensure that all women throughout society play a pivotal role in the nation's developmental efforts. Of relevance are the Ministry's specific goals of implementing career counseling and job placement services, education and training programs and enhancing income-generating and community development projects.

Despite its limited and part-time technical staff, the Ministry has developed a comprehensive plan of education, training and related activities designed to meet its goals. Recently, the Ministry initiated Project Grow, a series of leadership training workshops for women to be conducted in cooperation with the Extra-Mural Department at University Center. The purpose of these workshops is to enable women to successfully organize for the purposes of identifying needs and developing income-generating and community projects. The Ministry also plans to set up a Practical Record-keeping Course for women and men already engaged in self-employment activities and those interested in operating a small business. The Ministry is also interested in developing non-formal skills training programs in such areas as plumbing, masonry, carpentry, automechanics, etc..

C. Skills Training on Nevis

While one country, St. Kitts and Nevis are in fact two separate islands. Two miles apart at their closest points, they are linked by a daily air shuttle and a 6 day/week ferry service. Under the federation arrangement, Nevis maintains autonomy over its local affairs. Approximately a year ago, the Government of Nevis set up a skills training program which attracted some 72 unemployed youths between the ages of 17 to 25 years. The three months training was done on an apprenticeship or attachment type basis; the youths were assigned to work with local tradesmen engaged in carpentry, motor mechanics, hotel trades, sewing and needlework and electronics. Only 35 of the youths stayed the three months and these, for the most part, were not placed in employment after the training.

The Government of Nevis asked and is receiving assistance from the International Volunteer Services (I.V.S.) in redesigning the training program. According to the I.V.S. advisor and local officials, the absence of certain technical inputs could account, in part, for the program's lack of success. The technical skills of the local trades people were not evaluated; they were not provided with any instructor training nor any assistance in developing a systematic training curriculum. Also the employment potential in each trade was not analyzed sufficiently before undertaking the training. These are all areas where the Regional Non-Formal Skills Training Project can assist the Government of Nevis to improve its skills training program.

## Saint Vincent and the Grenadines

### A. Formal Training Programs

#### 1. Primary and Secondary Schools

The formal education system in St. Vincent and the Grenadines, as in the other English-speaking islands of the Eastern Caribbean has an academic orientation which stresses preparation for higher education rather than concentrating on alternative training for the majority of students who leave school before or immediately after completing their primary education.

Vocational education is offered at 26 industrial arts centers which serve the all-age primary and secondary levels. Training is limited, for the most part, to woodworking, technical drawing and home economics; at the secondary level the CXC syllabus is used for training in the three areas. At three of the industrial arts centers, training is offered in metal work. Also the Girls' High School in Kingstown has a program in business education.

St. Vincent and the Grenadines is participating in the UNESCO Multipurpose Workshop Regional Project which is geared to making technical education at the all-age and secondary levels more relevant to the world of work. In the project's first phase, two pilot workshops, each serving four schools, will be set up to provide training in woodwork, metalwork, electricity, and automechanics and small engine repair, using the ILO's Modules of Employable Skills approach. The 3-year training program will be targeted to the 12 to 16 year age group. During the first year students will receive a general introduction to the four technical areas; in the second year, training will be concentrated in two areas; and in the third and final year, specialization in one technical area will be required. If the pilot multi-purpose workshops prove to be successful, more workshops will be incorporated into the system and training in the so-called traditionally female skills will be added.

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UNESCO technicians are in the process of training instructors to staff the initial workshops being set up in the seven countries - Antigua, Dominica, Grenada, Montserrat, St. Christopher/Nevis, St. Lucia and St. Vincent - participating in the project. However, much of the Project's success depends upon securing funding from the World Bank for the construction and/or renovation of workshops and for the purchase of tools. As of March 12, 1985, it appears that the World Bank will not be able to finance the project.

## 2. The Technical College

Built in 1971, the Technical College is the principal institution in St. Vincent and the Grenadines involved in formal technical education and skills training. The College operates with a full time staff of 27, including the Principal; of these 22 are Vincentian. There are also nine part-time instructors.

The College offers both full time two year craft and technical level training courses and part-time evening Classes. The two year craft and technical level courses are listed below, together with the most recent enrollment figures. It is interesting to note that in addition to secretarial studies, women predominate in the agricultural courses as well; of the 33 enrolled in the agricultural sciences, 20 were women.

The College offers its own certificates, but many students seek further certification through the City and Guild examination, the Royal Society of Arts, Pitmans and the General Certificate of Education exams.

There is some question as to the relevance of the training programs offered at the Technical College to the skilled manpower needs of St. Vincent and the Grenadines. Although the College offers "on the job" attachments to government departments or private firms, these vary from only three to thirteen weeks. Some employers complain that they can train a person to the same level of competence as the Technical College in far less time and that students leave the College with the attitude that they know it all and therefore can move directly into supervisory level positions.

