

Poverty Alleviation & Citizen Empowerment Initiative

Turks & Caicos Islands Social Services Department
Training Manual



Prepared by: Deryl G. Hunt, Ph.D.
ICB Productions, Inc.
10360 NE 5th Avenue
Miami Shores, FL 33138



TABLE OF CONTENTS

- 1.0 PACE Philosophical Overview
 - 1.1 Introduction
 - 1.2 PACE Slogan
 - 1.3 The Concept
 - 1.4 PACE History
 - 1.5 PACE and CEAP
 - 1.6 PACE and CEAP at a Glance
 - 1.7 PACE: The Mentoring Government
- 2.0 Citizens Empowered to Alleviate Poverty
 - 2.1 Introduction
 - 2.2 From Status Quo, to PACE, to CEAP
 - 2.3 The 7-Step Process
 - 2.4 PACE ICB Circular Diagram
- 3.0 PACE's Plan of Action
 - 3.1 Introduction
 - 3.2 PACE Goals
 - 3.3 Expected Outcomes
 - 3.4 Community Outreach
 - 3.5 Program Development
 - 3.6 Mentoring Government in Action: The Role of the Permanent Secretaries
 - 3.7 On the Front Line: The Roles of PACE Officers
- 4.0 PACE Implementation Strategies



4.1 Education

4.1.1 Character Development

4.1.2 Continuing Scholarship Endowment

4.1.3 PACE-CEAP Foundation Programming

4.1.4 PACE-CEAP Mentoring and Entrepreneurship

4.1.5 Access to Education for Poor and Immigrant Populations

4.2 Health Sanitation

4.2.1 Environmental Health

4.3 PACE Implementation Strategies

4.3.1 Ministries of Education Initiatives

4.3.2 Gender Affairs

4.4 PACE Programs for Immigrant Populations

4.5 Poverty Alleviation: Increasing Entrepreneurship & Housing Opportunities

4.6 Identifying Entrepreneurial Opportunities

4.7 PACE-CEAP Cooperative Empowerment Loan Program (CELP)

4.8 CELP Mentoring Program

4.9 PACE-CEAP Affordable Housing

5.0 PACE-CEAP Program Initiatives

5.1 Sustaining the Work of PACE: PACE-CEAP Foundation

5.2 Introduction to PACE-CEAP Foundation Structure

5.3 CEAP Entrepreneurship Institute

5.3.1 Training Activities

5.3.2 Program Development Activities



PACE Initiative

Turks & Caicos Islands Social Services Department

5.4 CEAP Community Inputs: The Roles of Citizens and Community Group

5.5 Program Evaluation



PACE Initiative

Turks & Caicos Islands Social Services Department

Overview of Chapter Contents

Chapter One

This chapter provides an overview of PACE including elucidation of the concept, slogan, and role of government in implementation of PACE.

Chapter Two

This chapter consists of an explication of CEAP and makes the case for the need to transition from PACE to CEAP.

Chapter Three

This chapter gives a general overview of PACE-CEAP in action including target population, target areas for PACE-CEAP implementation, goals, and expected outcomes.

Chapter Four

This chapter focuses on specific implementation strategies for PACE-CEAP as they relate to, among others, education, health, immigrant populations and sanitation.

Chapter Five

This chapter focuses on PACE-CEAP program initiatives including a discussion on forming a PACE-CEAP Foundation and CEAP Entrepreneurship Institute.



PACE Initiative

Turks & Caicos Islands Social Services Department

Letter from Honorable Minister Lillian Boyce & Photo



PACE Initiative

Turks & Caicos Islands Social Services Department

Chapter 1

Poverty Alleviation and Citizen Empowerment (PACE): Philosophical Overview

Introduction

Under the auspices of the Honorable Minister Lillian Boyce, the Ministry of Social Development in conjunction with various governmental and private industry partners, has launched the **Poverty Alleviation and Citizen Empowerment** initiative (PACE) followed by the **Citizens Empowered Alleviating Poverty** (CEAP) initiative. This manual will be used to articulate the philosophy of the PACE-CEAP programs and the process by which those plans will be actualized. Among critical programs outlined in the PACE-CEAP initiative are those dealing with housing assistance, health and social service improvements, entrepreneurship and technical training targeting children and young women and educational development. Once PACE has taken root, the CEAP programs will ensue in order to ensure the sustainability of the programs. The PACE-CEAP initiatives call for monitoring and evaluation of development in those areas, using the “ABCD’s of Inclusive Community Building” approach.

