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EMBASSY OF THE UNITED STATES OF AMERICA
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UNCLASSIFIED
MEMORANDUM

TO : Joseph P. Carney, LAC/DR/EST
FROM : Lourdes Smith, CAPS Project Manager
SUBJECT: Social Institutional Framework (SIF) for the Central American Peace Scholarship Program in Belize

Attached is a copy of our Mission approved Social Institutional Framework.

We are very appreciative of John Gillies' assistance in finalizing the SIF and look forward to receiving your comments and approval of the SIF.

Attachment:
Copy of SIF

USAID/BELIZE SOCIAL-INSTITUTIONAL FRAMEWORK

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I. INTRODUCTION AND BACKGROUND

A. Country Background

Belize is the newest independent country in Central America, attaining official independence only in 1981. Prior to that, it was a self-governing colony of Great Britain known as British Honduras. Its government is patterned after the British system and it continues to be a member of the British Commonwealth, with a Belizean Governor General serving as the representative of the Queen of England.

Belize is a small, sparsely settled country with a population of approximately 170,000 people that is primarily concentrated in about 25% of the country. The population is almost equally divided between urban areas (small cities and towns) and rural areas. Within this relatively small population, there are eight significant ethnic groups in Belize: Creoles with African and European ancestry (39.7%); Mestizo who are descended from Indian and European parentage (33.1%); Garifuna (African-Carib Indian mixture) (7.6%); three Mayan Indian groups, including Yucatec and Mopan (6.8%) and Ketchi (2.7%); East Indian (2.1%); and others (including Chinese and European) (4.7%). A substantial percentage of the Europeans are Mennonites who immigrated to Belize because the government granted them the right to practice their religion, manage their schools, and be exempt from military service. In recent years, refugees from the civil strife in neighboring Central American countries have settled in Belize and now constitute a significant minority group of uncertain size. Estimates of the numbers of refugees range as high as 30,000, or 15% of the population.

Although the official language of Belize is English, the primary vernacular language is Creole and sizable minorities speak Spanish or a Mayan dialect as a first language. Not surprisingly, most Belizeans are multilingual.

Belize is divided into six districts representing historical settlement patterns of the different ethnic groups. Although improved infrastructure and mobility is changing the composition of the districts, they continue to maintain a certain degree of ethnic integrity. Both the rural/urban dichotomy and the district ethnic distinctions have political, economic, and social ramifications relevant to the leadership patterns of the country.

Belize District is predominantly Creole and the northern districts of Corozal and Orange Walk are predominately Mestizo. The Maya constitute a significant minority (estimated 13.8%) of the population in Corozal. The Cayo District in the west is primarily Mestizo with a significant Creole population. The southern district of Stann Creek has traditionally been

predominately Garifuna but also has a large Creole population. Most of the country's Maya speaking peoples live in Toledo district, with approximately 25% of the population being Mopan and 32% Ketchi, and with the Garifuna comprising the third significant ethnic group with 13%. Refugees from El Salvador and Guatemala have settled in Cayo, Corozal, and Orange Walk districts.

B. Economy of Belize

The economy of Belize expanded at a real annual rate of 4.5% per year in the 1960's and 1970's. Real GDP growth fell to less than 2% per year in the early 1980's due to lower sugar prices and higher oil prices. A successful economic stabilization program in the mid-1980's, followed by improved sugar prices, increased exports, and expanded tourism activity resulted in real GDP growth of 5-6% by 1987 and 1988. The high rate of population growth, however, has limited the impact of this growth on standard of living. Using official population estimates, real income has barely changed since 1980. If unofficial estimates of the refugee population are included in the population, real per capita income has fallen by over 10% since 1980.

Agriculture is the dominant economic activity in Belize, generating over 20% of the GDP and employing one out of every three workers. Important crops include sugar cane, citrus, bananas, fish and shrimp, as well as the basic foods for domestic consumption--rice, beans, corn, poultry and cattle. Farms range from large mechanized operations to subsistence slash and burn cultivation. The agricultural sector is export oriented and consequently is heavily dependent on trade preferences and world price levels for its produce. The primary commodity exports are sugar, citrus, and bananas.

