

PKA 5131

AGENCY FOR INTERNATIONAL DEVELOPMENT <b>PROJECT PAPER FACESHET</b>		1. TRANSACTION CODE <input type="checkbox"/> A = ADD <input type="checkbox"/> C = CHANGE <input type="checkbox"/> D = DELETE <input checked="" type="checkbox"/> A	PP 2. DOCUMENT CODE 3
3. COUNTRY/ENTITY <b>CARIBBEAN REGIONAL</b>		4. DOCUMENT REVISION NUMBER <input type="checkbox"/>	
5. PROJECT NUMBER (7 digits) <input type="checkbox"/> 538-0073	6. BUREAU/OFFICE A SYMBOL <input type="checkbox"/> LA B CODE <input type="checkbox"/> 05	7. PROJECT TITLE (Maximum 40 characters) <input type="checkbox"/> REGIONAL NON-FORMAL SKILLS TRAINING	
8. ESTIMATED FY OF PROJECT COMPLETION FY <input type="checkbox"/> 84		9. ESTIMATED DATE OF OBLIGATION A INITIAL FY <input type="checkbox"/> 82 C FINAL FY <input type="checkbox"/> 83 D QUARTER <input type="checkbox"/> 3 (Enter 1, 2, 3 or 4)	

10. ESTIMATED COSTS (\$000 OR EQUIVALENT \$) -

A. FUNDING SOURCE	FIRST FY			LIFE OF PROJECT		
	B FX	C L/C	D TOTAL	E FX	F L/C	G TOTAL
AID APPROPRIATED TOTAL						
(GRANT)	( 400 )	( )	( 400 )	( 710 )	( )	( 710 )
(LOAN)	( )	( )	( )	( )	( )	( )
OTHER 1						
2						
HOST COUNTRY		251	251		502	502
OTHER DONOR(S) (OAS)	285.9		285.9	459		459
TOTALS	685.9	251	936.9	1,169	502	1,671

11. PROPOSED BUDGET APPROPRIATED FUNDS (\$000)

A APPROPRIATION	B PRIMARY PURPOSE CODE	PRIMARY TECH CODE		E 1ST FY 82		H 2ND FY 83		K 3RD FY	
		C GRANT	D LOAN	F GRANT	G LOAN	I GRANT	J LOAN	L GRANT	M LOAN
(1) EH	610	613		400		310			
(2)									
(3)									
(4)									
TOTALS				400		310			

A. APPROPRIATION	N 4TH FY		Q 5TH FY		LIFE OF PROJECT		12 IN DEPTH EVAL OPTION SCHEDULED  MM   YY 08   83
	O GRANT	P LOAN	H GRANT	S LOAN	T GRANT	U LOAN	
(1) EH					710		
(2)							
(3)							
(4)							
TOTALS					710		

13. DATA CHANGE INDICATOR: WERE CHANGES MADE IN THE PID FACESHET DATA, BLOCKS 12, 13, 14, OR 15 OR IN PID FACESHET DATA, BLOCK 12? IF YES, ATTACH CHANGED PID FACESHET.

2 IF NO  
1 IF YES

14. ORIGINATING OFFICE CLEARANCE SIGNATURE: <i>William B. Wheeler</i> TITLE: DIRECTOR, USAID		15. DATE DOCUMENT RECEIVED IN AID. W. OR FOR AID. W. DOCU- MENTS, DATE OF DISTRIBUTION DATE SIGNED: 07   MM   14   DD   82   YY
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**AGENCY FOR INTERNATIONAL DEVELOPMENT  
PROJECT IDENTIFICATION DOCUMENT  
FACTSHEET (PID)**

**1. TRANSACTION CODE**  
 A = Add  
 C = Change  
 D = Delete

**DOCUMENT CODE**  
1

**2. COUNTRY/ENTITY**  
Caribbean Regional

**3. PROJECT NUMBER**  
538--0073

**4. BUREAU/OFFICE**  
RDO/C

A. Symbol LA | B. Code 05

**5. PROJECT TITLE (maximum 40 characters)**  
Regional Non-Formal Skills Training

**6. ESTIMATED FY OF AUTHORIZATION/OBLIGATION/COMPLETION**

A. Initial FY 82  
 B. Final FY 83  
 C. PACD 84

**7. ESTIMATED COSTS (\$000 OR EQUIVALENT, \$1 = )**

FUNDING SOURCE	LIFE OF PROJECT
A. AID	600
B. Other U.S.	
1.	
2.	
C. Host Country	
D. Other Donor(s) OAS	500
<b>TOTAL</b>	<b>1,100</b>

**8 PROPOSED BUDGET AID FUNDS (\$000)**

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH. CODE		D. 1ST FY 82		E. LIFE OF PROJECT	
		1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan
(1) EH	610	613		350		600	
(2)							
(3)							
(4)							
<b>TOTALS</b>					350		600

**9. SECONDARY TECHNICAL CODES (maximum 6 codes of 3 positions each)**

**10. SECONDARY PURPOSE CODE**

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

A. Code							
B. Amount							

**12. PROJECT PURPOSE (maximum 480 characters)**

To provide appropriate non-formal skills training and support services for unemployed/underemployed youth (ages 15 - 25) in three Eastern Caribbean countries.

**13. RESOURCES REQUIRED FOR PROJECT DEVELOPMENT**

**Staff:** 2.0 p.m. (Mission staff)  
 1.5 p.m. (AID/W Labor Economist)  
 .75 p.m. (Project Development Consultant)

**Funds:** 12,000 (Labor Economist)  
 2,500 (Consultant)

**Total 14,500**

**14. ORIGINATING OFFICE CLEARANCE**

Signature: *William B. Wheeler*  
 Title: Director

Date Signed  
 MM DD YY

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

MM DD YY

**16. PROJECT DOCUMENT ACTION TAKEN**

S = Suspended  
 A = Approved  
 D = Disapproved

CA = Conditionally Approved  
 DD = Decision Deferred

**17. COMMENTS**

**18. ACTION APPROVED BY**

Signature  
 Title

**19. ACTION REFERENCE**

**20. ACTION DATE**

MM DD YY

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PROJECT AUTHORIZATION AND REQUEST FOR ALLOTMENT OF FUNDS

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

Pursuant to Part I, Chapter 1, Section 106 of the Foreign Assistance Act of 1961, as amended, I hereby authorize a Grant to the Organization of American States (OAS) of not to exceed Four Hundred Thousand Dollars (\$400,000) to help in financing certain foreign exchange and local currency costs of goods and services required for the project as described in the following paragraph.

The project will be implemented by the OAS. OAS will establish a Regional Technical Assistance Staff to assist Ministries of Labor, Education and Community Development in Barbados, Dominica and St. Lucia, respectively, to develop an institutional capability to deliver basic skills training programs and to assist program completers in securing appropriate employment.

I approve the total level of AID appropriated funding planned for the Project of not to exceed Seven Hundred and Ten Thousand (\$710,000) of Grant funding including the authorized amount, during the period June 1982 to December 1984. I approve further increments during that period of Grant funding up to \$310,000, subject to the availability of funds in accordance with AID allotment procedures.

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I hereby authorize the initiation of negotiation and execution of a Project Grant Agreement by the officer to whom such authority has been delegated in accordance with AID regulation and Delegations of Authority, subject to the following essential terms and covenants and major conditions, together with such other terms and conditions as AID may deem appropriate.

**A. Source and Origin of Goods and Services**

1. In order to accomplish the objectives of the Project, a vehicle procurement source waiver attached as Annex I.5 is required.
2. Per State 327146, since AID is not the sole contributor to this Project, OAS audit and procurement policies and procedures apply as provided in HBl, Supp. B., Paragraph 16C3A(2) (B).

**B. Conditions and Covenants**

The General Secretariat of the OAS agrees that the appointments of the Project Director and all other project regional staff will be subject to the prior approval of USAID's Regional Development Office/Caribbean. Recruitment of short-term consultants whose services would be required for one month or more will be undertaken in consultation with AID.

Prior to any disbursement of funds under the contribution, the General Secretariat of the OAS shall, except as AID may otherwise agree in writing, furnish to AID in form and substance satisfactory to AID:



1. signed agreement between the General Secretariat and the National Office for Social Responsibility (NOSR) detailing the participation of both parties in the St. Lucia portion of this project; and
2. evidence of appointment of the Project Director.

Prior to any disbursement of funds under the contribution for other than regional staff and consultants, the General Secretariat of OAS shall, except as AID may otherwise agree in writing, furnish AID in form and substance satisfactory to AID:

1. evidence of the establishment of a country advisory committee in each country participating in the project;\*/
2. a plan outlining project activities during the life of the project and a detailed implementation plan for the first year of the project along the lines set forth in the project paper. Such plan will include details of the responsibilities of the Regional Staff, country staff, advisory committees, technical committees and coordinating committee; and details of procedures for determination of training modules, selection of trainees, and trainee placement and follow-up support services; and
3. an evaluation plan which describes the scope and methodology for internal evaluation and end-of-project

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\*/Note: The project may proceed with disbursements to any country satisfying this requirement once all other conditions for disbursement for other than technical assistance have been met.

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evaluation. The preparation of the evaluation plan will be the responsibility of the Project Director, upon recruitment. AID reserves the right to request a mid-project evaluation. Any such evaluation called for would be funded by other than project funds and will also be prepared in conjunction with the Project Director.

The General Secretariat of the OAS covenants that, except as AID may otherwise agree in writing:

1. it will furnish (prior to procurement of tools for the project), to AID, in form and substance satisfactory to AID, a list of tools to be used for the project, organized by country, indicating how they will be used and what arrangements have been made for their safekeeping. This list is subject to periodic revision and/or amendment in accordance with project requirements by mutual agreement of the parties.
2. it will provide that, at a minimum, the regional staff will include a Project Director and a Job Development Specialist; that the Project Director will reside in Barbados and the Job Development Specialist in Dominica. In the event that the OAS independently recruits an instructor trainer from non-project resources, this specialist will report to the Project Director.

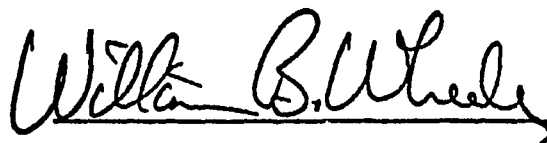
In addition to membership on the Project Coordinating Committee, AID's project monitoring role will include periodic

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site visits, comments on quarterly progress and financial reports, and communications with the OAS Project Director as deemed appropriate by either party to the agreement.

Appropriate steps will be taken by both parties to publicize the project as a jointly funded OAS/USAID project. Such steps will correspond to those normally undertaken by both parties with regard to training sessions, overseas training, awarding of certificates, markers on vehicles, acknowledgements on correspondence and official ceremonies.

None of the above measures are to entail additional expenditures of project funds.



William B. Wheeler  
Director

14 July 1982

Clearances:

CONT:John Tuleja JTB

PROG:Terrence Liercke TLR

CRDO:Terrence Brown TB

HRDO:Harold Freeman HF

..LA:Robert Meighan RM

PROG/ECON:Don Harrison DH

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PROJECT PAPER  
REGIONAL NON-FORMAL SKILLS TRAINING  
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Part I - Summary and Recommendations

A - Recommendations

The Regional Development Office/Caribbean recommends authorization of a Grant totalling \$710,000 to assist in co-financing, along with the Organization of American States (OAS), a program of skills training for unemployed youth in Barbados, St. Lucia and Dominica. The total life of the project will extend from FY82 through FY84.

B - Grantee

Financing in the amount of \$710,000 will be provided to OAS to complement contributions of \$459,000 from OAS for the implementation of the project.

C - Project Summary

Perhaps the most pervasive development problem facing the countries of the Eastern Caribbean is the critical need to alleviate the serious unemployment which has affected large segments of the region's population. Indeed, the stimulation of job opportunities is a major objective of all of the region's donor groups and development finance institutions. The World Bank itself, in its 1980 Report of the Caribbean Group's Private Sector Task Force, highlighted human resource constraints and inadequate skills development as one of the greatest single impediments to the expansion of the region's private sector and called for the creation of skills training programs which would offer fuller linkages to the actual needs of the business world.

Estimates of unemployment of the 1980's range from 13% in Barbados to 23% in Dominica. The current level of the unemployment is due principally to a rapid expansion of the

working age population, slow economic growth, and changes in foreign immigration regulations which have restricted traditional outlets for surplus labor. Among the principal factors which affect this situation are: 1) an increasing proportion of young people, ages 15-24 years of age, entering the working age population over the next decade; 2) slow growth of wage employment opportunities; 3) the failure of the traditional education system to provide vocational education for entry-level employment, and 4) the attitudes of youth toward work.

The labor market information sections which are included in the Country Specific Project Descriptions for Barbados, Dominica and St. Lucia (pp.20-37) and refined in the Labor Market Analysis Section (pp.38-58), summarize the levels of underemployment/unemployment and the estimated numbers of youth entering the labor force. The data are derived from a number of studies that have been conducted in connection with the development of the Project. Through extensive interviews, particularly with the private sector, and analysis of both primary source material; e.g. census data, and reports by Berger, World Bank, etc. ,(see pp.40-41 for methodology), these studies document the nature of youth employment and the extent to which training from the Project can be successfully linked to labor market demand.

From these studies, it is clear that most of the young people in the region enter the labor market with no marketable skills. The vast majority of new labor force entrants spend their last three years in a post-primary school environment which adds only marginally to their literacy and numerical skills. Their inability to score well on the Common Middle School Leavers Certification Exam attests to the qualitative

problems inherent in the post-primary school program. Ministry of Education officials are well aware of these problems but severe budget constraints limit the improvements which can be made. The result of this, of course, is that most students pass their last three years of post-primary in order to attain compulsory school attendance ages only to enter the ranks of the unemployed, with practically no real possibility of improving their status.

It is impossible to estimate the real economic and attitudinal costs of unemployment among young people although, certainly, the cost of the goods and services not being produced because these potential workers are presently idle and the mounting cynicism caused by this idleness is very significant. Related to this problem is the growth of Rastafarinism in the Eastern Caribbean, which has at times been accompanied by violence, theft, and other dysfunctional social behavior. There appears to be a correlation between increasing numbers of Rastas and unemployment and the perception of depressed chances for the future. The vast majority of Rastas in the Eastern Caribbean are male, poor, unskilled, school drop-outs or primary school graduates.

The U.S. Agency for International Development (AID), through its Regional Development Office/Caribbean (RDO/C), has strongly and consistently supported efforts to increase the employment and productivity of the region's citizens. In response to this problem, for example, RDO/C's Regional Development Training Grant Project with CARICOM and ECCM will offer a wide range of specialized public service and private sector training

and technical and managerial upgrading for employees and supervisory personnel. In addition, RDO/C's pilot support grant to the Caribbean Association of Industry and Commerce will finance the identification and coordination of training programs for businesses and business associations to enhance employee and staff entrepreneurship.

Although these projects are expected over time to contribute to the alleviation of the region's human resource constraints, there nevertheless remains a definite need for a skills upgrading mechanism at the job entry level aimed at the large number of young persons in the region who are on the periphery of the job market and who are unemployed or highly underemployed.

One has to be realistic and accept the fact that in the cases of Dominica and St. Lucia their current state of economic development and level of unemployment will preclude the possibility of infinite numbers of young and inexperienced persons finding secure and good paying jobs as a result of their participation in training programs. On the other hand, a well designed skills training program will (1) enable a limited number of youth without any access to work to cross over the threshold from the idle unemployed to income earners and (2) provide additional income for those already in the labor force on a part time or seasonal basis. As the overall economies of these countries improve and more jobs in the modern wage sector become available, those youth already in the labor force as a result of the skills training program can move on to better paying opportunities opening the door for additional unemployed youth to take advantage of the program.

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This project is viewed as an experimental effort at the regional level which builds on the work already accomplished in the Barbados Skills Training Program, supported by both USAID and OAS. It is intended to refine the training module approach used in Barbados to focus on (1) initiating an apprenticeship program in Barbados while modifying to some extent the ongoing skills training program, and (2) providing skills training, in preparation for both wage and salary occupations and self-employment in Dominica and St. Lucia, recognizing that both approaches used and results obtained in these countries may well differ from the earlier Barbados program. The Project will be of particular assistance to out-of-school youth and young adults. The content offered, skills levels targeted and numbers trained will be geared to anticipated employment opportunities in each country. In Dominica and St. Lucia programs will be community based and offered in community facilities close to where trainees live.

Essential to the success of this project will be the need for continued and close involvement and support from the private sector. This relationship, discussed at length with business associations, firms and individual entrepreneurs during project development, is built into the project design through a network of Advisory and Technical Committees and is reinforced by the appointment in Dominica and St. Lucia of national Employment Promotion Specialists whose primary task will be to work with the private sector in linking training with employment and follow up support (see pp. 51-56 for further discussion).

OAS-AID co-financing will provide for a regional staff composed of (1) a project director who is responsible for the

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implementation of the project, serves as counterpart to country project directors and provides specialized expertise in instructor training and (2) and employment promotion specialist to work with project counterparts in participating countries in the identification of income/employment opportunities and obtaining credit and other support services for completers of the skills training program. Funding will also provide twelve person months of short-term regional consultant services. At the country level OAS-AID funding will finance in-plant training and occupational classification consultancies and instructor and job analyst staff training for Barbados and instructor and job analyst training for Dominica and St. Lucia.

In addition to the regional staff and national counterparts mentioned above, the management structure of this project (discussed both in the Detailed Project Description and in the section Administrative Arrangements) includes an OAS/Washington coordinator to provide overall project supervision and support, national advisory committees, monitoring by USAID and a coordinating committee with representatives from participating governments, OAS and USAID that meet semi-annually to review progress, suggest revisions and plan ahead. Besides site visits, quarterly reports and coordinating committee meetings, formal evaluations will be conducted at the end of the first year of project completion.

By the end of the project 22 country staff will be trained, 1700 trainee modules will be completed, 1250 trainees will be employed (of whom about 200 will be targeted for self employment), and the skills training programs and follow up support services will be institutionalized in the three participating

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Each of the three participating countries has given very high priority to entry-level non-formal skills training which will serve as a link between the formal education system and employment. With regard to overall OAS technical assistance to their countries, St. Lucia and Dominica rank the proposed Project as the number one priority and Barbados ranks it as its second highest priority. Governments have submitted formal letters of request to OAS for participating in the Regional Non-Formal Skills Training Project and have stressed the key role the Project will play in their national development.



D - Summary Financial Plan

The total cost of the project is \$1,671,000 of which AID will contribute \$710,000. The general breakdown of principal cost components is shown in the following Summary Cost Estimate. The contribution from the OAS is \$459,000. Additionally, the National Office for Social Responsibility will sub-grant \$162,000 to OAS from its USAID grant for support to youth development activities in St. Lucia. The country contributions from Barbados, St. Lucia and Dominica are estimated at \$502,000.

The project will be implemented over a two year period under an AID/OAS co-financing arrangement. AID's obligation schedule provides for a grant of \$400,000 in FY82 and a subsequent tranche of \$310,000 in FY83, subject to the availability of funds.

	<u>AID/OAS Co-financing</u>	<u>Country Contribution<sup>1/</sup></u>	<u>Total</u>
Regional	666.3 <sup>2/</sup>	-	666.3
Dominica	326.0	96.0	422.0
Barbados	176.7	375.0	551.7
St. Lucia	(162.0) <sup>3/</sup>	31.0	31.0
	<hr/>	<hr/>	<hr/>
	1,169.0	502.0	1,671.0

<sup>1/</sup> See Annex G, Supplemental Financial Data, for breakdown.

<sup>2/</sup> Includes \$28,000 for tools for St. Lucia to be funded under Regional budget of this Project, if funds/tools not available either from NOSR sub-grant to OAS or from Tools for Training.

<sup>3/</sup> Non-add amount from NOSR sub-grant to OAS for St. Lucia.

**E - Project Issues**

The PID approval cable is attached in Annex B. Issues raised in the cable have been addressed in one or more sections of this paper, and particularly in the section, Analysis of Employment Training Needs where labor market opportunities, initial training modules and linkages required for self employment are elaborated upon.

**F - Conditions and Covenants**

The General Secretariat of the OAS agrees that the appointments of the Project Director and all other project regional staff will be subject to the prior approval of USAID's Regional Development Office/Caribbean. Recruitment of short-term consultants whose services would be required for one month or more will be undertaken in consultation with AID.

Prior to any disbursement of funds under the contribution, the General Secretariat of the OAS shall, except as AID may otherwise agree in writing, furnish to AID in form and substance satisfactory to AID:

1. signed agreement between the General Secretariat and the National Office for Social Responsibility (NOSR) detailing the participation of both parties in the St. Lucia portion of this project; and
2. evidence of appointment of the Project Director.

Prior to any disbursement of funds under the contribution for other than regional staff and consultants, the General Secretariat of OAS shall, except as AID may otherwise agree in writing, furnish AID in form and substance

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satisfactory to AID:

1. evidence of the establishment of a country advisory committee in each country participating in the project;\*/
2. a plan outlining project activities during the life of the project and a detailed implementation plan for the first year of the project along the lines set forth in the project paper. Such plan will include details of the responsibilities of the Regional Staff, country staff, advisory committees, technical committees and coordinating committee; and details of procedures for determination of training modules, selection of trainees, and trainee placement and follow-up support services; and
3. an evaluation plan which describes the scope and methodology for internal evaluation and end-of-project evaluation. The preparation of the evaluation plan will be the responsibility of the Project Director, upon recruitment. AID reserves the right to request a mid-project evaluation. Any such evaluation called for would be funded by other than project funds and will also be prepared in conjunction with the Project Director.

The General Secretariat of the OAS covenants that, except as AID may otherwise agree in writing:

1. it will furnish (prior to procurement of tools for the project), to AID, in form and substance

\*/Note: The project may proceed with disbursements to any country satisfying this requirement once all other conditions for disbursement for other than technical assistance have been met.

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satisfactory to AID, a list of tools to be used for the project, organized by country, indicating how they will be used and what arrangements have been made for their safekeeping. This list is subject to periodic revision and/or amendment in accordance with project requirements by mutual agreement of the parties.

2. it will provide that, at a minimum, the regional staff will include a Project Director and a Job Development Specialist; that the Project Director will reside in Barbados and the Job Development Specialist in Dominica. In the event that the OAS independently recruits an instructor trainer from non-project resources, this specialist will report to the Project Director.

In addition to membership on the Project Coordinating Committee,\*/ AID's project monitoring role will include periodic site visits, comments on quarterly progress and financial reports, and communications with the OAS Project Director as deemed appropriate by either party to the agreement.

Appropriate steps will be taken by both parties to publicize the project as a jointly funded OAS/USAID project. Such steps will correspond to those normally undertaken by both

\*/Note: The Committee will be comprised of the Regional Project Director, a representative from USAID, representation from the OAS National Director, one representative from each of the participating countries and NOSR.

parties with regard to training sessions, overseas training, awarding of certificates, markers on vehicles, acknowledgements on correspondence and official ceremonies. None of the above measures are to entail additional expenditures of project funds.

G - Waivers

In order to accomplish the objectives of the Project, a vehicle procurement source waiver attached as Annex I.5 is required.

H - Procurement Regulations

Per State 327146, since AID is not the sole contributor to this Project, OAS audit and procurement policies and procedures apply as provided in HBl, Supp. B., Paragraph 16C3A(2) (B).

I - Summary Findngs

The proposed project directly addresses the need for acquisition of skills to enable unemployed youth to find gainful employment/income. It is administratively and financially feasible and ready for implementation. All requirements of the FAA Section 611 and all other applicable statutory criteria are met. (See Annex I).

J - Project Review Committee

Development Resources

Donald Boyd *DB*  
Capital Projects  
Development Officer

Program Officer

Terrence F. Liercke *TL*

Program Economist

Donald Harrison *DH*

Regional Legal Advisor

Robert Meighan *RM*

Controller

John Tuleja *JT*

Human Resources Development Officer

Harold Freeman *HF*

Agricultural and Rural  
Development Officer

William Baucom *WB*

Part II - Detailed Project Description

1. Goal, Purpose and Country-Specific Purposes

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

- a. Dominica - to assist the Ministry of Education in the development of a viable national system of non-formal skills training;
- b. Barbados - to strengthen the institutional capability of the Ministry of Labor and Community Services to extend the present Skills Training Program into schemes for apprenticeship and in-plant training; and
- c. St. Lucia - to reinforce and expand non-formal skills training activities of the Ministry of Youth, Community Development, Social Affairs and Sports linked to employment and labor market needs.

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

2. End-of-Project Status

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

- a. Twelve hundred and fifty unemployed/under-employed youths will become employed either as a direct or indirect result of training/support services;
- b. Two country training networks with appropriate support services will be institutionalized in Dominica and St. Lucia, and Barbados will have established In-Plant and Apprenticeship Programs in place;
- c. Sixteen country staff will be trained as instructors and another four will have advanced instructor training;
- d. Training modules will have been established and adapted to local conditions; and
- e. A regional capacity for providing training/employment support services will be established.

The proposed activities will be implemented through three non-formal skills training networks which will respond to the needs of the unemployed/underemployed. The nucleus of each network will be the Ministry identified with primary responsibility for non-formal skills training. (See Annexes E and F for a discussion of the relationship of this Project to other education/training activities and other Mission related projects).

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3. Project Structure

a. Role of Ministries

Each Ministry will have the overall responsibility for implementing and coordinating the Project activities in each country. The Project staff of the Ministry will include a project-funded country staff (see Pages 18-19 for Composition of Staff) and to the extent possible, existing staff currently involved in skills training activities. The Ministry will appoint the country staff, encourage the participation of other institutions and community groups and select the training facilities. To assist them in these responsibilities, the Ministries will organize Country Advisory Committees and Technical or Community Committees (described on pages 14 - 16).

The actual development and management of the skills training programs will also be the responsibility of the Ministries, in conjunction with the country staff. This will include the determination of training courses to be offered which will be done with the guidance of the Country Advisory Committee. Following the selection and training of the appropriate instructors, training programs will be organized and implemented and training modules located or developed. Trainees will be selected and provided with assistance during training as well as afterward, enabling them to obtain and continue in employment or income generating activities.

The Ministry staff will have access to short-term technical assistance and training to enable them to

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adequately perform the above functions and every effort will be made to insure the institutionalization of the county staff upon termination of Project funding. As mentioned earlier, this is already the case in Barbados.

b. Country Advisory Committees

Each Ministry, as part of its requirement for participation in the Project, will organize a Country Advisory Committee. In the case of Barbados, this committee has already evolved into the National Training Board. In St. Lucia, a National Advisory Board and Business Advisory Groups are functioning as part of the Youth Development Program. An Advisory Committee was recently formed in Dominica for the Technical College which can serve this training program as well.

The major function of the Country Advisory Committee is to provide guidelines on the general orientation of the program. It will advise on manpower requirements and training needs, undertaking appropriate assessments, as required. The Country Advisory Committee will also assist with the identification of employment promotion and income generating activities where wage and salary jobs are not available to trainees.

The composition of the Country Advisory Committee will reflect its functions. Representatives from the Ministries, private organizations which carry on non-formal skills training, private employers groups and worker groups will be included. Typically these would involve Ministries of Education, Labor, Agriculture, Planning,

Industry, Youth and Community Development, the National Development Corporation, Chamber of Commerce, Manufacturers Associations, Labor Unions, and Community Development Groups. Participation in this committee will be voluntary and no direct funding will be necessary for its activities.

c. Technical or Community Committees

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

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

In cases where non-formal skills training is used to increase the income generating activities of people in poor communities, the Technical Committee will instead be a Community Committee. In this case, community leaders and representatives will be invited to advise on the kinds,

duration and delivery of skills training appropriate to the needs of members in the community. Membership will be voluntary and no project funds will be required for the Technical Committees or Community Committees.

4. Project Staff

a. Regional Staff

A regional team of two professionals will serve as the Project's administrative and technical core. Their fundamental role will be to assist country project staffs in the design and implementation of a program of skills training that results in the increased employability and ultimately the income of those trained. The Regional Staff members will work with each Country Staff to provide technical assistance in training techniques, solve training/production problems, identify income opportunities, develop instructional materials and evaluation procedures. The staff will also carry out important regional functions that will be more cost-effective. Locating and adapting training materials, in addition to assisting in the exchange of information among countries will result in a regional clearing house activity. The materials will also be used for instructor training which, if appropriate, will be organized on a regional basis.

The team will consist of a regional project director/instructor training expert and an expert in employment promotion. The Project director will reside in Barbados and the Job Development member of the staff will reside in Dominica.

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(1) The regional project director will have a background in non-formal skills training programs and particularly instructor training. He/she will be responsible for overall execution and management of the Project. The Director will advise and assist the country project directors in setting up and carrying out the overall country training programs while providing specialized expertise in instructor training.

(2) A full-time regional job development advisor will be of particular importance to Dominica and St. Lucia, although assistance will also be available for Barbados. This advisor will assist countries, and particularly the job development specialist in the Dominica country program and the placement coordinator in the St. Lucia country program with the identification of income/employment opportunities; and obtaining support services such as funding, training in management skills, and business counselling for skills training graduates who are establishing their own "businesses". Another responsibility is working closely with development banks, bilateral aid donors, and other agencies providing development resources relevant to the Skills Training Project. In summary, this regional advisor will be concerned with identifying income-generating opportunities and means by which skill training activities can be supported by appropriate packages of supporting services. (See Job Descriptions in Annex D ).

b. Country Staff

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

BARBADOS

As of April 1981, the on-going Skills Training Program in Barbados which includes the original country staff: a director, one supervisor, fifteen instructors, two related-subject teachers, and clerical support staff, had been incorporated into the budget of the Government of Barbados. Staff requirements for the extension of the program will include the training of a job analyst whose principal functions will be to determine the exact tasks required for existing and potential jobs.