The Concept

Poverty results from scarce resources and opportunities. Not all resources are dollars and cents. Scarce resources may be seen as a lack of skill workers or access to capital, to name only two. In the final analysis, poverty can be seen as a lack of sufficient knowledge, resources, and the ability to overcome maladies that scourge. This lack, as aforementioned, is broad in scope. While poverty alleviation is a laudable objective, it cannot be realized until the root causes of scarce resources and opportunities are addressed. Accordingly, we propose that citizen empowerment is critical to the alleviation of poverty and attendant problems associated therewith. The PACE initiative is designed to empower citizens using a “whole person” approach that focuses on, among others, conflict resolution, character education and development, and economic development. The result of which will be an empowered citizenry,



PACE Initiative

Turks & Caicos Islands Social Services Department

representing a sustainable solution to the problem of poverty by continually attacking its root cause.

PACE History

The PACE initiative was envisioned by the Honorable Lillian Boyce, Minister of Social Development who recognized the need for the Nation to adopt a systematic approach to empowering the citizens of the Turks and Caicos Islands. This would require programming intended to improve the quality of life outcomes using a multifaceted approach including executive training, management training, and community development training. These training programs allow PACE to assist in creating viable and economically vibrant communities base on a programming implementation plan involving local and international inputs.

PACE and CEAP

Poverty Alleviation achieved by Citizen Empowerment is not an end unto itself, but rather, the first phase of this initiative. “Government sets the PACE” in that governmental action (specifically, the mentoring government) is key in equipping its citizens with the necessary tools and social framework to promote citizen empowerment. The role of government is not to perpetually provide resources to alleviate poverty on a continual basis. Instead, government, limited by scarce resources, plays a leading role in educating and providing opportunities for its citizens. “Empowered citizens sustain the race” in that the citizens ultimately take an active role in breaking the cycle of poverty (CEAP). by giving back to government a portion of newly acquired resources, providing additional resources for the government to invest in, and the mentoring of other citizens to sustain the independence of its citizenry. Whereas PACE is driven and championed by government, CEAP (Citizens Empowered to Alleviate Poverty) is championed by the empowered citizens and represents the method by which citizen empowerment is sustainable. Accordingly, PACE is merely the vehicle to get to the ultimate goal of CEAP.