Tourism is the second largest sector in foreign exchange earnings in Belize. Despite tourism's important economic contribution, there exists enormous potential for further development of this sector. Belize's proximity to the U.S. and the spectacular natural beauty of the barrier reef and beaches offer many possibilities for promotion of sport fishing, sailing, windsurfing, and other marine sports.

Unlike most of the other Central American countries, Belize does not appear to have extreme disparities between rich and poor. Although official income distribution data is not available, the World Bank estimates that income is relatively evenly distributed. Moreover, the conspicuous consumption of luxury homes, cars, and clothes by the wealthier families, so common in some neighboring countries, is seldom seen in Belize. Nonetheless, poverty is endemic in Belize and is severe for rural small farmers, the unemployed, refugees, and many other groups.

In addition to relatively equitable income distribution, Belize has many basic advantages that most other Central American countries lack -- abundant land, a high literacy rate, established democratic government and traditions, and varied tourist attractions. On the other hand, the small size of the economy and low population density impose many constraints on development, including limited opportunities for economies of scale in import substitution, relatively high per unit costs of imports, and relatively high per capita costs of basic infrastructure. In addition, the rapid population growth of the country is overwhelming the available resources for social services.

Most of the Belizean workforce are unskilled, but the great majority are literate and have completed primary education. Only an estimated 15% have received any formal occupational training. Approximately 1/3 of the estimated 57,000 workers are in seasonal agricultural work. Unemployment remains a serious problem, affecting an estimated 15% of the labor force. The unemployment problem is particularly severe for women, who are increasingly seeking work outside of the home. About half of the unemployed are in Belize City, often teenagers who are unwilling to work in agriculture.

C. USAID/Belize Program

The USAID program in Belize is concentrated in two key sectors of the economy--agriculture and tourism. These are sectors with substantial growth potential, but also with substantial potential for environmental destruction of tropical forests and the barrier reef which will limit future growth. The mission strategy is to help the Government of Belize develop the capacity to rationally plan and manage its resources to effectively guide economic growth, while continuing to address key constraints to growth -- inadequate infrastructure, shortage of managerial and technical skills, and a narrow export product base -- in the two priority areas.

D. CLASP Experience to Date

By the end of 1989, a total of 270 participants had been sent for training under the CAPS I project. The primary target groups for short-term training under CAPS I were educators (30 high school principals, 30 high school science teachers, 50 primary school principals and teachers), health care, workers and youth. In addition, training groups in agricultural extension, small business, and farmers were sent to short term courses. A total of 209 participants attended short-term programs. In addition, 61 participants attended long-term academic programs at the undergraduate level. In general, the long-term programs provided up to two years of training in the U.S. to complete a bachelor degree for students who already had some training in local

colleges. Among the long-term participants were four people who had previously attended training programs in Soviet Bloc countries.

The USAID/Belize CAPS program has been implemented entirely through the OIT central contract with PIET. Recruitment and selection has been the responsibility of the local hire training officer in collaboration with a USAID selection panel. Follow-on activities have consisted of four in-country short-courses, a cultural exchange event in Belize City, and the purchase of textbooks for the teachers to use in their classes. The mission has contracted a follow-on coordinator, to begin in January 1990, who will be responsible for developing more comprehensive follow-on activities. The mission anticipates continuing the same implementation arrangements for CLASP II.

E. Definitions

Socially and Economically Disadvantaged. The criteria for determining economic disadvantage is based on the Development Finance Corporation income scale. For purposes of this project, income of less than BZ\$20,000 per year for a family of four is considered low income.

Socially disadvantaged groups generally include women, Ketchi Maya of Toledo and Stann Creek districts, Mopan Maya of Toledo district, East Indians of Toledo district, and Garifuna. While women as a group have a higher unemployment rate than men, they do not suffer some of the generic disadvantages of women in some other countries. A higher percentage of young women complete secondary level education than young men, but only half as many go on to university. Women in professional or skilled positions appear to have equal opportunity and are well-represented in mid-level and clerical positions in the civil service and private sector. However, economic growth has not provided enough job opportunities to keep pace with the increasing percentage of women entering the workforce. The unemployment problem is particularly severe for semi- or unskilled women workers and women heads of household.