In addition to its full-time program, the College offers a variety of evening classes which attracted 986 persons during the 1983/84 school year. A relatively small number (144 or 15%) of those enrolled pursued craft skills.

## B. Non-Formal Training Activities

### 1. Community Development Division

Now part of the newly formed Ministry of Housing, Labor and Community Development, the Division of Community Development operates various programs through its 21 community centers located around the island. The principal activities of the Division include: (1) a three year remedial education program for 250 primary school leavers and secondary level dropouts who want to improve their academic qualifications through the CXC exams; (2) training, production and marketing of handicrafts; and (3) employment generating projects.

The Division has major responsibilities in St. Vincent for the handicrafts industry in terms of training, production and marketing. At present, handicrafts (largely in straw) are being produced at 18 centers. There is considerable dissatisfaction with the program as it exists, consequently, the Division will soon begin a 5 year restructuring program during which time 5 production units will be set up to train and produce higher quality crafts. With technical assistance from the Republic of China, the Division is trying to develop bamboo crafts. Recently a workshop was set up for training purposes as well as to produce bamboo furniture, screens, lamps, ash trays and ornaments. It is thought that ceramics has some development potential as well.

The Community Development Division also has promoted employment/income generating projects through training and/or small business development loans. Thirteen young persons are being trained in woodworking at the Glen Community Center with the idea that they will eventually become self-employed. Some 60 persons engaged in the remedial education program are also involved in income generating projects such as plantain chips production and silk screen printing. Brickmaking is another employment/income producing project the Division would like to see get started.

Since 1981, the Division has been operating a small loan scheme (maximum loan of EC\$5,000) to promote small business development. The scheme has operated with an annual grant of EC\$50,000 from the British Development Division (BDD). Reportedly some 121 jobs have been created in concrete block making, baking, auto body repair, fishing etc., as a result of the loan scheme. However, repayment of loans is becoming a problem supposedly because the services of a Peace Corps volunteer who provided small business management training are no longer available to the Division. Admittedly, there is a need to set the loan scheme up on a revolving fund basis.

Those in the Division feel that there is a great need to stimulate employment at the village level where primary school dropout is high and functional illiteracy is a problem. There is a serious shortage

of agricultural skills as well as construction and artisan skills. The 21 community centers could be put to better use in this regard, but many would need considerable renovation.

The Division has a Director and five community development officers assigned to specific regions. There are also instructors and supervisors who staff the handicraft centers. The Division depends upon the BCC to finance a large portion of its activities.

## 2. The Ministry of Public Works

The Ministry is in the process of setting up, with the assistance of an expert contracted by the British government, an in-service training program in vehicle maintenance and repair at the Government Funding Scheme. The current staff consists of 3 principal mechanics, 5 senior and 5 junior mechanics and a considerable number of daily paid mechanics, most of whom would benefit from a program of skills upgrading. There seems to be no coordination with the Technical College although the Funding Scheme has hired some of the College's graduates in auto mechanics.

In its wood working shop, the Ministry each year takes on some "apprentices", the number depending upon the amount of funds available that year, to be trained in carpentry and joinery.

## 3. Organization for Rural Development

The Organization for Rural Development (ORD) is a private statutory body incorporated in the St. Vincent House of Assembly in 1978 to assist small farmers and rural families improve their income through various education and production programs. The overall objective of ORD is to give agriculture a new image in St. Vincent, namely that it is a business and should be managed as such. If agriculture can be seen as a profit-making enterprise, then more young people, the theory goes, will consider farming a viable occupation.

Currently the ORD is working in 26 villages with approximately 900 farming families to increase agricultural production and to support development projects undertaken by village committees. It offers training programs in a wide variety of areas, including crop production, livestock management, family health and nutrition, population education, record keeping, leadership training, etc. To improve production, the ORD provides a soil testing service to farmers (because it feels the Agriculture Ministry has been very remiss in this area) and offers advice on use of fertilizers, it is experimenting with backyard gardening, organic farming, peanut production and vegetable protein production.

The Centers also offer a revolving in-kind credit scheme for agricultural supplies and tools. A minimum 25 percent down payment is required on the value of the supplies given on credit. Repayment is scheduled to correspond to the harvest and the sale of crops produced.<sup>1/</sup>

ORD currently operates with a field staff of 30 persons who are selected from among the villages they serve and have a basic knowledge of agriculture and a minimum primary education. These persons, 65 percent of whom are women, maintain projects, keep in touch with farmers in their region and operate the ORD storerooms. To support its activities, the ORD also depends upon a cadre of volunteer workers, cooperation from the regional agricultural extension and health officers and financial support from local as well as external funding agencies. The latter group includes USAID, CIDA, PADF and the Inter-American Foundation.