PACE Initiative

Turks & Caicos Islands Social Services Department

The Slogan

Government sets the PACE ... CEAP sustains the race



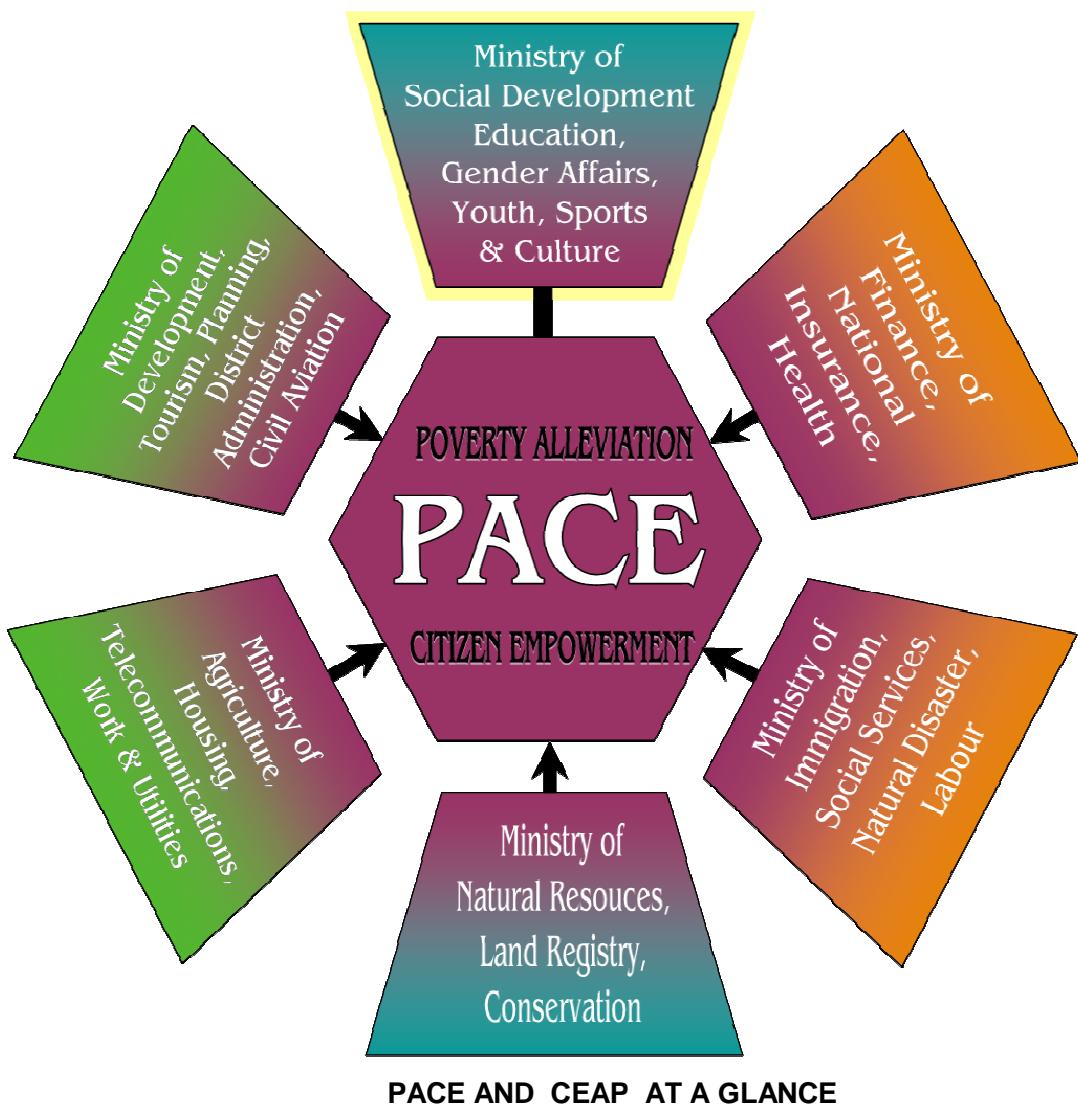
Consider this example:

Common in cycling and long distance track and field events such as the 5000 Meter Race, certain runners/cyclists serve to set the pace of the race. These runners/cyclists take the lead in the hopes of helping another (usually his or her team) prevail. The pace runner/cyclists eventually cedes his or her leadership position to the teammate and is thereafter relegated to a supporting role. This is the role of government, to set the PACE in the race to alleviate poverty and ultimately empower citizens (CEAP) to take the leading role in continuing the mentoring cycle.



PACE Initiative

Turks & Caicos Islands Social Services Department



PACE at a Glance

- **PACE** is the acronym for Poverty Alleviation and Citizen Empowerment. PACE epitomizes the highest example of government working in partnership with education, religion, and business to alleviate the conditions that cause Turks to lack social and economic opportunities.



PACE Initiative

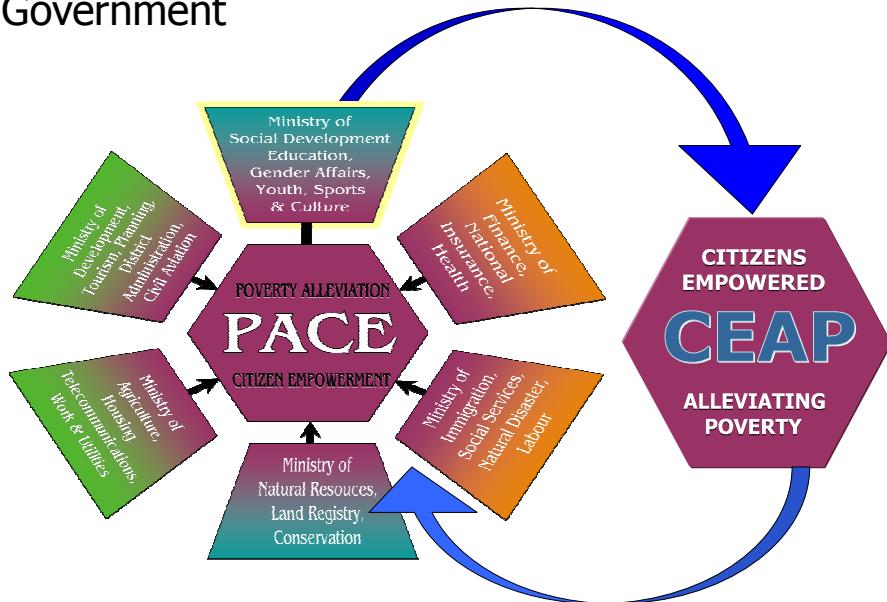
Turks & Caicos Islands Social Services Department