The family structure is also often an indicator of disadvantage. Children in a female-headed household of a non-professional woman often have a very poor chance of acquiring a quality education, and girls born into such a family are under a double disadvantage. Moreover, children born into large families (more than 4 children) are often at an educational disadvantage because the family seldom has enough income to educate more than one or two children, leaving the youngest without formal education.

Refugees from El Salvador and Guatemala, who constitute an increasingly large segment of the Belizean population, also suffer significant social and economic disadvantages. The refugee

populations are concentrated in the northern districts of Cayo, Orange Walk, and Corozal.

Finally, geography is also an indicator of disadvantage. In general, the people of Toledo, Belize Rural, and Stann Creek districts are at an educational and social disadvantage compared with people from other areas. This disadvantage is generally reflected in both the income and ethnic criteria as well.

Leader. Individuals who exercise some influence over the thoughts and actions of others. A leader may or may not be in a formal position of authority, but rather is recognized in the organization or community as someone who can initiate action and whose opinion is respected. Individuals whose influence is derived more from their occupation than their personal characteristics, such as journalists, are also considered leaders.

Potential Leader. Potential leaders are individuals, usually youth, whose actions, achievements, attitudes, and communication skills indicate a potential for leadership. In some cases, the individual will already exhibit many of the traits of a leader, but may not be recognized as such due to age.

Rural. All areas outside of Belize City are considered rural for purposes of the CLASP II project.

Elite. The "elite" or especially advantaged members of society are defined as individuals or their immediate families from the upper class private sector or who hold high level government positions at the national level. In financial terms, the "elite" are those with family incomes of greater than BZ\$60,000 per year. The political elite who will be excluded from this project are any individual or immediate family members holding professional government positions above the rank of department head. An additional group considered elite for purposes of this project are those holding U.S. permanent residency status.

Youth. Any individual under 25 years of age.

II. STUDY OBJECTIVES AND METHODOLOGY

The purpose of this study is to identify positions and institutions within the Belizean society from which leadership can be exercised to influence events consistent with CLASP II objectives. USAID/Belize contracted with two specialists to conduct the field research. One specialist was a Belizean sociologist with graduate training in England and an undergraduate degree in anthropology from California. His previous research experience in Belize included testing a socio-linguistic model in Belize City. The second specialist was a U.S. professor of anthropology with previous experience in Belize conducting dissertation research and other grant-funded research. The two researchers spend one month in Belize working on the project.

The researchers developed a working draft of Matrix 1 using their existing knowledge of the country's leading institutions, professions, organizations, and positions that exert leadership. They also spoke with USAID representatives to clarify CLASP project objectives and USAID program goals. From this initial analytical framework, key sectors (agriculture, education, and private sector) and some key professions and organizations were selected to study in more detail.

The second stage of the research involved in-depth interviews with key informants in each key sector or occupation in Belize City, Belmopan (the capital), the major towns, and a representative sample of villages in each of the six districts. These key informants [e.g. in agriculture they would include agricultural officers, extension workers, village councils, members of cooperatives and farming associations, alcaldes (mayors of Maya villages), and small farmers] were asked a standard set of questions over such topics as the status of women, position of certain ethnic groups, and leadership roles and status within their society. The qualitative results of the interviews were analyzed and interpreted in conjunction with official government and World Bank statistics.

III. CONCLUSIONS

A. General Leadership Patterns in Belize

The leadership structure in Belize consists of both formal and non-formal positions of authority and influence. In general, however, in Belize people have influence by virtue of their occupation, educational level, or elected office. The following is a brief description of the leadership structure at present:

National Level. The Queen of England is represented by a Belizean Governor-General, who approves acts of the National Assembly and formation of new governments. However, the primary leadership and authority at the national level is exercised through the three branches of government in a parliamentary-democratic system: legislative, executive, and judicial. The National Assembly consists of 28 representatives elected for five year terms. Ten of the representatives are from Belize City and the remainder are from the other districts.

Executive branch consists of a prime minister presiding over the various functional ministries headed by a minister and directly administered by a permanent secretary. The third level of authority in the ministries is that of department head. The executive branch offices are often seriously understaffed.

The judicial branch consists of the supreme court, which has jurisdiction over all serious crimes, the magistrate court, district courts, and a newly established family court.

