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SOCIAL INSTITUTIONAL FRAMEWORK - EASTERN CARIBBEAN

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SOCIAL INSTITUTIONAL FRAMEWORK - CLASP II

REGIONAL DEVELOPMENT OFFICE/CARIBBEAN

CONTENTS

	Page
EXECUTIVE SUMMARY	iv
I. INTRODUCTION AND BACKGROUND	1
A) OBJECTIVES OF STUDY	3
B) CARIBBEAN SETTING	4
C) PUBLIC AND PRIVATE SECTOR INVOLVEMENT IN THE OECS STATES	6
D) DEFINITIONS	7
Economically Disadvantaged	7
Socially Disadvantaged	7
Elites	7
Political Elite	8
Financial Elite	8
Rural	8
Youth	8
Leader	8
II. SOCIAL STRUCTURE AND LEADERSHIP IN THE EASTERN CARIBBEAN	9
A) BASIC CLASS STRUCTURE	9
B) MODIFICATION OF THE BASIC CLASS STRUCTURE	10
C) CONTEMPORARY CLASS STRUCTURE	10
D) CONCEPTUALIZATION OF LEADERSHIP	12
E) LEADERSHIP IN THE EASTERN CARIBBEAN	14
F) RDSS AND CLASP II	17
G) RECRUITMENT AND SELECTION	18
III. STUDY METHODOLOGY	22
1) DESCRIPTION OF THE EASTERN CARIBBEAN CONTEXT	22
2) KEY SECTORS, INSTITUTIONS AND PROFESSIONS	22
3) CONSULTATION	22
4) PREPARATION OF TRAINING PLANS	23
5) PREPARATION OF THE SIF REPORT	23
IV. CONCLUSION	24
1) SPECIAL OVERARCHING CONCERNS	24
2) PRINCIPLES UNDERLYING TRAINING	25
3) FOLLOW-UP ACTIVITIES	26
4) MATRIX ONE	28
4) MATRIX TWO - KEY GROUPS	29
5) MATRIX TWO - AGRICULTURE	31
COMMUNITY DEVELOPMENT	36
CREATIVE ARTS	40

EDUCATION	42
HEALTH	54
THE MEDIA	55
THE PRIVATE SECTOR	57
WOMEN	63
YOUTH	65

- IV. APPENDICES:
1. List of Documents
 2. List of UWIDITE Participants
 3. Additional Persons Interviewed
 4. Curriculum vitae of Consultants
 5. Position Description - Participant Training
Follow-On Assistant
 6. "Community Groups Lacking on Professionalism" -
Barbados Advocate, November 11, 1989

LIST OF ACRONYMS USED IN TEXT

CARICOM	Caribbean Commonmarket and Community
CLASP I	Caribbean and Latin American Scholarship Program
CLASP II	Caribbean and Latin American Scholarship Program II
CLDT	Caribbean Leadership and Development Training Project
EHR	Education and Human Resources
GDT	General Development Training
HBCUS	Historically Black Colleges and Universities
NDFs	National Development Foundations
NGOs	Non-Governmental Organizations
OECS	Organization of Eastern Caribbean States
PTAs	Parent-Teacher Associations
PTIIC	Presidential Training Initiative for the Island Caribbean
RDO/C	Regional Development Office/Caribbean
RDSS	Regional Development Strategy Statement
SIF	Social Institutional Framework
TOT	Training of Trainers

EXECUTIVE SUMMARY

RDO/C's Social Institutional Framework (SIF) analysis describes the Eastern Caribbean context from which leadership emerges, and provides the rationale and criteria for selecting CLASP II awardees, and determining the types of training to be provided.

CARIBBEAN SETTING:

Because of our unique regional constituency, RDO/C faced a formidable challenge in preparing the SIF. Unlike other Missions where the leadership profiles of only one country needed to be developed, RDO/C needed to find the commonality of leadership roles in the 9 countries which will be served by the CLASP II program. The two consultants, Dawn Marshall and Hubert Charles, as well as the EHR staff and Project Design Committee have developed not only a list of groups which will exercise leadership in the Eastern Caribbean over the next decade, but the overarching training direction which will be needed to facilitate their exercise of leadership in the communities in which they live and work.

DEFINITION OF LEADERSHIP:

To meet the needs of the countries served by RDO/C, the SIF has described the emergence of leadership in the Eastern Caribbean. Since leadership is the primary criterion for participation in CLASP II, the definition of a leader which will be used in selecting CLASP II participants in RDO/C is as follows:

A Leader is one who, because of his/her personal attributes, and/or position within a group has developed a reputation for reliable, consistent and positive guidance, organization and/or decision-making within a group, and often beyond the group.

The groups from which leadership emerge have been identified using numerous written documents about human resource development in the Caribbean, the Mission's own sector analyses and RDSS, and a unique gathering of community people through the formerly AID funded UWIDITE system, linking each of 6 islands together through the telephone lines.

The SIF presents two matrices which have been developed for CLASP II implementation. **MATRIX I** identifies the key sectors, institutions and professions which will influence development and changes in the Eastern Caribbean and looks at the range of leadership and socio-economic status in the OECS countries. **MATRIX II** summarizes the training plans and strategy for priority cells. The winnowing process from **MATRIX I** to the development of 26 cells in **Matrix II** was accomplished by first eliminating leaders from the

high income/elite range and then identifying those in the middle-low economic range who, because of the nature of their leadership, could benefit from U.S. training. Upon analysis of those in the middle to low range, it was agreed that because of differences among the islands, other factors such as family size, rural/urban working environment, etc. will be used in determining which individuals from the middle - low range are in fact economically and or socially disadvantaged. The identification of "socially disadvantaged status" for women and youth will also be determined on an individual, rather than on a categorical basis.

What clearly emerged from the analysis of leadership roles was a need for skills enhancement rather than undergraduate degrees. For those leaders (or potential leaders) to be effective, they can not leave their communities and jobs for 3-4 years. To do so would often mean relinquishing their roles for such a long time that it would take considerable effort to reestablish them. Therefore, two year degrees, certificate programs and short courses aimed at skills upgrading, appear to be what is warranted to fulfill the goals of the CLASP II program. The exposure to program innovations and training coupled with short attachments will also be an integral part of the participants training plans.

MATRIX II summarizes the training plan and strategy for 26 priority cells identified under **MATRIX I**. Training plans are developed for each of these cells covering the following sectors: Agriculture, Education, Health, the Private Sector, Women, Youth, Community Development, Creative Arts and the Media.

Since limited resources are available to RDO/C for the implementation of CLASP II, five special overarching concerns common to more than one cell, have been identified and described. These concerns, together with CLASP II and RDSS objectives were used to select several key groups for training:

1. Agriculture: Farmer Support Organizations
2. Agriculture: Forest Conservation/Recreation Specialists
3. Community Development: Umbrella NGOs
4. Education: Staff of Community Colleges and Training Institutions
5. Private Sector: Small and Micro Businesses
6. Women: Women's Organizations
7. Youth: National Youth Councils

While these seven groups which emerged as priorities for training under CLASP II represent significant groups from which people exercise leadership in their communities in the Eastern Caribbean, they are not meant to be exclusionary. In fact, because of the small size of the islands in the Region, saturation of skills in any given group can be a problem. Therefore, while priority will be given to the seven categories identified, trainees can be selected from any of the 26 cells during the course of the Project.

RECRUITMENT, SCREENING AND SELECTION:

The recruitment, selection methodology proposed by the SIF stresses the importance of dissemination of information to the widest possible audience. For recruitment and screening particularly, the SIF outlines a collaborative approach between Community Organizations, Chambers of Commerce, U.S. Embassies, USIS, Governments, Church Groups and USAID. The final selection of CLASP II awardees will be made by a USAID Committee comprised of technical officers and the training staff.

CONCLUSION:

By taking a Regional approach to the determination of leadership, RDO/C's Social Institutional Framework creates harmony between the achievement of the goals of CLASP II and those of the Mission's Regional Development Strategy. The direction set out in the SIF puts into motion a process to enable community leaders to more effectively influence the direction of economic growth and development in the Eastern Caribbean.

SOCIAL INSTITUTIONAL FRAMEWORK - CLASP II

REGIONAL DEVELOPMENT OFFICE/CARIBBEAN

I. INTRODUCTION AND BACKGROUND

The Social-Institutional Framework (SIF) Analysis describes the context within which the Caribbean and Latin American Scholarship Program II (CLASP II) will be implemented in the Eastern Caribbean. It also provides the rationale and criteria by which trainees will be selected and by which the types of training will be determined.

Since 1985, RDO/C has been involved with CLASP through its participation in the LAC Regional Training Initiatives II Project. This involvement continued in 1986 with the establishment of a new scholarship program for the Eastern Caribbean, the Presidential Training Initiative for the Island Caribbean (PTIIC). In keeping with the CLASP mandate, PTIIC had as its goal the provision of training opportunities to persons from socially and/or economically disadvantaged backgrounds, who would not otherwise have the opportunity to study in the United States.

The most notable objectives of the program are:

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

- * to reinforce gains made through training by promoting multiplier effects and by conducting follow-on activities.

While adhering to the objectives outlined above, RDO/C's PTIIC program developed four distinct components offering (a) long-term training (technical or academic), (b) short-term technical training, (c) teacher training and (d) secondary school exchanges. The program focused primarily on training teachers both at the primary and secondary level, youth leaders, private sector personnel, former Soviet Bloc trainees and persons requiring training in "key" development areas. To this end, scholarships were awarded in areas such as Agricultural and Natural Sciences, Mathematics and Statistics, Hotel Management, Education (including teacher training), Engineering, Business and Public Administration. To date RDO/C has trained 522 persons, (178 long-term and 344 short-term) 367 of whom have completed their studies and have returned home.

CLASP II, which represents a continuation and refinement of CLASP I, is one of two components in a new training project currently being designed by RDO/C. This new program, the Caribbean Leadership and Development Training Project (CLDT) will be highly responsive to the leadership and development needs of the region. It will also continue and expand the program of strengthening democratic values and institutions started under PTIIC. Additionally, the program will promote broad-based economic and social development through the strengthening of free enterprise economies.

To accomplish these goals, special emphasis continues to be placed on the recruitment and selection of trainees. For CLASP II, this translates into the selection and training of current or potential leaders, since leadership is the primary consideration for selection under this component. RDO/C will also continue to meet the other CLASP targets, namely:

- * ensuring that at least **70 %** of its trainees are from socially and/or economically disadvantaged backgrounds;
- * at least **40%** of its trainees are women;
- * **10%** of placements made are at Historically Black Colleges or Universities (HBCUS);
- * all short-term training is of at least 28 days duration;
- * **20%** of all training offered under CLASP II will be long-term training i.e., nine months or longer; and,
- * all training programs will include significant and appropriate Experience America and Follow-on activities.

Special emphasis will also be placed on the selection of youth who fit into these categories and on the provision of quality training programs. In recognition of the intrinsic value of the "Experience America" element of CLASP and to maximize its effectiveness, the major portion of RDO/C's awards

under CLASP II will be long-term. It is estimated that under this component 84 long-term awards of two years duration and 68 short-term awards of one to three months duration will be offered.

Short-term development training needs will be met under the Development Training component (DT) of CLDT. This will focus primarily on in-country, third country and regional training in major development areas including agriculture, health/population and education. Since this type of training is less costly than U.S.-based training, the Mission will significantly increase the number of people from the Eastern Caribbean who are trained.

A. OBJECTIVES OF THE SIF ANALYSIS

The purpose of this SIF Analysis, therefore, is to identify positions, roles and institutions within the Member States of the Organisation of Eastern Caribbean States (OECS)* from which leadership can be, or should be, exercised to influence events at the community, parish, or national level consistent with CLASP II objectives.

The SIF has been designed to fit into the framework of the Mission's training portfolio. It has been developed for the period 1990 - 1994, corresponding to the period for which the Regional Development Strategy Statement (RDSS) has been prepared. The problem analysis contained in the RDSS, and the Strategy developed on the basis of that analysis, are key factors in the preparation of the SIF.