- **PACE** is a worthy community building initiative because it ensures equitable opportunities for the people of the Turks and Caicos Islands, a fair distribution of resources, and it positions and equips the people to take advantage of the resources made available.
- **PACE** leaders assume responsibility for engaging the people they serve in a process that moves the people from diversity (points of conflict), to unity (using strategies that are relevant to the population), to community (a strong nation empowered people).
- **PACE** uses an inclusive approach to community building, which focuses on character development and entrepreneurship. This approach is demonstrated through the application of a conceptual framework with a primary focus on establishing and building relationships that exemplify teamwork.
- **PACE** core values of caring, sharing, loving, trust, honor, and respect serve as the tenets of the inclusive community building (ICB) approach to expand social and economic advancement of communities.
- **PACE** philosophy is immersed in the ideals of mentoring, cultural sensitivity, and inclusion. These concepts characterize all aspects of the PACE activities.
- **PACE** represents a unifying agent aimed at minimizing competition for resources.



PACE Initiative Turks & Caicos Islands Social Services Department

PACE-CEAP Foundation: Citizens Partner with Government



CEAP at a Glance....

- **CEAP** is viewed as the goal, while PACE is the specific objective to reach the goal.
- **CEAP** sustains the race in that the citizens ultimately take an active role in breaking the cycle of poverty.
- **CEAP** is championed by empowered citizens and represents the method by which citizen empowerment is sustainable.

PACE: The Mentoring Government

Mentoring occurs when human beings nurture the potential of others. PACE presents a systematic approach to mentoring that is indicative of government taking a leadership role with education, religion and business to empower TCI citizens by precept and by example in a transparent and discursive environment. The concept of the mentoring government is the hallmark of PACE. This concept offers a challenging new management tool by first developing the leaders of the country to manage more effectively in a diverse society toward the end of empowering the citizens of the country. The mentoring process of PACE is highly goal oriented:



PACE Initiative

Turks & Caicos Islands Social Services Department

to build a better society by socializing the mentees (citizens) to embrace the core values: caring, sharing, loving, trust, honor and respect as a way of life. The mentoring government guides this process by having a positive reputation for building inclusive community among those at home and abroad.

Because TC Islanders face both internal and external disasters (conflicts), the mentoring government must be prepared to address each level of conflict. The mentor's knowledge of the nature of disasters makes government well-versed in disaster relief. In this case, a prerequisite to becoming a mentoring government is that government must experience both levels of conflict and then overcome each. The process of overcoming a disaster involves a series of steps that requires the mentoring government to move from diversity to unity and on to community; from dis-community building to community building; and from exclusion to inclusion resulting in an empowered people.

The mentoring government begins the building process by first modeling the behavior others (citizens) are expected to practice. In this way, the mentoring government is an example of Inclusive Community Building. In building the inclusive community, the mentoring government operates with the understanding that people of the Turks and Caicos Islands are a diverse group of individuals with varying needs, abilities and resources. Yet, they are one because they all comprise the TC Islanders. Oneness suggests that a process of unification has occurred. The mentoring government uses unity as the motivation to bring about the development of a shared vision of empowered people where poverty is alleviated. The motivating force behind this process is love, guided by the core values of trust, honor and respect.