DOMINICA

The two person Country Staff in Dominica will include: (1) a general non-formal skills trainer/director, responsible for the program's implementation; for securing the training modules, equipment, and training materials; and for supervising the work of the training staff, and (2), a job development specialist who will identify and evaluate potential income-generating activities and provide skills and support services to instructors and young workers. This person would also assist the director and would perform a variety of training-related skills, including task analysis. Eight local instructors will also be hired, either on a part-time or full-time basis depending upon the market needs.

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ST. LUCIA

The Youth Development Program presently has a staff of nine persons which can absorb the job development and task analyst functions of the Project. Additional staff for the Project, requiring project funding, includes a local project manager/skills trainer and six instructors.

## COUNTRY SPECIFIC INFORMATION & PROJECT DESCRIPTIONS

### a. Barbados

#### (1) Labor Market Information

In Barbados, opportunities for wage employment are comparatively plentiful, although still inadequate to absorb the official estimated 13,800 unemployed.

According to the report, The Unemployed of the Eastern Caribbean, by Gary and Rosemary Brana-Shute, what is significant about the current unemployment situation is the high proportion of unemployed seeking work for the first time.<sup>1/</sup> This is largely attributable to the increasing number of young school leavers, and to a lesser extent, adult women. Among the male 16 to 19 years old, unemployment is estimated at 40%. For males ages 20 to 24, the level falls to 14%. Among females, unemployment is estimated to be as high as 60 to 80% for the 16 to 19 age group and approximately 20% for those 20 to 24.<sup>2/</sup> Unemployment rates decline sharply in older age groups, although they are higher for women in all age categories.

The problem is probably even more serious than the statistics indicate because it seems likely that when younger workers and women obtain jobs they frequently remain seriously underemployed. Thus, the fragmentary data available indicate that open unemployment is made up disproportionately by the young and is particularly severe for women.

The Government of Barbados plans to reduce the number of unemployed from the estimated 14,000 in 1978 to 8,700 in 1983, despite a net increase of 8,500 in the labor force over the period. The development strategy anticipates a net growth of 14,100 jobs distributed as follows:-

<u>Industry</u>	<u>Number</u> <u>(000)</u>	<u>Percent</u> <u>Distribution</u>
Construction, Mining	2.0	14.2
Manufacturing	4.9	34.8
Transport and Public Utilities	.4	2.8
Distribution	1.8	12.8
Services (Government Tourism and other)	5.0	35.5

Sources: Barbados Development Plan, 1979-1983, Ministry of Finance and Planning Table 3-7, Page 50.

<sup>1/</sup> The Unemployed of the Eastern Caribbean: Attitudes and Aspirations, Gary and Rosemary Brana-Shute, Gainesville, FL, December 1980.

<sup>2/</sup> A Discussion on Needed Inputs to Faster Employment Generation in Barbados and the LDC's; by B. Meredith Burke, March 1, 1979



In order to determine the labor market demands, the Ministry of Labor is undertaking a program of labor market analysis, on a current and short-run future basis, for the following purposes:-

- (a) as a guide for skills training and educational programs;
- (b) to improve youth vocational guidance;
- (c) for operation of the employment exchange.

The labor market analysis is still in an embryonic stage. One aspect is surveys of skills needs in major sectors of the economy. The first of these was conducted at the request of the Ministry of Labor, in the construction sector. Questionnaires were sent to employers in June 1979, inquiring about current vacancies for workers and expected needs 6 and 12 months later. The results are shown in the table below.

Estimate of Vacancies for Skilled Artisans  
in the Construction Industry

<u>Category of workers</u>	<u>No. Vacancies June, 1979</u>	<u>% Total Vacancies</u>	<u>No. Additional Workers Required</u>	
			<u>End of Dec. 1979</u>	<u>End. of June, 1980</u>
Carpenters	85	29	273	298
Masons	109	37	200	215
Painters	22	8	93	120
Steel-benders	3	1	58	66
Plumbers	17	6	63	62
Electricians	7	2	12	22
Joiners	35	12	66	84
Welders	-	-	-	7
Well-Diggers	13	4	18	12
<b>Total</b>	<b>921</b>	<b>100</b>	<b>783</b>	<b>886</b>

A similar survey is being carried out for the manufacturing sector, by the Employment Exchange. By mid-August 1980 the survey had covered 110 establishments, employing more than 6,000 workers. A total of 217 vacancies was reported for June/July 1980, and a need for an additional 403 workers within 12 months. The largest number is in the garment industry, with a strong demand for sewing machine operators. Also, there is substantial demand for electronic products assemblers. Moderate demand was indicated for some types of skilled workers such as industrial mechanics, and for supervisors. When the study is completed, it will give a good indication of the short-run demand for workers in manufacturing, as a guide to training needs.

## (2) Project Description

### Sub-Purpose:

To strengthen the institutional capability of the Ministry of Labor and Community Services to extend the present skills training program into schemes for apprenticeship and in-plant training.

Background The Ministry of Labor and Community Services initiated the Barbados Skills Training Program with technical assistance from the O.A.S. in mid-1978. Geared to unemployed youth between the ages of 16-25 modularized, non-formal skills training programs have been initiated in nine community centers around the country. These 9 to 12 week programs have focussed on training for entry level skills in such occupations as electrical installation, masonry and steel bending, carpentry, plumbing, auto mechanics, upholstery, horticulture and needlecraft. To date, nearly 969 youths have entered the training program with approximately 867 having completed their training. The program has also provided training for instructors who are scheduled to receive their certification prior to completion of the Program. As of 1981, the Barbados Skills Training Program has been incorporated into the regular budget of the Ministry of Labor.

In August, 1981, a private West Indian Consultant firm was contracted by RDO/C to conduct an independent tracer study of completers from the Barbados Skills Training Program. Of the 750 completers, there was recorded information available on 664. From this latter group a stratified sample of 384 or 58 percent of the population was selected for interviews. All skill areas in the program, except one for which there were no data available, were represented in the sample.

Results indicated that 40 percent of the sample were unemployed at the time of the interview and an additional 25 percent were working in areas other than those in which they were trained and mostly in unskilled occupations. These figures are somewhat misleading for two reasons. First, because 21 percent of the sample were women engaged in needlecraft (30 persons) and almost all of this particular group were either not able to find any work or else obtained jobs in areas not related to their training. This is, therefore, clearly an area that needs to be looked into with a view towards restructuring the training and probably reducing the

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numbers of persons entering into training of this type. Second, although 40 percent were unemployed at the time of the survey, 302 persons or 79 percent of the sample were initially placed on jobs after completion of training, of whom 148 still remained on that first job and another 83 were still working in some job. Thus, only 25 percent of those initially employed were identified as unemployed by the tracer study.

The proposed Regional Skills Training project builds on the pilot Barbados Skills Training Program, by increasing the GOB's ability to address certain complementary activities for better meeting the needs of the labor market. It will also be linked in the future with training programs being developed by the National Training Board including the apprenticeship scheme and in-plant training. The National Training Board is a Statutory Board responsible for ensuring that an adequate supply of trained manpower is available in all branches of economic activity in Barbados. The private sector actively participates on the Board.

Graduates from the Skills Training Program will be eligible for placement on the Board's apprentice program for further training leading to certification as skilled persons. It is also proposed that at a later stage the Skills Training Program will be administered by the National Training Board.

With a basic youth training activity now in place and operating, the new Project will be expanded to assist the GOB, through the National Training Board in developing in-plant training capability as well as in the refinement and/or diversification of the skills modules already being offered. In addition, care will be taken to link this project with the current OAS bilateral projects aimed at the improvement of the labor market information system and to the upgrading of the Labor Exchange Office.

The Project will be administered by the Ministry of Labor utilizing the existing administrative staff and instructors who have received previous training from the earlier OAS program. The commitment to the Project has been clearly demonstrated by GOB as they have included this staff in their regular budget.

This two year Project will enable the GOB to:

1. Reach 500 unemployed/under-employed youths by expanding the training opportunities at the entry, apprenticeship and/or in-plant levels.
2. Provide advanced training for four currently employed instructors and administrators/technical staff who participate in the Project.
3. Add new skills modules/training courses which meet labor market needs.
4. Provide additional training materials and equipment.
5. Improve job analysis and introduce an occupational classification system.

The following inputs will be required for attaining this end-of-project status:

1. Long and Short Term Technical Assistance:

- |  |         |
|--|---------|
| (a) Regional Staff long term   | 16 p.m. |
| (b) Consultancies - in-plant training (12 p.m.),<br>occupational classification (6 p.m.),<br>and others (4 p.m.) | 22 p.m. |

2. Staff Training

- |                     |         |
|---------------------|---------|
| (a) Instructors (4) | 24 p.m. |
| (b) Job Analyst     | 3 p.m.  |

3. Tools, Equipment and Training

The inputs will complement current Ministry of Labor training activities initiated by the earlier program and now funded by the GOB. Long term technical assistance will be provided by the Regional Team which also serves the other countries. Instructor training complements the staff development provided by the earlier programs and carries it on to advanced stages. Tools, equipment and training materials will be used as replacements or in the diversification of the existing program.

b. DOMINICA

(1) Labor Market Information

The current labor force in Dominica is estimated at about 28,000 people and is currently growing at a rate of approximately 2.3% per year. The annual net increment of new

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as opportunities for emigration decrease, as the number of school leavers increases, and as the labor force participation of women increase. During the next few years, more than 1,000 new jobs must be created annually to accommodate the net expansion in the labor force and to gradually absorb those who are currently unemployed or underemployed.

According to the estimates in the 1981 World Bank Economic Memorandum on Dominica, most of the 21,160 employed are in the services (7078) or agriculture, forestry, fishing (7,000). These two sectors are followed by trade and hotels (2124), transport and communications (2087), and manufacturing (1434). Construction and utilities employ an estimated 915 and 522 respectively. These estimates, however, refer to workers' major source of income. It is common for a worker to be employed in several different jobs during the course of a year, not always in the same sector. The result of this occupational multiplicity has been the movement away from agriculture and a gradual reduction in agriculture as a primary source of income. Wage and salary employment reaches a large portion of those employed, although the duration may last only a few weeks or months during the year.

Self-employment in Dominica represented above one-fifth of total employment in 1970. It is heavily dominated by males working in agriculture, construction, transportation and maintenance occupations. With the setbacks in wage and salary employment occasioned by the recent hurricanes, the increasing difficulties experienced by youth in entering the labor force and the growing preferences for self-employment, it is likely that the current and future importance of self-employment for males will grow.

The combined effects of the relatively small size of the labor market and the seasonality of such major sources of employment as agriculture, agro-processing, and tourism will mean that occupational multiplicity will be a continued characteristic of the Dominica labor market. Farm families will require training both in raising agricultural productivity and in basic level food processing as well as in skills related to non-farm rural activities (e.g. construction, charcoal production). Urban workers also may require a mix of skills related to construction, manufacturing and tourism.

The employment status of women differs from that of men in that proportionally more women are in private sector wage employment and fewer are in self-employment. This conceals the fact, however, that they are more frequently found in lower wage occupations. In Government, for example, women are more likely to be lower paid primary school teachers and clerical staff than technicians and administrators (although some women do fill high paid Government positions). In the private sector, many are employed as domestic servants (an estimated 1,000 in 1977), as sales clerks and in other service occupations. Higher paid jobs in the crafts, transportation, utilities and construction are closed to them by tradition. The manufacturing jobs open to them are in garment making, handicrafts and food processing, all of which are relatively low paid.

The Brana-Shute Study estimates the unemployment rate at between 20 to 25% of the labor force. This is highly concentrated among young workers as they struggle to attain some permanent form of employment. The Brana-Shutes estimate the unemployment rate of school leavers (those between 15 and 19 years of age) to be 35 to 40% of that age group in the labor force.

Production and employment are expected to grow in agriculture, forestry, fishing, manufacturing, trade and hotels as Dominica recovers from the hurricane damages and implements its development plans. Estimates of the numbers of trainees that could be absorbed by the market are shown in the following suggested distribution of training activities for the Project (See Analysis of Employment/Training Needs for more detailed breakdown of Job Market Vacancies):

1. On-Farm Agriculture Diversification: 150 Trainees

Youth involvement in agriculture is declining yet this is the sector offering greatest opportunity for employment and is the basis for reaching national development goals. Farm youth already on farms will be trained in the introduction of new cash crops or livestock on existing farms.

2. On-Farm Agro-Processing: 75 Trainees

Seventy-five (75) young people living on farms will be taught basic Agro-Processing which they can do on the farm or in rural settings, permitting them to remain on the farm. This will involve the presentation of food products or the preparation of materials to be used for making handicrafts.

3. Off-Farm Rural Activities: 125 Trainees

Farm family income can be supplemented by increasing non-farm income. Production of charcoal from fallen timber still laying on the ground since the hurricanes is one possibility. Introducing new handicrafts so as to diversify production is another alternative. Expanding the production of simple building materials and training in their application in the construction and repair of housing is yet another.

4. Forestry Related Manufacturing: 50 Trainees

This area of manufacturing is one of great potential for Dominica given its high quality forest reserves. In addition to the more highly skilled jobs such as cabinet makers, jointers and sawyers, there are many semi-skilled occupations in forestry management, lumber mills as well as veneer and pre-fabricated housing manufacturing. Training will be provided 50 youths in the two years of the Project at these basic skill levels.

5. Housing Construction: 50 Trainees

Housing construction and the on-site mounting of pre-fabricated houses offers potential for simplified carpentry jobs, electrical installation and plumbing jobs which can be trained

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in non-farm programs. This will provide young people with an initial attachment to the industry so they may gain on-the-job experience. Subsequent complementary training can be arranged at a later time to solidify this attachment to construction trades.

6. Road Construction: 50 Trainees

While the bulk of road construction jobs require no training, there are some supervisory and equipment related activities that could be available to young people with appropriate training. Although road construction offers little skill upgrading experience, the relatively large employment potential will enable many youths to gain the feeling of discipline and responsibility that comes from labor force attachment.

7. Small Enterprise Employment: 100 Trainees

The Youth Development Division of the Ministry of Education has had very positive experiences in stimulating employment through small enterprise development. In many cases, youth groups themselves originate their ideas for new activities. In others, groups who desire employment work with a small business advisor in searching out viable economic activities. Until now, obtaining training has been the responsibility of the group itself as little assistance in the actual organization of training programs has been available.

(2) Project Description

Sub-Purpose

To assist the Government in the development of a viable national system of non-formal skills training.

Background:

At present, there is no organized activity in the area of non-formal skills training in Dominica. A number of Government initiatives are underway to make the junior-secondary school program and the Technical College more responsive to the needs of the labor market. In addition, there is a broadly based network of private and public services to facilitate employment development efforts at the community level. These activities, however, are not coordinated and no provisions have been made for systematically responding to the training needs of these spontaneous local efforts. When training is required, it is provided on an ad hoc basis from whatever source is available. There is no assurance that the training will be appropriate to the needs of the group requesting training (e.g. community, youth clubs, etc.) that it will be of reasonable quality or even that it can be made available.

The Regional Non-Formal Skills Training Project in Dominica will prepare approximately five hundred and fifty young people for employment over a two year period. This will be

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accomplished through a community-based program primarily focussed on training in the areas of agriculture, agro-industry, construction, and small enterprise development.

The Ministry of Education will administer this two year Project and will play a key role in coordinating existing public and private sector training activities with this proposed skills training Project. Through the Youth Development Division of the Ministry of Education, it is anticipated that the following will have been achieved at the end of the Project:

1. Establishment of a network of non-formal skills training using existing community-based support facilities.
2. A flexible training program specifically designed to meet the multi-faceted character of the labor market in Dominica.
3. Training materials adapted from currently available syllabi and curricula.
4. Persons with appropriate skills training as instructors.
5. An increase in the number of those trained in multiple skill areas and employed.

The Project will accomplish the above conditions through the provision of the following inputs:

1. Technical Assistance
  - a) Long-term 16 p.m.
  - b) Short-term 4 p.m.
2. Staff Training
  - a) Job Analyst 3 p.m.
  - b) Instructors (10) 10 p.m.
3. Tools, Equipment and Training Materials
4. Direct Training Costs
  - a) Instructors
  - b) Meals and Transportation for 800 students
  - c) In-Country Travel.

The major inputs to the Project will provide the necessary technical assistance and staff training to accommodate an intensive, flexible, program which will provide trainees with appropriate non-formal skills and support services. The Country Staff in Dominica will include a General Non-Formal Skills Trainer/Director and a Job Development Specialist. Support services particularly for the promotion of self-employment will include access to credit through existing schemes such as the BDD revolving loan fund; course work in management, business, English, math, and other related skill areas; guidance for the procurement of tools, equipment and technical matters on production; and

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assistance in marketing goods and/or services. Money for meals and transportation, tools, equipment and training materials will be provided by the Project. Currently available public and private sector facilities will be provided as host-country contributions. Additionally, commencing in Year Two of the Project, the Government of Dominica will contribute EC\$70,000 or an equivalent in-kind contribution (e.g. either provide funds to hire new instructors or else release instructors from other assignments) which is the amount required to cover 50 per cent of local operating costs. Assuming that the Project is successful in its training and employment objectives, it is expected that the program will be fully incorporated into the budget of the Ministry of Education by the completion of Year Two of the Project.

c: ST. LUCIA

(1) Labor Market Information

The St. Lucian labor force was estimated to be about 39,000 people in 1980. A recent study forecast an increase to 52,000 by 1985; an increase of about 2,600 persons each year.\*/. This rate of 6% annual increase appears high although growing numbers of young people reaching labor force age, more women outgrowing the labor force and less opportunities for employment abroad all serve to accelerate the growth of the labor force.

Fully 50% of the 1980 labor force is under the age of 25. A disturbing fact, given the very high rates of unemployment experienced by this group. A second outstanding fact is that the number of women in the labor force between 14 and 39 is anticipated to increase significantly. As many of these women are heads of household, special attention must be given in the creation of appropriate jobs for them.

Unemployment

The most recent estimate of unemployment for St. Lucia is that prepared for the Central Planning Unit by Louis Berger Inc., in October, 1980. It estimates some 3,700 workers to be unemployed. (The World Bank estimates about 18% of the labor force to be unemployed.) With the high concentration of the labor force in the age groups under 25 (where unemployment is known to be high) and the general economic downturn starting in 1979, one would assume that open unemployment is much higher. Even applying the age-sex specific unemployment rates from the 1980 census to the labor force estimates for 1980 results in a much greater unemployment estimate; approximately 4,700. What is certain is that this unemployment is heavily concentrated among new entrants to the labor force who have few employment related skills and no practical experience in any work activity except for those who have provided unpaid family labor for farming or commerce. The largest number of young people will enter the labor force at age 15, as school attendance is compulsory until this age. They would have completed primary school and had two or three years of post-primary studies. While literacy and numerical skills are developed, there would have been little exposure to skills training.

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\*/ - Louis Berger, Population and Labor Force Analysis and Projections  
Central Planning Unit, St. Lucia, October 1980.

NOTE: For a detailed discussion on the St. Lucia labor market, employment opportunities and training needs, see "Labor Market Analysis for St. Lucia as related to the proposed Caribbean Regional Youth Employment and Skills Training Project", a paper completed October, 1981 for USAID RDO/C.

TABLE 4

LABOR FORCE DEMAND PROJECTIONS

<u>Sector</u>	<u>1980 - 1985</u>		<u>Increase</u>
	<u>1980</u>	<u>1985</u>	
Total	<u>35.1</u>	<u>49.3</u>	<u>14.2</u>
Agriculture	10.5	10.0	-.5
Tourism/Hotels	3.7	5.0	1.3
Government	3.2	3.6	.4
Construction	3.8 <sup>6/</sup>	3.4	-.4
Manufacturing	<u>4.0</u>	<u>11.6</u>	<u>7.6</u>
Small Firms <sup>7/</sup>	2.5	2.9	.4
Medium/Large Firms	1.5	8.7	7.2
Other Employment	9.9	15.7	5.8

6/ - Includes 800 temporary Hess construction workers.

7/ - With less than 5 employees.

Source: Louis Berger, Population and Labor Force Analysis and Projections; Central Planning Unit, St. Lucia; October, 1980.

## Employment

As may be noted from Table 4, employment was estimated at about 35,000 workers in 1980. Agriculture accounted for 30% of total employment although this is a seasonal activity and will vary during the year. Roughly 30% of the labor force is in the Other Employment category which includes commerce, finance, transportation, communications and non-governmental services as well as the informal or unorganized employment sector (with the exception of small manufacturing establishments). The remaining 40% of the labor force is rather evenly distributed among manufacturing, construction, tourism and government activities.

Immediately apparent is the rather heavy seasonal or changing character of much of St. Lucian employment. Agriculture, tourism, construction (given the small size of the labor market, one or two major construction jobs can significantly influence construction employment) and some portion of "Other Employment" are all subject to rather large shifts in employment during the year. These groups account for nearly two-thirds of total employment. Given these recurrent changes, workers must be prepared to do a multiplicity of occupations so as to maximize their annual income. The key to success for these workers may not be how well one works at one thing, but instead how many types of work can one do.

The training implications of the above analysis of the labor force are that workers will require intensive, low cost skills training which permits them to enter immediate employment opportunities which change with seasonal or economic conditions. Providing workers with an appropriate occupational mix of skills through these programs will best prepare them to maximize their income. Many of those engaged in more stable employment will be employed at the semi-skilled or unskilled levels.

### (2). Project Description

#### Sub-Purpose

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

#### Background

As a result of the high percentage of young people entering the labor market each year, unemployment/underemployment problems continue to worsen as the rate of economic development has not been sufficient to generate employment options and/or opportunities.

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In view of the inability of the labor force to absorb many of these youths into wage and salary employment, in the short run, it will be necessary to create alternative sources of immediate employment. A non-formal skills training project linked with other employment related support services can provide sources of income to help alleviate the current difficulties. These activities will be focussed on community-based development, agriculture-related activities and small enterprise/self-employment endeavors. Where wage and salary opportunities present themselves (e.g. construction, agro-processing, tourism), these will also be included in the project.

Earlier attempts by USAID to address these needs in St. Lucia have focussed on a Youth Development Program administered by the National Office for Social Responsibility. Given present economic conditions in St. Lucia, and other factors, the NOSR Youth Development Program has decided to reduce the number of national training centers from the five originally envisaged to one in Handicrafts and one in Agro-Processing and to limit the number to be trained at each national center over the life of the project to 120 (three six-month training sessions with 40 trainees per session). Additionally, based on the suggestions emanating from the St. Lucia Labor Market Survey, NOSR will develop a community outreach program in the same skill areas of Handicrafts and Agro-Processing for 240 persons per skill area. The regional project will train another 300 youth in such skill areas as the following: (See Analysis of Employment/Training Needs for more detailed breakdown of Job Market Vacancies):

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<b>Agriculture Related Activities:</b>	<b>100</b>
Animal Husbandry	
Horticulture	
Production of Animal Feed	
Farming	
<b>Manufacturing:</b>	<b>150</b>
Furniture Making	
Doors and Door Frames	
Wreckers, Tiles, Blocks	
Solar Heating Panels	
Small Boat Construction and Repair	
<b>Services:</b>	<b>50</b>
Small Engine Repair	
Small Appliance Repair	
Maintenance and Repair of Small Business Machines	

For these and other potential skill areas for training, it will be important for the Youth Development Program to maintain close and continuous contact with the small business sector because (1) some of the trainees might be absorbed directly into already established firms, particularly in agro-processing, either as regular workers or in an apprenticeship status; (2) other trainees can get guidance on setting up and managing their own small business activities; (3) market outlets can be developed through this sector; and (4) training modules in skill areas other than Handicrafts and Agro-Processing can be developed as demand arises.

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OAS/USAID activities will consist of assistance by the regional staff to the Youth Development Program in implementing community-based, modularized non-formal training techniques. These activities would enable the program to reach people at different levels of education, serve a wider variety of occupational needs, and provide geographic flexibility. An important characteristic of the labor force is that not enough jobs are being created, even on a seasonal basis, to absorb all of the people who desire to improve their income and employment situation. Therefore, training activities that provide greater flexibility and that can be designed to meet specific individual as well as market demands will be emphasized. It should be noted that in the case of St. Lucia, project activities at the country level would be funded under the NOSR project and other than the possible inclusion of funds for tools, depending on whether tools for training can provide these, no country staff or budget would be involved as all resources would flow from within the existing NOSR project.

This two-year project in St. Lucia will produce the following End-of-Project Conditions:

1. A national staff trained in administering a youth-oriented skills training program;
2. An increase in the number of unemployed/under-employed youth made employable by skills training/support services;

3. Diversification of occupational training possibilities in shorter-term programs;
4. Increased flexibility in geographic coverage, educational levels served, and program schedules;
5. Integrated community-based services/skills training capability utilizing existing programs and facilities;
6. Instructor resources developed in a wide-range of skills which are responsive to labor market needs;
7. Appropriate training materials and equipment available with adaptations to meet local requirements.

To achieve the above, the inputs of the proposed OAS/USAID Regional Technical Assistance staff will consist of:

Technical Assistance

- |               |         |
|---------------|---------|
| a) Long-term  | 16 p.m. |
| b) Short-term | 4 p.m.  |

The NOSR will finance 6 p.m. of instructor training, salaries for a project manager and for instructors, and in addition, meals and transportation for trainees and in-country travel will be covered by the NOSR Project.

Training materials will be located with assistance from the Regional Technical Assistance Staff from available sources and adapted to meet local needs. Commodities and equipment will be procured as required to operate a community-based program. The counterpart or the Ministry of Community Development will make facilities available. The Government of St. Lucia has demonstrated its commitment to the present NOSR supported Youth Development Program by providing a vehicle and some of the national staff and by renovating the buildings which will house the

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Handicrafts and Agro-Processing national centers. Upon completion of the present NOSR project, which coincides with the completion of Year One of the proposed OAS/USAID project, and prior to second year funding for the OAS/USAID project, the Government of St. Lucia will signify its intention to continue support for non-formal skills training by assuming responsibility for the continuation of NOSR assisted Youth Development Program. Upon completion of the OAS/USAID project it is anticipated that the Government of St. Lucia will also incorporate this component of non-formal skills training into the regular budget of its Youth Development Program.

### III. Project Analyses

#### A. ANALYSIS OF EMPLOYMENT/TRAINING NEEDS

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

The most important feature of the Project for promoting the employment or income improvement of participants is the inclusion of an Employment/Job development component within the Project Design. In the case of Dominica and St. Lucia, Job Development Specialists will be part of the National

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Counterpart Staffs. It is their responsibility to identify occupational training programs which result in: (1) preparing people for wage and salary job vacancies, (2) improving the incomes of poor workers currently engaged in self-employment or family economic pursuits, or (3) establishing small businesses or new self-employment activities. At the end of training, the Job Development Specialists will assist graduates in making the maximum use of their newly acquired skills and provide access for those requiring credit or related assistance to proper sources of such services. For Barbados, where experience already exists in managing Non-Formal Skills Training, the emphasis will be on more formalized labor market studies. This will involve both the Ministry of Labor as well as the newly created National Training Board. To train these Job Development Specialists and Labor Market Analysts, there will be one full time staff member of the Regional Team assigned to employment/job development. In addition, the Regional Employment Promotion Advisor will work with national counterparts in establishing formal linkages with planning units, National Development Foundations, Business Groups and other entities concerned with developing new employment opportunities. (See attached job description for Regional Employment Promotion Advisor). At the completion of the Project, appropriately trained staff will be left behind in each country along with established linkages to other employment promotion agencies.

A second factor for increasing the probability that project participants will obtain employment or income improvements has been the extensive pre-Project labor market studies that were undertaken. In the cases of St. Lucia and Dominica, AID/OAS financed teams prepared these preliminary labor market analyses. In the case of Dominica, data was obtained by a review of Social Security and Census data as well as British and IBRD studies, particularly the World Bank's Economic Memorandum on Dominica, 1981, plus interviews with key persons from government ministries (Agriculture, Education, Home Affairs, Communications), educational institutions, private sector enterprises and associations (Dominica Association of Industry and Commerce, Small Business Association, Cooperative Society, Forest Industries Development Corporation, Industrial Development Corporation, etc.), banks, private voluntary organizations, local government officials, church groups, farmers and other donors.

The Dominica Survey found a short-run occupational demand for an estimated 3,900 persons. This was not meant to be a complete estimate of all income/employment possibilities but rather was meant to be used as an indicator of the kinds of new job opportunities that are likely to be available. From this estimate, a suggested distribution of training activities for 600 youth over a two year project period was derived. The chapter in the Survey on "Employment Demand in Dominica" included an employment analysis by sectors of current and estimated future occupational requirements, strategies for improving employment opportunities by sectors and a section on small enterprise development.

With regard to the St. Lucia Survey, data was obtained from the National Insurance Scheme, UNESCO's Industrial Manpower Survey (in process), the Louis Berger study, Population and Labor Force Analysis and Projections and the World Bank's Economic Memorandum on St. Lucia, 1981. Also, interviews were held with government ministries (Community Development, Agriculture, Education), educational institutions, private voluntary organizations, church groups, the National Development Corporation, Small Businessmen's Association, Hotel Association, Geest, many small businesses and other donors.