The SIF will help RDO/C achieve the following:

- 1) Focus training on key sectors and institutions that are influential in shaping action and opinion from all social/economic strata of society, with an emphasis on the socially and economically disadvantaged;
- 2) propose a methodology and indicators for identifying leaders and potential leaders within each sector; and
- 3) determine the appropriate type of training for each group.

The following sections provide an understanding of the context within which the CLASP II Program will be implemented. First, there is a brief description of the economic performance of the OECS States during the 1980s. This description is used as a background to the discussion of the RDSS and CLASP II objectives. Then, given its objectives, emphasis is placed on the definitions of the major concepts with which CLASP II is concerned: leadership and the socially and/or economically disadvantaged.

* Antigua and Barbuda, British Virgin Islands, Commonwealth of Dominica, Grenada, Montserrat, St. Kitts and Nevis, St. Lucia and St. Vincent and the Grenadines.

B. CARIBBEAN SETTING

The English-speaking countries of the Eastern Caribbean are functioning democracies with multi-party political systems and freely and openly elected parliamentary governments. Basic human rights are universally enjoyed on a level that is rare in the developing world. Upward social mobility is widely available to all classes, achievable through educational attainment, and more recently, commercial success [RDSS, p. 1].

In every respect, the OECS States are micro economies - small, even in the context of the Commonwealth Caribbean, [RDSS Annex I: Statistical Tables]:

- o Physical size: ranging from Montserrat with 102.3 sq. km. to Dominica with 787.4 sq. km., with an average size of 432.6 sq. km.
- o Population size: ranging (in 1985) from Montserrat with 11,900 to St. Lucia with 136,800, with an average total population of 80,300.
- o Economic Size: ranging (in 1988 and excluding Montserrat) from St. Kitts-Nevis with EC\$279.71 million to Antigua and Barbuda with EC\$793.81 million and with an average of EC\$462.89 million.
- o Official Development Assistance: ranging (in 1989) from Montserrat with US\$3.2 million to St. Vincent and the Grenadines with US\$18.7 million, and with an average of US\$13.4 million.

In recognition of their small size, since 1973, Caribbean countries have been involved in an economic integration effort culminating in the establishment of the Caribbean Common Market and Community (CARICOM). Within this grouping, the OECS Member States have been designated Less Developed Countries (LDCs). More recently, there have been expressions of the need for some form of political union between the OECS States. Nevertheless, this movement towards political unity among the OECS States is likely to be very slow in the near future.

The OECS States are small, open, export-driven economies, dependent on positive interactions with the world economy. These interactions entail different commodities and transactions depending on the country involved, although the basic process is much the same for all the islands.

Commodities like bananas, sugar or spices are exported under preferential agreements to the United Kingdom or the United States. Tourists from the U.S., Canada, the United Kingdom and Europe increasingly visit the islands, especially during the winter. The Leeward Islands of Antigua and Barbuda, St. Kitts-Nevis and Montserrat tend to specialize in tourism; while the Windward Islands of Dominica, Grenada, St. Lucia and St. Vincent and the Grenadines tend to specialize in agricultural production.

In the mid-1980s, with the rise and fall of the Bishop regime and the Grenada intervention, the Caribbean was very much at center stage. Despite

the slow growth of the world economy, and the handicaps associated with being micro, open economies, this positive geopolitical position resulted in remarkable performances by the OECS countries.

Ten-year individual country growth rates ranged from 3.5% to 6.5%, with most exceeding 4%. While the rest of Latin America and the Caribbean experienced aggregate real GDP growth of 0.8% per year during the 1980-85 period, the corresponding figure for the OECS states was 4.2% [RDSS, p. 3]. This performance was export-driven, and owed much to the boom in bananas and tourism.

Yet, there is currently a general perception by Caribbean peoples that international concern and interest in their welfare (particularly U.S. concern), is waning, e.g., the recent events in Eastern Europe. Moreover, fear exists that this concern is likely to decline even more sharply over the next two years.

Additionally, Caribbean countries have suffered from chronic foreign exchange deficiencies which have meant that public and private investment in the region is unable to sustain the growth rate needed to provide opportunities and better living standards for the populations. This loss of dynamism has led to disillusionment and outmigration [Felton et al, p. 17]. These developments and trends in the international economy emphasize the need for all CARICOM countries, including the OECS States, to improve export promotion and export marketing while diversifying product development in manufacturing, agriculture and agro-processing, and in the service industries. The Bourne study [Caribbean Development to the Year 2000: Challenges, Prospects and Policies] stresses that top priority must be given to human resource development in order for this diversification to take place. Caribbean countries are only just beginning to recognize these priorities, and have certainly taken a few steps along the road to diversification.

Perhaps more important, in the context of the SIF, is the age structure of the population: between 50-60 per cent of the population is in the 15-65 age group [Bourne, p. 8]. At the same time unemployment has worsened during the 1980s, with overall unemployment rates hovering around 20 per cent in most countries. These rates are higher among women and young people [Bourne, p. 13]. Moreover, given demographic trends and labour force indicators, the CARICOM economies will face unemployment problems of major proportions in the 1990s. While population growth has been relatively constant since 1960 in the OECS States, indications are that during the decade of the 80's it has been on the increase.

Nevertheless, in comparison to most Latin American countries, direct or indirect participation in the fruits of economic growth is wide. Yet it is threatened by high unemployment rates among a large young population. This, combined with high aspirations for consumer goods and an increasing number of drug users, will have increasingly serious consequences for the social and political structures of the islands [RDSS, p. 2].

Unless economic growth can outpace labour force expansion and reach the poor, the region could experience political and social disruption. It is imperative that women and youth develop the appropriate marketable skills to enable them to increase their participation in the economic processes. This holds true for women, especially if they hope to achieve positions of increased authority.

All of this has resulted in a general political environment of uncertainty and apprehension about the immediate future of the countries of the OECS. This is the environment in which CLASP II is to be implemented. The fact that dwindling resources are likely to be available to RDO/C to implement CLASP II will only reinforce these anxieties.

C. PUBLIC AND PRIVATE SECTOR INVOLVEMENT IN THE OECS STATES

The public sector is very important in the OECS economies both as an employer, and as a participant in the economy. Government Services as a percentage of real GDP varied in 1984-85 between 9.9 in Antigua to 22 in Dominica and St. Lucia, with an average percentage of 17 [Bourne, p. 135]. Of the economically active population in 1980-81, the proportion working for Government ranged from 14.3 % of the males and 14.9 % of the females in St. Lucia, to 46.4 % of the males and 35.9 % of the females in St. Kitts-Nevis, with an average of 24.3 % of the males and 24.2 % of the females [1980/81 Population Census Reports, Vol. 3: Excluding Antigua and Montserrat].

The uncertain economic future and the realities of structural adjustment mean that the private sector will have to increasingly shoulder some of the responsibilities now borne by the public sector. Since this trend is likely to increase, the targetting of private sector development as one of the PDS priorities should be echoed by CLASP II.

According to the 1988 Study of the Private Sector of the OECS (Chapter IV) by Arthur Young International, the small size of the OECS markets and societies taken individually, and even as a sub region, presents formidable constraints to private sector development. Therefore, the ability to export both intra-regionally and extra-regionally is crucial to almost every business activity other than personal services and micro enterprises.

The business community is dominated by a small number of established companies, usually family owned and managed. But these firms have failed to venture away from traditional "safe" activities. This is true of all the sectors: agriculture, banking, and tourism. The informal sector is an increasingly important aspect of the private sector. It includes small businesses (e.g., small retail establishments, handicraft businesses, street vendors, small services suppliers) [Felton et al, p. 44]. The informal sector will become even more important during the 1990s as the formal and Government sectors find it increasingly difficult to provide employment for the growing numbers of young adults in the labor force.

Within this context, micro enterprise is regarded as politically expedient but having very little economic impact. Yet success in micro

enterprises promotes self respect, and the belief that other "unrealistic" ambitions may also be achievable [Young, p. 1V-10].

Key constraints to private sector development in the OECS relate to human resources and finance: the shortage of business and market skills and the creation of an environment conducive to new investment and to business development [Young, pp. 1-2].

In such a context, the leadership qualities which CLASP II is designed to identify and enhance become particularly important.

D. DEFINITIONS

Economically Disadvantaged

Are individuals who live in households whose income is below a figure to be determined by the Mission on the basis of various considerations, including the median household income of the country in which the individuals live.

Socially Disadvantaged

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

Education is the main avenue of mobility in the Caribbean: level of education is therefore a good indicator to define the socially disadvantaged. According to Felton et al, "the average number of years of education in the English speaking Caribbean countries is estimated at 8" [p. 41]. Thus, Socially Disadvantaged can also be defined as those individuals who have had limited access to formal education. Nevertheless, as in the case of the definition of the economically disadvantaged, the educational attainment of both the individual applicant and the parents would need to be considered.

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

Elites

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

Political Elite

Includes all high level elected or appointed government officials and their immediate families with whom the U.S. Government has such mutual interests that the appearance of conflict of interest would be likely. This usually includes Ministers of State and their Subsecretaries or Vice Ministers, Governors of Central Banks, Heads of political parties, and other sensitive, highly placed individuals.

Economic or Financial Elite

Are those individuals who could reasonably be expected to attend U.S. schools using private resources.

Rural

George Roberts, the doyen of Caribbean demographers, has always insisted that, outside of the larger Caribbean territories, it makes no sense to classify anywhere as rural - they are all city-states. With this insistence he is pointing to the small size of the Eastern Caribbean islands particularly, and to the relative ease of transportation within them.

For the purposes of the SIF, however, rural can be defined as those areas in which agricultural pursuits are being carried out, and in this way CLASP II can target participants in agriculture for special consideration.

Youth

Individuals under twenty-five (25) years of age.

Leader

A leader is one who, because of his/her personal attributes (knowledge, skills, abilities, charisma), and/or his/her position within a group, has developed a reputation (is recognized) for reliable, consistent, and positive guidance, organization and/or decision-making within that group, and often beyond the group.

II. SOCIAL STRUCTURE AND LEADERSHIP IN THE EASTERN CARIBBEAN

The Caribbean social order is founded upon a colonial class/color hierarchy. Only a few studies have been undertaken on social stratification in the Eastern Caribbean. However, from these studies one can discern a certain system of stratification within the islands.

A. BASIC CLASS STRUCTURE

Basically, the social structure of the Caribbean countries arose out of the patterns of a social life generated by the production of sugar on large plantations, owned exclusively by a small number of white Europeans, with a large supply of black slave labor, under conditions of colonial domination. This class structure was in ascendancy in the eighteenth century.

The white European was politically dominant and socially superior; with class lines being rigidly and clearly marked. It is important to note that the whites were not a unified group. This group was also stratified so that big planters excluded poor whites (small planters and artisans) and whites of other religious persuasions.

Immediately below the poor whites were the free coloreds: products of the sexual liaisons between whites and their female slaves. The free coloreds were in an intermediate position both socially and economically: they would not be made to labor in the fields, nor could they become big planters, since they were legally barred from owning more than nine acres of land. Ten acres would have given them the right to vote. Therefore, most of the free coloreds were found in the towns where they engaged in trades such as fishing, huckstering, boating - the artisan trades.

At the bottom of the class hierarchy were the blacks: field laborers whose position was made worse by the colonial situation and racism: politically dependent, socially inferior and juridically incapacitated [Henry, p. 246]. Slaves were not a homogeneous group either: there were field slaves, artisan slaves (welders, boilers), domestic slaves and wage-earning slaves (skilled slaves hired out by their owners); with the last three being the more privileged groups who avoided field labor because they considered it demeaning.

The production of sugar by the plantation system took place in different countries at different times, under varying conditions and with various consequences. For example, St. Lucia never matured as a plantation colony because of topography: Only a few valleys and coastal areas were available for sugar cultivation [Acosta and Casimir, p. 34]. This was also true of the other Windward Islands.

Nonetheless, at the end of the eighteenth century, in almost every Caribbean country, there were three basic social groupings arising from the productive process, rigidly and clearly marked off from each other by differences of legal and social status, or political rights and economic opportunity, and of racial origin and culture (Henry, p. 246).