In building the inclusive community, the builders start with diversity and go to unity and then to community in a clockwise manner. In this instance, diversity is defined to mean variety where many make up the whole without the pejorative weight found in the dis-community. Unity means oneness in which the whole is in agreement with the goal of community building. Finally, community is defined as a shared vision held by all constituents.



PACE Initiative

Turks & Caicos Islands Social Services Department

The mentoring government realizes that true mentoring develops mentees who become mentors to others. In this sense, justification can be found in Poverty Alleviation preceding Citizen Empowerment in the acronym, PACE. Until the citizens are empowered and poverty is alleviated, the mentoring government must shoulder the lion's share of responsibility to assure that the "have-nots" are provided opportunities for social and economic development. Defining poverty as a lack of sufficient knowledge, resources, and the ability to overcome maladies that scourge, the role of the mentoring government is that of an intercessor to mediate on behalf of the "have-nots." The mentoring government works skillfully to avoid having people depend on government for prolonged support as this would inhibit citizen and economic empowerment. Instead, the mentoring government works to raise the level of maturity of its citizens to promote self-governance. When this occurs, Citizen Empowerment precedes Poverty Alleviation and ushers in Citizen Empowerment and Poverty Alleviation or CEAP.



PACE Initiative

Turks & Caicos Islands Social Services Department

Chapter 2

Citizens Empowered to Alleviate Poverty (CEAP)

The proper role for government is to provide for the welfare of the people. However, when the people become empowered, they are able to support themselves and the government. The empowerment of the people takes time, resources, and patience. The lack of security, jobs, housing, health care and education for any citizen in the society hinders full citizen empowerment. Nevertheless, government has a duty to provide these and other services to its people for the general welfare of the people. When services are provided in a moral and ethical environment, where freedom of opportunity and equity apply to all, government is seen as a mentor or guide, nurturing the relationship between the people and government toward citizen empowerment or CEAP (Citizens Empowered to Alleviate Poverty).

When Citizen Empowerment precedes Poverty Alleviation, it denotes that the mentoring government has done its job, and the time is right for the empowered citizens to take a leadership role in alleviating poverty. PACE represents the process employed to achieve CEAP.

From Status Quo to PACE to CEAP: Understanding the Seven-Step Process

The Seven Step Process to reach CEAP begins with an acknowledgement of the status quo condition of the citizens of the Turks and Caicos Islands (divisive in nature). In the divisive state, factions have developed that are bent on protecting their turf. These divisive groups are driven by the scarcity of resources (remember resources include more than money). PACE represents a unifying agent aimed at eliminating the need for turf wars by granting fair access to resources. In this case, PACE assists the citizens out of poverty by alleviating the initial conditions that caused the poverty. CEAP sustains PACE through character development which is tied to economic development. In this approach, CEAP is viewed as the goal, while PACE is the specific objective to reach the goal.