The St. Lucia Survey found that agriculture, construction and tourism account for two-thirds of total employment and that much of this employment was non-permanent or seasonal in nature. Most training activities are in areas related to handicrafts and agro-processing with many other skill areas left unattended, particularly at the local, community level. The National Development Corporation estimated that 4,000 jobs can be created in the small business sector by 1984 and that the 300 youth to be trained during the two year OAS/USAID project was a very safe and conservative estimate for preparing persons to engage in this kind of employment/income generating activities. This was somewhat reinforced by indications from the Small Businessmen's Association and by Geest that opportunities for employment for this number of youth should be available (through cottage industry in the case of Geest).

It is, of course, unrealistic to expect that precise occupational training needs estimates can be made for the two year duration of the Project. Rapidly changing economic conditions

require that identification of employment demand occur simultaneously with the initiation of a specific skills training activity. For this reason, the employment/job development component has been made an integral part of the Project design. The two labor market analyses did, however, establish: (1) the relative magnitudes of potential training opportunities that were realistic for the two year period, and (2) the character of these employment/income enhancement activities. The findings of these studies can be summarized as follows:

DOMINICA

- 600 employment opportunities that can be filled by out-of school youth were identified (See Annex J for Illustrative Training Modules and Tool Requirements):
  1. (150) - Diversification of Farm Production
    - a. Cultivation of New Cash Crops
      - Corn for Poultry feed
      - Coffee production
      - Limes, bay leaf, patchouli for oil extraction
    - b. Small Animal Husbandry
      - Rabbits
      - Pigs
      - Black belly sheep
      - Goats
    - c. Ornamental Plants and Flowers
  2. (75) Agriprocessing
    - a. Preservation/solar drying of fruits/vegetables
      - Goose berries
      - Passion fruit
    - b. Grass/materials for Handicrafts
      - Vertive grass
      - Screw pine

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- c. Preservation of Farm Products for home use
- 3. (125) - Off-farm rural activities
  - a. Charcoal production from fallen timber
  - b. Fish and prawn production
  - c. Diversification and Improvement of handicrafts
- 4. (50) - Forestry related manufacturing activities
  - a. Lumber production
    - Tree selection and cutting
    - Sawmill activities
  - b. Prefabricated Housing
    - Basic Carpentry
    - Wood materials assembly
  - c. Charcoal production
  - d. Veneer fabrication
    - Wood preparation and seasoning
    - Veneer equipment operation
  - e. Boat manufacturing
- 5. (50) - Housing Construction
  - a. On-site assembly of prefabricated housing
    - Basic Masonry - preparation of building site and foundation
    - Domestic electric wiring
    - Plumbing and pipe fitting
  - b. Construction of Housing/Improvements to Existing Housing
    - Introduction to building construction
    - Basic Carpentry
    - Basic Masonry
    - Domestic Electrical Wiring
    - Plumbing and Pipe Fitting
- 6. (50) - Road Construction
  - a. Road Equipment Operation
  - b. Truck driving
  - c. Basic supervisory/timekeeping

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7. (100) - Small Enterprise Employment
  - a. Ceramic construction materials
  - b. Furniture making
  - c. Production of animal feed and organic fertilizers
  - d. Wood flooring tiles and other small wood objects.



- Approximately 1,000 new jobs must be created annually to accommodate new labor force entrants and to begin a gradual reduction in current high levels of employment.
- One-half of the total population is under 15 years of age while only one-fourth of the total population is employed.
- The labor market is characterized by many seasonal activities (particularly agriculture) resulting in multiple jobs during the year therefore requiring many individuals to be trained in more than one skill area.
- Most school leavers will have completed at least six years or more of primary school but few will have gone on to secondary school or will have received any employment related skills training prior to entering the labor force.
- Technical/vocational training is available at the Technical College, St. Andrew's High School, Convent High School and St. Martin's School although programs are mostly limited to students in the formal education stream (the Technical College and St. Andrew's do offer some programs to out-of-school youth and adults). Training is provided in only a limited number of skill areas.
- Development services at the community level are well organized and very active with the participation of a great number of local voluntary organizations.

ST. LUCIA

- 300 employment opportunities that can be filled by out-of-school youth were identified in addition to those currently anticipated employment opportunities in handicrafts and agroprocessing to be filled by Youth Development Program

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1. (100) - Diversification of Farm Production
  - a. Cultivation of New Cash Crops
    - Products for animal feed
    - Basic farming (Food crop interspersed with bananas)
    - Diversification of vegetables for tourist market
  - b. Small Animal Husbandry
    - Rabbits
    - Pigs
    - Black belly sheep
  - c. Ornamental plants
2. (50) - Training Activities with St. Lucia Small Business Association
  - a. Basic electronics
  - b. Basic metal working
  - c. Basic Woodworking
3. (50) - Maintenance and Repair of Small Equipment
  - a. Small engine repair
  - b. Small appliance repair
  - c. Small business machine repair
4. (100) - Small Enterprise Employment
  - a. Furniture making
  - b. Doors and door frames
  - c. Ceramic blocks
  - d. Roofing or flooring tiles
  - e. Solar heating panels
  - f. Small boat construction and repair

- An estimated 2,600 new jobs must be created annually to provide employment to new labor force entrants as well as absorb current high levels of unemployment and underemployment.
- The labor market is characterized by seasonal activities (agriculture and tourism), multiple jobs during any one year and the resulting need for training workers in more than one skill.
- Approximately 50% of the population is under 15 years of age while 50% of the labor force is under 25.
- Almost all labor force entrants have completed or nearly completed primary school but few have gone beyond that nor have they received any labor force related skills training.
- Technical/vocational training is available at the Technical College, the Castries Comprehensive Secondary School and the College of Agriculture as part of the formal system while non-formal skills training is provided by the Youth Development Program in handicrafts and agriprocessing.
- Government promotion and coordination of community services are very limited and tend to focus on sports and cultural rather than employment activities. Community voluntary organizations are not so active as in Dominica.

Project output targets for Dominica and St. Lucia were based on these labor market studies. In addition, the Implementation Plan has taken into account the information provided by these analyses. Finally, the suggested linkages with organizations which promote employment generation to be discussed later in this section are also based on this information.

In the case of Barbados, the focus of the Project will change to supporting apprenticeship and on-the-job training activities. Employment is virtually assured these people as establishments are training for their own needs. The Ministry of Labor, has conducted training needs surveys in both the construction and manufacturing sectors. Results indicate continuing shortages in the skilled trades found in these sectors which will be the primary target occupations to be supported by the Project. The Government of Barbados will continue the earlier OAS/AID program for out-of-school youth with its own funds. Altogether, 500 youth will receive training under the various components of the project in Barbados.

The pre-Project labor market studies have been essential for determining the magnitude and character of training needs. The Job Development Specialists in Dominica and St. Lucia with the assistance of the Regional Employment Promotion Advisor must, however, verify demand for employment in specific training programs at the time they are initiated. The manner in which current demand is determined will depend on the specific occupation.

1. Agricultural training programs for people living on farms (diversification of farm products and agri-processing) will depend on the appropriateness of the activity to the individual farm setting and

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the market for the product. Ministry of Agriculture and Farm Marketing personnel should be consulted to determine the effective demand for training in these occupations.

2. Training farm people to supplement their income through rural non-farm activities will again be highly dependent on the markets for final products. Job Development Specialists should verify existing market channels or assure that new markets are available before training programs are initiated. Care must be taken that markets are not glutted as a result of too many programs operating simultaneously.
3. Training for wage and salary employment should only take place after consultation with specific employers, groups of businessmen or planning/development experts to assure that new employment opportunities will be available and that graduates of programs will meet entry requirements. Ideally, the Job Development Specialist will organize training activities so that graduates leave training at the time that job openings materialize.
4. Training for entry into self employment or for initiating small businesses will depend on a more complex set of circumstances and will, therefore, be discussed separately.

It will be noted that formal training needs surveys of establishments are not recommended for Dominica and St. Lucia.

Experience has shown that employers' responses on such surveys are concerns for filling highly skilled vacancies or for upgrading the skills of their current workers. Neither of these services can be supported by the Project. Job Development Specialists will work directly with agriculture specialists, businessmen in expanding employment sectors and technicians from planning and development organizations to verify demand in occupations indicated for training. Informal follow-up studies will continually trace the labor market experience of training graduates. No activity will be repeated unless these informal studies indicate the successful labor market absorption of earlier graduates.

Barbados will continue its program of training needs surveys along the format already established. Three additional factors will be introduced, however. First, the industrial committees of the newly established National Training Board will provide additional direct contacts with the labor market in their respective sectors. Specific skills training programs may be recommended by these committees and in all cases, any new program will be reviewed and approved by the committee. Secondly, the 1980 Census of Population will be analysed as to the occupational distribution by industry sectors permitting better approximations of employment needs to be forecasted. Knowing the projected growth of any industrial sector will permit estimates of the occupational training requirements to be made. Finally, more use will be made of secondary sources of employment information together with that from the training needs surveys. The National

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Insurance Scheme is being computerized and will provide more timely estimates of employment by industry. The Department of Statistics is modifying its Employment and Earnings Survey Program to permit more accurate employment estimates. The Household Survey data will be more useful when Population Census disaggregations of occupations are available. Finally, the Employment Exchanges will continue to provide information on shortage and surplus occupations. The above employment related information will be analysed by the Ministry of Labor section of Labor Market Studies and the National Training Board's research coordinator. Relatively timely and accurate estimates of training needs can be made in this manner.

It can be noted from the above discussion of the ways that the Project will promote the probability of employment or income enhancement for its participants that linkages with other organizations are important. First, the estimating of specific training needs in St. Lucia and Dominica is directly dependent on the participation of outsiders. Second, some 200 of the 1,250 project participants are to be trained in activities leading them to self employment or the formation of small businesses. They will need, in addition to the production and entrepreneurial skills available from the Project, access to credit, technical assistance, marketing support and raw materials provided by other institutions. It is the Regional Employment Promotion Advisor working with the Job Development Specialists in Dominica and St. Lucia who will be responsible for establishing these linkages during the course of the Project.

The Country Advisory Committees will be the initial base for establishing linkages between the Project and other organizations. From the country labor market studies of Dominica and St. Lucia, it appears that the following organizations would be of greatest importance for verifying occupational demand:

1. Dominica: Ministry of Agriculture, Housing Development Corporation, Industrial Development Corporation, Forest Industries Development Corporation, National Development Foundation/Dominica, Ministry of Communications, Economic Development Unit, Food Produce Chemistry Laboratory.
2. St. Lucia: Ministry of Agriculture, National Development Corporation, St. Lucia Small Business Association, Ministry of Trade, Planning Office, St. Lucia Development Bank, St. Lucia Chamber of Commerce.

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

Apart from the formal linkages of the Country Advisory Committee, Job Development Specialists should also work at the Technical Committee level in specific aspects of training. Certainly, agriculture is an important sector where extension agents, marketing specialists, food technicians and development specialists should specify specific occupational requirements. New products to be introduced on farms, for example, should be assured of marketing outlets prior to training activities

by



being initiated. The training modules developed for agriculture occupations will also be approved by this Committee. Other Technical Committees will be set up in other specialised areas such as forestry products, building trades and other areas suggested by the country labour market studies.

A second level of linkages should be established especially for those who will enter self-employment or initiate small businesses as a result of their training. Most Project participants, especially those in Barbados, will enter wage and salary employment as a result of training. A large number of the participants in St. Lucia and Dominica will increase their contribution to farm family income as a result of training without relocating in other occupational areas. Any requirements these trainees have for tools, materials, small animals, etc., can be paid for by withholding a portion of their weekly stipends. Some 200 trainees in St. Lucia and Dominica have been indicated for self-employment or small business formation. In these cases, adults will be encouraged to participate in programs as well as young people given their better capability to manage business activities. Entrepreneurial training will be provided together with production skills training.

In Dominica, direct linkages will be established with the National Development Foundation (NDF) which facilitates credit as well as technical and managerial assistance for small businesses. Loans vary between from EC\$1,000 to EC\$15,000 with up to two years to repay. Collateral is not

required and young people 18 years of age and over may qualify. By 1983, when the Project is fully operational, the NDF anticipates some US\$400,000 in reserves which may be deposited in commercial banks as guarantees for small loans. NDF staff have assured their full cooperation in facilitating credit to Project graduates and have further offered to identify potential small business activities.

Two other sources of credit are available to those desiring to initiate new activities. They are both small revolving loan funds which receive support from the British Development Division (BDD). One is located in the Community Development Division of the Ministry of Home Affairs. It provides a total of EC\$100,000 in credit, EC\$10,000 of which is currently available. There is a loan maximum of EC\$2,500 with up to 2 years repayment time. There are no collateral requirements. BDD plans to continue its support of this activity as additional credit is required. The Ministry of Home Affairs has indicated its willingness to provide credit support to participants in the Regional Non-Formal Skills Training Project in Dominica.

The second loan fund is located in the Youth Development Division of the Ministry of Education exactly where the Project will be administered. It has been operating with only EC\$15,000 in funds but will be expanding this amount. The average loan is from EC\$300 to EC\$500. The BDD will also continue to support this activity.

Approximately 100 young people and others with labor market experience are estimated to form small businesses as

a result of Project assisted training. This would indicate a need for initiating some 15 to 20 new businesses. With the three sources of funding described above together with additional/<sup>technical</sup>services provided by the National Development Foundation, this does not appear to be an unreasonable goal. The specific activities will be identified by the Job Development Specialist working together with the Country Advisory Committee, community groups and youth leaders.

In St. Lucia, the first requirement will be linkages with the National Development Corporation (NDC) where support is being provided for the encouragement of small businesses. While the NDC does not have credit funds, it has been successful in preparing proposals resulting in commercial bank funding. The NDC can also provide entrepreneurial training and follow-up technical assistance. Of special interest to the Project will be the new "Faie Au Mene" program that is being developed by NDC. Under this program, very small firms (3 to 5 workers) can get grant financing of EC\$100 for 3 months permitting them to get production underway. During this time, NDC will provide them with marketing and technical assistance. The National Development Corporation indicated its willingness to assist the Project by identifying potential activities for new businesses and by providing follow-up technical assistance.

Sources of credit for supporting small businesses are limited in St. Lucia. The St. Lucia Development Bank was recently established but does not as yet have funds

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set aside for assisting small businesses. Major credit assistance would have to come from the Self-Help Employment Generating Scheme of the Ministry of Youth and Community Development; the same Ministry where the Project will be administered. The Scheme provides low interest loans to people between the ages of 16 to 35. The average loan size, is EC\$5,000 with a 3-6 month grace period and up to 5 years for repayment. There is currently EC\$40,000 available for lending and the British Development Division plans to continue its support for this activity. Linkages will be simple in this case since the two programs are located in the same Ministry.


Again, some 100 young people together with others with previous work experience are estimated to initiate small businesses in St. Lucia. Credit from the Self-Help Employment Generating Scheme together with assistance from the National Development Corporation should permit this goal to be reached. Specific activities will be identified by the Job Development Specialist working this time with the Country Advisory Committee, community development officers and the National Development Foundation.

Needless to say, flexibility is the key to success in Non-Formal Skills Training. While the country labor market studies will provide useful guidance in the kinds of training that may be given, it will be the day to day observations of the Job Development Specialists which will identify the specific occupations for training.

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If the construction industry, for example, were to expand, the Job Development Specialist would indicate many building trade skills for training programs. This would reduce the activities in the farm occupations and training for self-employment as more attractive wage and salary opportunities become available.

Only indirect references have been made to the marketing of the goods and services which will be produced as a result of the training provided by the Regional Project. Certainly, there are intensive efforts throughout the Caribbean to stimulate indigenous production meaning there will be many similarities in the goods and services made available. There is serious potential for glutting local markets and the export market with identical products, many of them of inferior quality. The Project Design has been careful to reduce this possibility. First, linkages are called for both in Dominica and St. Lucia with the National Development Corporation and Foundation, the Industrial Development Corporation and planning offices to assure that training plans are reviewed by agencies which have comprehensive views of general economic situations. They will be sensitive to potential overproduction in specific sectors. Second, credit and technical assistance is being provided by Agencies outside of the Project which should again bring in institutions with a broader view of the market. Third, the preliminary labor market studies have been careful to make conservative estimates of training needs in the direct production sectors and orient these to new product areas so as not to overly encourage any single



area for training.

Specifically with regard to agricultural employment/income, while markets for products cannot be guaranteed in advance, this project will be dealing with 350 youth in Dominica and 100 in St. Lucia which is a relatively small number of persons. They will be likely to engage in multiple occupations and not be solely dependent on income from agriculture but will benefit from any small-scale or marginal increases to their income. Agricultural experts consulted on this point feel that these islands are not self sufficient in agriculture and that there are existing markets for the kinds of crop and small animal production listed in this section, particularly through neighborhood sales at the local community level. There will also be potential for tapping into markets created by new projects currently in the planning process by CDB and under the Caribbean Basin Initiative which specifically addresses the export of agricultural commodities to the U.S. Finally, increased production even for home consumption will serve to save income earned from other sources.

Careful attention will be given to the post-training experiences of graduates so that programs will be discontinued if the market is weak for the services or products of Project participants. The Job Development Specialist should, however, be continually alert to the potential of market saturation. Marketing outlets should be identified prior to beginning any training activity. Care must be taken that training programs administered by other institutions are not training people for filling the same market potential. New marketing outlets should

be encouraged by the Project staff and, when appropriate, training for marketing products should be given at the same time as production training.

B. Financial Analysis and Plan

1. Financial Analysis

The three countries in the Regional Project are each passing through periods of fiscal restraint. The excitement that accompanied independence and the simultaneous influx of outside development assistance encouraged countries in the Eastern Caribbean to expand the role of Government. Public sector expenditures grew rapidly as did Government employment. Subsequent economic conditions together with natural disasters brought this growth in the public sector to a standstill. Even Barbados, where the economic situation has remained relatively strong has been holding the line on increases in Government expenditures as well as cutting back in proposed capital outlays. Dominica experienced an apparent growth in the public services as a result of Post-Hurricane restoration but these were mostly temporary jobs. Any expansion of domestic public expenditures or permanent government positions is most unlikely. St. Lucia, has been experiencing the most serious fiscal limitations as revenues have failed to keep up with growing Government obligations. Any growth in public sector expenditures is very unlikely and changes in political leadership may even result in future cutbacks.

It is against this very dismal view of government's abilities to increase expenditures that the Regional Project has been designed. By necessity, the project design has had to avoid any significant increases in public sector operating costs during the Life of the Project as well as to avoid leaving behind a costly infrastructure to be financed after its termination. The objective of the Project, in fact, has been to utilize existing

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personnel in all cases with no funding for staff supplements. In addition, the instructional techniques proposed here represent cost savings over current practices. These savings should cover any post-Project additional costs left behind for Government's to assume.

In Barbados, the existing Ministry of Labor staff which administers the skills training programs will be used to direct Project activities. Their operations were initiated by an earlier OAS sponsored activity with supplemental USAID financing. The GOB has assumed all of the salaries of this staff at this time. In addition, the in-plant and apprenticeship portion of the Barbados Project will utilize the existing staff of the National Training Board with space and secretarial services provided for resident consultants. In the case of Dominica, there are nine people in the Youth Development Division plus some technical staff of the Technical College who will serve as Project counterparts. All are permanently contracted by the GOB with no supplemental funding from the Project. St. Lucia will use as counterpart staff an infrastructure already developed with NOSR assistance, except for a local Project Manager responsible only for the life of the Project for the OAS/USAID component of the Youth Development Program.

The Project will finance in some cases the direct costs for participants in the training programs. Barbados already is covering all of the instruction costs of Project participants except for some incremental assistance in the area of tools and equipment. St. Lucia has these direct instructional costs covered by the NOSR project. However, for both St. Lucia and Dominica, these costs will have to be absorbed by the Government

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upon termination of the program.

The two major costs to be transferred to the Governments of Dominica and St. Lucia will be instructors' salaries and stipend allowances. Three major activities will take place during the course of the Project to reduce the per-unit costs of these two factors although they will never be totally eliminated. The first will be constant involvement of the concerned ministries and technical colleges in training programs so they can take on more of the instructor's role in skills training programs. This will reduce the need for outside paid instructors. Secondly, as the Project evolves, more and more of the training activities will be transferred to rural, community-based programs. This will reduce the need for stipends which are meant only to cover the transportation and noon meal requirements of persons dislocated from their homes. Finally, as skills training programs mature, more production oriented activities will take place. These will actually produce goods and services that can be marketed with the proceeds going to covering the direct training costs. The Governments of St. Lucia and Dominica are, however, aware that some additional costs will be incurred by them at the conclusion of the Project. These costs from non-formal skills training programs are far less than those of expanding the formal system of secondary and post-secondary technical training which is their only immediate alternative. In preparation for the complete takeover of Project costs, the Government of Dominica will be expected to contribute approximately 50 per cent of local operating costs commencing in Year Two while the Government of St. Lucia will be expected to take over responsibility for the present NOSR-supported Youth

Development Program of non-formal skills training whose termination coincides with the commencement of Year Two of the OAS/USAID project (see Pages 29, 36 and 37 for details).

2. Financial Plan

A. The total cost of the project is \$1,671,000 of which AID will contribute \$710,000. The general breakdown of principal cost components is shown in the following Summary Cost Estimate. The contribution from the OAS is \$459,000. Additionally, the National Office for Social Responsibility will sub-grant \$162,000 to OAS from its USAID grant for support to youth development activities in St. Lucia. The country contributions from Barbados, St. Lucia and Dominica are estimated at \$502,000.

The project will be implemented over a two year period under an AID/OAS co-financing arrangement. AID's obligation schedule provides for a grant of \$400,000 in FY82 and a subsequent tranche of \$310,000 in FY83, subject to the availability of funds.

	<u>AID/OAS Co-financing</u>	<u>Country Contribution</u> <sup>1/</sup>	<u>Total</u>
Regional	666.3 <sup>2/</sup>	-	666.3
Dominica	326.0	96.0	422.0
Barbados	176.7	375.0	551.7
St. Lucia	(162.0) <sup>3/</sup>	31.0	31.0
	<u>1,169.0</u>	<u>502.0</u>	<u>1,671.0</u>

<sup>1/</sup> See Annex G, Supplemental Financial Data, for breakdown.

<sup>2/</sup> Includes \$28,000 for tools for St. Lucia to be funded under Regional budget of this Project, if funds/tools not available either from NOSR sub-grant to OAS or from Tools for Training.

<sup>3/</sup> Non-add amount from NOSR sub-grant to OAS for St. Lucia.

B. AID's grant of \$710,000 is provided to OAS under a co-financing arrangement whereby OAS contributes \$459,000 and all project costs incurred are charged to both OAS and AID on a percentage basis based on the contribution of each minus \$85,000 from the OAS share which is designated for OAS Home Office Support. This amounts to roughly two-thirds for AID and one third for OAS. AID funds will be provided to OAS on a FRLC basis.

The following tables show the total cost estimates for the Project and for its several components - common regional costs plus cost for the three national programs.

In addition, in-kind contributions of the participating countries, largely in the form of staff salaries and estimated cost of training, site renovation and rent, are shown in Annex G.

ESTIMATED COSTS TO BE CO-FINANCED BY OAS AND USAID

	<u>REGIONAL</u>	<u>DOMINICA</u>	<u>BARBADOS</u>	<u>TOTAL</u>	<u>ST. LUCIA</u>
<u>Technical Assistance</u>	411.0	-	99.7	510.7	-
<u>Staff Support</u>	60.0	102.0	-	162.0	(74.5)
<u>Country Staff Training</u>	-	21.0	46.0	67.0	(15.0)
<u>Commodities and Equipment</u>	54.0*	117.0	31.0	202.0	(45.5)
<u>Other Costs</u>	-	86.0	-	86.0	(35.5)
<u>OAS Administrative Costs</u>	85.0	-	-	85.0	-
<u>Coordinating Committee</u>	16.3	-	-	16.3	-
<u>Evaluation Seminar</u>	40.0	-	-	40.0	-
<u>TOTALS</u>	<u>663.3</u>	<u>326.0</u>	<u>176.7</u>	<u>1,169.0</u>	<u>(170.5)</u>

SUMMARY BY FISCAL YEAR OF OAS/USAID CO-FINANCING

	<u>FY 82</u>	<u>FY 83</u>	<u>TOTAL</u>
Regional	362,600	303,700	666,300
Barbados	145,700	31,000	176,700
Dominica	177,600	148,400	326,000
St. Lucia	(86,000)	(84,500)	(170,500)
	<u>685,900</u>	<u>483,100</u>	<u>1,169,000</u>

\* Includes \$28,000 for tools for St. Lucia to be funded under Regional budget of this Project, if funds/tools not available either from NOSR sub-grant to OAS or from Tools for Training.

\*\* Non-add: to be funded from NOSR sub-grant to OAS. Note: It is likely that this estimate will be reduced to \$162,000 as indicated in the narrative section of the Financial Plan.

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ESTIMATED COSTS OF REGIONAL SUPPORT  
ACTIVITIES

(in U.S. Dollars)

	<u>1st Year</u>	<u>2nd Year</u>	<u>TOTAL</u>
<b>1. <u>TECHNICAL ASSISTANCE</u></b>			
Regional Staff Salaries & Travel	<u>197,000</u>	<u>214,000</u>	<u>411,000</u>
Manager/Expert, Skills Training <u>1/24</u> p/m	65,000	70,000	135,000
Expert, Employment Promotion <u>1/24</u> p/m	60,000	65,000	125,000
Travel/Per Diems (Inter-Island)	37,000	41,000	78,000
Short-term Consultants 12 p/m	35,000	38,000	73,000
<b>2. <u>COUNTRY STAFF SUPPORT</u></b>	<u>29,000</u>	<u>31,000</u>	<u>60,000</u>
Office Space Rental	12,000	12,000	24,000
Accountant	9,000	10,000	19,000
Clerical Assistant 12 p/m	8,000	9,000	17,000
<b>3. <u>COMMODITIES AND EQUIPMENT</u></b>	<u>44,000</u>	<u>10,000</u>	<u>54,000</u>
Office Supplies/Miscellaneous	10,000	10,000	20,000
Training Materials	6,000		6,000
Training Equipment	28,000 <sup>3/</sup>	-	28,000 <sup>3/</sup>
<b>4. <u>OAS ADMINISTRATIVE COSTS</u> <u>2/</u></b>	<u>85,000</u>	<u>-</u>	<u>85,000</u>
Project Manager	34,200	-	34,200
Travel Costs	19,000	-	19,000
Clerical	17,800	-	17,800
Operations	14,000	-	14,000
<b>5. <u>COORDINATING COMMITTEE</u></b>	<u>7,600</u>	<u>8,700</u>	<u>16,300</u>
<b>6. <u>EVALUATION/REGIONAL MEETING</u></b>	<u>-</u>	<u>40,000</u>	<u>40,000</u>
<b>7. <u>TOTALS</u></b>	<u><u>362,600</u></u>	<u><u>303,700</u></u>	<u><u>666,300</u></u>

1/- In addition to salary, figures include: Provident Fund Contribution, transfer allowance, family travel, installation allowance, transfer of personal effects, repatriation, education allowance.

2/- Salaries: Project Coordinator (4m/m), Secretary (6m/m) and Travel of Project Coordinator

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DOMINICA: ESTIMATED COSTS OF SKILLS TRAINING PROGRAM

(in U.S. Dollars)

	<u>1st YEAR</u>	<u>2nd YEAR</u>	<u>TOTAL</u>
1. <u>COUNTRY STAFF SUPPORT</u>	<u>58,600</u>	<u>43,400</u>	<u>102,000</u>
Instructors (10)	51,600	35,400	87,000
In-Country Travel	7,000	8,000	15,000
2. <u>COUNTRY STAFF TRAINING</u>	<u>15,000</u>	<u>6,000</u>	<u>21,000</u>
Job Analyst (1)	6,000		6,000
Instructors (10)	9,000	6,000	15,000
3. <u>COMMODITIES AND EQUIPMENT</u>	<u>69,000</u>	<u>48,000</u>	<u>117,000</u>
Office Supplies/Miscellaneous	5,000	3,000	8,000
Tools	30,000	21,000	51,000
Materials	22,000	24,000	46,000
Vehicle	12,000		12,000
4. <u>OTHER COSTS</u>	<u>35,000</u>	<u>51,000</u>	<u>86,000</u>
Vehicle Maintenance	3,000	3,000	6,000
Trainee Stipends (\$10/10 Weeks/ trainee)	32,000	48,000	80,000
5. <u>TOTALS</u> =====	<u>177,600</u> =====	<u>148,400</u> =====	<u>326,000</u> =====

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BARBADOS: ESTIMATED COSTS OF STRENGTHENING SKILLS TRAINING PROGRAM

(in U.S.Dollars)

	<u>1st YEAR</u>	<u>2nd YEAR</u>	<u>TOTAL</u>
1. <u>TECHNICAL ASSISTANCE</u>			
Short-term Consultants	<u>99,700</u>		<u>99,700</u>
(a) In-plant Training (1 year)	63,200		63,200
(b) Occupational Classification (6 months)	36,500		36,500
2. <u>COUNTRY STAFF TRAINING</u>	<u>26,000</u>	<u>20,000</u>	<u>46,000</u>
(a) Job Analyst	6,000		6,000
(b) Advance Instructor Training(4)	20,000	20,000	40,000
3. <u>COMMODITIES AND EQUIPMENT</u>	<u>20,000</u>	<u>11,000</u>	<u>31,000</u>
Tools: New/Replacement	20,000	11,000	31,000
4. <u>TOTALS</u>	<u>145,700</u>	<u>31,000</u>	<u>176,700</u>

COST BREAKDOWN - (where not elsewhere explained)

Regional Staff Salaries and Benefits

These items are largely self-explanatory, and will be provided in accordance with established OAS salary and allowance policies. The figures include not only base salary but retirement fund contributions, family travel, transfer, installation and repatriation allowances.