The primary non-government sources of leadership at the national level are professional associations of teachers, lawyers, and doctors, organized business groups such as the chamber of commerce, political parties, and the church leadership. The mass media also have a broad audience in this largely literate society and clearly influence the opinions on a variety of subjects. However, this influence is primarily derived from occupation rather than personal factors; outside of Belize City, journalists as individuals are not likely to be considered leaders.

District Level. There are no formal administrative structures at the district level. Rather, the primary administrative functions in the district are performed by city councils and town boards of the major town in the district. The municipal administrations collect taxes, approve licenses, and perform the normal municipal government functions.

Community Level. Most villages in Belize have village councils consisting of seven villagers elected every two years. In some villages, leadership and positions on the council are concentrated in a small number of families who have traditionally

held leadership positions. Unlike the city councils, the village councils have no formal legal status, but rather are semi-formal community organizations dealing with local problems such as allocation of village lots, farming, and village upkeep. The councils and council chairmen are very influential in village affairs.

Many of the Ketchi villages in the Toledo district still use the "alcalde" system, in which an individual is elected annually to serve as the village leader and spokesperson. The alcaldes have the authority to punish offenders in specified minor cases. Although the position of alcalde is elected and clearly is a leadership role, the position is often rotated by turns among the influential men of the village.

Another important source of rural leadership is in the agricultural extension workers. They are usually young men who are involved in the communities, influence the opinions of large numbers of farmers through their extension activities, and are assuming positions of general leadership. The larger landowners and merchants are also usually among those found in leadership positions in the rural areas.

Influence in rural communities is often associated with educational level and occupational position. The positions which have influence in a rural community would include village policemen, forestry officers, justice of the peace, local representatives of farmers associations (cane or citrus growers), local representatives of political parties, clergy, and health care workers.

B. Special Leadership Categories

Educators. One of the most important titles in Belize is that of educator. In addition to their obvious influence in developing the minds and opinions of young people, principals and teachers are often actively involved in village councils and civic groups and are disproportionately represented in all areas of public life. At the village level, teachers and principals are traditionally the most literate and therefore perform many important community functions such as writing letters, interpreting documents, and helping with health care. Principals are particularly esteemed.

Church. Religion is an important part of the society and churches are active in many aspects of Belizean life, including education, health, youth groups, and women groups. In the 1980 census, over 91% of the population declared a specific religious preference, of which 61% were Roman Catholic.

Most of the schools in the country are denominationally affiliated. An historical church-state relationship in education has resulted in the shared management and financing of the educational system. The Ministry of Education establishes educational policies but the churches are responsible for daily operations of most primary schools and half of the secondary schools. The Government pays the salaries of all primary school teachers and 70% of the secondary school teachers. For all school levels, the Government pays half of the maintenance and capital outlay expenses.

Community Organizations. There is an increasing number of Belizeans participating in non-governmental organizations of all kinds, particularly women's groups. In some areas, women seem to be emerging as new and energetic leaders in their communities, either filling gaps in the traditional leadership structure or serving as advocates for women's issues. The approach of working through organized special interest groups to deal with community problems appears to be a relatively recent phenomenon that can be encouraged through training.

Potential Leaders. Potential leaders are often difficult to identify outside of accomplishment in school. However, several youth groups exist that are dedicated to developing leadership and technical skills in young people and are a good source for identifying promising individuals. Such groups include church affiliated youth groups, 4H clubs, boy scouts, girl guides, and junior red cross. Although the activities of some of these groups have declined in recent years, there are current efforts to revive these groups as a means of helping young people.

C. Impact of Training on Leadership Status

Despite the high level of basic literacy in Belize, few people move beyond basic elementary education. For those people who do achieve advanced educational attainment or receive special training, enhanced local status and prestige usually accompanies it. For this reason, it is anticipated that the provision of appropriate training to people with leadership qualities will result in enhanced status among their peers.

IV. BELIZE CLASP II PROGRAM FOCUS

A. Objectives

A general objective of the Belize/CLASP II training program will be to strengthen the capability of communities to solve their own problems through organization and community action. The program will focus on training individuals in both technical and management skills to work through organized groups for civic improvement.