B. MODIFICATION OF THE BASIC CLASS STRUCTURE

This basic class structure was modified between 1834 and 1900 because of the abolition of slavery, the decline in the white population, the formation of villages (when the ex-slaves were able to buy land being sold off by planters in financial difficulties) and the arrival of the Syrians.

Emancipation brought a gradual movement of ex-slaves away from the plantations. This movement was more pronounced in the Windward Islands, where the plantation system was not as well established as in Barbados and St. Kitts and where there was more idle land available for cultivation. This resulted in the expansion of the peasantry and the consequent diversification of agriculture into crops like cocoa and ground provisions. In the Leeward Islands and Barbados, the ex-slaves remained tied to the plantations as wage laborers, since there was little land available for a similar type of expansion.

Emancipation also removed the legal barriers that kept free coloreds from becoming full citizens. Therefore, they were able to secure a tighter hold on urban, commercial and semi-professional jobs in the towns.

The Syrians were Middle Easterners who arrived in most of the Caribbean Islands after Emancipation and took control of the import and retail trades. They very quickly established a privileged position within society between the Europeans and the free-coloreds [Henry, p. 247].

This structure was even more significantly changed after 1900 by the various crises in the sugar industry and the struggle for de-colonization. As a result of the political activity in the 1930's and unionization, the last of the obstacles to a legally free working class were removed. By 1945, the Leeward Island economies were still dominated by sugar estates. However, modified estate farming existed in the Windwards, with the exception of Dominica where peasant farming developed.

The most significant change however, was the democratization of the state by which property and financial restrictions on voting were removed. The state was completely under the control of the planter class prior to the 1930s. With decolonization, the state became independent of the economic elite since much of its legitimacy now came from mass support. The achievement of political independence in the 1960s was the logical conclusion of the democratization of the state.

Economic activity also became an area for state intervention, stimulation and regulation: "Today there are few areas of social life that are not subject to some form of state regulation and least of all the sphere of commodity exchange" [Henry].

C. CONTEMPORARY CLASS STRUCTURE

The contemporary class structure is rooted in the functioning of the economies together with the growth and development of the state. At the top

of the class hierarchy in the tourism dominated economies, is a white economic elite consisting mainly of hotel owners of American and Canadian nationality. This group tends to be numerically very small in the countries where tourism is little developed. Immediately below are the Syrians who have continued to maintain their hold on the wholesale and retail trades and have moved into light manufacturing and tourism.

Below the Syrians is the middle class. This consists of (1) persons of mixed ancestry, with a strong hold on the urban professional and semi-professional occupations; and (2) a black political and educational elite. In the "non-tourist" economies this group tends to be relatively larger than in the tourist economies. This group also includes small numbers of coloreds and blacks who have entered the commercial and distributive trades.

At the bottom of the class hierarchy is the predominantly black working class. In the tourist economies, the majority of this class are waiters, waitresses, maids and taxi drivers, together with cane cutters in St. Kitts (although St. Kitts experiences more and more difficulty in obtaining labor during the crop). The non-tourist economies, mainly the Windwards, contain more small farmers, as a result of the adoption of bananas which, compared to sugar, are more easily cultivated by small farmers.

It is useful here to give a little more detail on the social structure of Dominica, where tourism is embryonic. Riviere ["Contemporary Class Structure in Dominica"] describes a small group of planters, mainly descendants of the free coloreds, who cultivate bananas, coconuts, grapefruits and oranges on holdings ranging in size from 100 to 1,500 acres. Immediately below the planters are the farmers whose holdings range between 50 to 100 acres, and who mainly cultivate bananas. Below the farmers are a group of peasants which Riviere divides into middle peasants (with holdings between 5 and 50 acres) and small peasants. The peasant class actually have valid titles to land and so are distinguished from the plantation workers, squatters and tenant small farmers.

The majority of the non-agricultural work force is employed in the commercial, service and allied sectors. There is also a "salaried" group, working at white-collar jobs who earn small salaries, but whose positions confer on them more status than is accorded wage-earners [Riviere, pp. 269-275].

In addition, there are small-scale producers who include self-employed bakers, fishermen, tailors and woodworkers; and small distributors like market vendors, hucksters, and shopkeepers; as well as people providing services like truck owners, taxi-cab owners and tradesmen. All of these are more or less on the same social level, but the differences in the work that they do is important. The non-agricultural work force is common to all the Eastern Caribbean, and tends towards the bottom of the social structure.

Most of the Eastern Caribbean countries view tourism as the current engine of growth, so the social structure of the tourist economies is likely to be replicated throughout this region, if the efforts at promotion are successful.

So, the old correlation between class and race/color still exists: the basic division is still between black and white. However, the new economic elite are not as powerful as the planters were because of individual hotel ownership patterns and a lack of cohesiveness among the owners. Similarly, the working class is not as weak, because it is politically enfranchised, and unionized [Henry, p. 258]. Also, there has been a loosening of the rigid relations between the races, and social positions formerly reserved for whites and coloreds are opening up to blacks.

The present configuration of power is not necessarily a permanent one. Tourism is by no means mature in any of the OECS countries. The future structure depends on whether the white elite becomes more powerful and institutionalized: or whether the state takes on an even more entrepreneurial function and shares this role with the white elites. If the second happens, there will be a continued rise in the predominantly black political elite [Henry, p. 261].

D. CONCEPTUALIZATION OF LEADERSHIP

The importance of leadership exercised by one individual cannot be overstated in the Caribbean. Felton et al [p.10] refer to this as "personalism" and state that "personalism characterizes Caribbean activities. It is recognized that strong personal commitment, dedication, and hard work by key individuals are characteristics of successful institutional development." They state that in most successful programs, projects and institutions:

"In a real sense, the programs were developed because these individuals were determined that the institution would be successful, and were committed to whatever efforts were required. The emergence of these personalities is instrumental in establishing a viable program. Equally important, however, is that these individuals be perceived as capable, competent, disinterested and widely acceptable in the general community." [p. 91].

CLASP II establishes the leadership criterion as the primary consideration for participant recruitment and selection. CLASP II broadly defines leaders as those people who can influence the thoughts and actions of others through their skills, activities or position. Thus, a leader is one who, because of his/her personal attributes (knowledge, skills, abilities, charisma), and/or his/her position within a group, has developed a reputation (is recognized) for reliable, consistent, and positive guidance, organization and/or decision-making within that group, and often beyond the group.

This definition recognizes that individuals influence others because of three factors:

- 1) their own attributes: knowledge, skills, abilities, including ownership of, or access to, human and financial resources;

- 2) their positions or roles, i.e., in an institutional setting (including the media), or social group which indicates the group or individuals over which they can exercise influence. This group or setting needs not be a formal one, but it is likely that leaders will already be active in a more or less formal setting, whereas potential leaders are more likely to be in an informal setting. In order to recruit individuals for long-term academic training, the Mission may wish first to look at young individuals in "not so prestigious" senior and secondary schools; and in the Community Colleges which are being established in the OECS states.
- 3) their reputations, based on use of their attributes and/or their positions, i.e., they "exercise their influence". This is probably the most important of the three since an individual may choose not to utilize his position or attributes. Two aspects of "use" are important: the first one is consistency, meaning that the individual is not erratic or exercising influence by whim or fancy - which means that the individual can be depended on to exercise influence through credibility. The second aspect is that influence is exercised in a positive way, in order to engender respect, rather than notoriety.

An operational definition of leadership should probably incorporate two of these three types of influence. Leaders will have already built up a reputation, whereas potential leaders may possess only attributes and/or position, but for some reason or another, particularly age (youth), have not yet had the opportunity to develop a reputation.

The following list of seven qualities should assist in providing a base for the identification of leadership qualities:

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

- PERSONABLE:** The ability to relate to colleagues in a manner which
(CHARISMA) draws respect even when his/her point of view has not
 been accepted.
- ACHIEVEMENT:** Both in the group within which he/she is active, and
 in his/her occupation or school, the individual should
 have some record of consistent achievement which
 demonstrates the ability to sustain work or effort to
 achieve quality results.
- RECOGNIZABLE:** The qualities outlined above need most importantly to
(REPUTATION) be ascribed to the leader by others, friends and
 detractors alike.

Essentially, the purpose of participant training is to increase/improve attributes of potential leaders so that their position will be enhanced and their influence can be exercised more widely and deeply. It is worth noting that, in the Caribbean, "Education" of itself is perceived as enhancing attributes, even if no attribute has been increased or improved by participation in the educational activity. Training in the U.S. would also serve to enhance status since foreign training in certain areas is respected.

Key areas within which leadership normally resides in the region are: Student Councils; Youth Groups; Womens Organizations; Service clubs like the Lions and Rotary Clubs; Churches; Community Oriented Non-Governmental Organization; Journalists; Political Parties; Trade Unions; and Professional Associations. Teachers always have an important place in the local status hierarchy.

E. LEADERSHIP IN THE EASTERN CARIBBEAN

This section attempts a description of the environment from which leaders emerge in the Eastern Caribbean, as well as how they emerge. The most significant characteristic of the environment is its small size, and the limitations which this places on opportunities for social mobility.

Leadership emerges when an individual or group attains, or is accorded, a high degree of influence by the nation or community with respect to general or specific areas of endeavor - areas which are regarded by the nation or community as important for its survival or the attainment of its goals. In the OECS countries, three types of leadership can be identified: traditional elite leadership, interest-led leadership and consensus leadership.

Because of the smallness of the Eastern Caribbean societies,

"personal and family relationships are closely woven and there is little of consequence that occurs without rapidly becoming the subject of public knowledge and discussion. Personalities and minor events assume enormous proportions" [Young, p. IV-3].

This closely woven network limits opportunities for social mobility, and therefore, social mobility has often also meant spatial mobility, both away from the rural areas and away from the country itself.

At the same time, it is also true to say that, because of their small size, the OECS societies are not as rigidly stratified socially as some of their Caribbean counterparts. This means that nontraditional leadership emerges easily as it is not limited to specific social classes, allowing the type of training envisaged by CLASP II to have a greater impact.

It is also true that less sociological work has been carried out in the OECS countries than in the larger Caribbean countries, so there is less documentary evidence to draw upon.

In this, the role of Local Government Divisions, Community Development Ministries, and Youth Development Divisions where these exist, is most crucial. These groups constitute an important resource for identifying emergent leadership which is a key objective of CLASP II.

TRADITIONAL ELITE LEADERSHIP

In the Eastern Caribbean, leadership is derived from a number of areas of influence. Traditionally, leadership is accorded individuals from families which are recognized as influential in the community or nation. They are influential because of long-established ownership of resources (especially land, and relatively large business enterprises); or because members of the family have long held influential positions in the community (in the traditional professions of medicine, the church and the law, and increasingly in politics). This type of leadership can be called traditional leadership, and it tends to be an elite and conservative leadership.

"In each of the OECS countries, the business community is dominated by a small number of relatively large, established companies, usually merchants. These established companies tend to be family owned and managed. They control significant shares of capital and managerial resources and their owners tend to be also the pillars of society. However, these companies have not been active in the development of nontraditional enterprises even though they are strategically better equipped and positioned to do so than any other private sector group" [Young, p. IV-3].

Traditional elite leadership is characterized by those attributes common to most elites: same social network, inter-locking family and business ties, personal friendships and routine contacts (old boy network). The political and economic elites, which CLASP II excludes, fall into this category of leadership.

The pattern of influence of this type of leadership is less aggressive than other types of leadership: it can be considered inherent and is taken for granted both by the individuals concerned and by the society. Individuals do not feel it necessary to prove their influence publicly. These are the persons to whom the nation naturally looks when asked to name individuals to particularly prestigious offices.

INTEREST-LED LEADERSHIP

Groups come together because their members recognize that certain activities require cooperation, and because they are willing to work with others for the achievement of mutual goals. Leaders are often responsible for making their colleagues aware of the need for cooperation; but sometimes they emerge after the groups have come together. This type of leadership can be called interest-led leadership.