Instructor Salaries

Instructor salaries have been calculated on the basis of local salary levels.

Travel and Per Diems - Regional Team

Airfares:

Barbados/Dominica	12 trips at \$225	\$2,700
Barbados/St. Lucia	7 trips at \$130	910
Dominica/Barbados	7 trips at \$225	1,575
Dominica/St. Lucia	8 trips at \$150	1,200
	Sub-Total	<u>\$6,385</u>

Per Diems:

Barbados	20 days at \$100 x 7	\$14,000
Dominica	20 days at \$ 90 x 12	21,600
St. Lucia	20 days at \$120 x 15	36,000
	Sub-Total	<u>\$71,600</u>
	TOTAL	<u><u>\$77,985</u></u>

Regional Coordinating Committee

The Regional Coordinating Committee will meet twice a year and it is anticipated that each meeting will cost approximately \$4,000.

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Evaluation Seminar

2 Consultants x 2 m/m, at \$7,250m/ = \$ 28,500

Meeting (Dominica)

Regional Director	\$ 1,200	
OAS (2)	3,900	
St. Lucia (2)	1,500	
Barbados (2)	1,600	
St. Vincent (1)	750	
Antigua (1)	750	11,500
	<hr/>	
	TOTAL	\$ 40,000
		<hr/> <hr/>

## Economic Analysis

### 1. Regional Overview

Unemployment is a severe problem in the Eastern Caribbean, a problem that has been exacerbated by recent adverse external developments--most notably the global recession that ensued in the wake of the OPEC oil price hikes of 1979-80. In many countries unemployment rates now range over 20 percent. In addition, these data tend to understate the true magnitude of the problem, as substantial under-employment prevails and disillusioned would-be workers have ceased looking for jobs. Especially hard hit have been youth in the 15-25 year old bracket; if productive employment cannot be located for these youths, they promise to be a serious source of political instability. Moreover, according to most indications, the problem is likely to grow more severe as increased numbers enter the working age population over the next decade. The formal education and traditional vocational training systems have been unable to effectively deal with the situation. Consequently, this project proposes non-formal skills training for unemployed youths in three of the region's states most significantly affected by recent adverse external economic developments--Barbados, Dominica and St. Lucia.

#### a. Barbados

Recent economic difficulties including the oil price hikes of 1979-80, the ensuing global recession, and last year's disastrous sugar crop, have taken their toll

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on employment opportunities in Barbados. In 1976-80, the country had made substantial inroads against the unemployment problem with the unemployment rate declining from 15.6 to 12.6 percent. By the middle of last year, the rates had fallen below 12 percent. However, in recent months the rate has been on the rise. This project through the program of apprenticeship and in-plant training will seek to arrest this rise. It will provide participants with the requisite training to fill job openings. Moreover, the program should help attract additional foreign investment; foreign investment would help alleviate the unemployment problem through providing additional job opportunities.

b. Dominica

Led by a remarkable rebound in the wake of the hurricanes of 1979 and 1980 in the physical production of bananas, an economic recovery is now underway in Dominica that will help boost employment opportunities. Nonetheless, the problem of unemployment continues severe. According to most recent estimates, the unemployment rate is 23 percent with much of the unemployment concentrated among youths. Few, if any, job vacancies are available, and those that exist require skilled personnel. This project will seek to redress the unemployment problem through a two-fold thrust. First, individuals will be provided with sufficient skills to enable them to compete for any job vacancies. Second, where jobs currently do not exist, the project will help create them through provision of training that would facilitate self-employment.

c. St. Lucia

An economic revival also is underway in St. Lucia, buoyed by the strong recovery in agricultural production in the wake of 1980's Hurricane Allen. Nevertheless, the unemployment problem remains severe. Over the past two years, unemployment, which traditionally has been high, had worsened for several reasons, including (a) labor unrest which caused the closure of several light industrial firms, (b) the North American recession, and (c) hurricane-related damage. The unemployment rate now stands between 20 and 25 percent, up from 18 percent a few years earlier. Although we expect employment opportunities to increase as the economic revival picks up steam, this Project nonetheless, has an important catalytic role to play. It can help provide the skilled labor that the economic expansion will require. In addition, for those in the ranks of the unemployed that would not be touched by the expansion, it allows the option of self-employment.

2. A Cost-Benefit Analysis

The goal of the Project is to reduce unemployment in Barbados, Dominica, and St. Lucia. In Barbados, this will be accomplished through apprenticeship and in plant training, while the Dominican and St. Lucian sub-components will consist primarily of skills training modules. For project activities in each of the states, illustrative cost benefit calculations will be made. These calculations should provide some notion of the overall economic viability of the Project.

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

In all three countries, however, full employment does not prevail, although Barbados is nearing full employment. The unemployment rate has been variously estimated at roughly 12-13 percent in Barbados and between 20 and 25 percent in both Dominica and St. Lucia. The vast majority of the unemployed are youths in the 15 and 25 year age bracket; in fact, for youths in this age bracket the unemployment rate has been estimated at 40 percent in Barbados and 30 percent in Dominica and St. Lucia. Unemployment rates, though, drop sharply with age. For individuals over 30 years old, full employment prevails; that is, rates are at or near 3 percent.

What does this suggest for the Project's overall economic impact? At least initially, the post training wages received by participants, if any, should be used as a measure of the Project's overall economic impact, since participants

would be drawn from the ranks of unemployed--youths in the 15 to 25 old age bracket. To attribute all of the participant's lifetime earnings as a Project benefit, however, would be misleading. By the time the participant was 30 years old, in almost all instances he would have been employed irrespective of the training. Consequently, this project should be viewed as reducing a participants job search time, i.e. lessening the time the participant must wait before securing a job.

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

In assessing benefits, we also must make some assumptions about the participants post training job status. Essentially four possibilities exist, including:

- (a) The participant may obtain wage employment immediately in the form of a skilled job in the case of Barbados or in the cases of Dominica and St. Lucia, a semi-skilled job.
- (b) The participant may become self-employed.
- (c) The participant may elect to take additional higher level skills training, either on-the-job or through additional courses, and then secure wage employment.
- (d) The participant may make no productive contribution.


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For each of these possibilities, the net present value of a participant's contribution to overall economic output was calculated using a discount rate of 15 percent. For the participants securing wage employment--(a) and (c) above, such employment was valued at the prevailing minimum wage rate. This translates to \$1.56 an hour or roughly \$3,245 a year in Barbados, \$1.30 an hour or \$2,700 a year in Dominica, and, \$1.28 an hour or \$2,662 a year for St. Lucia. For those who elect additional training--category (c), we assume this additional training delays their entry into wage employment by two years. In the case of the self-employed--category (c), we project their wages at roughly 75 percent of those attaining wage employment. The cost of training was estimated at \$1,290, \$805 and \$1,310 per participant in Barbados, Dominica and St. Lucia, respectively.<sup>1/</sup>

Utilizing these assumptions, we obtained a net present value of contribution to economic output for Dominica of \$7,653 for each participant in category (a); \$5,539, category (b); \$5,369, category (c) and -\$805, category (d). The respective figures were \$7,027, \$4,944, \$4,324 and -\$1,310 for St. Lucia. As for Barbados, the Project was expected to yield net benefits of \$8,869 for category (a) \$6,342 in category (b), and -\$1,290 for category (d).

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<sup>1/</sup> The cost of training per participant will decline to \$920 per participant for Barbados, \$530 for Dominica and \$645 for St. Lucia in the third year of the Project, a time by which USAID will have ceased making disbursements and the host country will have picked up Project activities in their entirety. 

Note that because of the nature of the Project's activities in Barbados, we did not compute a figure for the country for category (c). For all countries, to the extent that additional foreign investment is encouraged, these data understate project benefits. On the other hand, to the extent that those individuals selected for training secure wage employment at the expense of others who would have secured employment without training--a distinct possibility especially in Barbados, these data will overstate Project benefits. Nonetheless since we would expect a good portion of participants in all these countries to fall in either categories (a), (b) or (c), the Project appears to be viable economically.

D. SOCIAL ANALYSIS

A Comparative and Contrastive Profile of Dominica, St. Lucia,  
and Barbados

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

Not only is the small population size a difficulty, affording a very small pool from which each country must find all the variety of skills necessary, but also the shape of the population is crucial. In this the Eastern Caribbean is both challenged and constrained, for about half of its population is under the age of 15. Not only is the size of the pool from which they recruit labor hved, but also the economy carries the extra weight of providing adequate services (such as health care and education) for a proportionately very large number of dependent people, while under the pressure of planning and creating jobs for an extra-ordinarily large number of people soon to enter the job market and who tend to migrate to urban centers to escape from rural poverty and lack of opportunity in the countryside.

Territorial Differences: Barbados and the  
Less Developed Countries (LDCs)

The differences between Barbados, St. Lucia, and Dominica are real and obvious. Barbados is and should be considered the exception in this group, and dealt with separately. Those elements that differentiate it significantly from the others are sufficient to make failures of any plans that wish to target areas of specific need but are applied to all territories without discrimination.

Barbados is an urban society with a population density so high and compacted that rural-urban distinctions are inappropriate. Although the other islands show relatively high population densities (per unit of arable land) their rural-agricultural settlements and villages are not as well integrated into or serviced by the capital city center of national society. This lack of integration can be measured by lack of schools, training centers, health care facilities, penetration of mass media (particularly newspapers), access to employment opportunities, shopping outlets, and government services.

In education and training Barbados supports facilities ranging from pre-school creches through advanced secondary schools, vocational training centers, a sophisticated technical training college, community college, and a university. Students from throughout the Caribbean regularly attend the country's advanced education institutions. Although there is some variation in the LDCs, secondary schooling and beyond is limited and not widely available outside the capital. Technical colleges with limited resources and faculty are present in the LDCs though critics claim that given the conditions in these islands the training is too advanced, sophisticated, and expensive for local needs.

Programs for young people, either entertainment, training, or youth mobilization differ widely in scope and conceptualization. Wide opportunities for entertainment as well as number of embryonic youth skills training programs are available in Barbados. Dominica, through a government ministry, works voluntarily with youth groups in self-help development efforts. St. Lucia is mobilizing youth through government sponsored clubs and training camps.

The overall prosperity of Barbados, compared to the other two, is staggering. Barbados enjoys a relatively high degree of capitalization that supports a prospering banking and commercial sector, profitable agro-business sector, assembly plant oriented industry, and a large scale tourist operation offering a range of services to a variety of tourists. The economies of the LDCs languish with assembly industries hesitating to increase investments or, in some cases, decided to leave. Banana production, undertaken on small farms of usually 25 or fewer acres, is monopolized by Geest and company shippers and distributors while tourism is, at best, embryonic.

Although one finds serious skill level imbalances, especially at the lower and middle management levels, Barbados far surpasses in numbers, opportunities and training programs, the situation elsewhere. Also, Barbados tends to function more as a meritocracy at most levels than do the small-scale, face-to-face societies of the LDCs. Consequent, one finds a sense of optimistic ambition and sense of achievement motivation more prominent in Barbados. This is coupled with the fact that Barbados is a more individualistic society wherein people see activities, commitments and associations spread over a wide range of personnel and institutions rather than, for example, rooted in their family or village or place in life.

Finally, there seem to be significant demographic differences between Barbados and the LDCs. Although Barbados experienced a high degree of emigration in the 1950s and 1960s, this has slowed down with the trend reversing so that many people, now older, appear to be returning to the island or migrating to Barbados from elsewhere. The birth rate has also begun to decline and stabilize at a level far lower than that of the other islands. Estimates place the 15-year-old and younger population of Barbados at approximately 37 percent and holding while in the other islands the figure stands at 45 to 55 percent and in some cases rising. Thus, for the LDCs more children are being born and more young people are entering an already depressed labor market. Without income generating work they in turn become more dependent on their households and their societies.

What the foregoing suggests is that plans for aid must be devised to work within the context and potential of the host society. For example, grass roots rural organization and clubs in the LDCs are strong units of local community organization and would be auspicious groups with which to build development efforts. Similar groupings or clubs in Barbados would be inappropriate, not only because of the general disinterest in own-account agriculture but because clubs in this highly mobile society lack a high level of cooperative spirit and organization.

#### Household as Economic Unit

For poor families in Dominica and St. Lucia, children and young people must work to secure even bits of income for their households. One cannot afford the luxury of picking and choosing work: they are desperate for it and there are few opportunities from which to choose. Even if they are employed it is possible that the wages they receive are so low that the household is still poor by any measure.

The situation is different in more prosperous households. Since the main spending and support unit is the household, the fact that individuals, especially young ones, are unemployed tells us nothing about the material conditions where they live. If an adequate level of income is secured from other sources young people have the leisure to be selective about what jobs they would consider working at. In Barbados, for example, where there is no real material deprivation and where household income is relatively high few young people are under much pressure to work at low status or low paying jobs that, in Barbados, they consider beneath them. Thus, simply because "jobs" are provided is no guarantee that one will find people to work at them.

Therefore, employment planners cannot afford to think of "unemployment" simply in terms of "individuals" in the West Indies. As the main unit of consumption and expenditure is the household, it is general level of prosperity of the household itself that will play a large part in determining whether or not a person is willing to work at a certain job. It will also indicate if a household has sufficient or surplus income to invest in continuing a child's dependence later into adolescence, for example, by affording the time and money for further skills or academic training. Simply because a person is unemployed does not mean he or she is poor. The corollary is equally important; one can be employed and still be desperately poor (especially with a large household of dependents).

#### Occupational Multiplicity and the Acquisition of Income

For poorer West Indians not only is one source of income unreliable, it is often inadequate to support the individual and those dependent on him or her. Also, in the predominantly agricultural LDCs work availability is often seasonal ("crop time") and can guarantee income only during planting or harvesting time. Tourism also takes on this rough seasonality. Holding "one" job is thus looked upon with trepidation and, in some cases, is considered downright foolhardy. The planner may think that this is "irrational" behavior and thus alterable with the infusion of appropriate economic measures aimed at converting the marginal workers into secure one-job to one-person workers. It is suggested here that occupational multiplicity has taken on cultural dimensions and will not change overnight or through the pronouncements of national planners. Occupational multiplicity, especially among the poor, is linked to concepts of time, work, status, leisure, own-account production, consumption household roles, responsibilities, and organization.

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### Occupational Preferences and Aspirations of Youth

Among older boys and young men, roughly 15 to 24 years old, craft and semi-skilled work is the most highly favored occupational category and includes carpentry, shoemaking, plumbing, painting, and repair work. Working in a small business (tire recapping, electrical repair, etc.), taxi driver, mechanic, and working in an office follows in rough order of frequency. Own-account farming is mentioned very often in the LDCs, while only occasional references to it are made in Barbados. There is no talk of the higher professions. None of the young men mention factory or assembly plant work because it is associated with "women's work." The major difference between the age group 15-and-under and for the group 15-and-older is that for the older group unskilled, lower status, lower paying jobs are becoming more desirable, attractive, and necessary. The older that men get without work the greater the frequency of preference for formally devalued occupations.

For young women, aged roughly 15 to 24, outside of Barbados, there is interest in domestic work, sewing, waitressing, clerking in a shop, and assembly plant work.

For the LDCs the gap between girl's occupational aspirations and the prospects presented by their environment is just as great as that for boys. Both boys and girls, at an early age, exclude all forms of unskilled labor, farming, factory work and marketing trade from their occupational horizons. But, as these young leave school they also leave behind their ambitions to become teachers, nurses, doctors, mechanics, and whatever else they has aspired to do.

In Barbados the employment, educational, and training system is such that work and training opportunities may be found by young people if they know where to look. There are simply more choices available.

Young people in the Eastern Caribbean will work at manual labor in spite of what the educational system teaches them and the negative way in which the prestige rank orders of their societies evaluate such work. The foci are different and vary between Barbados on the one hand and St. Lucia and Dominica on the other. Barbados' future lays with industrialization, tourism, and its efficient (by Eastern Caribbean standards) service sector. The LDCs at this point are agricultural and enjoy very limited industrialization and tourism. Follow-up work in vocational training and youth skills training programs can seize upon a great deal of enthusiasm on the part of young girls and boys for craft, semi-skilled occupation, and own-account farming. Presupposing that more jobs can be created that pay reasonable wages and can use those who have had the training but are still unemployed.

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### Education

Education, its critics say, is counterproductive to the best interests of the developing countries of the region. At best, it is claimed, the system does little more than foster unrealistic aspirations and ambitions among school children and teenagers. Its curriculum is geared to producing shop clerks, civil servants, and office workers, with a corresponding neglect of semi-skilled, skilled, and agricultural trades. The social value of manual labor is thus unstated and de-valued. The system remains elitist, with the 11-plus examinations following primary school rendering a mighty academic influence that determines or ends the course of a child's future education.

Island by island figures demonstrate precipitous declines in secondary school enrollment as compared to the numbers of students at the primary levels. In Dominica in 1979 over 24,000 students were enrolled in primary school while fewer than 4,000 were attending secondary. St. Lucia's 30,610 primary school students were matched by 4,879 secondary school pupils, prompting a government official to say that young people are out of school, out of work, and unemployed at the most critical period of their lives (14-18 years).

The 14-18-year old youths that leave primary school find themselves with nothing to do: no jobs, no skills, and skills, and an education of little direct relevance to the job market.

### Identity Management and World View

The organization of attitudes toward work is fundamentally different in the Caribbean from what a Western-trained observer might expect. The fact of this fundamental difference must be thoroughly appreciated before any understanding of unemployment problems can be achieved and certainly before any viable development schemes to alleviate such problems can be formulated. Such an understanding is not easy to reach since it deals with entering into a world of culturally different concepts, a qualitatively different way of cognizing socio-economic surroundings.

The young populations of the small states of the Caribbean have values and a world view and they also have identity management mechanisms. Large numbers of these poverty-stricken, poorly educated, urban-oriented youths, however, embrace a constellation of concepts that are fundamentally opposed to the Western linear, rational, systematic notions of livelihood and career.

Many of the young men found regularly on the street corners of Eastern Caribbean cities like to think of themselves as "hustlers" or movers and carefully cultivate the image of the cavalier, devil-may-care, bon vivant. This hustler posture is important for teenagers of the lower classes because it influences the way in which the future is envisioned or planned. One becomes an operator based on the widely held belief that nothing is as it 98



appears to be and that the success one enjoys is the result of guile, luck, fate, loquacity, or having the right connections. Cleverness often becomes the basis of one's self-esteem and must frequently be reinforced by performing acts of great skill or daring.

Life may take on the dimensions of a game. One may hold the view that wealth cannot be achieved by working and thus seek to substitute schemes and strategies in its place. Thus, planning may not involve a continuous, linear series of actions that culminates in the acquisition of a calculated goal (i.e. education, job). Rather, one develops a personal style used to manipulate, appeal, catch the eye, ingratiate, find sympathy, personalize and advance one's interests. Since problems are not rationale, solutions must be discontinuous.

In a broad sense, the young men--generally poor, unlettered, unskilled, unemployed, and at this stage with little prospect of satisfying employment--are attempting to resolve with subcultural constructs of their own making some of the social and economic difficulties that confront them. However, this behavior should not be seen in isolation from larger society. The youth face massive problems and perceive accurately, but in their own terms, their educational disadvantages, jobs without futures, and low pay. They also understand that their societies expect them to have jobs of social value if they are to be "men".

At this point, no way exists to measure the extent of this attitude among young people in the Eastern Caribbean. Not all of the unemployed young people from the working or lower classes share or are interested in the short term hustler view of the world portrayed above. The degree varies from society to society depending on the local circumstances; individual initiative and luck; availability of work; vocational training systems, sensitivity and concern of government, church and private bodies; the extent to which youth are mobilized or organized and provided with entertainment, encouragement, and support; and the general perception of youth as being part of (or not) of a national development effort.

#### Clubs, Voluntary Organizations, and Informal Groups

Participation in clubs and informal social groups is a widespread feature of Caribbean life. In the Eastern Caribbean individuals participate in such community level groups as entertainment clubs, "swap" or exchange labor groups, prayer societies, social leagues, rotating credit organizations burial societies, sport teams, charitable organizations, local arms of national and international lodges, church affiliated sodalities, village council forums, and local level networks. These groups may not be formalized or registered as standing bodies but they nevertheless provide a basis for interaction for their members. What this means is that for rural and urban people alike, there are forums which bring people together outside of the household and the workplace. The earmark that concerns us here is that these groups are not imposed or orchestrated from the outside but are organized in terms of what

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people themselves see as meaningful issues, perceived in their own terms, organized along avenues of communication and chains of command they are committed to and grounded in the fabric of their community or neighborhood. The assumption here is that many (but not all) of these groupings provide a basis upon which training programs, income generating projects, social action and development efforts can be built or assisted. Astute West Indian politicians have known this for some time and have cultivated community level groups for constituency support and foot soldiers in their electoral efforts. Special issue groups such as a Save the Children Association or the Rotary Club have built many of their social aid programs around "in place" organizations of young people, adult women, work groups or men or all three.

Clubs and informal groupings operate differently in each of the societies and enjoy different levels of national governmental support and recognition. Barbados is once again the extreme case, especially for youth groups. Briefly, Barbados is a highly individualized society where youths can and do have interests and obligations to many other persons, activities and institutions outside their immediate environs. Life is highly differentiated and youth gather usually for one function or activity; for, example the "Green Hill" sports club will gather for soccer on Saturday afternoons and nothing more. It would thus be unwise to attempt to build or graft other functions onto such a loosely organized collectivity. Other personal interests pull members away to other tasks and more important (in Barbados) interests.

Youth groups in the LDCs are, however, more complex. A village group could at once be involved in planning a dance, playing sports, organizing a special interest workshop (such as inviting a government field officer to give a lecture on health and nutrition) working on an income generating project (such as small scale livestock rearing), participating in a development project that might include road building, or requesting that a mobile library visit their village. Thus, program planners would be astute to consider the differences between the Barbados-like groups on the one hand and the LDC-like on the other. The former would be useful as a node in a communication network through which information would be distributed, with no demanding liens placed on anyone's time or responsibilities. The latter type would be better suited as a foundation on which to build collaborative development efforts and programs such as a training workshop, agricultural project, or, as in the case of Dominica especially, a self-help development project such as building a feeder road or water catchment.

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### Beneficiaries of a Regional Project

The unemployment problem is severe among young people, especially those leaving the school system and entering the labor market for the first time. Unemployment among 15 to 20 years olds is variously estimated at 50% to 70%. In most islands, it is felt that less than one-third of school leavers are able to secure a job during their first year in the labor market. <sup>1/</sup>

Unemployment among the youth raises special problems particularly given their comparatively high level of basic literacy and general education. The young people enter the labor market with high job expectations but without marketable skills due in part to the academic orientation of the formal education systems in the Region.

The Project will offer a modest but important contribution in addressing the youth unemployment problem in the Eastern Caribbean. It will aim primarily at opening avenues to gainful opportunities. The project's funding will be directed to establish non-formal skills training programs in Dominica, to complement on-going skills training activities in St. Lucia, to extend the program in Barbados and to develop staff capability for the aforementioned countries. As a direct result of the Project, 1,250 unemployed or underemployed youth will become gainfully employed. Since each of these youth is likely to be living in a household unit of on average three other people who will be completely or partially dependent on the income of the youth, it is assumed that an additional 3,750 persons will indirectly benefit from the Project. Also, it is anticipated that the curriculum and material developed and approaches and techniques used will eventually be incorporated into the vocational education programs in the formal school systems. Finally, if successful, this program will very likely be extended to other islands.

With regard to the involvement of women in project activities, a number of skills training areas, such as horticulture and agro-processing, will attract women into the program. However, both in these areas and in the occupations that have not traditionally been open to or attracted women, every effort will be made to encourage them to enter the program. For example, in Dominica the Youth Development Division feels that any agriculture related occupational training should include a reasonable percentage of women, since women do so much of the farming anyway. Therefore, they intend to take advantage of their links at the community level with groups and even with families to insure active participation of women. The Women's Desk of countries will also be actively involved in project development and implementation.

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<sup>1/</sup> - "A Project Proposal: Employment for Youth through Skills Training in the Countries of the Eastern Caribbean", Organization of American States, October 1980.

E. Institutional Analysis

1. Barbados

In Barbados the Project will be implemented through the Ministry of Labor and <sup>Social</sup> Security which in mid-1978 initiated the Skills Training Program with technical cooperation from the O.A.S. Geared to unemployed youth between the ages of 16-25 years, modularized, non-formal skills training programs have been initiated in ten centers around the Island. The 9 to 12 week programs have focussed on training for entry level skills in such occupations as electrical installation, masonry and steel bending, carpentry, plumbing, auto mechanics, upholstery, horticulture and needlecraft. By the end of 1981, some 1,000 youths had completed training. The Program has also provided training for a director, a supervisor, 15 instructors and 2 related subjects teachers. As of 1981, the Barbados Skills Training Program has been incorporated into the regular budget of the Ministry of Labor, demonstrating the Government's commitment to the continuation of the Program.

The Regional Skills Training Project builds on the Barbados Skills Training Program by increasing the GOB's ability to address certain complementary activities for better meeting labor market needs. Specifically it will be linked to training programs being developed by the National Training Board, including apprenticeship and in-plant training schemes. The National Training Board established under the Occupational Training Act of 1979, is a semi-autonomous tripartite (private sector, government, union) statutory Board, under the Ministry of Labor and Social Security, responsible for ensuring that an

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adequate supply of trained manpower is available in all branches of economic activity in Barbados. It is anticipated that the Skills Training Program eventually will be administered by the National Training Board. There already exists a close working relationship between the staffs of the Training Board and of the Skills Training Program. Graduates from the Skills Training Program are eligible for placement in the Board's three year apprenticeship program, leading to a certificate as a skilled craftsman, or for in-plant skill upgrading programs in the non-apprenticeship trades.

Although the Board is empowered to undertake training activities in all economic sectors, it is presently focussing its activities on the construction, manufacturing and service sectors. Working through its Industrial Committees, the Board has already devised the apprenticeship training scheme for automotive mechanics and is working on those for the building trades and for air conditioning and refrigeration. The Board will supervise the on-the-job training of its apprentices, and assure that sufficient work release time is allowed for the apprentices to attend classes at the <sup>Samuel Jackman Prescod</sup> Polytechnic which will do all of the theoretical training for the Board. The Board will certify both the theoretical and practical training of all apprentices. It is anticipated that graduates of the Polytechnic, after two years of largely theoretical training, can move directly into the third year of practical apprenticeship training.

In addition to setting-up the apprenticeship training schemes, the Board is giving priority to the development of its in-plant and instructor training programs. The in-plant

training program will be oriented to skills upgrading, retraining for technological change and induction into non-apprenticeship trades. The key to the program is a corps of adequately trained instructors employed by the Board who can in turn train and supervise the in-plant trainers and their activities.

With the Youth Skills Training Program in place and operating and with the establishment of the National Training Board to develop and supervise apprenticeship and in-plant training as well as to coordinate all training activities including the Polytechnic, Barbados is on its way to institutionalizing a completely integrated and diversified training program geared to meeting skills needs ranging from entry level through the technical levels.

The regional project will assist the Government of Barbados in this institutionalization process by helping to develop its in-plant training capability, improving and expanding its instructor training program, diversifying and/or refining the skills modules already being offered, improving the job analysis function and introducing an occupational classification system, improving the transition from training to work by incorporating a follow-up information and evaluation system and support services as needed, and providing new and replacement tools and equipment. In addition, care will be taken to link the project with the current O.A.S. bilateral project aimed at improving the Ministry's labor market information system and upgrading its Labor Exchange Office.

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## 2. Dominica

The Youth Development Division of the Ministry of Education has been designated the principal counterpart institution responsible for the implementation of the skills training program. The Division will work closely with the Clifton Dupigny Technical College which will also have a counterpart function through its Assistant Principal.

The selection of the Youth Development Division as the implementing agency is a logical one as it has been most active in assisting youths interested in initiating their own small business establishments through ad hoc skills training and provision of financial resources. The Division has been responsible for helping to initiate several of the most successful small businesses in Dominica, e.g. Home Industries, Island Crafts, Leather Cooperative. Other youth employment projects which have or are receiving assistance from the Youth Development Division include timber extraction, rabbit rearing, bakery, garment manufacturing, ceramics, sheet roofing, hat-making, tourist guides, organic farming, dried and candied fruit processing.

The Youth Development Division functions through five district field offices each of which works with an average of 20 youths groups (from 10 to 40 youths in each group). A three stage leadership training course is provided as is training in the specific production skills and management knowhow required to initiate and maintain an income generating project.

The Division also operates a small revolving loan scheme with grant funds (EC\$15,000) from the British Development Division.

The average loan is from EC\$300 to EC\$500 with no interest charges. Repayment is reportedly good. No second loans are made to any one group or individual as it is felt that repayment to the revolving fund provides the credit worthiness needed to approach regular lending institutions. The Division assists in making loan requests to commercial banks. The Youth Development staff feels strongly that the revolving fund is a necessary component of its activities as most youths would not qualify for a first loan from regular banking institutions. Although the staff would like to have funds added to its own revolving fund, it is quite willing to work closely with the recently established National Development Foundation in assisting small enterprise development. (See Analysis of Employment/Training Needs).