G= Goal = Citizen Empowerment or CEAP

O= Objective = Poverty Alleviation or PACE



PACE Initiative

Turks & Caicos Islands Social Services Department

M= Method = A Mentoring Government

A= Attitude = A Fish Today, A Fisherman, tomorrow

B= Behavior = Deeds of the Mentoring Government

C= Communication = Message to the Citizens by Mentoring Government

D= Discipline = Patience of Mentoring Government to complete the work

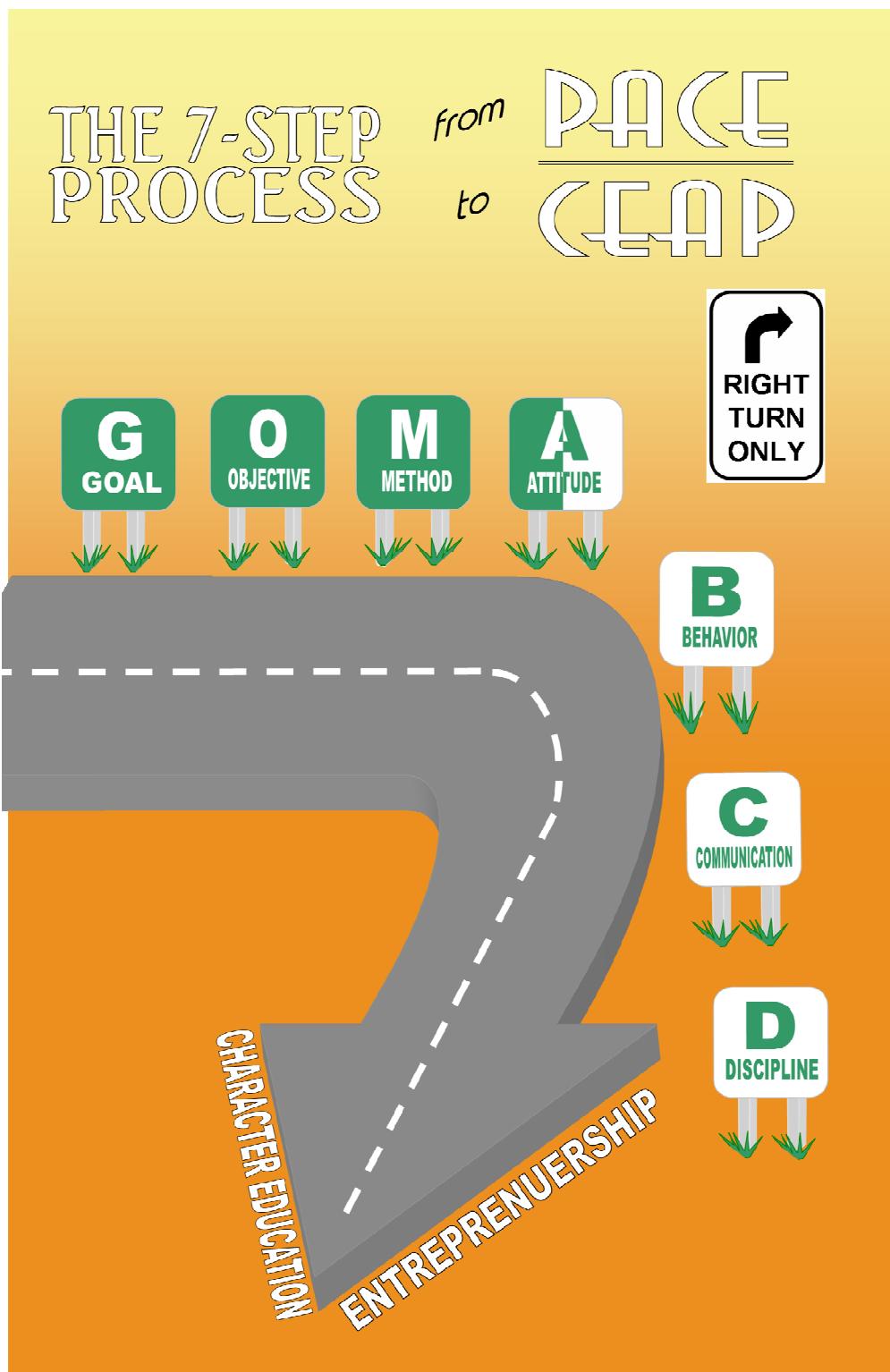
Explanation of the 7-Step Process

G-O-M-A-B-C-D is an acronym, which stands for Goal—Objective —Method—Attitude—Behavior—Communication—Discipline referred to as the 7-Step Process. This process maintains a dual nature; first, it guides individuals in character development activities. The initial focus on character development is necessary in order to assist persons with understanding their self-worth as contributors to the social development and prosperity of their communities. The second nature of the Process relates to members of society, particularly those who are disenfranchised, being encouraged to adopt an entrepreneurial spirit, where individuals assume ownership of the economic welfare of their communities represented in the development of businesses and the creation of jobs.

As shown in the diagram, the letters of the acronym actually represent two stages of an entire process, consisting of GOMA and ABCD. In terms of the PACE initiative, the *Goal* is poverty alleviation & citizen empowerment, to ultimately empower citizens to alleviate poverty. The *Objective* is the unifying of all sectors of society, including the various ministries. The *Method* is respecting the idea of socio-economic equity; and the *Attitude* is one where contributions of all stakeholders are valued.