It emerges at all levels of society, for groups come together at all levels for many different kinds of activities, e.g., political parties and constituency groups; farmers' and fishermen's associations and cooperatives; youth, church, women's and community groups. Many of the groups which make up the informal sector would fall into this category: small businesses such as small retail establishments, handicrafts businesses, street vendors and traders, and small services suppliers. It is the leadership that emerges in such groups at the lower socioeconomic levels which should be targeted by CLASP II.

The pattern of influence of interest-led leadership is usually limited to the group within which it emerges, and other similar groups. While it tends to be more localized, it can become more widespread depending on the importance of the interest to the community or nation. There are some interests which can become national, particularly when the groups emerge in an urban setting. The Chambers of Commerce and the Hotel Associations are examples. In this way, interest-led leadership may merge with traditional elite leadership.

CONSENSUS LEADERSHIP

Another type of leadership, similar to traditional elite leadership, but emerging at all levels, is consensus leadership. The emergence of consensus leadership at the community or local level is usually less a function of individual ambition and more the recognition of an individual by the community - it is accorded the individual or group. Thus, in communities where the production of a key crop (like bananas), constitutes the virtual lifeblood of a community, the biggest and most productive farmer is accorded the recognition of leadership in this sphere. Similarly with fishermen, and the ownership of a boat, etc.

This recognition is taken a step further if the individual possesses additional qualities such as charisma and basic communications skills, and subscribes to the religious and other values which the community holds dear.

Generally, local communities also accord leadership status to individuals or members of families who over time have become identified with attainment and contribution in non-economic spheres such as religion and education.

Recent developments (since the 1960s) in the political and social spheres have complicated the process by which consensus leadership emerges

within the local community. In the first place, participation in the electoral process, particularly within the context of political parties, has increased the likelihood that ambitious individuals may be propelled to leadership. They may achieve this status without possessing the right mix of qualifications (attributes) valued by the community.

Secondly, the influx of several fundamentalist protestant groups within the rural community has served to diffuse the religious influence within the community and hence weaken the overall leadership in this area. Also, the demise of the village based head-teacher (replaced in many cases by the commuting school principal master), has denied to many local communities the educational leadership usually vested in this important personality.

Thirdly, success in commerce, usually indicated by the possession of money and material goods, has also begun to propel individuals to leadership. Women, particularly those who are traders or hucksters, may be propelled to leadership in this way. Because of the attribute (possession of money) which identifies this kind of leadership, the influx of drugs and other illegal means of affluence have further complicated the leadership pattern. Thus, money may become the only attribute to accord leadership.

SOCIO-ECONOMIC STATUS

The determination of socio-economic status is notoriously difficult. In Western societies it is usually derived from some combination of individual education, occupation and income. Since income is usually dependent on education and occupation, income is easiest to use in any operational definition.

In the Caribbean, it seems valid to use these three indicators, but not on an individual basis. The educational level attained by parents, and their occupations (which are correlated with education) also indicate the socio-economic status of the children. Moreover, because many economic responsibilities are shouldered on a household basis, rather than an individual basis, the use of household income is preferable. It is worth noting that, principally because of education, individual mobility can be so rapid that often not all the members of a single household can be put into the same socio-economic category, if classification is made on an individual basis.

Also, because home-ownership is so important in the Caribbean, socio-economic status can be deduced from the type of house and its attributes (e.g., type of construction, water supply and toilet facilities). Unfortunately, no index has yet been developed to encompass all of these factors. Data on these aspects of the homes of applicants can be collected as indicators of socio-economic status.

F. RDSS AND CLASP II

In its Regional Development Strategy Statement (RDSS), USAID RDO/C has identified five key problems in the Eastern Caribbean to be addressed during

the period 1990-1994. These are:

- 1) removing constraints to economic growth;
- 2) removing agricultural sector deficiencies;
- 3) removing obstacles to private sector development;
- 4) ensuring general access to basic and professional education; and
- 5) maintaining democratic traditions and institutions.

The strategy is a growth-oriented one which aims at providing equity through widespread participation in the economic growth process. Therefore, both growth and equity will guide small enterprise assistance, work with women and small farmers, institutional development and policy reform.

RDO/Cs strategy deals with OECS problems by building the region's capacity to deal with them on a self-sustaining basis over the long term. This strategy translates into special emphasis on the following sectors:

Agriculture and tourism (depending on the country);
human resource development; and,
improvement in the legal and institutional environment of the private sector

Underpinning these key sectors, are five areas which need special attention:

- 1) Environmental Management and Protection
- 2) Health and Family Planning
- 3) Housing and Land Use Management
- 4) Women in Development and
- 5) Youth.

The goal and purpose of the CLASP II program are in complete harmony with the Mission's RDSS, and indeed with the region's own assessment of its development needs. CLASP II emphasizes the encouragement and strengthening of free enterprise economies, and equipping a broad base of leaders with technical skills and academic education. In addition, both the RDSS and CLASP II identify women and youth as target groups for special attention.

G. RECRUITMENT AND SELECTION

1. RECRUITMENT

RDO/C will use a recruitment approach which will disseminate information on CLASP II to the widest possible audience. A standard letter or flier outlining the aims and objectives of the project, as well as the application procedures will be circulated to as many of the following groups as is feasible given the particular island:

- * U.S. Embassies
- * Peace Corps Offices
- * USIS

- * Community Groups
- * PVO Umbrella Organizations
- * University of the West Indies Extra Mural Centers (University Centers)
- * Alumni Associations
- * Governments - National Training Offices and past PTIIC Contacts
- * Chambers of Commerce
- * Church Groups

To augment this approach, advertisements will be placed in the local media. RDO/C will also place advertisements in newspapers which are widely circulated throughout the region. It is anticipated that newspapers such as the Weekend Nation, the Advocate, the Caribbean Contact and the Chronicle will be used. To ensure uniformity, RDO/C will draft the advertisements which will contain information on the types of training being offered, the length of scholarships being awarded and the minimum qualifications necessary to apply. The resources of several regional institutions, e.g., the Organization of Eastern Caribbean States (OECS), will also be used to convey information to prospective applicants.

Application forms will be easily obtainable from three or four centers on each island. These locations will largely depend on the interest displayed in the project by the groups identified above. It is anticipated that the U.S. Embassies in Antigua and Grenada, the Peace Corps Offices, National Training Offices and Chambers of Commerce will be the major distribution points. Comprehensive briefings on the aims and objectives of the project and its application, recruitment, screening and selection procedures will be held for the relevant persons from the abovementioned groups in each island.

All completed application forms will be sent directly to USAID.

2. SCREENING

Preliminary screening of application forms will be undertaken by an in-country committee of approximately 10 persons. The composition of the committee will be reflective of the areas of training offered and will also include a representative of the Chamber of Commerce and the OECS, and a member of the USAID training office.

This committee will be given an in-depth orientation on the aims and objectives of the program which will be supplemented by a written set of guidelines. Members will, therefore, be fully cognizant of the program's strategy and the type of audience being targeted.

In conformity with the CLASP II program intent, a new application form will be designed to gather more information on the applicant's leadership potential. Additionally, questions will be structured in such a way as to

obtain information on:

- * income;
- * socio-economic status;
- * proof of intention to return home upon completion of training; and,
- * the level of commitment to use the training received to assist in the country's development at a community or national level.

Applications will be screened against the following criteria:

- (a) proof of actual or potential leadership abilities. In cases where the candidate has just left school, special attention will be paid to positions held within the school government, e.g., Head Boy/Girl, Prefect, House Captain, Sports Captain, and whether or not the applicant had ever represented the school in Debates, Competitions, Athletic Meets, etc. Where the applicant is employed, consideration will be given to leadership positions held in particular organizations, in the community or on the job. Further, involvement in more than one organization in a leadership or executive position will be viewed as an asset.
- (b) the academic potential of the candidate;
- (c) the financial need of the candidate, i.e., the inability of the candidate to afford training in the United States using personal or family resources and whose institution is not in a financial position to assist the employee;
- (d) the importance of the training to the development needs of the country;
- (e) the citizenship of the candidate. The candidate **MUST** be a citizen of the nominating country and **MUST** be in that country at the time of application, screening and selection. The candidate will be expected to return to the home country upon completion of training;
- (f) the potential impact of the training on the public and private sectors; and,
- (g) the area of training. Requests should be for training in the areas identified by the SIF.

After this phase, only application forms meeting all the selection criteria will be forwarded to USAID for final selection. It is important to note that the Screening Committee will only be screening application forms for eligibility against project criteria.

3. SELECTION

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

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

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

III. STUDY METHODOLOGY

The SIF analysis was prepared by two Caribbean consultants, Dawn Marshall and Hubert Charles. The curricula vitae of these consultants are included as Appendix IV. This team worked in accordance with a Scope of Work prepared by RDO/C. The Scope of Work set out five discrete tasks which followed each other in logical order, each building on the previous task.

STEP 1: DESCRIPTION OF THE EASTERN CARIBBEAN CONTEXT

The study began with a review of background documents provided by RDO/C which gave information on:

- (1) the CLASP, PTIIC, and CLASP II;
- (2) the RDSS of the RDO/C together with the supporting studies on which the strategy was based. These included the Private Sector Strategy (1988) prepared by Arthur Young International, and An Assessment of the Need for Management Training and Development in the English Speaking Caribbean (1985) prepared by Felton et al, both of which were based on extensive surveys including the Eastern Caribbean;
- (3) the SIF studies prepared by Guatemala, El Salvador and Jamaica which served as models for the preparation of the Eastern Caribbean SIF.
- (4) Additional documents on the Caribbean were consulted which amplified the RDSS and its analysis of the developmental needs of the OECS Member States.

A list of the documents consulted is attached as Appendix I.

In addition to the review of documents provided by RDO/C, the team received a careful and thorough briefing by the RDO/C Design Committee which is ultimately responsible for the completion of the SIF and start-up of CLASP II.

STEP 2: KEY SECTORS, INSTITUTIONS AND PROFESSIONS

As a result of the document review and briefing, Matrix 1 was developed. It identifies key sectors, institutions, organizations, professions and groups which operate in positions to influence development and change in areas of interest to RDO/C. This Matrix was reviewed by RDO/C's EHR Staff, and was revised in the light of these reviews.

STEP 3: CONSULTATION

At this stage in the process, the methodology included a step, which because of its innovativeness is described in some detail. The revision of

Matrix 1, as well as the definitions of concepts and the discussion of the PTIIC were informed by the convening of a teleconference in which six OECS countries participated. This teleconference not only minimized the need to travel through the six countries, it also provided the opportunity for interested persons from these countries to interact with each other.

The teleconference, held on Friday, December 1, 1989 was convened through the cooperation of the University of the West Indies (UWI) using their UWIDITE System (a Distance Teaching Network) which links all of the non-campus OECS Member States, as well as the campus countries of Barbados, Jamaica and Trinidad and Tobago. The UWI has an extra-mural University Centre in each of the OECS countries, which contains receiving and transmitting equipment. One of the consultants convened the teleconference from Dominica to review the PTIIC and discuss RDO/C's design of CLASP II.

In each country, participants were invited from the National Development Foundations (NDFs), National Youth Councils, National Women's Organisation, Conference of Churches, National Training Board, Associate Directors of the Peace Corps, and any other relevant groups, e.g., the Caribs in Dominica were represented.

Six countries were on line, and attendance at the Centres tended to range from about three to six persons. A list of those who participated is included as Appendix II.

The teleconference focussed mainly on the selection criteria and, to a lesser extent, on the method of selection of the PTIIC. In addition, participants were in agreement with the groups which had been identified in Matrix 1. However, time did not allow the participants to discuss the types of training needed by individuals in these Groups.

STEP 4: PREPARATION OF TRAINING PLANS

The cells of Matrix 2 summarizing the training plans and strategies were then developed, based on the priority cells identified in Matrix 1. This step was also complemented by additional consultation with persons who are knowledgeable about the special concerns of the groups identified. A list of the persons interviewed is attached as Appendix III.