At present the staff of the Youth Development Division includes a Director, an Assistant Director, six youth Development Officers and a Secretary. Funds are available, through the regional project, for the financing of two additional staff members, namely to perform the job developer and the instructor training/task analysis functions. The Minister of Education, however, has indicated that any additional staff required by the Division for the project's implementation can be recruited from within, among those already on the Ministry staff. The Minister suggested that the project funds designated for additional staff be assigned instead for more training modules, instructors and training materials and that staff salaries be considered a Government of Dominica contribution to the Project.

The Clifton Dupigny Technical College is the most important skills training facility in Dominica. Established in 1972, the Technical College provides two-year craft and technical

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level training programs in auto-mechanics, mechanical engineering, carpentry and joinery, plumbing, masonry, agriculture, refrigeration and air conditioning, secretarial studies and industrial sewing. Instruction in English, mathematics, physics and small business management is included in the training course.

Admission to the two year craft level training programs is limited to those who are 15 years of age and over and hold at least a National School Leaving Certificate. For the technical level training program, four 'O' levels are regarded as a desirable minimum. However, these standards, particularly at the technical level, have not often been achieved.

The Technical College staff is comprised of a Principal, Assistant Principal and 12 full-time instructors most of whom have received some training in England, Canada or Jamaica. The recently completed UNESCO/World Bank Report indicates that the instructors at the College are in need of more industrial experience. There is also a need for an instructor training program.

While the physical plant is quite good, the College is presently handicapped by a serious shortage of hand tools, most of which were lost as a result of Hurricane David. At the same time, some of the heavier equipment is underutilized and poorly maintained.

Despite these shortcomings, the College has made an effort in recent years to expand its training programs and to make them more relevant to the country's immediate skills needs. In addition to its full-time training courses, which now enroll 115 students, the College has introduced part-time courses for those unable to attend full-time due to job commitments, those who do not meet the academic or other requirements for entry into

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the full-time program, and others just interested in the particular part-time course. The part-time courses have attracted 153 students for training in electrical wiring, architectural drawing, furniture-making, secretarial skills, bookkeeping, accounting, mathematics and engineering sciences. With financial assistance from the O.A.S., the College has conducted two cycles of modularized 10 week training courses in the construction trades - carpentry, masonry, plumbing and electrical wiring - for some 80 students. The training modules were developed specifically to help meet the pressing need for construction required to rebuild homes and buildings destroyed by Hurricane David. The Technical College has no immediate plans to conduct additional non-formal training courses because of lack of resources, although there appears to be considerable demand for such training among young people. Over 300 persons applied for the 80 positions available for the short-term training in the construction trades.

Until recently, the College operated in isolation from the real training needs of the Dominican labor market. There was little liaison between the College and the private business sector nor did technical committees exist to advise on changes in skills requirements and course content. This has been rectified to some extent with the establishment of an Advisory Committee representing various economic sectors and both public and private interests.

While the project activities will be centered in the Ministry of Education, coordination with other Ministries will be required, most particularly with the Community Development Division of the Ministry of Home Affairs as community based

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training is an important component of the project. The Community Development Division helps to improve the quality of community life through the implementation of self-help projects and the operation of a revolving loan scheme for small business development (The loan scheme is discussed under Analysis of Employment/Training Needs). The Division has seven district development officers and 10 assistant officers who work through the elected village (30) and town (2) councils and voluntary groups in the planning and implementation of community self-help projects such as the construction of village and feeder roads, bridges, community and health centers, public conveniences, the rehabilitation of schools, etc. For the purposes of the project the village and town councils can provide important assistance in determining what skills are required in the communities.

### 3. Saint Lucia

A Youth Development Program was initiated in mid-1980 by the Ministry of Community Development with the assistance of the USAID financed National Office for Social Responsibility (NOSR). The original objectives of the Program were to establish five training centers, organize job development and placement activities, develop the capability for continuous labor market analysis, establish a management training component and prepare a long range action program. The Program was to train some 450 young people annually, over a three year period in agriculture, handicrafts, agro-processing, mechanical skills and garment making.

After a year and a half of operation, it was decided to scale back the original Program objectives. Instead of five training centers, only two are to be established; one in handicrafts and one for agri-processing. These centers will in turn establish community-based "outreach" training programs for the upgrading of skills in their respective skills areas.

The Regional Project training activities will be complimentary to those now underway (handicrafts) and planned (agri-processing) for the Youth Development Program by the NOSR. The range of training offered will be broadened to include all economic sectors and will be flexible, adapting to changing skills needs as they arise and providing youths with the broad and diversified skills background needed for the Saint Lucian economy.

In developing its training activities, the Project will utilize and build upon the existing capabilities of the

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Youth Development Program which has a staff of nine persons. It is anticipated that two staff members will be assigned and trained, one to perform job development functions and the other to do task analysis and to adapt training materials. Both staff members will input into both NOSR and the Regional Project training activities. Additional staff requirements for the Regional Project activities include a local project manager and six instructors. The local manager will serve as the counterpart to the OAS/USAID Regional Project Director/skills trainer in developing the training modules and providing the instructor training. The Project's instructor training activities should include the participation of the instructors in handicrafts and in agri-processing as well as those to be employed for the other training modules. The instructors already on board for handicrafts and agri-processing have not received any instructor training and this is felt to be somewhat of a handicap.

In reorienting the Youth Development Program to a more community-based employment development and skills training activity, the project will also work with the Ministry's Youth and Community Services Division and the Community Action Working Group. The Youth and Community Services Division has formed some 14 district youth councils and another 18 rural community councils through which the Project can work. The community councils, in particular, have been formed to help identify local needs and self-help projects. The Community Action Working Group has been set up within the Ministry of Community Development to review and act on loan applications for small-scale enterprise development and to

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oversee the operations of the Self-Help Employment Generating Scheme. The Scheme provides low interest loans (5%) for young people, between the ages of 16-35 years, who join together to create new employment opportunities or to expand successful existing enterprises. Minimal managerial and accounting training is provided to loan beneficiaries through the services of a Peace Corp volunteer. The loan repayment period varies depending on the amount of the loan and the purpose for which it will be used, but does not exceed five years. The Scheme has reportedly helped to create 105 new jobs in 47 enterprises, over a three year period at a total capital investment of EC\$244,000 (approx. US\$92,500) or US\$880 per job created. Funds for the revolving loan scheme have been provided by the British Development Division which plans to continue "topping off" the scheme as funds are drawn down.

While the project will work directly with the Ministry of Community Development and its Youth Development Program, close contact and coordination will be maintained with the National Development Corporation (NDC) which is proposing the development of an accelerated skill training program, using as a base the human, physical and material resources to be left behind by the ILO/UNDP regional accelerated training project in automobile and heavy equipment maintenance. The ILO/UNDP project ends in June of 1982, after which time the NDC is proposing to rent the building used by the ILO and to hire the Training Officer trained under the ILO/UNDP program. While the initial objective of the NDC proposal is

to continue to develop a pool of skilled automotive and heavy equipment mechanics who can pass their expertise on to others, the longer term objective is to expand into other skills areas. The ILO/UNDP Project Director feels that the NDC should focus its proposed activities on instructor training for all skills areas which is sorely needed in Saint Lucia both at the Technical College and in-plant training levels. According to the Project Director, one doesn't speak about skills training without first developing a corps of well-trained instructors. The National Development Corporation has expressed strong interest in cooperation with the Regional Project as it is, in some aspects, similar to yet goes beyond the NDC proposal.

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#### IV. Project Administration

##### A. Administrative Arrangements

The Organization of American States (O.A.S.), through its Program of Labor and Manpower, will be the executing agency and have overall responsibility for the Project's implementation. The O.A.S. Program of Labor of Manpower will designate a Washington based project coordinator who will be responsible for overall project supervision and provide administrative, financial and technical support for the regional project staff. Project accounts will be maintained by the project Coordinator who will disburse funds as required through the O.A.S. officers in the respective countries. The project coordinator also will be responsible for contracting long and short term consultants, arranging for fellowship training outside the region and, in general, ensuring the timely delivery of the goods and services required for project implementation.

The regional project team will be contracted by the O.A.S., in consultation with U.S.A.I.D., in accordance with its own general standards and procedures. (Job descriptions of the regional team their duties and responsibilities are provided in Annex D ). The Project Director/Skills Trainer will be charged with the technical direction and implementation of all project activities. Other members of the regional team, including short and long term consultants, will work under the direct supervision of the Project Director and will submit periodic reports to him and to the Project Coordinator. The Project Director will prepare quarterly reports, detailing staff activities and the status of the project's implementation which will be submitted to the O.A.S. Program of Labor and

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Manpower and to the U.S.A.I.D. The implementing institution, in each of the countries, will be responsible for assigning national Counterparts to work with members of the regional team. In Saint Lucia, the local project manager will have overall responsibilities for the implementation of the regional project's training activities under the Youth Development Program and will serve as the local counterpart to the Regional Project Director/Skills Trainer. He will coordinate all project activities with the NOSR Director in Saint Lucia.

To facilitate project implementation, a Regional Coordinating Committee will be established with overall responsibilities for approving the plans of operations for the Project at both the regional and national levels, recommending changes in the plans of operations as needed, and periodically monitoring performance as it relates to the attainment of the Project's verifiable goals. The Committee will be comprised of the Regional Project Director, a representative from O.A.S., and from U.S.A.I.D., and a representative from each of the participating countries plus NOSR. The Committee will meet twice yearly with the meeting site rotating among the countries. All reports of the Project Director, regional staff and consultants will be available for review by members of the Coordinating Committee. For the purposes of the Committee meetings, the local project directors will prepare a report on the Project's status in their respective countries. At its final meeting, the Committee will evaluate the Project, elaborate plans for institutionalizing Project services and identify means of ensuring an appropriate level of continuity.

B. Implementation Schedule

Charts A through C which follow provide a pictorial representation of the implementation schedule for the Regional Skills Training Project in Dominica, St. Lucia and Barbados respectively. The Project will be implemented over a two year period. It is anticipated that the regional staff will be in place by July of 1982. The first meeting of the Regional Coordinating Committee will be held in Barbados in July at which time the national project directors will review and approve the plans of operations and review all administrative technical and financial reporting procedures. This meeting also will afford the directors from Dominica and Saint Lucia an opportunity /to see the Barbados non-formal training program and to discussion its operations with the Director and instructors.

The following five months can be considered the start-up phase in Dominica and Saint Lucia, while in Barbados in-plant training activities will begin. During this start-up phase, meetings will be held in Dominica and Saint Lucia with business, government and community groups to determine what training modules will be initiated, training sites selected and renovated as needed, instructors selected, list of tools drawn up and tools procured, a trainee selection and a simple follow-up information system set up, training courses advertised and trainees selected and the business management module developed for those expected to enter self-employment after completing skills training. In the case of Saint Lucia, such a module has been developed by the NOSR for the Youth Development Program and can be adapted for use in Dominica and Barbados. In the case of Barbados, this module is not expected

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to have the importance it will in Dominica and Saint Lucia. Almost all of the trainees from the Barbados Skills Training Program have entered wage and salaried employment and those attached to in-plant or apprenticeship training schemes will be, by definition, already so employed.

In November, a one-month initial instructor training course will be given in Barbados for beginner instructors from the three national programs. This combined and intensive course will be followed-up with periodic shorter in-country instructor training courses (2 weeks) to be conducted between training modules. In addition to the regular instructor training program, 4 Barbadian instructors previously trained will be afforded the opportunity to go on for six month advanced training.

The actual training of youths should begin in January and February of 1983 in Dominica and Saint Lucia respectively. Each cycle of training will last approximately three months after which time trainees will be tested and certified in their skills. The Barbados Training Program will continue operating as established under the earlier OAS project. The regional team will assist in determining and setting up new modules, adapting training materials and following up on Program graduates. While the first training cycle is underway, the job analyst (3) will be in training so that they will be better able to adapt and develop training materials for subsequent modules.

During the life of the Project, periodic follow-up surveys of the graduates and employers will be conducted in order to measure the effectiveness of the training and to

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provide feed back for revising and introducing new modules.

In the case of Dominica and Saint Lucia, follow-up small business and marketing support services will be provided for graduates who opt for self-employment.





# BARBADOS

CHART C

1982

1983

1984

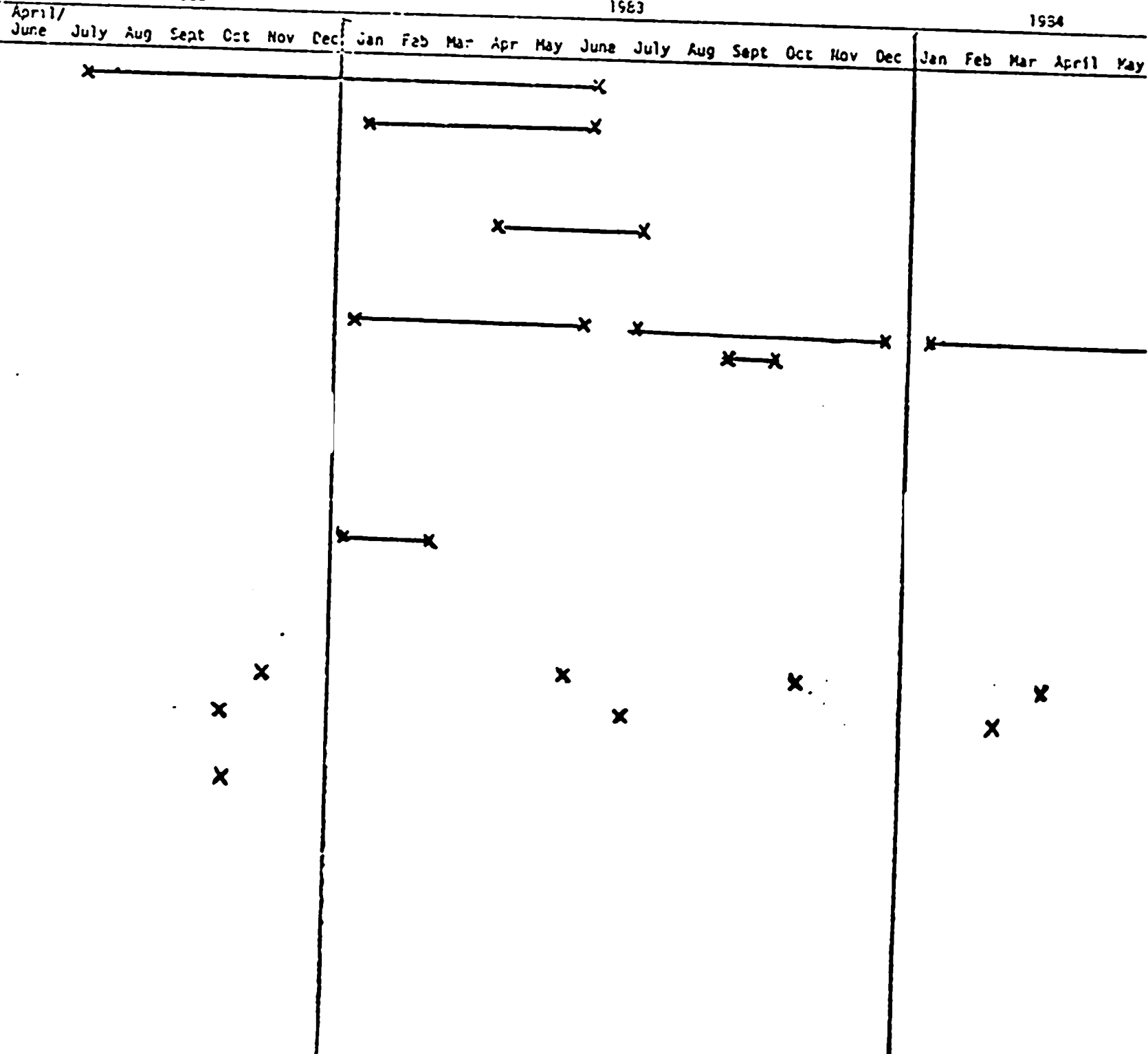
1. Technical Assistance
  - a. In-plant trainer
  - b. Occupational classification
  - c. Training standards and skills testing

2. Training
  - a. Instructors (4)
  - b. Occupational skills standards and testing (1)

4. Job Analyst (1)

3. Technical Assistance - Regional Team

1. Instructor training
2. Follow-up information system
3. Develop training components, business management, accounting, loans, cooperation, etc.
4. Determine and develop *new modules*



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C. Technical Assistance Plan

A. Consultants

In addition to the technical assistance to be provided (See Job Description in Annex D) by the regional team, the following special types of assistance will be required during the project:

1. In-plant trainers (Barbados)

Twelve (12) months of technical assistance will be provided to the Barbados project in the form of an expert in in-plant training. The expert will assist and advise the National Training Board in devising a comprehensive training plan which includes establishing and conducting in-plant training programs and administering an apprenticeship scheme. The expert will assist with staff training (instructors and inspectors) in the techniques of non-institutional vocational training - in-service, on-the-job, in-plant - and in the assessment of training needs.

2. Occupational Classifications (Barbados)

A short-term consultancy of 6 months is programmed to assist the Government to initiate a national directory of occupational classifications and definitions. This includes the documentation of job profiles which are found within each occupational grouping in Barbados. The standardization of occupational classification reflecting the Barbados labor market will provide the bases for establishing relevant skills training program and for setting up a national system of skills testing and certification.

3. Special Skills Areas

The Project provides funding for 12 man/months of short-term assistance which can be used as required in such

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areas as skills training, curriculum development, product design and marketing, skills testing and certification, etc.

## B. Training

### 1. Advanced Instructor Training (Barbados)

Funds are provided (\$40,000) for advanced training of instructors currently employed by the Skills Training Program and/or the National Training Board. Most of the instructors have completed a basic instructor training program and there is need for several to go on for advanced training which would enable them to assume the functions of instructor trainers. Advanced training programs in Jamaica, the United States, the United Kingdom, Ireland, etc. can be used for this purpose.

### 2. Instructor Training

In the cases of Dominica and Saint Lucia, basic instructor training programs will be introduced; in Barbados the program will be continued for new instructors coming on board. While much of the training of instructors will be conducted in-country, the initial course, of 3 to 4 weeks durations will be conducted for all beginner instructors from the three countries. Fellowship funds are provided for instructors from Dominica and Saint Lucia to attend a combined training course in Barbados. Shorter term instructor training courses (1 to 2 weeks) are inserts between training modules.

### 3. Job Analyst

One local project staff member from each country will be selected as the job analyst and provided three months training in the United States in task analysis and curriculum development.

Evaluation Plan

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

At the regional level, an overall monitoring and evaluation function will be performed by the Regional Coordinating Committee which will meet twice a year (See Administrative Arrangements). An end-of-project evaluation will be conducted to determine whether the Project achieved its purpose and reached its verifiable goals.

A.I.D., besides its annual internal evaluation, may also decide to conduct an independent, external evaluation, perhaps in conjunction with the second semi-annual meeting of the Regional Coordinating Committee, around the end of the first year of project activity and before the second tranche (FY83) of funds is obligated to the project. This evaluation will examine project support and performance on the part of participating governments as well as the general performance of the grantee. Specifically, it will determine the extent to which the major outputs are on target and likely to be achieved by the completion of the project. For example, allowing for start up time and estimating conservatively, by the end of Year One approximately 550 of the 1700 target for module participants and 400 of the 1250 target for employed youth should have been reached -- or one-third the total life-of-project output.

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ANNEXES

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Relevant OAS/USAID Studies

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2. "Labor Market Analysis for Dominica as Related to the Proposed Skills Training Project", Noreen Halvonik, OAS; Allen Lebell, Private Consultant; Toni Christiansen-Wagner, RDO/C; Allan Broehl, AID/W, August 1981.
3. "Labor Market/Manpower Information Proposal for the Youth Development Program, St. Lucia", Allan Broehl, AID/W, March 1981.
4. "An Evaluation of the Barbados Youth Skills Training Project and a Pre-Feasibility Study of the Proposed Regional Skills Training Project", Allan Salt and Tamline Antoine, February 1981.
5. "Report on a Tracer Study of the Barbados Youth Skills Training Project", Systems Inc., August 1981.
6. "The Unemployed of the Eastern Caribbean: Attitudes and Aspirations", Gary and Rosemary Brana-Shute, Florida, December 1980.
7. "A Project Proposal: Employment for Youth through Skills Training in the Countries of the Eastern Caribbean", O.A.S., October 1980.
8. "Labor Market Analysis for St. Lucia as Related to the Proposed Caribbean Regional Youth Employment and Skills Training Project", Noreen Halvonik, OAS, Allan Broehl, AID/W, Dr. Ellen Bussey, Private Consultant, Toni Christiansen-Wagner, RDO/C, October 1981.



5. A.I.D. - OAS COORDINATION:

A. PROCEDURES FOR PROVIDING GRANTS TO PUBLIC INTERNATIONAL ORGANIZATIONS SUCH AS THE OAS ARE SET FORTH IN A.I.D. HB 13, CHAPTER 5. - --

*250,000* B. SINCE PROPOSED A.I.D. GRANT WILL EXCEED DOLS. ~~475,000~~ PER ANNUM, THE FEDERAL RESERVE LETTER-OF CREDIT (FRLC) PAYMENT METHOD SHOULD BE USED, PURSUANT TO SECTION 5 J OF HB 13. FOR PURPOSES OF CALCULATING PERCENTAGE OF A.I.D. PAYMENT FOR GRANTEE'S VOUCHERS SUBMITTED AGAINST FRLC, MISSION SHOULD EXCLUDE OAS ADMINISTRATIVE COSTS (ESTIMATED IN PID AT DOLS. 85,000). A.I.D.'S PAYMENT UNDER SUCH PARI PASSU ARRANGEMENT WOULD BE 59.1 PERCENT GIVEN PROPOSED FUNDING LEVELS. RDO/C SHOULD ENSURE THAT AT LEAST TOMQ PERCENT OF PROJECT GOODS AND SERVICES WILL BE

FROM ELIGIBLE SOURCE COUNTRIES (I.E., U.S. AND CARIBBEAN PARTICIPATING COUNTRIES).

C. AMONG CONDITIONS PRECEDENT TO DISBURSEMENT UNDER PROPOSED A.I.D. GRANT, MISSION SHOULD INCLUDE (1) SATISFACTORY AGREEMENTS BETWEEN OAS AND EACH OF THE PARTICIPATING COUNTRY GOVERNMENTS; AND (2) ESTABLISHMENT OF COUNTRY ADVISORY COMMITTEES (AND POSSIBLY TECHNICAL OR COMMUNITY COMMITTEES).

6. PROVISION OF TRAINING TOOLS: WHILE NOT EXPLICITLY SET FORTH AS PART OF THE PROJECT, THE PAN AMERICAN DEVELOPMENT FOUNDATION (PADF) IS EXPECTED TO PROVIDE TRAINING TOOLS FOR THE PROJECT, VALUED AT DOLS. 125,000. DURING INTENSIVE REVIEW, MISSION SHOULD DETERMINE PADF'S ABILITY TO PROVIDE THE REQUIRED TOOLS ON A TIMELY BASIS FOR THE PROJECT. SHOULD MISSION DETERMINE THAT PADF CANNOT PROVIDE THE TOOLS, BUREAU PREPARED TO CONSIDER REQUEST FOR ADDITIONAL GRANT-FUNDS TO FINANCE TOOLS.

*Technical  
committees  
determine  
specific tool  
needed for  
specific sub  
areas!*

7. RELATIONSHIP OF PROJECT TO NOSR YOUTH DEVELOPMENT PROGRAM IN ST. LUCIA: BUREAU UNDERSTANDS OAS AND

MISSION WILL BE SEEKING ARRANGEMENTS WITH THE NATIONAL OFFICE FOR SOCIAL RESPONSIBILITY (NOSR) TO PERMIT THE OAS TO MANAGE A PORTION OF THE YOUTH DEVELOPMENT PROGRAM. IF SATISFACTORY ARRANGEMENTS CANNOT BE AGREED UPON BY THE INTERESTED PARTIES, PLEASE LET US KNOW BEFORE PP IS COMPLETED. CLARK  
BT

UNCLAS

111,6073

OPTIC

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ACTION. H. F. ...
DUE DATE. 12/15/81...
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 TAGS:

SUBJECT: CARIBBEAN REGIONAL NON-FORMAL SKILLS TRAINING  
 PID NO. 538-0073

REFS: (A) VERST/MEIGHAN TELCON 12/7; (B) STATE 512427

SINCE A.I.D. IS NOT REPEAT NOT THE SOLE CONTRIBUTOR TO  
 SUBJECT PROJECT, OAS AUDIT AND PROCUREMENT POLICIES AND  
 PROCEDURES APPLY AS PROVIDED IN HB1, SUPP. B, PARAGRAPH  
 16 C 3 A(2)(B). AS DISCUSSED REF (A), THIS INCLUDES  
 POLICIES RELATING TO SOURCE AND ORIGIN. ACCORDINGLY,  
 INSTRUCTIONS IN REF B, PARAGRAPH 5 E, REGARDING U.S. AND  
 PARTICIPATING COUNTRY SOURCE, ARE HEREBY WITHDRAWN. CLARK

6

5

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEASURES OF VERIFICATION	ASSUMPTIONS																																																		
<p>Program or Sector Goal: The broader objective to which this project contributes.</p> <p>To improve the employability and income of the unemployed/underemployed.</p>	<p>Measures of Goal Achievement</p> <p>As a result of this Project, there will be an increase in the number of employed and an increase in the real per capita income of those trained</p>	<p>National Government statistics, records World Bank Documents. Project Evaluation Results. Project follow-up, tracer study</p>	<p>Assumptions for achieving purpose</p> <ol style="list-style-type: none"> <li>1. Political stability and continued support for national development goals.</li> <li>2. Favorable climate for economic growth.</li> <li>3. Small business support activities will encourage an appropriate employment climate</li> </ol>																																																		
<p>Project Purpose: To provide appropriate non-formal skills training and support services to individuals, particularly 15-25 year olds, seeking improvement in their incomes and employment conditions</p> <p>Dominica: Assist the Government in the development of a viable national system of non-formal skills training.</p> <p>Barbados: Strengthen the institutional capability of the MOL to extend the present skills training program into schemes for apprenticeship and in-plant training</p> <p>St. Lucia: Reinforce and expand non-formal skills training activities linked to employment</p>	<p>Conditions that will indicate purpose has been achieved: End of project status</p> <ol style="list-style-type: none"> <li>1. Unemployed/underemployed youths are employed as a result of training/support services</li> <li>2. Country training networks with appropriate support services are institutionalized</li> <li>3. Country staff are trained and have assumed management/technical roles.</li> <li>4. Training modules have been located and adapted to local conditions</li> </ol>	<p>Project records and quarterly reports. Project evaluation.</p>	<p>Assumptions for achieving purpose</p> <ol style="list-style-type: none"> <li>1. Increased regional collaboration in instructor training and adaptation of training materials will improve effectiveness of training program</li> <li>2. Government commitments to improve youth employment opportunities exist throughout the duration of project</li> <li>3. Competent administration is provided by counterpart institutions</li> </ol>																																																		
<p>Outputs</p> <p>Training networks</p> <p>Staff trained</p> <p>Training materials</p> <p>Improved training facilities</p> <p>Local participants</p> <p>Employed youth</p> <p>Info System (Regional)</p> <p>Job development capability</p>	<table border="1"> <thead> <tr> <th>Measures of Outputs</th> <th>Dominica</th> <th>Barbados</th> <th>St. Lucia</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Staff trained</td> <td>1</td> <td>1</td> <td>1</td> <td>3</td> </tr> <tr> <td>Training materials</td> <td>11</td> <td>6</td> <td>7</td> <td>22</td> </tr> <tr> <td>Improved training facilities</td> <td>20</td> <td>10</td> <td>15</td> <td>45</td> </tr> <tr> <td>Local participants</td> <td>6</td> <td>3</td> <td>4</td> <td>13</td> </tr> <tr> <td>Employed youth</td> <td>800</td> <td>600</td> <td>300</td> <td>1700</td> </tr> <tr> <td>Info System (Regional)</td> <td>550</td> <td>500</td> <td>200</td> <td>1250</td> </tr> <tr> <td>Job development capability</td> <td>1</td> <td>1</td> <td>1</td> <td>3</td> </tr> </tbody> </table>	Measures of Outputs	Dominica	Barbados	St. Lucia	Total	Staff trained	1	1	1	3	Training materials	11	6	7	22	Improved training facilities	20	10	15	45	Local participants	6	3	4	13	Employed youth	800	600	300	1700	Info System (Regional)	550	500	200	1250	Job development capability	1	1	1	3	<p>Project records</p> <p>Periodic field visits by OAS/USAID project officers</p>	<p>Assumptions for achieving purpose</p> <ol style="list-style-type: none"> <li>1. Instructors in appropriate areas are available</li> <li>2. Modern training-course materials can be adapted to local requirements and are available.</li> <li>3. Government/private sector will provide available training sites as requested</li> </ol>										
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\* St. Lucia Outputs funded by MOSR and supported by Regional Technical Staff of this project. \*\* Plus \$502,000 participating country contribution.