B. Target Groups

The small size of the Belize/CLASP II program limits the number and variety of people who can be trained. Therefore, the mission has decided to concentrate on strengthening the ability of communities to work through organized groups to solve problems, particularly in areas that complement on-going mission programs. The training will concentrate on training community council leaders and alcaldes, and leaders of cooperatives, women's cooperatives and groups, and youth groups. The youth oriented training will include representatives from various groups that have programs for young people, including churches, teachers, athletic coaches, and community volunteers, as well as some targeted groups of boy scouts, 4H, and girl guides. In addition, long term academic training will be provided to extension agents and health workers. Although participants will be recruited from villages and towns throughout the country, special emphasis will be given to the Toledo, Stann Creek, and Belize rural districts and to Mayan indians.

While the SIF has identified many other groups with influence, budget considerations will not allow their inclusion in this project. One group in particular, educators, was singled out in the SIF as having significant influence. Under the Belize/CLASP II project, educators will not be targeted because they were expressly targeted in CAPS and large numbers were trained. Between 1985 and 1989, all of the high school principals in the country (30) and 50 rural primary school principals received CAPS scholarships, 24 science teachers received short-term training, and 21 teachers received academic scholarships. Therefore, the mission has determined that this target group need not be emphasized in CLASP II.

All of the target groups are considered to be disadvantaged in the Belizean context. While some individual participants may not qualify as disadvantaged according to mission criteria, the project will easily exceed the 70% disadvantaged goal for the CLASP II program. In addition, USAID/Belize, in its CDSS, has

established a mission goal of 50% women participation in the project, which can be met using these target groups.

C. Nature of Training

Short-term Training. Approximately 75% of the participants will attend short-term training programs lasting between 6 and 12 weeks. The relatively short duration of this technical training is required because of the nature of the participants. The ability of most of the participants to attend longer-term programs will be constrained by family, occupational, or financial responsibilities. In any case, however, the short-term programs are appropriate to the training needs and capacity of the targeted participants, many of whom will have very limited formal education. Moreover, the training plans for the short-term training will be concentrated on a small number of immediately applicable skills to facilitate the use of the training after return and will be reinforced through follow-on in-country training. In some cases, training institutions will be asked to perform in-country needs assessments to identify specific skills that can be taught in this time frame.

The technical training programs for all of the groups will include leadership training and techniques for managing volunteer and community organizations, fundraising, communications, and planning and implementing community projects. Within these general training fields, different groups will receive group specific training to meet their needs. The youth group leaders and members will learn about drug intervention programs, working with youth gangs, and youth and peer counseling techniques. Boy scout, 4H, and girl guide groups will receive similar counseling training as well as conservation oriented training.

Long-term Technical Training. A nine month program in cooperative development and management consisting of a combination technical/management training program and an internship will be provided to a small number of rural Belizeans. The participants in this program will include Mayan women interested in production and marketing cooperatives for handicrafts as well as agriculture related cooperatives. This group of trainees will attend a common training program and then be placed in intern positions appropriate to their interests.

Long-term Academic Training. Long-term academic training will be provided to approximately 14 participants, many of whom will already have attended several years in local or regional universities. These participants can transfer their credits and will usually need one, or sometimes two, years to complete a degree in a U.S. university. It is not anticipated that any of the long-term degree students will require English language training.

One group of candidates for long-term training are agricultural extension workers who have completed studies at the Pan American Agricultural School in Honduras and still lack one year of academic studies for their degree. The Ministry of Agriculture now requires the completed degree for all district agricultural officers. These students can transfer their existing credits to U.S. universities and complete the coursework in one year. The most promising leaders of the estimated sixteen agricultural workers in this situation will be selected.

Two year long-term academic training will be provided for a small number of outstanding students in the local university so that they can complete their degrees in the U.S.

D. Recruitment and Selection Considerations

Identification and recruitment of appropriate individuals who can exercise leadership in rural communities will continue to be a crucial aspect of the program. In order to ensure local acceptance of the training program and participants, the project will work through nominations of the local village councils, organizations, district officials, PVOs, Peace Corps Volunteers, and other community based organizations. While applications to the program outside of this process will certainly be considered, the approval of community and organization leaders will be important in enabling the participant to be an effective leader after return. Care will be taken to assure that the various religious groups are equitably represented in training programs with church participation. (This is expected to apply only to the youth group training programs.) USAID/Belize training office will prepare presentations and materials to educate the local informants and PVOs on the objectives of the program, selection criteria and processes, and available training programs.