STEP 5: PREPARATION OF THE SIF REPORT

The final task was the preparation of this report, using the outline provided in the Scope of Work. Three drafts were prepared by the consultants and revised in the light of discussions and comments from the RDO/C's EHR Staff and the CLDT Project Design Committee.

IV. CONCLUSION

This section presents the matrices which were developed as a result of the SIF Analysis presented above.

MATRIX ONE identifies the key sectors, institutions and professions that can influence development and change in the Eastern Caribbean. It is based on three underlying factors:

- (1) the sectors identified by the RDSS and other documents as those which are crucial to socioeconomic development in the OECS countries;
- (2) within those sectors, the professions, groups, organizations and institutions from which leadership can best be exercised in order to facilitate change and development; and
- (3) the analysis of the Eastern Caribbean setting based on the documents reviewed and the experience and knowledge of the consultant team.

The allocation of the identified professions and groups to an income level and a geographical location within Matrix One was based on the perusal of Government Estimates of Dominica where salary levels are not excessive, and the wage levels contained therein.

MATRIX TWO summarizes the training plan and strategy for participants from the priority cells identified in Matrix One by the RDO/C Design Committee. Twenty-six priority cells were identified, and a training plan was developed for each of these. These priority cells came from the following Sectors: Agriculture, Community Development, Creative Arts as they impact on youth, Education, Health, the Media, the Private Sector, Women, and Youth.

SPECIAL (OVERARCHING) CONCERNS:

In view of the fact that RDO/C has limited resources available for the implementation of CLASP II, certain over-arching needs (special concerns) common to more than one cell are identified below. If the limited awards are targetted to these over-arching needs, rather than one group, the returns to the program and the countries would be greater.

A long-term academic award in any of these would also have to include a training of trainers (TOT) component, so that when the trainee returns he/she would also be able to transfer these skills. A regional focus should be taken since most of these needs are common to all the countries, and it may be more cost-effective to train several people from the region in these skills.

- 1) Basic management skills including record-keeping; costing and pricing; marketing and merchandising; project development, implementation and evaluation; and proposal writing. These generic skills are needed by groups engaged in small

entrepreneurship such as small farmers, fishermen, artisans, craftsmen, hucksters and small transport owners.

- 2) Coordinating abilities and group organizational skills which would include member motivation, group dynamics, consensus building and communication skills. These are also generic skills which are required by a range of groups such as youth, church and community groups; cooperatives of any kind; creative arts groups; and Parent-Teacher Associations (PTAs).
- 3) Income-generating activities: This was raised by Ann Timothy after the UWIDITE conference as an urgent need for the Carib youngsters. It is in fact common to all unemployed youth and women. Someone trained in identifying opportunities and then mobilising people to realize these opportunities would be invaluable.
- 4) Innovative and Experiential Teaching Methods: This need is endemic to the Caribbean in both formal and informal education. This should not only include getting away from the lecture/discussion methodology but, for formal education, should include the ability to infuse new topics into traditional subjects, e.g., Family Life Education and Environmental Topics into English, Math and Teacher Training.
- 5) Intersectoral coordination for public administrators and managers: This emerges not so much from the Matrix but from the area of environmental management and protection, which is one of the five areas which underpins the four key sectors identified in the RDSS. It also emerged in the recent CARICOM Ministerial Conference on the Environment, and from the need for linkages between agriculture, the environment and tourism about which the OECS Secretariat is particularly concerned. Long-term academic training in this area would have to look at identifying mechanisms for coordination, together with their advantages and disadvantages, and the applicability and adaptability to the Caribbean. It is likely that such a course would have to be custom made, but it is certainly a special concern for the Eastern Caribbean.

PRINCIPLES UNDERLYING TRAINING

Training must emphasize creative thinking, analysis, and problem solving. Therefore, the Training Plans of Matrix 2 also incorporate the strong recommendation of Felton et al that (Managerial) training must:

- 1) utilize participative or experiential teaching methodology, instead of mere lectures and readings;
- 2) use a high proportion of localized materials;
- 3) apply to the trainee's immediate environment;
- 4) incorporate some element of continuity or follow-up to assist in

- 5) applying knowledge gained; and,
provide specific incentives or motivations for participation and sponsorship.

Some aspects of Felton's recommendation are incorporated in each training plan: in the U.S. training and Experience America Considerations where possible, or in the Follow-on Considerations where the element can only be input in the Eastern Caribbean.

FOLLOW-UP ACTIVITIES

The Mission initiated its Follow-up activities in 1988, by establishing Alumni Associations in each of the eight islands served by RDO/C and sending questionnaires to all persons who benefitted from AID-sponsored training. The establishment of these Associations was viewed as the best way to start the networking process among returned participants, while sensitizing the trainees to the importance of follow-up upon completion of training. The Associations will also reinforce the importance of the training opportunity and its significance in the future development of the country. Additionally, through active outreach programs, employers would be made to focus on the need to prepare realistic training plans for employees and become active participants in the design or selection of the training program, thereby ensuring its relevance and applicability to the particular job situation.

To this end, the Associations adopted the following four objectives in their constitutions:

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

Due to severe funding constraints, these Associations will be operating largely on a volunteer basis. In light of this, RDO/C has made concerted efforts to forge linkages with existing organizations and service clubs on the islands to ensure support and some measure of sustainability. Visits have been made to the Chambers of Commerce, Peace Corps offices and Rotary Clubs, among others, to explain the rationale behind the Mission's follow-on strategy and the formation of the Associations, and to elicit support for them.

While the initial response to the idea of the Alumni Associations was highly favorable, the results of a field assessment indicated that Associations have only been formed in five of the eight islands. Several factors are responsible for this, most notably, the termination of the follow-on consultant's contract due to medical reasons and the inability of

the Mission to assign a person full-time as a replacement. However, per AID/W's guidance, the Mission plans to resolve this problem by assigning a person to the follow-up program on a full-time basis. This person will not only liaise with the Associations, but also provide technical assistance in fundamentally important areas such as fund-raising, planning and development of activities, networking and training in pre-departure and re-entry techniques (Job Description Appendix V).

In keeping with the results of the assessment, a deliberate decision was made to concentrate the Mission's efforts in the five islands which had shown the most initiative. These islands had all hosted pre-departure orientations for the PTIIC scholars, prepared constitutions for ratification and action plans of activities to be undertaken over the next six months to a year. A more in-depth questionnaire, designed to gather information on the impact of training received was sent to each of the returned participants in these five islands. The data gathered will be used to update RDO/C's participant information system and serve as the nuclei of trainee directories which will be prepared shortly.

RDO/C intends to resume work in the other three islands by using the skills of the leaders of the successfully established Alumni Associations as an impetus. It should be mentioned that while these three islands recognize the value of the follow-up program, their ability to actually organize has been a problem. There are also plans to host a two-day meeting for the Association Coordinators and one other member to provide training in pre-departure orientation and re-entry techniques and to facilitate the exchange of ideas and suggestions for the further development of the Associations. This meeting will provide an excellent opportunity for networking among the Coordinators, which is a vital element in the follow-on process.

In addition to these in-country follow-on activities, per AID/W's guidance, all CLASP II trainees will have a detailed plan of follow-on activities outlined in their PIO/P's. These activities will obviously be guided by the nature and type of training and the special areas of interest of each trainee. Even though follow-on for these trainees will be specifically programmed, it is expected that they will participate in the general activities of the Associations since they will be able to contribute new and dynamic ideas to these organizations.

SIF MATRIX ONE: KEY SECTORS, INSTITUTIONS, PROFESSIONS

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

MATRIX TWO: KEY GROUPS

The Matrix Two Training Plan contains Summaries for nine (9) Sectors which were identified as priorities by RDO/C's EHR Staff and approved by the Design Committee. These are:

Agriculture
Education
Health
Private Sector Firms
Women
Youth
Community Development
The Media and
Creative Arts

Training Plans were developed for twenty-six (26) Priority cells identified from these nine sectors. Since limited resources are available for CLASP II implementation, key groups are also identified from among these 26 cells. The key groups are:

- 1) Agriculture: Farmer Support Organizations
- 2) Agriculture: Forest Conservation/Recreation Specialists
- 3) Community Development: Umbrella NGOs
- 4) Education: Staff of Training Institutions
- 5) Private Sector: Micro and Small Enterprises
- 6) Women: Women's Organizations
- 7) Youth: National Youth Councils.

The choice of these seven groups as key cells can be justified on one or more of three grounds: The CLASP II objectives, the RDSS strategy, and the special overarching concerns. The more specific rationale for choosing priorities within a sector is given in the introduction preceding the Training Plans for each sector.

Women have been specifically targeted by CLASP II as socially disadvantaged: at least 40% of the participants must be female. This is reinforced by the fact that in the Caribbean generally, unemployment rates are higher among females, as well as among young people. Thus women and youth can be considered both economically and socially disadvantaged.

In addition potential leaders are to be found among the youth. If leadership is to be exercised in the community, it will be exercised by non-governmental organizations involved in community development. For this reason, umbrella NGOs have been targeted as a priority group.

Three of the other priority cells are covered by three of the five objectives of the RDSS strategy: removing obstacles to development in the

agricultural and private sectors, and ensuring general access to basic education. Choices within these sectors are determined by considerations of social and economic disadvantages.

All of the seven priority cells have been chosen with reference to one or more of the five special (overarching) concerns discussed earlier. These are concerns which are common in the Eastern Caribbean. The argument has been made that, if limited awards are targetted to these over-arching needs, the returns to the program and to the countries would be greater.

This choice of seven key areas should also reflect a distribution among the OECS countries. Dominica seems an obvious choice for the presentation of an award for a Forest Conservation/Recreation Specialist, but the presentation of awards the others would depend on the persons identified as leaders and potential leaders in the various countries. However, at least one award should be presented per country.

NOTE: This list does not exclude persons identified in other cells in Matrix One from receiving training. It simply means that persons in the seven key areas will receive priority for training. Persons from any of the cells in Matrix One can and will be eligible for training.

SECTOR: AGRICULTURE

The Matrix 2 Training Plan Summary for the Agriculture contains four (4) Summaries:

- 1) Small Farmers
- 2) Farmer Support Organizations
- 3) Agriculture Extension Officers
- 4) Forest Conservation/Recreation Specialists

The first three are closely related. Within the agricultural sector, the small farmers may be considered disadvantaged because, except for those growing traditional export crops (e.g., bananas), they do not have access to the credit, training, technical assistance, and other resources which larger farmers have. Within this group, given the CLASP II context, any small farmers who are women or young people should be considered especially disadvantaged.

It should be noted that cooperatives have been included under the private sector (although cooperatives of small farmers can also fall within agriculture). In addition, two of the aforementioned categories provide support for the small farmer.

Therefore, only one of these groups, the support organizations, needs to be targetted for training under CLASP II, with the expectation that they will then impact on the small farmer himself. However, if a small farmer with outstanding leadership qualities is identified or applies for training, he/she should certainly not be rejected.

Emphasis in training should be placed on nontraditional crops, especially fruits and vegetables which may be marketed in the tourism sector.

Forest Conservation/Recreation Specialists are of a different order, and should be targetted for the leadership qualities which they would be expected to play in the crucial area of environmental protection and management with respect to forests, which are an important resource, especially in the Windward Islands.