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**DIRECTOR/SKILLS TRAINER****Functions**

Responsible for the overall implementation of the Regional Non-Formal Skills Training Project in Barbados, Dominica and Saint Lucia, which entails the following:

- 1) Assist in the establishment of community-based, flexible non-formal skills training programs and train national project directors to administer and operate such programs;
- 2) Advise on the selection of instructors and plan and conduct instructor training courses in-country and at the regional level;
- 3) Help to locate training materials and advise on their adaptation to country needs;
- 4) Provide guidance in developing a system of skills testing and certification;
- 5) Coordinate and supervise activities of the other members of the regional project team and of the long and short-term consultants;
- 6) Prepare quarterly reports on activities of regional team and progress on project implementation in each country;
- 7) Attend twice yearly meetings of Regional Coordinating Committee.

**Qualifications**

- 1) At least 10 years experience in the field of vocational education/ technical training, with particular emphasis on the development of short-term modular training courses;
- 2) Experience in the administration of skills training programs;

- 2 -

- 3) International experience preferred;
- 4) Advanced degree in vocational education and training;
- 5) Agree to spend at least 50% or more of time traveling;
- 6) English speaker; and
- 7) Ability to work well with persons with varied cultural, educational and skills backgrounds.

Employment Promotion AdvisorFunction

To train national counterparts in the identification of occupational training programs that are appropriate to the Project target group which will result in:

- (1) Obtaining wage and salary employment
- (2) Improving the incomes of poor workers engaged in self-employment or family operated forms or enterprises
- (3) Establishing new small businesses or self-employment activities.

To develop appropriate techniques for the verification of occupational demand in skills that meet Project training requirements.

To assist national counterparts in developing linkages between Project activities and other national institutions related to employment development (e.g. Ministries of Agriculture and Industry, Development Banks and Foundations, Business Groups, sources of Credit).

To assist national counterparts in providing placement and other follow-up services after training as well as initiating a simple technique of tracer studies of graduates' experience in the labor market.

Qualifications

- 1) Five years experience in community development, counselling or small business activities related to employment development and job improvement.
- 2) International experience preferred.
- 3) Degree in social sciences field or business administration.

- 2 -

- 4) Interest in living in remote, lesser developed areas.
- 5) Agreement to spending at least 50% or more of time travelling.
- 6) English speaker.
- 7) Ability to work with young people with varied cultural, educational and skills background.

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Relationship of Project with Other Education/Training Activities

In Barbados, Dominica and St. Lucia, some pre-vocational training currently is offered in junior secondary schools. These consist of general, exploratory experience for the 12 - 15 age group and is of value in its own right as a learning experience even for those who continue with their academic education. To the extent that school leavers have had this basic introduction to the world of work, this should make the task of the non-formal skills training program to provide more directly work-related training that much easier.

Technical colleges provide vocational training at the upper secondary level. It is structured, long-term formal education (both academic and vocational), which is designed to produce skilled craftsmen and technicians. A basic literacy/numeracy test combined with some measure of aptitude is required for entrance to the Technical College. The examination is selective and only a small percentage of students are admitted due to the inavailability of space in the various courses offered.

Barbados

According to the Barbados Development Plan 1979 - 1983, the Government of Barbados deems the problems of the youth of Barbados a matter requiring urgent attention. It is stated that the problem is mainly economic due to the fact that young people are most severely affected by unemployment.

Increased training activity is a necessary complement to the additional educational opportunities which the Government hopes to provide during the Plan period. It is also an essential pre-condition to a rapid reduction in the level of unemployment

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since persons with training in a vocation or on their own can more readily secure remunerative employment either with an employer or in their own account than persons not so trained. Furthermore the availability of a large pool of skilled and some semi-skilled persons will ensure that the industrial development efforts of the Government are not frustrated due to shortage of suitably trained workers.

The Government will, therefore implement comprehensive training programs which will equip young persons with skills to enable them to take advantage of economic opportunities which require such skills. A Skills Training Program, developed with technical assistance from the Organization of American States, has been functioning for 2 1/2 years. This program, although not designed to solve the youth employment problem of Barbados or to meet the training needs of existing industrial or business establishments, has offered a modest contribution to both.

The Government will also give special attention to increasing the number of skilled persons by way of formal apprenticeship and traineeship schemes. For many years apprenticeship in Barbados has been neglected with the result that the supply of skilled workers has fallen far short of the demand for such workers. In order to give a new thrust to apprenticeship training, the Apprenticeship Act and Apprenticeship Bursaries Act have been repealed and replaced by new legislation. The New Occupational Training Act, as it is called, provides for the establishment of a National Training Board which will have a tripartite character with wide powers to enable it to develop and associate itself with the whole spectrum of occupational training. The Board will be

expected to coordinate the several training activities now taking place in the public and private sectors in order to ensure that there is no unnecessary duplication of effort and waste of resources. The Board will be served by a Director of Training and other staff.

A Training Plan has been designed to integrate and coordinate training activities in the various sectors, to monitor and evaluate resources and needs, as well as to evaluate the outputs of training programs and their cost effectiveness. Consideration is therefore, being given to the creation of an Advisory Council for Training and Development (ACTAD) which will coordinate, as may be necessary, those institutions or programs through which the main operational thrusts will be made. These are:

- The Government's Training Center, operating under the Training Act, 1972, administering the Training Loan Fund and processing external awards and offers;
- The Ministry of Education with its training agencies, e.g. the Samuel Jackman Prescod Polytechnic, the Barbados Community College, Erdiston Teachers' Training College, along with its responsibility for the Barbados and National Scholarships and the Students' Revolving Loan Fund;
- The Ministry of Labor's National Training Board for occupational training (crafts, trades, etc.) and youth training; and
- The Barbados Institute of Management and Productivity.

Currently, potential full-time students applying to Samuel Jackman, Prescod Polytechnic must sit an entrance examination in Math and English. Prospective part-time evening class students

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are normally selected by interviews or on recommendation from their employers. Upon the successful completion of the one to two year courses, students are awarded a certificate. The Barbados Community College also offers long-term programs in a wide range of skills at the technician, middle management, and pre-university levels. These institutions prepare students in structured, long-term educational programs and do not meet the needs of less educated unemployed youth seeking entry-level employment. Therefore, opportunities for this target group to acquire trade skills through shorter, training courses are provided under the Skills Training Program of the Ministry of Labor and Social Services. Plans are being developed to take completers of the Skills Training Program who have been placed in jobs and to provide them with follow-up training. The extent to which this will be done through in-plant training or by attending night courses at Samuel Jackman Prescod Polytechnic Institute has not yet been determined. In addition, completers of the Skills Training Program will be linked to the Apprenticeship program. This phase, however, is at least one or two years away from initiation.

Dominica

The most important formal skills training facility in Dominica is the Clifton Dupigny Technical College. Established in 1972, the Technical College provides two year craft-level training programs in auto mechanics, mechanical engineering, electrical engineering, carpentry and joinery, plumbing, masonry, agriculture, refrigeration and air conditioning and secretariat studies. Instruction in english, mathematics, physics and small business



management is also included in the training course.

The Technical College staff is comprised of a Principal who doubles as an instructor in mathematics and physics and 12 full-time instructors, most of whom are certified and have received advanced training in England, Canada or Jamaica.

While the physical plant is quite good, the College is presently handicapped by a serious shortage of hand tools, most of which were lost as a result of Hurricane David.

The College reportedly can accommodate 160 full-time students. However, only 82 are enrolled for the 1981 - 82 cycle as follows:

Secretarial Studies	12
Basic Business Practices	12
Electrical Installation	12
Agriculture	13
Plumbing	10
Carpentry	12
Auto Mechanics	11

Admission to the full-time training program is restricted to those who are 15 years of age and over and hold at least a National School Leaving Certificate in english and mathematics or pass the Technical College entrance examination. The requirements can be waived for the "mature" students with related practical experience if they can satisfy an Interview Board as to their suitability for taking any one of the training courses.

Despite the apparent under-utilization of Technical College graduates, the Dominican business community feels that the number of skilled workers produced by the College is insufficient for the country's needs and therefore the training activities must be expanded.

Recently, the Technical College with financial assistance from the O.A.S., conducted four ten-week non-formal training courses in the housing construction trades - carpentry, electrical wiring, plumbing and masonry. Some 42 students completed the courses held from November, 1980 through February, 1981. The total expenditures for the program were EC\$41,300 which represents a per student cost of EC\$983 (US\$366). A second group of 40 persons will be similarly trained in September, 1981.

The training modules were developed specifically to help meet the pressing need for construction skills required to rebuild homes and buildings destroyed by Hurricane David. The Technical College has no immediate plans to conduct additional non-formal training courses because of a lack of resources.

There appears to be considerable demand for non-formal training among young people who would not qualify for admission to the regular technical training courses offered at the College. Over 300 persons applied for the 40 positions available for non-formal training in the construction trades, 66 percent of whom were under 21; another 23 percent were 21 to 25 years of age. Nearly three-quarters of those who applied for the module training program had not successfully completed their primary schooling. Reportedly, many of the applicants showed difficulty communicating, either orally or in writing.

Given their classical academic orientation, secondary schools in Dominica provide very limited vocational training. Two Catholic secondary schools for girls - Convent High School and St. Martin's School - provide training in secretarial skills and home economics. The Portsmouth Secondary School has an industrial arts (Woodworking) department but is not operating because a qualified teacher cannot

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St. Andrew's High School at Londonderry is the most forward looking school in Dominica. In addition to providing secondary education for students in the region, St. Andrew's also provides full-time 2 year vocational training courses for out-of-school youths and adults. Training in farming skills are being emphasized - food production and processing, animal husbandry, chicken farming, etc. Welding and auto mechanics' workshops already exist and plans are to expand into carpentry and furniture making, electricity, shoe repair and production, clothing design and manufacturing, and secretarial studies. Related subjects such as technical drawing and accounts also will be included in the curriculum. After only two years of operation, St. Andrew's has an enrollment of 650 students, approximately 150 of whom are in the full-time vocational training programs. All regular secondary students receive vocational training in an area of interest. The administration of St. Andrew's recognizes a need for short-term training courses in the area as not all out-of-school youths or adults are able to stick with a two year program. All of the vocational trainers are local craftsmen with much experience but little formal training. An instructor training program is needed to upgrade their pedagogical skills.

At one All Age school - St. Luke's, Point Michael - training is being provided in woodworking. It is reported that the students of St. Luke's have become so proficient at their skill that they recently were awarded the contract to make the furniture for the Woodford Hill School (enrollment 285).

There seems to be an awareness on the part of the present government that the severe youth unemployment problem facing

Dominica is, in part, due to the failure of the formal school system to provide school leavers with employable skills.

To help rectify this situation, a new Junior Secondary Education Program is being introduced in ten all age schools, Forms 1-3, in September 1981 and will be expanded to the other schools over the next several years. An important component of the Program will be some pre-vocational type training in community and vocational skills. It is anticipated that the pre-vocational component will provide students with general skills with which they can earn a livelihood, and/or build upon by going on for more specific training.

The proposed USAID/OAS non-formal skills training project would complement these formal training programs either as an option for those completing the Junior Secondary Education Program or for those school leavers seeking to learn an entry-level skill.

St. Lucia

The Morne Fortune Technical College is the principal vocational training institution in Saint Lucia. In operation since 1970, the College provides two year training to the craft and technical levels in the building, commercial, and mechanical trades. The College also operates the Hotel Trade School and the Technical Teacher Training Unit,<sup>1/</sup> both of which offer one year training programs.

The Technical College reportedly receives some 500 applications for admission each year for the approximately 100 places available.

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<sup>1/</sup> - The Technical Teacher Training Unit is an Eastern Caribbean regional program for the training of technical college instructors and industrial arts and science teachers for the Junior Secondary Schools.

For craft level training, applicants must have completed Form 3 of the junior secondary level, which potential technical level trainees must have completed the senior secondary forms with "0" levels in mathematics and English. All applicants must take the College's entrance examination. Students fees of EC\$255/year for craft level courses and EC\$405 for technical level training in the second year do not begin to cover the average per student training costs at the College which are approximately EC\$2,000 per year.

The College has 35 full-time instructors, 8 of whom are expatriates, and 4 part-time instructors. The student/teacher ratio is quite low, an average 12 to 1, which is due in part to the limited workshop space available for training. The College also suffers from a shortage of training equipment.

Over its 10 year history, the Technical College has graduated some 747 craftsmen and technicians. It is interesting to note that the courses with the most numerous graduates, the commercial (secretarial) and hotel trades, are traditionally female activities. Almost 100 percent of those in the former and approximately two-thirds of those in the latter training programs are women. Women also comprise a sizable portion of the building technicians (craftsmen) trained at the College; an estimated one-third. The other popular skills areas of carpentry and joinery, motor mechanics and electricity are male occupations by tradition.

As a result of increasing demand for skills up grading of those already employed, the Technical College has been gradually expanding its short-term training programs, particularly for supervisory and managerial level personnel. In 1980, some 111

persons were enrolled in short-term training programs. Over half of those in short-term courses, were from the Hotel/ Restaurant sector which probably results from the Hotel Trade School's reportedly close contact with the Hotel Association. Although instructors in the other trades supposedly maintain informal contact with employers, no formal mechanism (advisory committees) for channeling employer input as regard skills needs, course contact, etc. is in place. To help rectify the situation, the College is in the process of conducting, with the assistance of UNESCO expert, a skills need survey of establishments employing building and mechanical tradesmen. The exercise is showing that employer feed back in these trade areas is indeed required on a regular basis.

The survey results, although incomplete, indicate a demand for more short-term skills upgrading courses, particularly in electrical installation, refrigeration and air conditioning and automative repairs. Suggested new skills training areas include electronics, architectural drafting autobody repairs, partsmen, and small business management.

Employer responses also suggest that Technical College trainees should have more on-the-job experience. At present, the college only requires a 3 or 4 week work attachment for its full-time final year students and a one month attachment between the first and second years is voluntary in nature. The College has under consideration the establishment of an apprenticeship program whereby students would divide this time between work and a formal training program. Under such a system training courses might be more readily adapted to reflect local skills requirements rather than those required under the City Guide

Examinations and trainees might develop a more realistic impression of their skills qualifications vis-a-vis requirements in the work place.

The Castries Comprehensive Secondary School in operation since 1974, provides a 5 year mixed program of academic and vocational subjects for some 700 students. It is the only secondary school in Saint Lucia which offers this balanced approach of academic and practical training. During the first three year cycle (Forms 1, 2 and 3), all students receive some pre-vocational training in typing, sewing, arts and craft, cookery, welding, machine shop, small engine repair, electricity, plumbing, auto mechanics, wood-working, masonry and building construction. At the end of Form 3, students select two skills areas for specialized training in Forms 4 and 5. Students are encourage to do a work assignment during summer vacation prior to beginning their final year.

There has repeatedly been some difficulties in recruiting and retaining staff in the technical/vocational subjects because salaries are lower than those paid in the private sector and those paid to academic teachers. There has also been some reluctance on the part of student to specialize in certain technical/vocational subjects for which no "O" level examinations existed. The situation has improved somewhat now that students can sit for the RSA examinations in typing and shorthand and the CXC exams in wood-working, electricity, and metal-work. Standardized examinations for certification in auto mechanics, small engine repair and masonry are still lacking, however.

The Comprehensive School is viewed by many as the

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best equipped school in Saint Lucia. Certainly the technical/vocational workshops are superior to those at the Technical College both in terms of space and equipment. There are some indications that the training being provided is at least as good as superior to that at the Technical College. In response to the skills and survey being conducted by the College; some employers have rated the Comprehensive School graduate better trained than their Technical College counterparts.

The St. Lucia College of Agriculture offers a one year certification course and a two year diploma course in agriculture. The one year course is especially designed for those who are or intend to become farmers, the two year diploma course, which shares the first year with the certificate students, is designed for those who intend becoming agricultural technicians. From the certificate level course prospective students should have a junior secondary school leaving certificate and be from a farming family. For the diploma level course, three "O" levels are required. In 1980, the College graduated 44 students. Enrolment for 1981 is 37; 25 in the certificate and 12 in the diploma level courses. As the government and private sectors are showing need for farmer agricultural technicians, the one year certificate course is expected to grow in relative importance.

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I. Other Mission Related Projects

In RDO/C's current portfolio, three projects are directly related to this proposed regional project. The projects are: Basic Human Needs with \$250,000 for a Barbados Skills Training Fund; a \$373,000 OPG to Women in Development, Inc., in Barbados and a \$950,000 OPG to the National Office for Social Responsibility in St. Lucia.

Barbados Skills Training Project

USAID provided the Government of Barbados with additional funding in April of 1980 to expand the Barbados Skills Training Program. The program was initiated in 1978, by the Ministry of Labor and Community Services, with technical assistance from the OAS. USAID's contribution was focussed on the construction activities and funded the training of unemployed youths in entry level skills in plumbing, carpentry, electricity, and masonry.

A Tracer Study of the Barbados Skills Training Program was conducted in August, 1981 and the results were summarized under the Country Specific Section of this paper.

As of April 1981, the Barbados Government incorporated the Skills Training Program into the country's budget. The proposed regional project provides additional money for consultants, training, tools, new student instructor costs and material and would serve to strengthen the original program.

Women In Development

The purpose of the Women in Development Inc, (WID, Inc.) project started in March 1980, is to improve the socio-economic status of low-income families by providing training, social services, and credit to low-income women for income-generating purposes. During the past 14 1/2

- 23 -

year, March 1980-1981, WID has worked with six various projects including Bajan Products (Department of Women's Affairs), Creative Hands and Craft Makers, (YMCA) and five groups from the Barbados Skills Training Program (Ministry of Labor and Community Services). WID Inc., recently provided a loan of \$10,000 to the upholstery graduates of the Skills Training Program and a line of credit of \$1,000 to a needlework group. A formal on-going relationship between WID and the Program has not been established, although it has been requested by WID.

An annual evaluation of the Women in Development Project, was conducted in March 1981. Several implementation issues were discussed which the evaluators felt decreased WIDs overall effectiveness. The first is the need for a link training programs and the employment demand side of the labor market or the possibilities for certain types of small businesses. Particularly for the women trained in needlework under the Skills Training Program this linkage has been non-existent. In addition, trainees must learn how to operate the business from the beginning of the training rather than include the business component as an area not related to the technical component. WID inherited the problems cited above because they are structural characteristics of an already established program in which WID has been providing services. A number of recommendations were made in the evaluation which are currently being reviewed by WID and the other programs involved with a view towards redesigning and increasing the effectiveness of WIDs services.

PADF/Small Business Fund - Dominica and St. Lucia

RDO/C is currently planning a microbusiness initiative in the Eastern Caribbean. The Pan American Development Foundation (PADF),

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in concert with Partnership for Productivity (PFP), is planning to submit to the Mission an OPG proposal to support National Development Foundations in Dominica, St. Lucia and St. Vincent.

The NDF in Dominica, which has already been organized, will serve as an umbrella organization for small business assistance. It will draw support from medium and large scale business in Dominica, as well as outside sources. It will provide for technical assistance and will include a revolving loan guarantee fund. The Mission is planning a \$25,000 SDA grant to the Dominica NDF to help it get started; this will be matched by a similar sum from PADF.

RDO/C is also considering a substantial contribution to the small business loan fund administered by the Dominica Agricultural and Industrial Development (AID) Bank. This fund, begun with monies granted by Appropriate Technology International, is the largest single source of funds in Dominica for microbusiness development. The AID funding would be a part of the regional private sector Development Bank Project now under consideration by RDO/C.

Caribbean Association of Industry and Commerce (CAIC)

In May 1980 RDO/C made a \$400,000, pilot grant to CAIC to enhance its capacity to stimulate investment and productive employment in the region. Training is one of the five major program areas receiving grant support; the others are business-government relations, organizational affairs, economic development, and research and data collection. CAIC's training efforts are focussed on managers, clerical workers, and on giving existing firms new abilities such as an export capacity.

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Supplementary Financial Data

Estimated Value of In-Kind Counterpart Contribution

	<u>US\$</u>
1. <u>Barbados</u>	
Staff salaries	300,000
In-Plant Trainer (2 yrs @ BD\$26,000)	
Occupational Analyst (2 yrs @ BD\$23,000)	
2 Secretaries (2 yrs @ BD\$15,000 ea.)	
14 Instructors (2 yrs @ BD\$14,000 ea.)	
Director (2 yrs @ BD\$26,000)	
Trainee Stipends (500 @ BD\$25 x 12 wks.)	75,000
2. <u>St. Lucia</u>	
Staff salaries	
Intake Counselor (2 yrs @ US\$5,900)	11,800
Secretaries (2 x 2 yrs x US\$2,300)	9,200
Local Community Facilities (rental and/or renovation)	10,000
3. <u>Dominica</u>	
Staff salaries (EC\$110,000 x 2 yrs) =	220,000
Office rental (EC\$400 x 24 mos.) =	9,600
Renovation of training sites =	26,700
	<u>EC\$256,000 =</u>
	<u>96,000</u>
<b>Total -</b>	<b>\$502,000</b>

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AGENCY FOR INTERNATIONAL DEVELOPMENT

Advice of Program Change

DATE:

Country : Caribbean Regional

Project Title : Regional Non-Formal Skills Training

Project Number : 538-0073

FY 1982 CP Reference : None

Appropriation Category : Education and Human Resources

Intended Obligation : \$400,000

This is to advise that A.I.D. intends to obligate \$400,000 in Grant funds in FY 1982 for the Regional Non-Formal Skills Training Project.

The project purpose is to provide appropriate non-formal skills training and support services to individuals, particularly 15 - 25 year olds, seeking improvement in their incomes and employment conditions. AID is co-financing along with the Organization of American States (1) a regional technical assistance staff, (2) short term regional consultants, (3) in-plant training and occupational classification consultancies in Barbados, and (4) training, equipment, materials and related operational costs at the participating country level. Of the total two year life-of-project cost of \$1,169,000, A.I.D. is planning to contribute \$710,000, subject to the availability of funds. Barbados, St. Lucia and Dominica are participating in this Project.

ANNEX: Activity Data Sheet

PROGRAM CARIBBEAN REGIONAL

## PLANNED PROGRAM SUMMARY SHEET

CP 92-05 (8 83)

TITLE	Regional Non-Formal Skills Training		FUNDING SOURCE	AG. AD & N:	HEALTH:	PROPOSED OBLIGATION (in thousands of dollars)			
						FY 82	400	LIFE OF PROJECT FUNDING	710
NUMBER GRANT	538-0073	NEW <input checked="" type="checkbox"/> CONTINUING <input type="checkbox"/>	POPULATION:	ED. & HR:	SEL. ACT.:	INITIAL OBLIGATION	ESTIMATED FINAL OBLIGATION	ESTIMATED COMPLETION DATE OF PROJECT	
	LOAN <input checked="" type="checkbox"/>			400		FY 82	FY 83	FY 84	

Purpose: To provide appropriate non-formal skills training and support services to individuals, particularly 15-25 year olds, seeking improvement in their income and employment conditions.

Project Description: This Project will provide non-formal skills training to identified segments of unemployed/under-employed youths. These programs will operate outside the formal education sector. Their course content and duration will be determined by the occupational requirements of the jobs for which the training is being provided, will include only what is required for performing a specific activity and will be designed to meet the level of abilities of the trainees. To the extent there is insufficient demand for employment to absorb all program completers, actions will be taken to develop employment opportunities or to increase the productivity of existing income generating endeavors. Linkages will be established with programs which assist in developing micro-enterprises, improving farm output and supporting current income generating activities. Community groups will be encouraged to participate so that skills training can be incorporated into community improvement projects.

Training programs will consist of short and intensive basic skills modules requiring on the average eight to twelve weeks to complete. Only light equipment will be used so that training may be offered in various community facilities located close to where trainees live. Existing modular instructional materials, will be utilized and adapted to meet local needs.

OAS-AID co-financing will provide for (1) regional technical assistance staff, (2) short term regional consultants, (3) in-plant training and occupational classification consultancies in Barbados, and (4) training, equipment, materials and related operational costs at the participating country level.

Relationship of Project to A.I.D. Regional Strategy: USAID has strongly and consistently supported efforts to increase the employment and productivity of the region's citizens. For example, RDO/C's pilot support grant to the Caribbean Association of Industry and Commerce will finance the identification and coordination of training programs for businesses and business associations to enhance employee and staff entrepreneurship. Although such projects are expected over time to contribute to the alleviation of the region's human resource constraints, there nevertheless remains a definite need for a skills upgrading mechanism at the job entry level aimed at the large number of young persons in the region who are on the periphery of the job market and who are unemployed or highly underemployed.

Host Country and Other Donors: AID grant funds will be provided to the Organization of American States to complement a contribution of \$459,000 from OAS for the implementation of this project. Dominica, St. Lucia and Barbados will participate in this project and will provide a combined host country contribution of \$502,000.

This project builds on past assistance by AID to the Barbados Skills Training Program and the St. Lucia Youth Development Program.

Beneficiaries: By the end of the project 1250 trainees will be employed and the skills training program and follow-up support services will be institutionalized in the three participating countries.

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LEGAL EXHIBITS  
STATUTORY CHECKLIST

ANNEX I.1

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5C(2) PROJECT CHECKLIST

Listed below are statutory criteria applicable generally to projects with FAA funds and project criteria applicable to individual funding sources: Development Assistance (with a subcategory for criteria applicable only to loans); and Economic Support Fund.

CROSS REFERENCES: IS COUNTRY CHECKLIST UP TO DATE?  
HAS STANDARD ITEM CHECKLIST BEEN REVIEWED FOR THIS PROJECT?

A. GENERAL CRITERIA FOR PROJECT

1. Continuing Resolution  
Unnumbered; FAA Sec. 634A;  
Sec. 653(b).

(a) Describe how authorizing and appropriations Committees of Senate and House have been or will be notified concerning the project; (b) is assistance within (Operational Year Budget) country or international organization allocation reported to Congress (or not more than \$1 million over that amount)?

A Congressional Notification is being prepared. Notification will be accomplished before the project is authorized.

2. FAA Sec. 611(a)(1). Prior to obligation in excess of \$100,000, will there be (a) engineering, financial other plans necessary to carry out the assistance and (b) a reasonably firm estimate of the cost to the U.S. of the assistance?

Yes.

3. FAA Sec. 611(a)(2). If further legislative action is required within recipient country, what is basis for reasonable expectation that such action will be completed in time to permit orderly accomplishment of purpose of the assistance?

No further legislative action is required.

- A. 4. FAA Sec. 611(b); Continuing Resolution Sec. 501. If for water or water-related land resource construction, has project met the standards and criteria as set forth in the Principles and Standards for Planning Water and Related Land Resources, dated October 25, 1973? N.A.
  
- 5. FAA Sec. 611(e). If project is capital assistance (e.g., construction), and all U.S. assistance for it will exceed \$1 million, has Mission Director certified and Regional Assistant Administrator taken into consideration the country's capability effectively to maintain and utilize the project? N.A.
  
- 6. FAA Sec. 209. Is project susceptible of execution as part of regional or multilateral project? If so why is project not so executed? Information and conclusion whether assistance will encourage regional development programs. This is a regional project.
  
- 7. FAA Sec. 601(a). Information and conclusions whether project will encourage efforts of the country to: (a) increase the flow of international trade; (b) foster private initiative and competition; and (c) encourage development and use of cooperatives, and credit unions, and savings and loan associations; (d) discourage monopolistic practices; (e) improve technical efficiency of industry, agriculture and commerce; and (f) strengthen free labor unions. This project provides training programs for the private sector, they should foster private initiative, and improve the technical efficiency of industry and agriculture.
  
- 8. FAA Sec. 601(b). Information and conclusion on how project will encourage U.S. private trade and investment abroad and encourage private U.S. U.S. goods and services will be used by the project, as appropriate.



- A.8. participation in foreign assistance programs (including use of private trade channels and the services of U.S. private enterprise).
9. FAA Sec. 612(b), 636(h); Continuing Resolution Sec. 508. Describe steps taken to assure that, to the maximum extent possible, the country is contributing local currencies to meet the cost of contractual and other services, and foreign currencies owned by the U.S. are utilized in lieu of dollars. As indicated in the project paper, participating countries are making substantial contributions to the project.
10. FAA Sec. 612(d). Does the U.S. own excess foreign currency of the country and, if so, what arrangements have been made for its release? No.
11. FAA Sec. 601(c). Will the project utilize competitive selection procedures for the awarding of contracts, except where applicable procurement rules allow otherwise? Yes.
12. Continuing Resolution Sec. 522. If assistance is for the production of any commodity for export, is the commodity likely to be in surplus on world markets at the time the resulting productive capacity becomes operative, and is such assistance likely to cause substantial injury to U.S. producers of the same, similar or competing commodity? N.A.

B. FUNDING CRITERIA FOR PROJECT

1. Development Assistance Project Criteria

a. FAA Sec. 102(b), 111, 113, 281(a). Extent to which activity will (a) effectively involve the poor in development, by extending access to economy at local level, increasing labor-

Training programs for unemployed youth will directly involve and assist the poor and will focus on labor-intensive activities in both rural and urban settings.

B.1.a. intensive production and the use of appropriate technology, spreading investment out from cities to small towns and rural areas, and insuring wide participation of the poor in the benefits of development on a sustained basis, using the appropriate U.S. institutions; (b) help develop cooperatives, especially by technical assistance, to assist rural and urban poor to help themselves toward better life, and otherwise encourage democratic private and local governmental institutions; (c) support the self-help efforts of developing countries; (d) promote the participation of women in the national economies of developing countries and the improvement of women's status; and (e) utilize and encourage regional cooperation by developing countries?