PACE Initiative
Turks & Caicos Islands Social Services Department





PACE Initiative

Turks & Caicos Islands Social Services Department

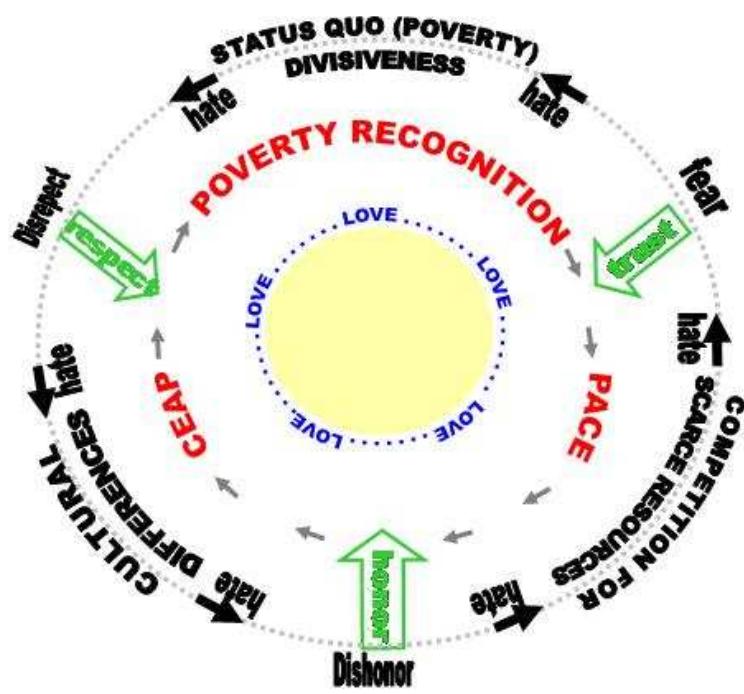
The *Attitude* component of the 7-Step Process representing a pivotal point of conversion, the point at which the right turn is made. Prior to the RIGHT turn, the individual might be said to be on a conceptual or theoretical path. As the individual continues to travel, he or she is prompted to make that RIGHT turn onto the path known as ABCD. At this juncture, the focus of the path transitions from theoretical to a more practical journey , in terms of behaviors and how those behaviors communicate messages, as well as the sustainability of character development and entrepreneurialism. Therefore, the 7-Step Process can be observed as a viable tool for assisting people with overcoming personal, social, and economic challenges where sustainable character development and entrepreneurial initiatives would represent those outcomes that are visible to both the individual participants and others.



PACE Initiative

Turks & Caicos Islands Social Services Department

Mentoring Government : From Poverty to PACE to CEAP



Explanation of PACE Inclusive Community Building Circular Diagram

In an effort to alleviate impoverished portions of society, there are two approaches that can be taken, which will lead to very different outcomes. In viewing the Mentoring Government: From Poverty to PACE to CEAP circular diagram, the most noticeable feature is the two directions it depicts. The circular diagram outlines two three-step processes that begin with *poverty*.



PACE Initiative

Turks & Caicos Islands Social Services Department

Depending on a person's or group's view or attitude toward poverty, one of two directions or approaches will be taken in the initiative to alleviate poverty in society.

These clockwise and counter clockwise movements are demonstrative of the two possible responses to poverty.. The inner clockwise movement, in an effort to purge society of impoverished citizens, leads to the elimination of poverty and develops empowered citizens, who are in turn able to sustain the government. The motivating value on this continuum is love. The movement of the inner circle is clockwise, denoting positive progression. On this circle, poverty is recognized as a problem. Here, a shared vision of economic empowerment for all citizens is the goal. The initiation of PACE as a unifying entity between government and citizens is key in reversing the cycle of cultural disunity. Through government mentorship, the initiation of PACE will give voice to the disenfranchised members of society by promoting the core values of trust, honor and respect. These values place the government and citizens in a position of unity, where all sectors are seen as contributors in the effort to alleviate poverty and empower citizens.

On the other hand, the outer or counter clockwise movement ends with a fierce competition for resources within a society, thus perpetuating the cycle of poverty and its motivation of hate. Within the context of the outer circle, poverty is viewed as the *norm*, where the underlying goal is maintaining the status quo at the expense of creating disenfranchised segments of the population, who are not viewed as valued stakeholders, and are often ignored except when their position in society benefits the perpetuation of the norm. The core value espoused by the outer circle is hate, which is seen in acts of disrespect, dishonor and fear. These actions lead to the formation of cooperatives based on cultural biases and an individualistic point of view that causes groups to struggle to maintain control of society's resources.