MATRIX TWO
TRAINING PLAN SUMMARY BY SECTOR

SECTOR: AGRICULTURE
CATEGORY: SMALL FARMERS

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

INCOME LEVEL: Low

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

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

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

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

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

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

MATRIX TWO
TRAINING PLAN SUMMARY BY SECTOR

SECTOR: AGRICULTURE

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

NATURE OF INFLUENCE: Influential among farmers, farmers associations, other support organizations and community

INCOME LEVEL: Medium to low

SPREAD EFFECT: Direct to farmers and farmers associations; indirect to community and other support organizations

SPECIAL CONCERNS: Lack of expertise for assessing specialized needs and projects and requests for financial assistance; project development; skills for market surveys and development; motivating farmers to accept new ideas and techniques

SKILLS TO ACQUIRE: Coordinating abilities and skills (individuals and groups); project design, development, implementation and assessment; marketing and merchandising

NATURE AND DURATION OF TRAINING: 1) long-term Training of Trainers program for selected staff members; 2) short-term technical training, seminars, workshops; visits to support organizations

EXPERIENCE AMERICA CONSIDERATIONS: Visits with similar support organizations; participation in a market or other survey; visits to firms or factories producing inputs used by farmers supported by the organization

FOLLOW-ON CONSIDERATIONS: Alumni Association; update/refresher activities, e.g., workshops; networking; implementation of a project or survey in community

MATRIX TWO
TRAINING PLAN BY SUMMARY

SECTOR: AGRICULTURE

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

NATURE OF INFLUENCE: Influential among individual farmers and farmers associations and among fellow-workers

INCOME LEVEL: Low to medium

SPREAD EFFECT: Direct to Farmers and Associations; Indirect to community and nation

SPECIAL CONCERNS: Nontraditional crops; introduction to farmers; problems and cultivation; post-harvest technology; marketing methodology (packaging and presentation; merchandising;)

SKILLS TO ACQUIRE Communications and demonstration skills; ability to assess feasibility of nontraditional crops (all aspects); knowledge of/contacts with possible local, regional, and international market exporters/traders

NATURE AND DURATION OF TRAINING: Short-term training courses, seminars, workshops, attachments, field site visits

EXPERIENCE AMERICA CONSIDERATIONS: Visit/attachment to farmers and farmers groups engaged in farming/processing possible alternative crops; packaging plants and distributors of fresh tropical fruits, vegetables and flowers

FOLLOW-ON CONSIDERATIONS: Annual update/refresher; regional workshops; Alumni Association

MATRIX TWO
TRAINING PLAN SUMMARY BY SECTOR

SECTOR: AGRICULTURE

CATEGORY: FOREST CONSERVATION/RECREATION SPECIALIST

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

INCOME LEVEL: Low

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

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

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

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

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

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

SECTOR: COMMUNITY DEVELOPMENT

The Matrix Two Training Plan Summary for Community Development contains three (3) Summaries:

- 1) Community Groups
- 2) Service Clubs
- 3) Umbrella Non-Government Organizations

These are similar groups, but operating at different levels: the community groups at the local or community level; the service clubs at parish or national level; and the umbrella NGOs operating usually at national level.

The community groups are the most disadvantaged of the three. In order to maximize the impact of training, given the limited resources available, it would probably be best to focus training on the Umbrella NGOs. With Training of Trainers programs for one or two individuals from this group, the basic management and administrative skills - the Professionalism - needed by the community groups could be spread more widely.

The influence of Leadership at this level is also likely to be greater.

MATRIX TWO

TRAINING PLAN SUMMARY BY SECTOR

SECTOR: COMMUNITY DEVELOPMENT

CATEGORY: COMMUNITY GROUPS

[Groups organized at the community level for community service, may have a special interest, e.g., church, sports, youth, creative arts or political]

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

INCOME LEVEL: Medium to low

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

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

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

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

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

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

MATRIX TWO
TRAINING PLAN SUMMARY BY SECTOR

SECTOR: COMMUNITY DEVELOPMENT

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

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

INCOME LEVEL: Upper Middle to low

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

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

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

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

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

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

MATRIX TWO

TRAINING PLAN SUMMARY BY SECTOR

SECTOR: COMMUNITY DEVELOPMENT

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

NATURE OF INFLUENCE: Mainly on member organizations, and through them to individual members of these; also to community through work or member organisations

INCOME LEVEL: Low to Middle

SPREAD EFFECT: Direct to delegates from Member Organisations; Indirect to Member Organizations and their individual members, and to community

SPECIAL CONCERNS: Need to coordinate the great diversity in number and range of NGOs working in variety of areas; Assistance to smaller NGOs which might feel threatened by larger, more organized NGOs; administrative and fund-raising capabilities

SKILLS TO ACQUIRE: Basic administrative, accounting and management skills; project identification, development and implementation; fund-raising techniques and strategies together with communications and outreach skills; ability to coordinate and motivate people to collaborate

NATURE AND DURATION OF TRAINING: Short-term courses, visits or attachments to umbrella organizations in U.S.; Training of Trainers abilities to pass on knowledge and insights gained; role of NGOs in national development; lobbying skills especially to gain support from Governments

EXPERIENCE AMERICA CONSIDERATIONS: Attachments/visits to similar organizations in the U.S.; preparation of project with U.S. counterparts to be implemented on return

FOLLOW-ON CONSIDERATIONS: Alumni Association; implementation of Project; series of lecture with NGOs

MATRIX TWO
TRAINING PLAN SUMMARY BY SECTOR

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

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

INCOME LEVEL: Medium to Low

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

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

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

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

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

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

MATRIX TWO

TRAINING PLAN SUMMARY BY SECTOR

SECTOR CREATIVE ARTS
CATEGORY POPULAR THEATRE GROUPS

NATURE OF INFLUENCE: Widespread, both in community and nationally

INCOME LEVEL: Medium to low

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

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

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

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

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

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

SECTOR: EDUCATION

The Matrix Two Training Plan Summary for the Education Sector contains eight (8) Summaries:

- 1) Graduate Teachers
- 2) Certified Non-Graduate Teachers
- 3) Uncertified Non-Graduate Assistant Teachers
- 4) Staff of Teacher Training Colleges
- 5) Staff of Community Colleges
- 6) Primary School Head-Teachers
- 7) Regional and National Teacher Unions
- 8) Parent Teacher Associations (PTAs)

Underpinning all of these summaries are a few basic concerns about the capacity of the Education Sector.

First of all, the prestige which the Education Sector generally, and teachers in particular, have been given by the community has been eroded over the past decade or two. Many of those who enter the teaching profession no longer see it as a destination in itself, but rather see it as a transition point to other careers, often in the private sector. This means that Governments have to be constantly training and re-training to meet the needs of the Education Sector.

Secondly, Educators generally tend to be conservative, and therefore against change. This means, paradoxically, that they inhibit change. Therefore, there needs to be sensitisation of educators across the Board to the need for change, especially change in the context of socio-economic development in the Eastern Caribbean: they need to be sensitised to the "Imperatives of National Development". Since this is not something that can be done by training in the U.S., it is suggested that this can be built into the follow-on activities. Other groups will also be in need of such sensitisation, and this can be organized as conferences or seminars on a regional basis.

More and more, there is a need in the Eastern Caribbean for non-formal education and training. But Ministries of Education are oriented towards formal education. Therefore, an appreciation for the role of non-formal education in the general education system, and skills for community out-reach also need to be built into most of the training given to persons from the Education Sector.

SECTOR; EDUCATION

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

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

INCOME LEVEL: Middle

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

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

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

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

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

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

MATRIX TWO

TRAINING PLAN PLAN SUMMARY BY SECTOR

SECTOR: EDUCATION

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

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

INCOME LEVEL: Low to Middle

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

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

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

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

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

**FOLLOW-ON
CONSIDERATIONS:**

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

MATRIX TWO
TRAINING PLAN SUMMARY BY SECTOR

SECTOR: EDUCATION

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

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

INCOME LEVEL: Low

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

SPECIAL CONCERNS: Inadequate preparation of primary school pupils with basic literacy and numeracy skills; innovative teaching methods which motivate students

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

NATURE AND DURATION OF TRAINING: 1) Long-term academic university degree and/or teacher training for selected, influential trainers; 2) short-term academic training: crash courses, summer courses; seminars, workshops, attachments

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

**FOLLOW-ON
CONSIDERATIONS:**

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

MATRIX TWO
TRAINING PLAN SUMMARY BY SECTOR

SECTOR: EDUCATION

CATEGORY: STAFF OF TEACHER TRAINING COLLEGES

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

INCOME LEVEL: Low to Middle

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

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

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

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

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

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

MATRIX TWO

TRAINING PLAN SUMMARY BY SECTOR

SECTOR: EDUCATION

CATEGORY: STAFF OF COMMUNITY COLLEGES

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

INCOME LEVEL: Middle

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

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

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

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

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

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

MATRIX TWO
TRAINING PLAN SUMMARY BY SECTOR

SECTOR: EDUCATION

CATEGORY: PRIMARY SCHOOL HEAD-TEACHERS

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

INCOME LEVEL: Low to Middle

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

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

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

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

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

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

MATRIX TWO
TRAINING PLAN SUMMARY BY SECTOR

SECTOR: EDUCATION

CATEGORY: REGIONAL AND NATIONAL TEACHERS UNIONS

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

INCOME LEVEL: Low to Middle

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

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

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

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

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

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

MATRIX TWO

TRAINING PLAN SUMMARY BY SECTOR

SECTOR: EDUCATION

CATEGORY PARENT TEACHER ASSOCIATIONS (PTAs)

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

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

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

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

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

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

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

**FOLLOW-ON
CONSIDERATIONS:**

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

MATRIX TWO

TRAINING PLAN SUMMARY BY SECTOR

SECTOR: HEALTH

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

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

INCOME LEVEL: Middle to low

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

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

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

**NATURE AND DURATION
OF TRAINING:**

Short-term training in specific aspects depending on existing skills; attachments and workshops

**EXPERIENCE AMERICA
CONSIDERATIONS:**

Visits, attachments with similar organizations; preparation of Project (with U.S. counterparts)

**FOLLOW-ON
CONSIDERATIONS:**

Alumni Association; implementation of project on return

MATRIX TWO

TRAINING PLAN SUMMARY BY SECTOR

SECTOR: THE MEDIA
CATEGORY: JOURNALISTS

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

INCOME LEVEL: Low to Middle

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

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

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

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

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

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

SECTOR: PRIVATE SECTOR

The Matrix 2 Training Plan Summary for the Private Sector contains only four (4) Summaries:

- 1) National Development Foundations (NDFs)
- 2) Small/Micro Business
- 3) Cooperatives (of all types)
- 4) Transport Owners/Drivers of Minibuses

The first three are closely related and may be considered the priorities for training in the private sector. Within the private sector, the small/micro business and the cooperatives are disadvantaged: they do not have access to the facilities (credit, training, technical assistance) and resources which larger businesses have. Within this group, given the SIF context, any micro-businesses or cooperatives organized by women or young people should be considered especially disadvantaged. The NDFs have been established specifically to provide these facilities to micro-businesses.

With structural adjustment, and a tendency towards privatisation, these groups will become increasingly important as income-generating enterprises for the disadvantaged. It is difficult to prioritize within this group, but given the on-going Small Enterprise Assistance (SEA) Project of RDO/C, it is suggested that Micro and Small Businesses be given priority under the SIF.

The Minibuses, although they are micro-businesses, are not considered disadvantaged in the same way. In a very real sense, they can be considered privileged within this grouping because of the quick turnover of fairly large sums of money, and because of the leadership role which they play. This role is not completely positive, and it is, therefore, crucial that this group be targetted for training under the SIF.