#### 4. The Christian Council

The St. Vincent Christian Council is involved in several community development and income generating type projects. Of particular interest is one which involves former estate workers and their families living on some 15 acres of Church lands (the glebe) in the west coast village of Barrowollie. The project is designed to improve the general standard of living of the people (most of whom are functionally illiterate) through education in health and nutrition and farming methods, improved community infrastructure (roads, electricity, water), income generating activities and improved housing.

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<sup>1/</sup> The credit scheme originally was a cash loan but repayment was very poor. When the in-kind loan scheme was first devised no downpayment was required; repayment improved but there was still a higher percentage of default. The current requirement of a minimum 25 percent down payment has reportedly helped improve the repayment rate considerably.

## 5. Other Non-Formal Training Activities

The Services Commission organizes or coordinates various training programs for both the public and private sectors. As the needs arise, short inservice workshops are held for government employers in middle management training, financial procedures, clerical skills and office procedures, and induction training. Ten work training programs are offered in basic, intermediate and advanced bookkeeping and accounting. This program is opened to private sector as well as to public sector employees. The Commission also has organized ad hoc training workshops outside the Kingstown area in small business and in cooperatives management for small farmers, businessmen and those engaged in cottage industries.

The Extra-Mural Department at University Center operates three basic programs:

- (1) the Challenge program in higher education which includes studies in first year law, sociology, English and history and a certificate in public accounting;
- (2) productivity training seminars for the private sector in personnel development, secretarial management, middle management and success motivation; and
- (3) employment projects for youth. The latter program began in 1980 with the training of 200 youths in group dynamics and communications and motivational skills. The objective was to encourage young people to take charge of their lives by training them how to plan and coordinate group activities, how to identify employment opportunities in their communities and how to set up and operate thier own employment/income generating projects. Out of the exercise three businesses were set up--shoemaking, the newspaper Women and a typing service; the latter two enterprises operate out of the Extra Mural Department. The youth employment program has not expanded for lack of funding.

Supplementary Financial Data

Estimated Value of In-Kind Counterpart Contribution

1.	<u>Antigua</u>	<u>US\$</u>
	Staff Salaries	52,000
	Country Trainer/Director (2 yrs @ EC\$19,000)	
	Instructor/Trainer (2 yrs @ EC\$16,000)	
	2 Job Development Specialist (2 x 2 yrs @ EC\$15,000)	
	Secretary (part-time--40% of EC\$9,000 x 2 yrs)	
	Office Rental (EC\$450 x 24 mos.)	4,000
2.	<u>Dominica</u>	<u>US\$</u>
	Staff Salaries	41,000
	Country Trainer/Director (2 yrs @ EC\$19,000)	
	Instructor/Trainer (2 yrs @ EC\$16,000)	
	Job Development Specialist (2 yrs @ EC\$15,000)	
	Secretary (part-time--40% of EC\$9,000 x 2 yrs)	
	Office Rental (EC\$450 x 24 mos.)	4,000
3.	<u>Grenada</u>	<u>US\$</u>
	Staff Salaries	52,000
	Country Trainer/Director (2 yrs @ EC\$19,000)	
	Instructor/Trainer (2 yrs @ EC\$16,000)	
	2 Job Development Specialist (2 x 2 yrs @ EC\$15,000)	
	Secretary (part-time--40% of EC\$9,000 x 2 yrs)	
	Office Rental (EC\$450 x 24 mos.)	4,000

4.	<u>St. Kitts/Nevis</u>	<u>US\$</u>
	Staff Salaries	52,000
	Country Trainer/Director (2 yrs @ EC\$19,000)	
	Instructor/Trainer (2 yrs @ EC\$16,000)	
	2 Job Development Specialist (2 x 2 yrs @ EC\$15,000)	
	Secretary (part-time--40% of EC\$9,000 x 2 yrs)	
	Office Rental (EC\$450 x 24 mos.)	4,000
5.	<u>St. Lucia</u>	<u>US\$</u>
	Staff Salaries	41,000
	Country Trainer/Director (2 yrs @ EC\$19,000)	
	Instructor/Trainer (2 yrs @ EC\$16,000)	
	Job Development Specialist (2 yrs @ EC\$15,000)	
	Secretary (part-time--40% of EC\$9,000 x 2 yrs)	
	Office Rental (EC\$450 x 24 mos.)	4,000
6.	<u>St. Vincent</u>	<u>US\$</u>
	Staff Salaries	52,000
	Country Trainer/Director (2 yrs @ EC\$19,000)	
	Instructor/Trainer (2 yrs @ EC\$16,000)	
	2 Job Development Specialist (2 x 2 yrs @ EC\$15,000)	
	Secretary (part-time--40% of EC\$9,000 x 2 yrs)	
	Office Rental (EC\$450 x 24 mos.)	<u>4,000</u>
	Total	314,000

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