Women are an integral part of the project that they will be receiving the training this project provide.

As a regional project the project promotes regional cooperation.

b. FAA Sec. 103, 103A, 104, 105, 106, 107. Is assistance being made available: (include only applicable paragraph which corresponds to source of funds used. If more than one fund source is used for project, include relevant paragraph for each fund source.)

(1) [103] for agriculture, rural development or nutrition; if so (a) extent to which activity is specifically designed to increase productivity and income of rural poor; 103A if for agricultural research, full account shall be taken of the needs of small farmers, and extensive use of field testing to adapt basic research to local conditions shall be made; (b) extent to which assistance is used in coordination with programs carried out under Sec. 104 to help improve nutrition of the people of developing countries

**B.1.b.(1)** through encouragement of increased production of crops with greater nutritional value, improvement of planning, research, and education with respect to nutrition, particularly with reference to improvement and expanded use of indigenously produced foodstuffs; and the undertaking of pilot or demonstration of programs explicitly addressing the problem of malnutrition of poor and vulnerable people; and (c) extent to which activity increases national food security by improving food policies and management and by strengthening national food reserves, with particular concern for the needs of the poor, through measures encouraging domestic production, building national food reserves, expanding available storage facilities, reducing post harvest food losses, and improving food distribution.

(2) [104] for population planning under sec. 104(b) or health under sec. 104(c); if so, (i) extent to which activity emphasizes low-cost, integrated delivery systems for health, nutrition and family planning for the poorest people, with particular attention to the needs of mothers and young children, using paramedical and auxiliary medical personnel, clinics and health posts, commercial distribution systems and other modes of community research.

(4) [105] for education, public administration, or human resources development; if so, extent to which activity strengthens nonformal education, makes formal education more relevant, especially for rural families and urban poor, or strengthens management capability of institutions enabling the poor to participate in development;

This project will strengthen non-formal education capability and delivery systems.

8.1.b.(4) and (ii) extent to which assistance provides advanced education and training of people in developing countries in such disciplines as are required for planning and implementation of public and private development activities.

(5) [106; ISDCA of 1980, Sec. 304] for energy, private voluntary organizations, and selected development activities; if so, extent to which activity is: (i) (a) concerned with data collection and analysis, the training of skilled personnel, research on and development of suitable energy sources, and pilot projects to test new methods of energy production; (b) facilitative of geological and geophysical survey work to locate potential oil, natural gas, and coal reserves and to encourage exploration for potential oil, natural gas, and coal reserves; and (c) a cooperative program in energy production and conservation through research and development and use of small scale, decentralized, renewable energy sources for rural areas;

(ii) technical cooperation and development, especially with U.S. private and voluntary or regional and international development, organizations;

(iii) research into, and evaluation of, economic development process and techniques;

(iv) reconstruction after natural or manmade disaster;

(v) for special development problems, and to enable proper utilization of earlier U.S. infrastructure, etc., assistance;

(vi) for programs of urban development, especially small laborintensive enterprises, marketing systems, and financial or other institutions to help urban poor participate in economic and social development.

B.1. c. [107] is appropriate effort placed on use of appropriate technology? (relatively smaller, cost-saving, labor using technologies that are generally most appropriate for the small farms, small businesses, and small incomes of the poor.)

d. FAA Sec. 110(a). Will the recipient country provide at least 25% of the costs of the program, project, or activity with respect to which the assistance is to be furnished (or has the latter cost-sharing requirement been waived for a "relatively least developed" country)?

e. FAA Sec. 110(b). Will grant capital assistance be disbursed for project over more than 3 years? If so, has justification satisfactory to Congress been made, and efforts for other financing, or is the recipient country "relatively least developed"?

f. FAA Sec. 281(b) Describe extent to which program recognizes the particular needs, desires, and capacities of the people of the country; utilizes the country's intellectual resources to encourage institutional development; and supports civil education and training in skills required for effective participation in governmental processes essential to self-government.

g. FAA Sec. 122(b). Does the activity give reasonable promise of contributing to the development of economic resources, or to the increase of productive capacities and self-sustaining economic growth?

Development Assistance Project Criteria (Loans Only)

a. FAA Sec. 122(b). Information and conclusion on capacity of the country to

This is a regional project, and thus the statute is not applicable, although considerable in-kind contributions are being made.

No. This is a technical assistance project.

Providing training leading to employment is a high priority for the people of the region.

Yes.

N.A. This is a Grant funded project.

8.2.a. repay the loan, at a reasonable rate of interest.

b. FAA Sec. 620(d). If assistance is for any productive enterprise which will compete with U.S. enterprises, is there an agreement by the recipient country to prevent export to the U.S. of more than 20% of the enterprise's annual production during the life of the loan?

3. Project Criteria Solely for Economic Support Fund

a. FAA Sec. 531(a). Will this assistance promote economic or political stability? To the extent possible, does it reflect the policy directions of FAA Section 102?

b. FAA Sec. 531(c). Will assistance under this chapter be used for military, or paramilitary activities?

N.A. ESF funds will not be utilized.



ORGANIZACION DE LOS ESTADOS AMERICANOS  
 ORGANIZAÇÃO DOS ESTADOS AMERICANOS  
 ORGANISATION DES ETATS AMERICAINS  
 ORGANIZATION OF AMERICAN STATES

17th Street and Constitution Avenue, NW Washington D.C. 20006

June 29, 1982

Dear Mr. Wheeler:

With reference to previous discussions between officials of this Executive Secretariat and USAID representatives concerning the co-financing of the Regional Non-Formal Skills Training Project, I would now like to formally request AID financial assistance for the implementation of said Project in Barbados, Dominica and Saint Lucia. The Project is designed to improve the employability and income of the unemployed/underemployed, particularly youths between the ages of 15 and 25 years, by providing appropriate non-formal skills training and support services. Specifically the Project would:

- a) Strengthen the on-going Barbados Skills Training Program and expand the institutional capabilities of the Ministry of Labor into apprenticeship and in-plant training schemes;
- b) Assist the Ministry of Education in Dominica to develop a viable national system of non-formal skills training; and
- c) Reinforce and expand the non-formal training activities of the Saint Lucia Youth Development Program linking them to specific employment and labor market needs.

This request for AID support is made on the basis of the proposal for a regional project which emanated from the Technical Workshop on Youth Skills Training in the Caribbean held in Barbados in September of 1980, and the recommendation of the participating countries that

ACTION	INFO
EDUC	
DIR	✓
A/DIR	✓
PROG	
ECON	
CONT	
RLA	
CDO	
AGRI	
EDUC	
HLTH	
JAO	
DUE	CS/C3/82
TAKEN	NAN
SIGN	RT

Mr. William B. Wheeler  
 AID Representative  
 AID Regional Development Office/Caribbean  
 P.O.Box 302  
 Bridgetown, Barbados, W.I.

*[Handwritten mark]*

the OAS Secretariat seek external financial resources which would enable it to implement a regional project. It is also made on the basis of the subsequent requests received by this Executive Secretariat from the Governments of Barbados, Dominica and Saint Lucia for priority technical cooperation in youth skills training within the context of a regional project.

Yours sincerely,



Diogo de Figueiredo  
Executive Secretary for  
Economic and Social Affairs





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

15117  
1982-06-08  
& SOCIAL SECURITY

P O BOX 302  
BRIDGETOWN  
BARBADOS

June 1, 1982

Honorable Victor Johnson  
Minister of Labor  
Marine House  
Hastings  
Christ Church

Dear Minister Johnson:

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

This project has evolved from our recent experience with the Barbados Skills Training Program, supported by both USAID and OAS. It is intended to assist Barbados in initiating its apprenticeship and in-plant training programs while refining to some extent the ongoing skills training program. Your staff will recall that the process of developing this project over the past year has involved project development consultant team visits to Barbados and extensive consultations with members of your Ministry, particularly Mr. Fred Rogers, Mr. Lomar Alleyne and the National Training Board.

Now, prior to USAID authorizing a grant to OAS to initiate this activity, we would request that you signify your desire to participate in this three-country regional project by signing a copy of this letter and returning it to RDO/C. To assist you in reviewing this somewhat lengthy project document, I would like to summarize below the major benefits for Barbados as well as the obligations/contributions expected of the Government of Barbados.

With a basic youth training activity now in place and operating in Barbados the new Project will be expanded to assist your government through the National Training Board in developing an apprenticeship and in-plant training capability as well as in the refinement and/or diversification of the skills modules already being offered. In addition, care will be taken to link this project with the current OAS bilateral projects aimed at the improvement of the labor market information system and to the upgrading of the Labor Exchange Office.

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Honorable Victor Johnson

Page 2

The Project will be administered by the Ministry of Labor utilizing the existing administrative staff and instructors who have received previous training from the earlier program. The commitment to the Project has been clearly demonstrated by your Government by including this staff in your regular budget.

This two year Project will enable the Government of Barbados to:

1. Reach 500 unemployed/underemployed youths by expanding the training opportunities at the entry, apprenticeship and/or in-plant levels.
2. Provide advance training for your currently employed instructors and administrators/technical staff who participate in the Project.
3. Add new skills modules/training courses which meet labor market needs.
4. Provide additional training materials and equipment.
5. Improve job analysis and introduce an occupational classification system.

The following Project-financed inputs will be required for attaining this end-of-project status:

1. Long and Short Term Technical Assistance:

(a) Regional Staff long term	16 person months
(b) Consultancies - in-plant training (12 p.m.), occupational classification (6 p.m.), and others (4 p.m.)	22 person months
2. Staff Training

(a) Instructors (4)	24 person months
(b) Job Analyst	3 person months
3. Tools, Equipment and Training

The inputs will complement current Ministry of Labor training activities initiated by the earlier program and now funded by the Government of Barbados. Long term technical assistance will be provided by the

/3.....

Honorable Victor Johnson

Page 3

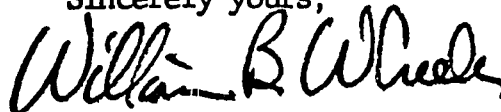
Regional Team which also serves the other countries. Instructor training complements the staff development provided by the earlier programs and carries it on to advanced stages. Tools, equipment and training materials will be used as replacements or in the diversification of the existing program.

Since, unlike the other participating countries where the Project is just beginning, Barbados already has staff, facilities, operating budgets and organizational structures in place and funded by the Government, the only specific obligation requested of the Government of Barbados for participation in this regional Project is that vacant positions crucial to the success of the Project, such as the Job Analyst, either be filled or else covered by other staffing arrangements.

Should you have any questions concerning the project you would like to personally take up with me, please feel free to call me directly. Otherwise, our Human Resource Development Officer, Dr. Harold Freeman, will plan to meet with officials of your Ministry to review the paper and discuss any points that may need further clarification.

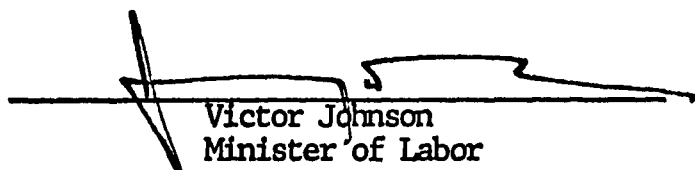
Assuming all governments indicate by the end of this month their intention to participate in the project, we would hope to sign an agreement with OAS before the end of June and initiate the project this July. Therefore, we look forward to hearing from you soon.

Sincerely yours,



William B. Wheeler  
AID Director

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



Victor Johnson  
Minister of Labor

Enc.



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

P O BOX 302  
 BRIDGETOWN  
 BARBADOS

May 26, 1982

Honorable Eugenia Charles  
 Prime Minister  
 Government of Dominica  
 Government Headquarters  
 Roseau  
 Dominica

Dear Prime Minister Charles:

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

This project has evolved from our recent experience with the Barbados Skills Training Program, supported by both USAID and OAS. With appropriate modifications to fit the Dominica situation, it is intended to provide skills training to out-of-school youth and young adults in preparation for both wage and salary occupation. The content offered, skills levels targeted and numbers trained will be geared to employment opportunities. Programs will be community based and offered in community facilities close to where trainees live.

As you know, the process of developing this project has involved two project development consultant team visits to Dominica and extensive consultations with members of your Government, particularly Minister of Education, Charles Maynard, educational institutions and many private sector organizations and businesses.

Prior to USAID authorizing a grant to OAS to initiate this activity, we request that you confirm the desire of your government to participate in this three-country regional project by signing a copy of this letter and returning it to RDO/C. To assist you in reviewing this somewhat lengthy project document, I would like to summarize below the major benefits for Dominica as well as the obligations/contributions expected of the Government of Dominica:

The Regional Non-Formal Skills Training Project in Dominica will prepare approximately five hundred and fifty young people for employment over a two year period. This will be accomplished through a community-based program primarily focussed on training in the areas of agriculture, agro-industry construction, and small enterprise development.

The Ministry of Education will administer this two year Project and will play a key role in coordinating existing public and private sector training activities with this proposed skills training Project. Through the Youth Development Division of the Ministry of Education, it is anticipated that the following will have been achieved at the end of the Project:

1. Establishment of a network of non-formal skills training using existing community-based support facilities.
2. A flexible training program specifically designed to meet the multi-faceted character of the labor market in Dominica.
3. Training materials adapted from currently available syllabi and curricula.
4. Persons with appropriate skills training as instructors.
5. An increase in the number of those trained in multiple skill areas and employed.

The project will accomplish the above conditions through the provisions of the following inputs:

1. Technical Assistance
 

a) Long-term	16 person months
b) Short-term	4 person months
2. Staff Training
 

a) Job Analyst	3 person months
b) Instructors (10)	10 person months
3. Tools, Equipment and Training Materials
4. Direct Training Costs
 

a) Instructors	
b) Meals and Transportation for 800 students	
c) In-Country Travel.	

The major inputs to the Project will provide the necessary technical assistance and staff training

to accommodate an intensive, flexible, program which will provide trainees with appropriate non-formal skills and support services. The Country Staff in Dominica will include a General Non-Formal Skills Trainer/Director and a Job Development Specialist. Support services particularly for the promotion of self-employment will include access to credit through existing schemes such as the BDD revolving loan fund; course work in management, business, English, math, and other related skill areas; guidance for the procurement of tools, equipment and technical matters on production; and assistance in marketing goods and/or services. Money for meals and transportation, tools, equipment and training materials will be provided by the Project. Currently available public and private sector facilities will be provided as host-country contributions. Additionally, commencing in Year Two of the Project, the Government of Dominica will contribute EC\$70,000 or an equivalent in-kind contribution (e.g. either provide funds to hire new instructors or else release instructors from other assignments) which is the amount required to cover 50 per cent of local operating costs. Assuming that the Project is successful in its training and employment objectives, it is expected that the program will be fully incorporated into the budget of the Ministry of Education by the completion of Year Two of the Project.

By way of specific contributions to the project, the Government of Dominica will be requested to:

1. Appoint, or designate from already appointed staff, a two-person country staff by the end of the first month of the project consisting of a general non-formal skills trainer/director responsible for the program's implementation, for securing the training modules, equipment and training materials and for supervising the work of the training staff and a job development specialist who will identify and evaluate potential income generating activities and provide skills and support services to instructors and young workers. The latter person would also assist the director and would perform a variety of training-related skills, including task analysis.

2. Hire during the first five months of the project between eight and ten instructors on either a part-time or full-time basis depending upon the market needs. These will be fully funded in Year One and 50 per cent funded in Year Two by the project.

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

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

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

In cases where non-formal skills training is used to increase the income generating activities of people in poor communities, the

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\*/As mentioned above, beginning Year Two of the Project the Government of Dominica will finance from its own budget 50 per cent of all project operating costs or their equivalent in kind including country staff, instructors, in-country travel, stipends, vehicle maintenance and rental for training sites and office space. This has been calculated at EC\$70,000 but this amount could be reduced if, for example, instructors were provided by the Government or stipends were reduced.

Honorable Eugenia Charles

Page 5

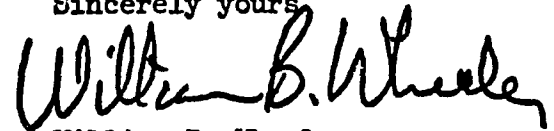
Technical Committee will instead be a Community Committee. In this case, community leaders and representative will be invited to advise on the kinds, duration and delivery of skills training appropriate to the needs of members in the community. Membership will be voluntary and no project funds will be required for the Technical Committees or Community Committees.

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

Should you have any questions concerning the project you would like to personally take up with me, please feel free to call me directly. Otherwise, our Human Resource Development Officer, Dr. Harold Freeman, will plan to visit Dominica at a time convenient to you and Minister Maynard to review the paper and discuss any points that may need further clarification.

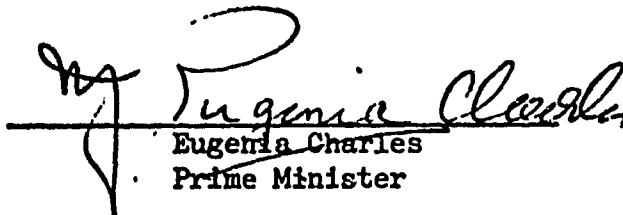
Assuming all governments indicate by early June their intention to participate in the project, we would hope to sign an agreement with OAS before the end of June and initiate the project this July. Therefore, we look forward to hearing from you soon.

Sincerely yours,



William B. Wheeler  
AID Director

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



Eugenia Charles  
Prime Minister

cc: Minister Charles Maynard ✓

Enc.

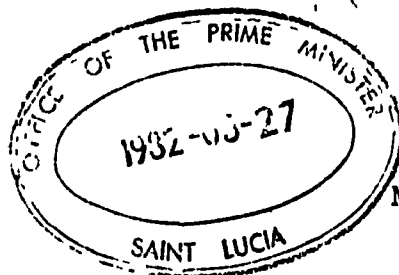


36; ✓



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

P. O. BOX 302  
BRIDGE TOWN  
BARBADOS



May 21, 1982

MINISTRY OF YOUTH  
COMMUNITY DEVELOPMENT  
SOCIAL AFFAIRS &  
C.A.E.  
H/k/S-2  
Rec'd 7/6/82

Honorable John Compton  
Prime Minister  
Government of St. Lucia  
Government Headquarters  
Castries  
St. Lucia

Dear Prime Minister Compton:

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

This project has evolved from our recent experience with the Barbados Skills Training Program, supported by both USAID and OAS. With appropriate modifications to fit the St. Lucia situation, it is intended to provide skills training to out-of-school youth and young adults in preparation for both wage and salary occupations. The content offered, skills levels targeted and numbers trained will be geared to employment opportunities. Programs will be community based and offered in community facilities close to where trainees live.

Specifically in the case of St. Lucia, this project differs from the Youth Development Project currently underway which is supported by a USAID grant to the National Office for Social Responsibility (NOSR), a U.S. based private voluntary organization, in that NOSR is focussing on the two skill areas of handicrafts and agro-processing while this project will cover training in other skill areas that are identified as having potential for creating jobs for unemployed or increasing incomes of those who are underemployed. You may be interested to know that the process of developing this project over the past year has involved two project development consultant team visits to St. Lucia and extensive consultations with government ministries, educational institutions, private voluntary organizations, church groups and many private sector organizations and businesses.

Prior to USAID authorizing a grant to OAS to initiate this activity, we request that you confirm the desire of your Government to participate in this three-country regional project by signing a copy of this letter and returning it to RDO/C. To assist you in reviewing this somewhat lengthy project document, I would like to summarize below the major benefits for St. Lucia as well as the obligations/contributions expected of the Government of St. Lucia.

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Honorable John Compton

May 21, 1982

The Regional Non-Formal Skills Training Project in St. Lucia will prepare approximately three hundred young people for employment over a two year period. This will be accomplished through a community-based program primarily focussed on training in such areas as the diversification of farm production (cultivation of new cash crops, small animal husbandry and ornamental plants), training activities with the St. Lucia Small Business Association, maintenance and repair of small equipment and small enterprise employment.

The Ministry of Community Development will administer this two year Project and will play a key role in coordinating existing public and private sector training activities with this proposed skills training Project. Through the Youth Development Program of the Ministry of Community Development, it is anticipated that the following will have been achieved at the end of the Project:

1. A national staff trained in administering a youth-oriented skills training program; ✓
2. An increase in the number of unemployed/underemployed youth made employable by skills training/support services; ✓
3. Diversification of occupational training possibilities in shorter-term programs; ✓
4. Increased flexibility in geographic coverage, educational levels served, and program schedules; ✓
5. Integrated community-based services/skills training capability utilizing existing programs and facilities; ✓
6. Instructor resources developed in a wide-range of skills which are responsive to labor market needs; ✓
7. Appropriate training materials and equipment available with adaptations to meet local requirements. ✓

To achieve the above, the inputs of the proposed OAS/USAID Regional Technical Assistance staff will consist of:

13.-.....

Honorable John Compton

May 21, 1982

Technical Assistance

- a) Long-term 16 person months
- b) Short-term 4 person months

The NOSR will finance 6 person months of instructor training, salaries for a project manager and for instructors, and in addition, meals and transportation for trainees and in-country travel will be covered by the NOSR Project.

Training materials will be located with assistance from the Regional Technical Assistance Staff from available sources and adapted to meet local needs. Commodities and equipment will be procured as required to operate a community-based program. The counterpart or the Ministry of Community Development will make facilities available. The Government of St. Lucia has demonstrated its commitment to the present NOSR supported Youth Development Program by providing a vehicle and some of the national staff and by renovating the buildings which will house the Handicrafts and Agro-Processing national centers. Upon completion of the present NOSR project, which coincides with the completion of Year One of the proposed OAS/USAID project, and prior to second year funding for the OAS/USAID project, the Government of St. Lucia will be requested to signify its intention to continue support for non-formal skills training by assuming responsibility for the continuation of NOSR assisted Youth Development Program. Upon completion of the OAS/USAID project it is anticipated that the Government of St. Lucia will also incorporate this component of non-formal skills training into the regular budget of its Youth Development Program.

By way of specific contributions to the project, the Government of St. Lucia will be expected to:

1. By the end of the first month of the project appoint or designate from already appointed staff a general non-formal skills trainer/project manager responsible for the program's implementation, for securing the training modules, equipment and training materials and for supervising the work of the training staff. It is understood that the job development specialist who will identify and evaluate potential income generating activities and provide skills and support services to instructors and young workers, will be the same person already performing this function for the ongoing NOSR Youth Development Project.

/4.....

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Honorable John Compton

May 21, 1982

2. Hire during the first five months of the project six instructors on either a part-time or full-time basis depending upon the market needs.

3. Form an Advisory Committee, as soon as possible after the project starts but no later than the end of the third month, to provide guidelines on the general orientation of the program. It will advise on manpower requirements and training needs, undertaking appropriate assessments, as required. It will also assist with the identification of employment promotion and income generating activities where wage and salary jobs are not available to trainees. The Committee will be composed of representatives from the ministries, private organizations which carry on non-formal skills training, workers groups and private employers groups, including but not limited to representatives from such organizations as the National Development Corporation, Small Businessmen's Association, Hotel Association, Geest, Chamber of Commerce and the St. Lucia Development Bank. (Note: The present Advisory Committee working with the ongoing NOSR Youth Development Project may be able to fulfill this function.)

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

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

In cases where non-formal skills training is used to increase the income generating activities of people in poor communities, the Technical Committee will instead be a Community Committee, the Technical Committee leaders and representatives will be invited to advise on the kinds, duration and delivery of skills training appropriate to the needs of members in the community. Membership will be voluntary and no project funds will be required for the Technical Committees or Community Committees. (Note: The present Business Advisory Group of the ongoing NOSR Youth Development Project may be able to fulfill some, if not all, of this function.)

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

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- 5 -

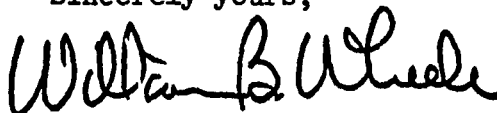
Honorable John Compton

May 21, 1982

Should you have any questions concerning the project you would like to personally take up with me, please feel free to call me directly. Otherwise, our Human Resource Development Officer, Dr. Harold Freeman, is tentatively planning to visit St. Lucia, along with Mr. Robert Gemignani, the President of NOSR, on Wednesday and Thursday, June 2 and 3 to review the paper and discuss any points that may need further clarification with the Minister of Community Development and, of course, with you if you so desire.

Assuming all governments indicate by early June their intention to participate in the project, we would hope to sign an agreement with OAS before the end of June and initiate the project this July. Therefore, we look forward to hearing from you soon.

Sincerely yours,



William B. Wheeler  
AID Director

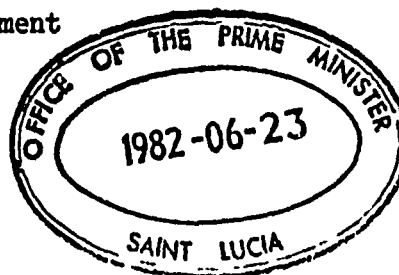
I approve the participation of the Government of St. Lucia in the OAS/USAID Regional Non-Formal Skills Training Project as described in this letter and the attached project document.



John Compton  
Prime Minister

cc: Minister of Community Development

Enc.



PROJECT AUTHORIZATION AND REQUEST FOR ALLOTMENT OF FUNDS

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

Pursuant to Part I, Chapter 1, Section 106 of the Foreign Assistance Act of 1961, as amended, I hereby authorize a Grant to the Organization of American States (OAS) of not to exceed Four Hundred Thousand Dollars (\$400,000) to help in financing certain foreign exchange and local currency costs of goods and services required for the project as described in the following paragraph.

The project will be implemented by the OAS. OAS will establish a Regional Technical Assistance Staff to assist Ministries of Labor, Education and Community Development in Barbados, Dominica and St. Lucia, respectively, to develop an institutional capability to deliver basic skills training programs and to assist program completers in securing appropriate employment.

I approve the total level of AID appropriated funding planned for the Project of not to exceed Seven Hundred and Ten Thousand (\$710,000) of Grant funding including the authorized amount, during the period June 1982 to December 1984. I approve further increments during that period of Grant funding up to \$310,000, subject to the availability of funds in accordance with AID allotment procedures.

I hereby authorize the initiation of negotiation and execution of a Project Grant Agreement by the officer to whom such authority has been delegated in accordance with AID regulation and Delegations of Authority, subject to the following essential terms and covenants and major conditions, together with such other terms and conditions as AID may deem appropriate.

A. Source and Origin of Goods and Services

1. In order to accomplish the objectives of the Project, a vehicle procurement source waiver attached as Annex I.5 is required.

2. Per State 327146, since AID is not the sole contributor to this Project, OAS audit and procurement policies and procedures apply as provided in HBl, Supp. B., Paragraph 16C3A(2) (B).

B. Conditions and Covenants

The General Secretariat of the OAS agrees that the appointments of the Project Director and all other project regional staff will be subject to the prior approval of USAID's Regional Development Office/Caribbean. Recruitment of short-term consultants whose services would be required for one month or more will be undertaken in consultation with AID.

Prior to any disbursement of funds under the contribution, the General Secretariat of the OAS shall, except as AID may otherwise agree in writing, furnish to AID in form and substance satisfactory to AID:

1. signed agreement between the General Secretariat and the National Office for Social Responsibility (NOSR) detailing the participation of both parties in the St. Lucia portion of this project; and
2. evidence of appointment of the Project Director.

Prior to any disbursement of funds under the contribution for other than regional staff and consultants, the General Secretariat of OAS shall, except as AID may otherwise agree in writing, furnish AID in form and substance satisfactory to AID:

1. evidence of the establishment of a country advisory committee in each country participating in the project;\*/
2. a plan outlining project activities during the life of the project and a detailed implementation plan for the first year of the project along the lines set forth in the project paper. Such plan will include details of the responsibilities of the Regional Staff, country staff, advisory committees, technical committees and coordinating committee; and details of procedures for determination of training modules, selection of trainees, and trainee placement and follow-up support services; and
3. an evaluation plan which describes the scope and methodology for internal evaluation and end-of-project

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\*/Note: The project may proceed with disbursements to any country satisfying this requirement once all other conditions for disbursement for other than technical assistance have been met.



evaluation. The preparation of the evaluation plan will be the responsibility of the Project Director, upon recruitment. AID reserves the right to request a mid-project evaluation. Any such evaluation called for would be funded by other than project funds and will also be prepared in conjunction with the Project Director.

The General Secretariat of the OAS covenants that, except as AID may otherwise agree in writing:

1. it will furnish (prior to procurement of tools for the project), to AID, in form and substance satisfactory to AID, a list of tools to be used for the project, organized by country, indicating how they will be used and what arrangements have been made for their safekeeping. This list is subject to periodic revision and/or amendment in accordance with project requirements by mutual agreement of the parties.
2. it will provide that, at a minimum, the regional staff will include a Project Director and a Job Development Specialist; that the Project Director will reside in Barbados and the Job Development Specialist in Dominica. In the event that the OAS independently recruits an instructor trainer from non-project resources, this specialist will report to the Project Director.

In addition to membership on the Project Coordinating Committee, AID's project monitoring role will include periodic

site visits, comments on quarterly progress and financial reports, and communications with the OAS Project Director as deemed appropriate by either party to the agreement.

Appropriate steps will be taken by both parties to publicize the project as a jointly funded OAS/USAID project. Such steps will correspond to those normally undertaken by both parties with regard to training sessions, overseas training, awarding of certificates, markers on vehicles, acknowledgements on correspondence and official ceremonies.

None of the above measures are to entail additional expenditures of project funds.