MATRIX TWO

TRAINING PLAN SUMMARY BY SECTOR

SECTOR: PRIVATE SECTOR

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

NATURE OF INFLUENCE: Abilities influence success of clients' businesses directly; indirectly influence informal and micro-entrepreneurial sector through success or failure of clients

INCOME LEVEL: Middle to Low

SPREAD EFFECT: Direct to Clients and their businesses; indirect to informal and micro-entrepreneurial sector, and potential clients

SPECIAL CONCERNS: Need to be able to manage relationships with Board of Directors, educating Board to its role, legal and other responsibilities; self-sustainability; technical and managerial skills

SKILLS TO ACQUIRE: Working with Boards; management of PVO/NGO especially different from public or business sectors; resource mobilisation; technical management of credit banking, computer literacy especially spreadsheets; training for counselling and entrepreneurial development; communication skills (for different audiences, e.g., gov't, banks, board)

NATURE AND DURATION OF TRAINING: 1) Long-term Training of Trainers program for selected staff members; 2) short-term technical training, seminars, workshops, attachments

EXPERIENCE AMERICA CONSIDERATIONS: Visits or attachments with similar organizations in the U.S.; development of project with U.S. counterparts

FOLLOW-ON CONSIDERATIONS: Alumni Association; update/refresher activities; implementation of Project on return

MATRIX TWO
TRAINING PLAN SUMMARY BY SECTOR

SECTOR: PRIVATE SECTOR

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

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

INCOME LEVEL: Low

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

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

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

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

**EXPERIENCE AMERICA
CONSIDERATIONS:**

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

**FOLLOW-ON
CONSIDERATIONS:**

Alumni Association; bulletins or newsletters of
new information; networking

MATRIX TWO

TRAINING PLAN SUMMARY BY SECTOR

SECTOR; PRIVATE SECTOR

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

NATURE OF INFLUENCE: Effectiveness and viability of Cooperatives; can influence skills and attitudes of Cooperative members; can impact on prestige and status of small Coops in the community

INCOME LEVEL: Low

SPREAD EFFECT: Direct to Cooperative members; indirect to customers/clientele of Cooperative

SPECIAL CONCERNS: Limited awareness or knowledge of areas involved in entrepreneurial activity and cooperative management; lack of "professionalism": administrative skills, letter-writing, project development

SKILLS TO ACQUIRE: Basic administrative and managerial skills; ability to motivate and train members; project development and proposal writing; (for product cooperatives): costing and pricing; packaging and presentation; sales and marketing

NATURE AND DURATION OF TRAINING: 1) Long-term Training of Trainers program in all aspects; 2) short-term technical training courses seminars, observation tours

EXPERIENCE AMERICA CONSIDERATIONS: Attachment or visit to similar organisations; observation of cooperative mechanism in operation (democratic value)

FOLLOW-ON CONSIDERATIONS: Networking with similar trainees regionally and in U.S. to share ideas, problems and solutions; Alumni Association

MATRIX TWO

TRAINING PLAN SUMMARY BY SECTOR

SECTOR: PRIVATE SECTOR

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

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

INCOME LEVEL: Low to Lower-Middle

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

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

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

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

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

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

MATRIX TWO

TRAINING PLAN SUMMARY BY SECTOR

SECTOR: WOMEN

CATEGORY: WOMEN'S ORGANIZATIONS

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

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

INCOME LEVEL: Middle to low

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

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

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

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

**EXPERIENCE AMERICA
CONSIDERATIONS:**

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

**FOLLOW-ON
CONSIDERATIONS:**

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

MATRIX TWO
TRAINING PLAN SUMMARY BY SECTOR

SECTOR: YOUTH

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

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

INCOME LEVEL: low to medium

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

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

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

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

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

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

MATRIX IWO
TRAINING PLAN SUMMARY BY SECTOR

SECTOR: YOUTH
CATEGORY: NATIONAL YOUTH COUNCILS (OF VARIOUS KINDS)

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

INCOME LEVEL: Middle to low

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

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

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

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

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

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

LIST OF DOCUMENTS REVIEWED

- ACOSTA, Yvonne &
CASIMIR, Jean "Social Origins of the Counter Plantation
Plantation System in St. Lucia" in Rural Development
in the Caribbean, 1985, edited by P. I. Gomes.
- AGUIRRE INTERNATIONAL Preliminary Assessment of the Presidential Training
Initiative for the Island Caribbean, December 1988.
- BORLAND, Barry &
LA GRA, Jerry Profiles of Farmer Organizations in Dominica:
Inter-American Institute for Cooperation on
Agriculture (IICA), May 1989.
- BOURNE, Compton
et al Caribbean Development to the Year 2000: Challenges,
Prospects and Policies: CARICOM Secretariat, June 1988.
- FELTON et al An Assessment of the Need for Management Training and
Development in the English Speaking Caribbean, August
1985.
- GARDNER, Carleen
Management Consultants
Ltd Social and Institutional Framework Analysis of
Jamaica: The Caribbean and Latin American Scholarship
Program (CLASP II) Phase II
- HANSEN, David &
ALENS, Alex Social Institutional Framework Analysis:
CLASP II, El Salvador, September 1989.
- HENRY, Paget "De-colonization, Tourism and Class/Race Structure in
Antigua" in Contemporary Caribbean: A Sociological
Reader, Vol. 1, 1981, edited by Susan Craig.
- MARSHALL, W. K. "Peasant Development in the West Indies since 1838" in
Rural Development in the Caribbean, 1985, edited by
P. I. Gomes.
- MASSANARI, Karl &
MILLER, Errol Report of the External Terminal Evaluation of the
UWI/USAID Primary Education Project, nd
- RIVIERE, Bill "Contemporary Class Structure in Dominica": in
Contemporary Caribbean

APPENDIX II

UWIDITE CONFERENCE ON CLASP II

DECEMBER 1, 1989, LINKING ALL THE OECS COUNTRIES EXCEPT MONTserrat

LIST OF PARTICIPANTS

ANTIGUA AND BARBUDA

Mrs. E. Lewis	Senior Education Officer, Ministry of Education
Mr. Bascomb	Human Resource Development Foundation
Mr. John Green	National Youth Council
Dr. Idris Bird	Resident Tutor, University Center

COMMONWEALTH OF DOMINICA

Mr. Rupert Sorhaindo	Principal, Clifton Dupigny Community College
Mrs. Doreen Nicholas	Assistant Secretary, Training Division, Personnel Services Department
Ms. Ann Timothy	Representative, Dominica Caribs
Ms. Blanc	Economic Development Unit
Mrs. Dawn Marshall	Consultant, USAID

GRENADA

Mrs. Beverley Steel	Resident Tutor, University Center
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NOTE: None of the persons invited attended because this was the first day of the Civil Servants Strike.

ST. KITTS AND NEVIS

Fr. Brian Creak	Chairman, Christian Council
Mr. Raphael Archibald	Executive Director, National Development Foundation

Ms. Jacqueline Flemming	Assistant Secretary, responsible for training, Establishment Division
Mr. Essington Watts	President, St. Kitts Youth Council
Mrs. Gwendoline Nisbett	Ministry of Women's Affairs
Mr. Constantine Richardson	Resident Tutor, University Center

ST. LUCIA

Mr. Scott Bowles	Associate Director, U.S. Peace Corps
Mr. Ernest Hilaire	National Youth Council
Mrs. Pamela St. Prix	PTIIC Contact, Ministry of Planning, Personnel, Establishment and Training
Mrs. Marilyn Floissac	Resident Tutor, University Center

ST. VINCENT AND THE GRENADINES

Mr. A. Bacchus	Caribbean Conference of Churches and Vincentian Conference of Churches
Mrs. Gillian John	Training Officer, Services Commissions Department
Mr. Cecil Ryan	Projects Promotion (a local Development Agency)
Mr. Tyrone Grant	Caribbean Advisory and Professional Services
Mr. Festus Toney	Resident Tutor, University Center

68

APPENDIX 111

ADDITIONAL PERSONS INTERVIEWED

Edith Allen	Resident Tutor, University Centre, University of the West Indies, Roseau, Dominica.
Fortuna Anthony	(former) Headteacher, Primary School, Castries, St. Lucia.
Sylvester Anthony	Chairman, Caribbean Advisory and Professional Services, Castries, St. Lucia.
Angela Bryce	Canada Training Awards Project (CTAP), Barbados.
Melvin Edwards	Regional Coordinator, Small Enterprises Assistance Project (SEAP), Caribbean Association of Industry and Commerce, Barbados.
Tyrone Grant	Associate, Caribbean Advisory and Professional Services, Castries, St. Lucia.
Cecil Joseph	Executive Director, Dominica Hucksters Association, Roseau, Dominica.
Michael Louis	Chief Educational Officer, Ministry of Education, Castries, St. Lucia.
Omar Rahaman	Caribbean Association of Industry and Commerce, Barbados.
John Solomon	Associate Peace Corps Director, Barbados.
Rupert Sorhaïndo	Principal, Clifton Dupigny Community College
Ann Timothy	Spokesperson, Dominica Caribs, Dominica.
Janos Zimmerman	German Advisor, Natural Resources Management Unit, Organization of Eastern Caribbean States (OECS) Secretariat, Castries, St. Lucia.

- 1988 - present : Project Officer for Libraries Summer School. Awareness on Sustainable Development Programme. UECS-NRMU/GTZ (Organisation of Eastern Caribbean States - Natural Resource Management Unit) including evaluation and development of inputs (Manual, teaching material), development of Concept Paper, and assisting with moderation of Evaluation Workshop. Nov. 1988.
- 1989 Planning, organisation, conduct and reporting of 7 Environmental Health Seminars in 7 UECS countries for CARICOM CEHI (Caribbean Environmental Health Institute).
- Editing of Proceedings of first CARICOM Ministerial Conference on the Environment. 31 May - 2 June 1989.
- Aug - Sept 1988 Survey and Assessment of NGOs in Health together with moderation of Workshop to discuss findings for CARICOM/PAHO
- March 1988 Member of Team for the Evaluation and Programming of the Contributions of the Federal Republic of Germany through GTZ (The German Agency for Technical Cooperation Ltd.) to the Organization of Eastern Caribbean States including participation in ZUPP Project Planning Workshop.
- 1987 - 1989 CARICOM/UNFPA Programme Organize, conduct and report on Family Life Education Workshop and Working Party to define Family Life Education and develop and compile Guidelines for Implementing Family Life Education in Schools.
- 1985 - 1988 Consultant (full-time Programme Officer) CARICOM/USAID Population and Development Project: Technical Assistance to 9 Caribbean countries in formulation and implementation of Population Policies.
- 1986 - present In Country Support (ICS) for Inter-American Foundation (Eastern Caribbean) Initiating, evaluating, facilitating and monitoring of IAF Projects.

- 1985
(Spring) : Visiting Professor, Center for Latin American Studies, University of Florida, U.S.A.: teaching course on Caribbean Migration.
- 1982 -
1985 Project Co-ordinator, Eastern Caribbean Migration Project, Institute of Social and Economic Research (I.S.E.R.), U.W.I., Barbados: Research Project on contemporary migration from four Eastern Caribbean countries to Toronto and New York.
- 1981
(Summer) Visiting Researcher, Center for Latin American and Caribbean Studies, New York University, U.S.A.: exploratory research on West Indian Community in New York.
- 1979 -
1981 Counterpart Chief Technical Adviser, ISER/UNESCO/UNFPA Man and the Biosphere Project: Studies on Population, Development and the Environment in the Eastern Caribbean.
- 1978 -
1985 Research Fellow, I.S.E.R., U.W.I. Cave Hill, Barbados.
- 1977 Ford Foundation Individual Grant for research on Impact of Migration on Barbados.
- 1975 -
1979 Co-ordinator, I.S.E.R. Staff Seminar Series, U.W.I., Cave Hill, Barbados.
- 1974 -
1978 Temporary Research Fellow, I.S.E.R., U.W.I., Cave Hill, Barbados.
- 1974 -
1976 Tutor (Geography), In-Service Diploma Programme, U.W.I., Cave Hill, Barbados.
- 1973 -
1974 Junior Research Fellow, I.S.E.R., U.W.I., Cave Hill, Barbados.
- 1971 -
1973 Research Assistant, I.S.E.R., U.W.I., Cave Hill, Barbados.
- 1967 -
1969 Cartographer, Geography Department, U.W.I., Mona, Jamaica.
- 1964 -
1966 Head, Geography Department, Calabar High School, Kingston, Jamaica.

1962 - Demonstrator, Geography Department,
1963 Ibadan University, Nigeria.

: :

ADMINISTRATIVE/MANAGERIAL EXPERIENCE

Consultant (Programme Officer) CARICOM/USAID Population & Development Project

- * Preparation of Work Programme.
- * Organization and Conduct of Training Workshops.
- * Preparation of periodic Status Reports.
- * Initiation of Strategies to motivate Country action.

Project Co-ordinator, Eastern Caribbean Migration Project.

- * Training and Supervision of full-time staff of four and part-time staff of 32 interviewers in four Caribbean countries and New York, U.S.A.
- * Administration of Project Budget
- * Preparation of Progress and Final Reports to Funding Agencies.
- * Organization of two International Workshops on Migration (Barbados and Grenada).