A two stage recruitment/selection process will be established to develop a good pool of qualified candidates. The first stage will consist of local committees who will agree on a candidate to nominate for each position. The second stage will be a USAID committee comprised of AID, Embassy, Peace Corps, and Belizean representatives to recommend a final slate of candidates for each group. This committee will pre-select and interview the most promising candidates for each group. The final decision will be the responsibility of the General Development Office.

Recruitment of women will also present some challenges given the traditional roles that many women still play in rural society. In general, the appropriate men must be consulted prior to nominating a woman candidate, including the village council chairman and the woman's husband or father. It is expected that the men will cooperate if they are properly consulted, but if they are not appropriately consulted the women will have little chance

to benefit their communities. The project can avoid most problems in this area through the process of working through local committees for recruitment and nominations.

Candidates for long-term training will be recruited through both general advertising and nominations by leaders in the appropriate technical field.

E. Experience America Considerations

Each of the matrices for the target groups includes a discussion of group-specific programming for appropriate Experience America activities. The intention of the Experience America component is to blend these activities into the technical training components as much as possible and to provide opportunities to meet Americans with similar interests and occupations. The integration of Experience America and technical components will help to make the lessons more relevant to the participants. All groups will be budgeted for visits to relevant US groups and home stays will be encouraged whenever possible. All long term academic participants will be programmed for homestays, mid-winter seminars, and special EA activities relevant to their field of study and interests.

F. Follow-on Activities

Follow-on activities will consist of two one-week training sessions for all short-term participants, an employment listing service for all participants, and possibly the creation of an alumni association. A follow-on specialist has been contracted by USAID/Belize to develop a comprehensive follow-on program and questionnaires have been sent to all CAPS I scholars requesting suggestions for follow-on activities. The possibility of a joint alumni association with the CASS/CASP returnees is being explored, as is the returnee interest in a "book of the month" club.

Training Plan Summary

Long-term Academic Training	6 two year scholarships 8 one year scholarships
Long-term Technical Training	7 nine-month training with internships
Short Term Technical Training	
Youth groups -	1 group of 16
Scouts, girl guides, 4H	2 groups of 12
Community leaders	1 group of 24
Cooperatives	1 group of 10
Womens groups	1 group of 10

USAID/BELIZE
 SOCIAL INSTITUTIONAL FRAMEWORK
 MATRIX TWO
 SUMMARY OF TRAINING PLAN

<u>CATEGORY</u>	<u>COMMUNITY LEADERS</u>	<u>COOPERATIVES</u>	<u>YOUTH GROUPS</u>	<u>SCOUTS 4H</u>	<u>WOMENS GROUPS</u>
Nature of Influence	Pervasive influence over local affairs, appointments representing community to district and central government.	Primarily related to technical fields and marketing. Also often community opinion leaders	Peer influence on youth issues, value formation, parents, group members,	Peer influence on youth issues, values, influence on parents, active community projects	Primarily on womens issues (violence, children, etc) and social position of women
Income level	low	low	low	low	low-medium
Spread Effect	high - entire village, other villages and district leaders,	high-members of cooperative farmers in region, other area leaders	moderate to high depending on composition and activities of group	moderate to high depending on activities of group	moderate to high dependion topic, and activities of group
Special Concerns	limited community participation, planning and organizational capabilities	management and financial skills, communicate promoting membership	drug use, gang activities, future leadership	drug use, environmental issues, future leadership	organizational strengths, fundraising skills, management

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<u>CATEGORY</u>	<u>COMMUNITY LEADERS</u>	<u>COOPERATIVES</u>	<u>YOUTH GROUPS</u>	<u>SCOUTS 4H</u>	<u>WOMENS GROUPS</u>
Selection criteria	balanced commendations from area reps and selection committees, village development activities, quality of proposal of how training will be used	active membership and leadership in cooperative, nominated by cooperative members, balanced commendations from community, cooperative dept., peace corps, pvos	active in group, nominated by group members and leaders, group has active projects	nominated by troop and leaders, group has active projects	group is active in community, balanced commendations from pvos, community, others
Skills to Acquire	general leadership, defining and prioritizing problems, communications, proposal development, organization skills, how to run a meeting.	Organization and management skills, financial management, marketing, goal setting, generating participation by coop members	organization skills, volunteer group management, fundraising, group dynamics, alternative approaches to drug and gang problems, peer counseling	group management and organization skills, fundraising, project proposals, goal setting, environmental awareness	organization skills, fundraising, proposal development, counseling
Nature and Duration of Training	6 - 12 weeks technical training	6 weeks to 9 months technical training	6 - 12 weeks technical training	6 - 12 weeks technical training	6 - 12 weeks technical, 9 month LT certificate training