William B. Wheeler  
Director

14 July 1982

Clearances:

CONT:John Tuleja JTB

PROG:Terrence Liercke TL

CRDO:Terrence Brown TB

HRDO:Harold Freeman HF

RLA:Robert Meighan RM

PROG/ECON:Don Harrison DH

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UNITED STATES INTERNATIONAL DEVELOPMENT COOPERATION AGENCY  
AGENCY FOR INTERNATIONAL DEVELOPMENT  
WASHINGTON D C 20523

LAC/DR-IEE-82-3

ENVIRONMENTAL THRESHOLD DECISION

- Project Location : Caribbean Regional (Barbados, Dominica, St. Lucia)
- Project Title and Number : Regional Non-formal Skills Training 538-0073
- Funding : \$600,000 Development Grant, FY 81 - 83
- Life of Project : Two Years
- IEE Prepared by : Alejandro Sundermann  
USAID/General Engineering Advisor
- Recommended Threshold Decision : Negative Determination
- Bureau Threshold Decision : Concurrence with Recommendation
- Action : Copy to William B. Wheeler  
Mission Director, RDO/C
- : Copy to Alejandro Sundermann
- : Copy to Larry Armstrong, LAC/DR/CAR
- : Copy to IEE file

Robert O. Otto Date 24 Nov 81

Robert O. Otto  
Chief Environmental Officer  
Bureau for Latin America  
and the Caribbean


INITIAL ENVIRONMENT EXAMINATION

PROJECT LOCATION : Caribbean Regional (Barbados, Dominica, St. Lucia)

PROJECT TITLE : Regional Non-Formal Skills Training

FUNDING : FY 1982/3 DEVELOPMENT GRANT \$600,000

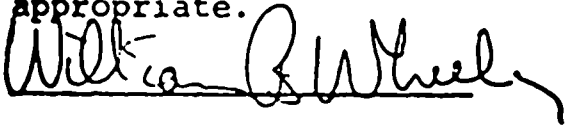
LIFE OF PROJECT : Two Years

IEE PREPARED BY :   
Alejandro Sundermann  
USAID/General Engineering Advisor

DATE : November 4, 1981

ENVIRONMENTAL ACTION

RECOMMENDED : That the project will not have a significant effect on the environment and therefore a negative determination is appropriate.

CONCURRENCE :   
Mr. William S. Wheeler  
Mission Director  
USAID/Regional Development Office/  
Caribbean

DATE : November 4, 1981

Impact Areas and Sub-Areas 1/

Impact  
Identification  
and  
Evaluation 2/

A. LAND USE

1. Changing the character of the land through:

a. Increasing the population ----- N

b. Extracting natural resources ----- N

c. Land clearing ----- N

d. Changing soil character ----- N

2. Altering natural defenses ----- N

3. Foreclosing important uses ----- N

4. Jeopardizing man or his work ----- N

5. Other factors

-----

-----

B. WATER QUALITY

1. Physical state of water ----- N

2. Chemical and biological states ----- N

1/ See Explanatory Notes for this form.

2/ Use the following symbols: N - No environmental impact  
L - Little environmental impact  
M - Moderate environmental impact  
H - High environmental impact  
U - Unknown environmental impact

August 1976

- 3. Ecological balance ----- N
- 4. Other factors
- \_\_\_\_\_
- \_\_\_\_\_

C. ATMOSPHERIC

- 1. Air additives ----- N
- 2. Air pollution ----- N
- 3. Noise pollution ----- N
- 4. Other factors
- \_\_\_\_\_
- \_\_\_\_\_

D. NATURAL RESOURCES

- 1. Diversion, altered use of water ----- N
- 2. Irreversible, inefficient commitments ----- N
- 3. Other factors
- \_\_\_\_\_
- \_\_\_\_\_

E. CULTURAL

- 1. Altering physical symbols: ----- N
- 2. Dilution of cultural traditions: ----- N
- 3. Other factors
- \_\_\_\_\_
- \_\_\_\_\_

F. SOCIOECONOMIC

- 1. Changes in economic/employment patterns ----- N
- 2. Changes in population ----- N
- 3. Changes in cultural patterns ----- N
- 4. Other factors -----
- 
- 

G. HEALTH

- 1. Changing a natural environment ----- N
- 2. Eliminating an ecosystem element ----- N
- 3. Other factors -----
- 
- 

H. GENERAL

- 1. International impacts ----- N
- 2. Controversial impacts ----- N
- 3. Larger program impacts ----- N
- 4. Other factors -----
- 
- 

I. OTHER POSSIBLE IMPACTS (not listed above)

- 
- 
- 
-

PROCUREMENT SOURCE WAIVER

DRAFTED :.. Harold Freeman.....

TITLE :.. Human Resource Development Officer

INITIALED :.....

WAIVER CONTROL NUMBER :.....

TO : Mr. William B. Wheeler, Director

FROM: Harold Freeman, Human Resources Development Officer

THRU: Mr. Dwight B. Johnson, Assistant Director

REFS: AID Handbook 1B Chapter 4 Section 4C2d and Section 5-B, Chapter 5

PROBLEM

Request for procurement source waiver from Geographic Code 000 (U.S. only) to Geographic Code 899 (free world).

- (a) Grantee: Organization of American States
- (b) Authorizing Document: Grant Agreement
- (c) Project: Regional Non-Formal Skills Training
- (d) Description: Two right-hand drive vehicles
- (e) Approximate Value: US\$24,000
- (f) Probable Source: Code 899 country - purchased locally

DISCUSSION

Subject vehicles are essential to this AID-financed project and are not available from the authorized source. The vehicles are an integral part of the overall program as project training centers are located throughout the islands of St. Lucia and Dominica, traffic is designed for right side driven vehicles and many of their roads are narrow and steep. This

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renders left side driven vehicles precarious to both their occupants and others on the road. Also, local dealers do not handle nor guarantee service for U.S. vehicles, nor are spare parts readily available. As per Chapter 4 of Handbook 1B, a lack of adequate service facilities and spare parts is considered justification for a waiver of procurement source for vehicles.

RECOMMENDATION

For the above reasons, I conclude that exclusion of procurement from Free World countries other than the cooperating country and countries included in Code 941 would seriously impede attainment of U.S. foreign policy objectives and objectives of the foreign assistance program. Firstly, for safety considerations a right-hand drive vehicle is deemed justifiable. Secondly, lack of adequate service and spare parts would impair the usefulness of the vehicle to the project. Together these two factors would hamper the achievement of project objectives and subject the grantee executing the project to unnecessary difficulties in carrying out its responsibilities. I therefore recommend that we allow procurement of two vehicles manufactured in a Code 899 country.

APPROVED: *William B. Wheeler*  
TYPED NAME: William B. Wheeler  
TITLE: Mission Director  
DATE: 14 July 1982

ILLUSTRATIVE TRAINING MODULES AND TOOL REQUIREMENTSSKILLS TRAINING MODULE NO. 1  
(SUBJECT TO DEMAND VERIFICATION AND TASK  
ANALYSIS)Introduction to Building Construction

**Course:** Basic principles in building construction with emphasis on building small houses or assembling prefabricated houses.

**Objective:** Students should master basic skills and knowledge related to acting as a helper in the construction industry.

**Target Group:** Persons with little or no previous employment in the construction industry who are seeking initial employment or wish to go on to specialized carpentry or masonry modules.

**Duration:** 10 weeks

**Number of Students:** 20

Theory Subject Requirements:

1. Introduction to Tools
2. Safety Practices
3. Simple Calculations (mathematics)
4. Introduction to Blueprints
5. Simple Construction Technology
6. Attitudes and Behaviour
7. Construction Occupations - Nature and Prospects
8. How to Obtain Employment

Practical Tasks

1. Construction site organizations
2. Procedures for small house construction or assembly
3. Preparation of the construction site
4. Basic foundations
  - a. Wood
  - b. Blockwork
  - c. Other
5. Concrete Work
6. Introduction to Wood Framing
  - a. Building structure
  - b. Windows
  - c. Doors

- 2 -

7. Introduction to Completion of Structural

- a. Siding
- b. Door/window Installation
- c. Interior Finishing

8. Roofing

9. Painting

Course Objectives:

1. To permit graduates to enter construction industry as a helper or apprentice
2. To teach students the conditions or work and potential remuneration in the construction industry
3. To assist in improving work habits and attitudes as well as in how to obtain employment
4. To enhance related theory and safety skills

SKILLS TRAINING MODULE NO. 2  
(SUBJECT TO DEMAND VERIFICATION AND TASK ANALYSIS)

Domestic Electric Wiring

Course: Basic principles of Electrical Wiring for small houses or prefabricated homes

Objective: Student will master basic task to complete electrical wiring installation for a small house or for a pre-fabricated house

Target Group: Persons with previous experience in the construction industry or those who have completed the Introduction to Building Construction Module

Duration: 12 weeks

Number of Students: 15

Theory Subject Requirements:

1. Principles of Electricity
2. Simple Calculations Related to Electricity
3. Blueprint Reading
4. Safety Principles
5. Attitudes and Behaviour
6. Construction Occupations - Nature and Prospects
7. How to Obtain Employment

Practical Tasks

1. Construction Site Organization (Review of Module 1)
2. Summary of Building Process
3. Electrical Cables and Joints
  - a. Conducting and Insulating Materials
  - b. Stripping and Joining Electrical Cables
4. Electrical Circuits
  - a. Parallel Circuits
  - b. Voltage Ranges
  - c. Lighting Circuits
  - d. Control Circuits
  - e. Installation of Switches and Fixtures
  - f. Installation of Electrical Circuits

- 2 -

5. Wiring Systems

- a. Connecting Electrical Systems
- b. Underground Wires
- c. Temporary Installation

6. Protection and Circuit Breaking

- a. Circuit Breakers
- b. Grounding
- c. Avoiding Overload
- d. Fault Tracing

Course Objectives:

1. To permit graduates to enter employment in electrical installation
2. To prepare general construction journeymen in electrical installation component.
3. To prepare electrical maintenance technicians in housing electrical installation component
4. To inform students of the conditions of work and potential remuneration in the trade
5. To assist in improving work habits and attitude as well as how to obtain employment

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SKILLS TRAINING MODULE NO. 3  
SUBJECT TO DEMAND VERIFICATION AND TASK ANALYSIS

Plumbing and Pipe Fitting

Course: Basic principles of Plumbing and Pipe Fitting for small houses or prefabricated homes

Objective: Students will master basic tasks to complete plumbing installation for a small house or for a prefabricated house

Target Group: Persons with previous experience in the construction industry or those who have completed the Introduction to Building Construction Module

Duration: 12 weeks

Number of Students: 15

Theory Subject Requirements

1. Principles of Plumbing
2. Simple Calculations Related to Plumbing
3. Blueprint Reading
4. Safety Principles
5. Attitudes and Behaviour
6. Construction Occupations - Natural and Prospects
7. How to Obtain Employment

Practical Tasks

1. Construction Site Organization (Review of Module 1)
2. Summary of Building Process
3. Fittings and Connections
  - a. Unions
  - b. Nipples
  - c. Connections
  - d. Taps
  - e. Flushing Mechanisms
4. Pipes
  - a. Copper
  - b. Galvanized Metal
  - c. Plastic

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- d. Measuring and Cutting
- e. Bending
- 5. Jointing
  - a. Screw Joints
  - b. Pipe Threading
  - c. Soldering and Welding
  - d. Compression Joints
  - e. Mortar Joints
  - f. Lead Joints
- 6. Cold Water Supply Systems
  - a. Installation
  - b. Direct and Indirect Systems
  - c. Measuring Pressure, Volume and Flow
  - d. Water Storage
- 7. Sanitation and Drainage
  - a. Installation of Plumbing Appliances
  - b. Septic Tanks
  - c. Drain Layout and Grating
  - d. Inspection and Access Chambers
- 8. Domestic Hot Water Systems
  - a. Installation of Tanks and Cylinders
  - b. Heating Capacity
  - c. Distribution

Course Objectives:

1. To permit graduates to enter employment in the installation of plumbing and plumbing fixtures in small houses or prefabricated homes.

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2. To teach students the conditions of work and potential remuneration in the plumbing trades
3. To assist in improving work habits and attitudes as well as in how to obtain employment
4. To enhance related theory and safety skills



Skills Training Module No. 4(Subject to Demand Verification and Task Analysis)Basic Carpentry

Course: Basic Principles of Carpentry with emphasis on the Framing and Construction of Wood Buildings and Residences.

Objective: Students should master basic skills and knowledge related to the Framing and Construction of wooden buildings and Residences.

Target Group: Persons with previous experience in the construction industry or those who have completed the Introduction to Building Construction Module.

Duration: 12 weeks.

Number of Students: 15.

Theory Subject Requirements:

1. Principles of Carpentry
2. Science Related; Varieties and Characteristics of Wood.
3. Blueprint Reading.
4. Safety Principals.
5. Attitude and Behavior.
6. Construction Occupations - Nature and Prospects.
7. How to obtain Employment.
8. Basic Calculations for Carpentry (e.g. Angles, Widths).

Practical Tasks:

1. Construction Site Organization (Review of Module).
2. Summary of Building Process.
3. Identification and Selection of Wood.
4. Measuring and making of Wood
  - a. Application of Measurements
  - b. Utilization of Marking Gauges.

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5. Cutting Wood by Hand
  - a. Rip Saws
  - b. Cross Cut Saws
  - c. Compass Saws
  - d. Other Saws
6. Verification of Surfaces and Angles
  - a. Level Surfaces
  - b. Square Edges
  - c. Widths of Materials
  - d. Thickness of Materials
  - e. Angles of Cuts
7. Making Wood Joints
  - a. Lap Joints
  - b. Dove-tail Joints
  - c. Mitre Joints
  - d. Dowell Joints.
8. Use of Nails
  - a. Identification and sslection of Nails
  - b. Driving Nails
  - c. Pulling Back Nails
  - d. Nailing Angles
  - e. Joining wood frames
9. Plaining Wood Surfaces by Hand.
10. Wood Drilling
  - a. Use of Hand Drills
  - b. Use of Power Drills
11. Power Saws
  - a. Setting Power Saws
  - b. Use of Power Saws

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c. Care and Maintenance of Power Saws.

12. Construction Framing

a. Walls and Corners

b. Doors and Windows

c. Roofs

d. Steps and Entrances

13. Finishing

a. Floors

b. Siding

c. Roofing

14. Installation of Doors and Windows

Course Objective:

1. To permit graduates to enter employment construction industry as a carpenter/framer requiring supervision.
2. To teach students the conditions of work and potential remuneration in the carpentry trades.
3. To assist in improving work habits and attitudes as well as in how to obtain employment.
4. To enhance related theory and safety skills.

Skills Training Module No. 5

(Subject to Demand Verification and Task Analysis)

Propagation of Plants (Horticulture)

Course: Basic principles of plant propagation for small farms.

Objectives: Students will master basic tasks in the planting, cultivating, harvesting and marketing of fruits, vegetables or ornamental plants/flowers.

Target Group: Persons living on small farms who can contribute to increasing low levels of farming income.

Duration: 8 weeks.

Number of Students: 20.

Theory Subject Requirements:

1. Principles of plant cultivation.
2. Plant diseases.
3. Use of fertilizers.
4. Marketing outlets for products.
5. Elementary record keeping.
6. Reading seed packets, fertilizer and insecticide instructions, etc.
7. Safety principles.
8. Attitudes and behavior.
9. Farm occupations - nature and employment.
10. How to increase farm family income.

Practical Tasks:

1. Nature and requirements of plants.
2. Selection and preparation of soil.
  - a. Sun/shade requirements
  - b. Soil requirements
  - c. Water and drainage requirements

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- d. Preparation and cleaning of soil
- e. Initial soil nutrient requirements
- 3. Seeding or planting of plants.
  - a. Preparation for seeding
  - b. Selection and planting of seeds
  - c. Cutting and planting of plants
  - d. Grafting of plants if required
- 4. Weeding of Plants
  - a. Kinds of weeds
  - b. Hand weeding
  - c. Hand tools for weeding
  - d. Use of chemicals
- 5. Watering of plants.
- 6. Feeding of plants
  - a. Feeding requirements
  - b. Commercial fertilizers
  - c. Organic feeding
- 7. Control of insects and pests
  - a. Nature of insects and pests
  - b. Chemical control
  - c. Hand control
  - d. Natural enemies
- 8. Growing cycle of plants.
- 9. Harvesting of Crops.
  - a. Identification of mature product
  - b. Harvesting techniques
  - c. Care and handling of final product
  - d. Storage of final product

10. Marketing of final product.
  - a. Visits to existing marketing outlets
  - b. Development of new outlets.
  - c. Maintenance of output and marketing records.

Course Objectives:

1. To be able to select suitable cuttings for planting.
2. To be able to identify plants and apply different methods used in propagation from cutting.
3. To be able to graft plants.
4. To be able to air layer plants.
5. To be able to identify and control different kinds of plant pests and parasites.
6. To carry out work operations safely.

SUGGESTED TOOLS REQUIREMENTS

Electrical Installation:

<u>Item</u>	<u>Specification</u>
Measuring Tapes	3 meter - 10 feet
Electrician's Hammers	
Screw drivers	8 x 3/5 inch
Work benches	
Chalk Boards	
Tables	
Drilling Machines	1/4 inch
Drilling machine bits	
Engineer's hammers	1/2 pound
Gimlets	
Spirit levels	10 inch
Screw drivers	square bit
Junior hacksaws	
Long nose pliers	
Electricians pliers	
Side cutting pliers	
Screw drivers	4 x 1/4 inches
Screw drivers	4 x 1/8 inches
Phase testers	screw driver type
Phase testers	two-lead type
Drawing boards	
Tee squares	
Square sets	60° x 30°
Square sets	45°
Rulers	40 cm.
Dust Pan	

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Long broom	
Tool cupboard	
Aprobe	Ammeter
Masonry Drill	1/4 inch
Masonry Drill	3/4 inch
Markers	
Circuit demonstration board	
Wiring demonstration board	
Circuit breaker demonstration board	
<u>Steel Bending and Fixing</u>	
Measuring tapes	3 meter 10 feet
End cutting snippers	large
End cutting snippers	small
Carpenters saw	20 inch rip saw
B.R.C. cutters	
Shovels	
Yard brooms	
Hockley bars	39 inch
Spirit levels	18 or 20 inch
Picks	
Steel plates	14 inch x 6 inch x 5/16 inch
Wheel barrows	
Cold chisels	10 inch
Paint brushes	3 inch
Water brushes	7 inch
Framing squares	24 inch by 16 inch
Buckets	1 gallon

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Measuring tapes	15 meter 50 feet
Mason trowels	
Rubber hose	100 feet
Garden bib tap	
Hose Rose	50 feet
Nylon Line	50 feet
Engineer's hammers	
Clan hammers	
Hatchets	
Cleats	1 inch
Steel Jig	1/2 inch
Steel Jig	3/8 inch
Steel Jig	1/4 inch
Gloves	
Sand Sieve	
Steel Rack	37 inches x 24 1/2 inches
Wooden Horses	70 inches x 18 inches x 60 ins.
Drawing boards	
Tee squares	
Set squares	60° x 30°
Set Squares	45°
Pencil sharpener	
Plastic compasses	
Stencil maker	
<u>Plumbing:</u>	
Blow torches	
Measuring tapes	3 meter 10 feet
Pipe Snips	Straight

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Pipe Snips	Curved
Vice Grip	
Rasp	14 inch
Cold Chisels	
Slip Joint Pliers	9 inch
Copper Tube Cutters	
Spirit Levels	18 inch
Engineer's Hammers	3 pounds
Engineer's Hammers	1 1/2 pounds
Pipe Dies	1/2 - 1 inch
Pipe Dies	1/4 - 1 1/4 inch
Extension Cord	
Oil Cans	
Paint Brushes	1/2 inch
Ball Valve Reseaters	
Tap Reseaters	
Pipe Wrench	18 inch
Pipe Wrench	14 inch
Pipe Wrench	12 inch
Pipe Wrench	10 inch
Hack Saw	
Wall Drill	3/8 inch
Strap Wrench	
Wire Rotary Brushes	3 inch (diameter)
Adjustable Wrench	8 inch
Adjustable Wrench	12 inch
Basin Wrench	
Trowels	
Work Benches	
Pipe Vice	

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Bench Vice	
File	. 12 inch x 1/2 inch round
Tip Cleaners	
Welding Lighters	Flint
Oxygen Regulator	Small
Oxygen Regulator	Large
Acetylyene Regulator	Small
Acetylyene Regulator	Large
Welding Tips	201, 203, 205, 207, 209
Cutting Torch	
Cutting Tips	No. -0; No. -00
Torch Body	
Heating Tips	B 201
Goggles	
Manifold	Oxygen
Manifold	Acetylyene
Gloves	
Fire Extinguisher	
Chalk Board	
Desk/Chair	
<u>Carpentry/Wood-Working:</u>	
Coping Saws	
Plough Blades	
Wood Files	8 inch fine
Wood Files	8 inch course
Rebate Planes	
Tenon Saws	
Paint Brush	3 inch

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Screw Driver	Flat bit 8 inch x 7/16 inch
Screw Driver	Flat bit 6 inch x 3/8 inch
Screw Driver	Flat bit 4 inch x 3/16 inch
Screw Driver	Flat bit 4 inch x 1/4 inch
Screw Driver	Flat bit 1 1/2 inch x 5/16 ins.
Screw Driver	Philips 6 inch
Screw Driver	Philips 4 inch
Screw Driver	Philips 3 inch
Screw Driver	Philips 2 inch
Screw Driver	Philips 1 1/2 inch
Knife	
Saw Files	Triangular
Compass Saw	
Rip Saw	2 feet
Rip Saw	18 inches
Rip Saw	22 inches
Ratchet Brace	
Bench Grinder	4 inch wheel
Combination Square	
Claw Hammer	
Marking Guage	
Oil Stone	
Wooden Mallet	
Saw Set	
Chisel	1/2 inch
Chisel	3/8 inch
Chisel	1/4 inch
Chisel	1 inch
Jack Plane	

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Smoothing Plane	
Block Plane	
Measuring Tape	3 meters; 10 feet
Drills	5 inch x 3/8 inch
Drills	6 inch x 1/2 inch
Gimlet	6 inch
Gimlet	4 inch
Plough Plane Iron	1/8; 3/10; 1/4, 3/8, 1/2, 5/8 inch
Spoke Shaves	
"G" Clamps	Large
"G" Clamps	Small
Sash Clamps	3 feet
Wood Lathe	48 inch
Lathe Motor	1/2 Horse power
Work Bench	
Bench Vice	
Saw Horse	
Locker	7 feet x 4 feet
Tool Lockers	
Chalk Board	
Desk/Chair	
Medicine Chest	
Broom	
Set Square	30° x 60°
Drawing Board	
Tee Square	
Rulers	3 feet
Stabbing Machine	
Pencil Sharpener	

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Laminate Cutters	
Lathe Cutters	
Power Drill	1/2 inch
Circular Saw	Hand
Circular Saw	Bench
Power Planer	
Hand Sander	
Belt Sander	
Planing Machine	
<u>Masonry:</u>	
Spirit Levels	18 inch
Water Brush	7 inch
Trowel	
Hatchet	2 pound
Bucket	1 gallon
Bucket	2 gallon
Measuring Tape	3 meter; 10 feet
Measuring Tape	50 feet
Wheel Barrow	
Square	24 inches x 16 inches
Respirators	
Nylon Line	
Cold Chisel	8 inch x 1 inch
Engineer's Hammer	2 pound
Sealing Trowel	
Shovel	
Strapping Machine	
Sand Sieve	
Floats	

Auto-Mechanics:

Work Bench	
Work Table	
Battery	
Bench Vice	
Spanner	5/16 to 3/4 open end
Spanner	3/8 to 7/16 ring end
Spanner	1/2 to 9/16 ring end
Spanner	5/8 inch combination
Spanner	5/8 to 11/16 ring end
Spanner	11/16 inch combination
Spanner	3/4 to 7/8 ring end
Spanner	15/16 to 1 inch ring end
Spanner	15/16 to 1 inch open end
Spanner	1 1/8 inch open end
Spanner	1 1/8 inch ring end
Spanner	5.5 mm 1 7 mm open end
Spanner	6.0 mm - 7 mm open end
Spanner	8.0 mm 1 9 mm open end
Spanner	10.0 mm - 11 mm open end
Spanner	12.0 mm - 13 mm open end
Spanner	14.0 mm - 15 mm open end
Spanner	16.0 mm - 17 mm open end
Socket Wrench Set	5/8 inch box spanner
Socket Wrench	15/16 inch box spanner
Socket Wrench	1 inch box spanner
Socket Wrench	3/8 - 1/4 drive; 40 pieces
Socket Wrench	3/8 - 1/4 drive; 21 pieces
Sliding T. Bar	3/8 inch drive

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Sliding Bar	1/2 inch drive
Extension	3/8 inch drive; 12 inches long
Extension	1/2 inch drive; short
Adjustable wrench	10 inch flat jaw
Adjustable wrench	8 inch flat jaw
Adjustable wrench	6 inch flat jaw
Vice Grip	6 inch
Slip Joint Pliers	6 inch
Screw Driver Set	Philips/Flat
Screw Driver Set	Large Flat
Screw Driver Set	Large Philips
Circlip Pliers	Medium
Circlip Pliers	Long Nose
Circlip Pliers	Side Cutting
Feeler Gauges	
Thread Gauges	
File Set	Flat
File Set	1/2 inch round
Drill Set	1/2 inch
Drill Set	1/4 inch
Stud Extractor	
Plug Cleaner	
Tap and Dies Set	3/8 inch - 7/16 inch
Hack Saw	10 inch
Hack Saw	Small Junior
Steel Rulers	1 foot; metric/inches
Wire Brush	
Allen Key Set	
Grinding Machine	
Drilling Machine	3/8 inch

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Torque Wrench	
Caliper	Internal
Caliper	External
Rubber Mallet	
Soldering Iron	
Ring Squeezers	Large
Ring Squeezers	Small
Ring Expanders	
Valve Grinding Suction Grip	
Valve Grinders	Mechanical
Valve Lifters	Large
Valve Lifters	Small
Puller Set	2 piece
Oil Seal Remover	
Compression Tester	
Spray Gun and Air Compressor	
Tuner Set Tester	
Snips	
Rivitting Gun	
Battery Charger	
Center Punches	
Engineer's Hammer	1 pound
Engineer's Hammer	3/4 pound
Cold Chisel	6 inch x 3/4 inch
Cold Chisel	6 inch x 1/2 inch
Cold Chisel	8 inch x 5/8 inch
Pin Punches	1/16 inch - 5/16 inch
Letter Aunches	
Masonry Drill	5/16 inch

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Micrometer	Internal
Vacuum Guage	
Timing Light	
Combination Square	
Brake Holding Tool	
Cylinder Honing Tool	1 1/8 inch - 2 1/4 inch
Micrometer	External
Hydrometer	
Reducer (Extension)	3/8 inch x 1/2 inch
Surface Guage	
Tubing Tool Kit	
Depth Guage	6 inch
Venier Caliper	0 inch - 7 inch
Cylinerr Ridge Reamer	
Dial Guage Set	
Carburator Analyser	
Ampmeter	0 - 30 Amps (small)
Knuckler Joint Extractor	
Dies Holder	
Tap Holder	
Oil Filter Remover	
Chalk Board	
Desk/Chair	
Tool Locker	
Extension Cord/Light	30 feet
Telescopic Guage Set	2 inch - 6 inch
Jumper Lead (Battery)	
Hydrolic Jack	
Mechanical Jack	

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Sewing Machine Operator:

Industrial Sewing Machine

Standard Sewing Machine

Basins

Ironing Boards

Electric Irons

Plastic Rulers

18/20 inch

Seam Ripper

Thimble

Scissors

7 inch

Scissors

12 inch

Scissors

4 inch

Scissors

Clipping

Measuring Tape

Punch

Stapling Machines

Metal Cabinet

Tool Locker

Yard Stick

Markets

Table

Chair

Upholstery:

Rip Saws

2 feet

Hack Saws

Back Saws

10 inch

Claw Hammers

1 pound

Claw Hammers

Small

Stapling Plizers

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Mechanical Pliers	
Measuring Tape	8 meter; 26 feet
Measuring Tape	3 meter; 10 feet
Chisel	1/4 inch
Auger	1/4 inch
Screw Driver	8 inch x 3/8 inch
Screw Driver	3 inch x 1/4 inch
Metal Square	10 inch
Metal Square	8 inch
Compass Saw	
Wood File	Coarse
Spanner	Open end, 1/16 - 1/2 inch
Spanner	Ring end; 7/16 - 1/2 inch
Spanner	Ring end; 5/16 - 3/8 inch
Fore Plane	
Cutting Shears	12 inch
Electric Hand Drill	3/8 inch
Industrial Sewing Machine	
Work Bench	
Tool Cupboard	
Chalk Board	
Table	
Chair	
Pail	
Dust Pan	
Broom	
Stapling Machine	

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Horticulture:

Forks	Large .
Forks	Small
Shovel	
Rake	
Hoe	
Shears	
Bucket	
Scoop	
· Watering Can	
Hose	
Sprinkler	
Wheel Barrow	
Paint Brush	1 1/2 inch
Measuring Tape	
Sectuear	Large
Sectuear	Small
Budding Knife	
Broom	
Dust Pan	
Sieve	
Hose Rose	
Drawing Board	
Chalk Board	
Fan Rake	