Local Counterpart to UNESCO Project Co-ordinator.

- * Co-ordination of I.S.E.R. input into Project.
- * Co-ordination of Project for final year (in absence of UNESCO Project Co-ordinator).
- * Preparation of Progress Reports on I.S.E.R. Input.
- * Editing and preparation of final Country Reports to the four Eastern Caribbean Governments (Reports averaged 200 pages each).
- * Organization of meetings in Barbados and St. Vincent for presentation of final reports to Governments.

PROJECT DEVELOPMENT EXPERIENCE

Consultant (Programme Officer), CARICOM/USAID Population and Development Project:

- * Analysis of current Project and Design of Continuation Programme

Project Co-ordinator, Eastern Caribbean Migration Project:

- * Research Design of Project: Longitudinal Study of contemporary migrants to Canada and U.S.A. from Grenada, St. Lucia, St. Vincent and Barbados (total population of 1,800 persons surveyed).
- * Search for Project Funding and 'selling' of Project to International Funding Agencies
- * Design of 12 Research Instruments for data collection on household and socio-economic characteristics, aspirations and expectations.

Counter-Part Project Co-ordinator, ISER/UNESCO/UNFPA Man and the Biosphere Project:

- * Included Questionnaire Survey of 1,540 adults in four countries.
- * Research Design of section of Project on Migration.
- * Responsibility of all Project components on Employment and Migration including research instruments.

Survey of Barbadian Tourism Establishments, Individual Research Project:

- * Included Survey of 118 hotels, apartment hotels and guest houses.
- * Research Design of Project.
- * Development of Research Instrument.
- * Data Analysis and Reporting.

15

Survey of Illegal Haitians in the Bahamas:

- * Research Design.
- * Design, Testing and Administration of Research Instruments.
- * Data Analysis and Reporting.

ADDITIONAL CAPABILITIES

- * Owner of IBM PC micro-computer, with two disk drives, (5 1/4 and 3 1/2), 640K memory and 8087 math Coprocessor with: Wordprocessing, Spreadsheet, Database and Demographic Projections Software.
- * Owner of Toshiba 1000 Laptop Computer with Toshiba Express Writer 301 Portable Printer

TEACHING EXPERIENCE

- * Secondary (High Schools) in Nigeria and Jamaica. Forms one through six.
- * Tutoring and Supervision of Geography Teachers in U.W.I. In-Service Diploma Programme.
- * Spring Semester Course on Project Development and Proposal Writing in Caribbean Migration, Center for Latin American Studies, University of Florida, Gainesville Florida, U.S.A.

SELECTED PUBLICATIONS

Books: (in collaboration with Jean-Pierre Guengant)
Caribbean Population Dynamics: Emigration and Fertility Challenges, USAID, Barbados 1985.

The Haitian Problem: Illegal Migration to the Bahamas
University of the West Indies, ISER, Jamaica, 1979.

2 Employment and Tourism in Barbados, University of the West Indies, ISER (EC), Barbados, 1978.

1/6

Articles:

"A History of West Indian Migrations: Overseas Opportunities and Safety-Valve Policies" in The Caribbean Exodus edited by Barry B. Levine. Praeger. New York. 1987.

"Migration and Development in the Eastern Caribbean" in Migration and Development in the Caribbean: The Unexplored Connection edited by Robert A. Pastor. Westview Press Boulder. 1985.

"Vincentian Contract Labour Migration to Barbados: The Satisfaction of Mutual Needs". Social and Economic Studies Vol 33. No.3. 1984.

"Toward an Understanding of Caribbean Migration" in U.S. Immigration and Refugee Policy: Global and Domestic Issues edited by Mary M. Kritz. Lexington Books. 1982.

"Migration as an Agent of Change in Caribbean Island Ecosystems: in International Social Science Journal Vol XXXIV. No. 3. 1982.

PUBLIC AND PROFESSIONAL SERVICE

- 1984 - 1986 Member. Experts Review Group. Hemispheric Migration Project. Georgetown University. Washington D.C.. U.S.A.
- 1983 - 1985 Editorial Advisor. Caribbean Geography. Geography Department. U.W.I. Mona. Jamaica.
- 1978 - 1982 Coach. Alpha Swim Club. Barbados.
Member. Executive Committee. Barbados Amateur Swimming Association.
- 1978 Member. Barbadian Local Development Committee.
Barbados Christian Council.
- 1975 - 1976 I.S.E.R.'s representative on Barbadian National Advisory Council on Tourism, and Barbadian National Committee for preparation for U.N. Conference on Human Settlements - Habitat.
- 1972 - 1974 Member of Executive Committee, then President, Erdiston Model School Parent-Teachers' Association
Chairman, Steering Committee for formation of Barbados National Council of Parent-Teachers Association.

RESUME

Hubert J. Charles

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Innovation for Development

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No. 7 Garrison
St. Michael
BARBADOS
(809) 427-4771

HOME :

PERSONAL :

PROFESSIONAL
EMPLOYMENT : Coordinator, Caribbean Network of
Educational Innovation for Development
(CARNEID). One of five regional networks
of Educational Innovation financed by
UNESCO, CARNEID involves fifty-one (51)
Associated Centres in twenty-one
Caribbean countries. Its objective is
to foster cooperation among educators
and education institutions in an effort
to promote increased effectiveness
through innovation and change and to
ensure that the education system
impacts on the social and economic
development of participating countries.

The Coordinator is a staff member of
Unesco's Division of Education
(ED/SCM), but is responsible to the
Regional Consultation Meeting for the
implementation of a Work Programme.

In addition to the implementation of
the Network Programme of human resource
development and training, research,
information exchange, promotion of case
studies, etc., the Coordinator responds
to requests for assistance with the
implementation of national level
programmes of innovation and other
developmental concerns of Ministries of

Education and of Associated Centres.

1985-87

: Adviser on Special Programmes with the Organisation of Eastern Caribbean States (OECS). As a Commonwealth Fund for Technical Cooperation (CFTC) Consultant, served as adviser on Educational programmes, for the seven member organisation.

Main duties involved: a. advising the Director General, and assisting in the implementation of education programmes including tertiary and technical/vocational education, b. implementation of programmes with donor agency support. These included the PTIIC funded by USAID, and the Multi-Island Project funded by UNESCO. All programmes were designed to strengthen the capacity of member states in key areas, and to improve the capacity of the Central Secretariat as a major player in resource acquisition for educational development on behalf of its constituent members.

1981-85

Permanent Secretary in the Ministry of Education in the Commonwealth of Dominica. As adviser to the Political Head of the Ministry of Education, Youth Affairs Sports and Culture and with the assistance of Divisional Heads, advised the Minister on the pursuit of developmental activities in education Sports and Culture.

Programmes in the area of education included the "Summer School Programme" and the revamping of the Teacher Training Programme following hurricane David.

As public service head of the Ministry worked with the senior officials in the above Divisions in the implementation of Ministry programmes for staff development and the improvement in the structures of the Divisions.

1978-81

Principal of the Dominica Grammar School located in Roseau. The premiere

2 CV - H.J.Charles

government secondary school in the island with a student population of 700 and a staff of 31. Was responsible for student welfare, staff development, programme development and outreach

1972-74

Graduate Teacher, Dominica Grammar School, responsible for teaching History and Commerce to students in the Upper school. Also taught West Indian History to students of the Sixth Form College.

EDUCATION

Advanced Levels (Cambridge) History and Economics (1969).

BA (Second Class Hons.) Lower Division, Cave Hill Campus, University of the West Indies, - History and Economics - 1972.

MA The Johns Hopkins University, Baltimore MD., Atlantic History and Culture) 1976

Ph.D Student, John Hopkins University 1976-80 Dissertation - "The Methodist Church in the 19th Century English speaking Caribbean" - incomplete.

Intensive Course in Conversational French Paris, (1983).

RELATED PROFESSIONAL ACTIVITIES

1978-81

Chairman of the Education Brains Trust, established by the Minister of Education to advise him on the introduction of innovative policies and strategies within the education system in Dominica.

1982

Participant in two-week course - Management for Change Programme - Implemented by the Manitoba Institute

of Management and sponsored by CIDA, the programme introduced participants to practical aspects of Management with particular reference to the Public

Service.

1983 : Participant in UNESCO sponsored Course
(Port of Spain) on "The Micro-computer
in Educational Planning".

1984 : Participant in two-week Course
(Kingston Jamaica) sponsored by the
Organisation of American States on "The
Implementation of Educational Projects
with Foreign Financing".

PUBLICATIONS : "A brief Economic History of Dominica"
"Carib Indian Reservation in Dominica"

Caribbean Migration to the US

HONOURS : Canadian International Development
Agency Three-Year Training Award (1969)

Ford Foundation Doctoral Fellowship
(1974)

Invited to address Annual General
Meeting of the Canadian Organisation
for Development through Education
(CODE) 1984

APPENDIX V

POSITION DESCRIPTION

PARTICIPANT TRAINING FOLLOW-ON ASSISTANT

RESIDENT HIRE PSC

DUTIES TO BE PERFORMED IN RDO/C OFFICE AND OECS COUNTRIES

1. Serve as liaison to the alumni associations, offering technical assistance in planning, activity development, networking, fundraising techniques, etc.
2. Develop and implement the communication strategy for:
 - departing scholar orientations
 - returning scholar re-entry
 - highlighting outstanding achievements of scholars in the U.S. in their home countries
 - highlighting alumni association activities/events
3. Conduct interviews/surveys of returned participants/employers to determine the impact of training. Develop and conduct targeted assessment of the value of various aspects of the training over time and additional training/upgrading that is needed and which can be done "in-country" or in the region using Development Training funds or funds from other projects in the same technical area.
4. Follow-up with governments/employers six months prior to return of scholars to determine plans for placement of trainees.
5. Assist alumni associations in developing job-finding techniques, a card file job bank and employer referral system for trainees returning to the private sector with no firm employment commitments or trainees looking for job advancement.
6. Assist alumni associations in establishing and continuing networks in the U.S. for technical information and professional growth. Assist in formulating networks within the Region among returned scholars within the region having studied in similar technical areas or having similar interests/activities.
7. Plan and organize a training session for Alumni Association Presidents/VPs to strengthen their leadership, planning and resource development skills.
8. Develop a system for tracking short-term participants and conducting representative sample surveys/interviews to determine outcomes of training. Make recommendations based on surveys as to ways to improve short term training opportunities.

82

9. Write and present assessment findings/reports to appropriate technical offices and Mission management to enable RDO/C to evaluate the impact of its training program and make modifications/changes to achieve its training objectives.
10. Keep technical offices informed as to nature and fields of study of trainees, the return dates of trainees in those fields, places of employment or availability for employment. Help foster the linkage between USAID technical offices and those returning in those technical fields.

LOCAL NEWS

BARBADOS ADVOCATE
Wednesday, November 29, 1981

'Community groups lacking professionalism'

There is a lack of professionalism exhibited in most community groups today.

This was stated by president of the Barbados Youth Council, Jerome Davis, as he addressed the awards ceremony of the Brereton Social and Community Group last Sunday.

He stated that community groups are denied assistance because

of their unprofessional approach and he cited poor letter writing as an example.

The BYC president said that administrative skills are lacking in the groups, adding that people are only too willing to "shy away" from the executive and take a seat on the back bench.

He said that every year, the university turns out graduates who, instead of contributing to the com-

munity, turn their backs on the environment in which they were nurtured.

"Too many people, as they move up in society, move away from the community," he said.

But yesterday, the Brereton Social and Community Group gave the members of their community plenty reasons why they should remain.

Six people were honoured with awards.

They were: Carl Sprin-

ger, former headmaster of Society Mixed and president of Lions Club East; Evan Goddard, a shopkeeper who it was noted "give 16 ounces in the pound," Princess Sargeant, a church assistant at the New Testament Church of God; Carlis Sobers, former pastor of the Church of God; Andrea Puckerin, female basketball player for 1988; and Michael Wood, a community helper.