Notes

Community leaders are village council members and other individuals nominated by community

Cooperatives will include agriculture, fisheries, marketing, credit and artisan cooperatives, participants will include reps of BEST and the registrar

Youth groups will include church groups, teachers, coaches, community volunteers. Groups will include both youth members and adult group leaders, and drug counselors

Scouts will include boy scouts, girl guides, and 4H groups. Groups will include both youth members and adult leaders

Women's groups will include any voluntary group involved on women's focused issues

CATEGORY	AGRICULTURAL EXTENSION	OUTSTANDING INDIVIDUALS
Nature of Influence	Respected in farming community for technical knowledge, often are active in other community activities	Respected in peer groups and community for educational or professional achievement.
Income Level	low	low
Spread Effect	High - contacts farmers over a large area, influences other area leaders	moderate
Special Concerns	communication skills, technical skills,	limited technical skills, social commitment to improving country

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CATEGORY	AGRICULTURAL EXTENSION	OUTSTANDING INDIVIDUALS
Selection Criteria	recommended by area ag officers and community leaders, PVOs and others	recommended by educational community, outstanding academic credential, active in community or school activities, disadvantaged
Skills Acquire	to Technical agriculture, environmenta l issues (pesticide, fertilizers, e t c) , communicatio n s , T O T training	Bachelor degree in relevant field
Nature Duration Training	and of One year academic training	Two year academic training in U . S . to complete a degree

CATEGORY	AGRICULTURAL EXTENSION	OUTSTANDING INDIVIDUALS
Experience America	home stays, w i n t e r s e m i n a r, visits to l o c a l e x t e n s i o n s e r v i c e s a n d a g r e l a t e d c o m p a n i e s	home stays, w i n t e r s e m i n a r, visits to c o m m u n i t y d e v e l o p m e n t o r g a n i z a t i o n s
Follow-on	workshops, m a t e r i a l s, p o s s i b l e a l u m n i a s s o c i a t i o n a n d b o o k c l u b, a s s i s t i n t r a i n i n g w o r k s h o p s	a l u m n i a s s o c i a t i o n, b o o k c l u b,

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BELIZE/CLASP II SOCIAL INSTITUTIONAL FRAMEWORK
 MATRIX ONE
 IDENTIFICATION OF KEY SECTORS, INSTITUTIONS AND PROFESSIONS

Sphere of influence	----- Mid-high income	----- low income	----- Mid-high income	----- low income
National Issues and Policies	Chamber of Commerce Lawyers & bar associations Government officials Rotary club Media-TV, radio, newspaper Medical association churches	National teachers union journalists	Media - TV, radio Business associations - cane growers - citrus growers - ag assoc fisherman coop churches	Cooperatives
District Issues	A r e a representatives Justice of the peace Church journalists Social welfare officer District school managers and superintendent	Journalists Social welfare officers	S c h o o l superintendents and managers	

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SIF MATRIX ONE (cont'd)

Sphere of influence	-----	-----	-----	-----
	Mid-high income	low income	Mid-high income	low income
Town/village	Church B u s i n e s s associations Town Board	Town board health workers church teachers	large farmers & landowners local merchants village councils mayors/alcaldes	village councils mayors/alcaldes Teachers farmer/fisher associations health care workers extension agents NGOs churches local associations scouts/4H/youth groups
Community level	c o m m u n i t y organizations social groups lodges womens groups churches	NGOs c o m m u n i t y organizations social groups lodges women's groups churches	larger farmers and merchants village councils mayor/alcalde	village councils mayor/alcalde c o m m u n i t y organizations extension workers health workers NGOs youth groups
Development areas of special interest	agriculture tourism			