The dominant cooperatives dictate initiatives that are advantageous to their group because they do not view other cultural groups in the society as viable members. The idea of superiority is an underlying motivator and harmonious interaction among all the different cultural groups is not characteristic of those operating on the outer circle. The result on the outer circle is an unfair distribution of society's resources. Ultimately, the result is an individualistic sense of superiority



PACE Initiative

Turks & Caicos Islands Social Services Department

shared by a subdivision of the society. Once a group has proclaimed their superiority, the need for an impoverished group emerges in order to validate those who deem themselves as superior.

When all members of society have joined in the effort of poverty alleviation, unity has been attained in the three step process. As government mentors provides opportunities for the disenfranchised citizens, they are then able to become productive citizens, and thus a viable part of society. When economically empowered citizens are able to reciprocate by giving to the government, the goal has been achieved. As the focus shifts from the government to the viability of all members of society, the sustainability of PACE is then viewed as Citizens Empowered to Alleviate Poverty or CEAP.

The three step process, which includes the movement from poverty to PACE to CEAP as the cycle of immigration, continues. The circle demonstrates the regenerative feature of the diagram under the philosophy of “*each one, reach one*” as others are drawn from the outer circle to the inner circle. In this way, mentoring, poverty alleviation, and citizens empowerment are further expressed. .



PACE Initiative

Turks & Caicos Islands Social Services Department

Chapter 3

PACE's Plan of Action

The Poverty Alleviation & Citizens Empowerment (PACE) initiative will offer programming intended to systematically identify individuals, families and communities throughout the country who are faced with social problems; and who are in need of economic empowerment. Under the administration of Progressive National Party, social reform introduced the transition from Social Welfare services to Social Development; hence, PACE was introduced to identify, empower, and develop local resources within each community.

The training program is intended to improve the quality of life of citizens through a multifaceted approach beginning with executive, management, and community development training. Through various programs aimed at economic empowerment, PACE hopes to assist in creating viable and economically vibrant communities. Workshops and seminars in relationship management and conflict resolution will assist in community building. Community events and programming offered by PACE will also provide networking opportunities within public and private sectors.

PACE uses an inclusive approach to community building, which focuses on character development and entrepreneurship. This approach demonstrated through establishing and building relationships that promote teamwork. Core values of caring, sharing, loving, trust, honor, and respect serve as the tenets of the inclusive community building (ICB) model that expands social and economic advancement of communities. The philosophy of PACE is immersed in the ideals of mentoring, cultural sensitivity and inclusion. These concepts characterize all aspects of the PACE activities.



PACE Initiative

Turks & Caicos Islands Social Services Department

Goals

- The overall goal of PACE is to usher in CEAP (Citizen Empowered to Alleviate Poverty)
- To enhance the quality of life of economically disenfranchised Turks and Caicos residents
- To help create viable and economically vibrant communities through various programs aimed at economic development through citizen empowerment structures.
- To provide networking opportunities with public and private sectors to gain financial support through grants and special projects.
- To develop leadership with a focus on relationship management and conflict resolution.

Expected Outcomes

- Participants will be empowered spiritually, socially, and economically.
- Participants will develop skills and experiences transferable into the educational and work arenas.
- PACE efforts will reverse the trend towards pathological choices by youths.
- CEAP efforts will bring about business and economic development by empowered citizens

Community Outreach

- The program is an inclusive project, open to all members of the community.
- Outreach for community participation will target the following groups:
 - Government
 - Primary and secondary schools
 - Colleges and Universities
 - Churches
 - Social service agencies
 - Community health care agencies
 - Local businesses

Program Development

The first aspect of the PACE initiative is to introduce an inclusive community building economic development approach as a primary and initial means of alleviating poverty and empowering citizens. This proposed action plan of goals and programs can be successfully leveraged to expand the impact of PACE on communities locally, nationally, and globally to assist people



PACE Initiative

Turks & Caicos Islands Social Services Department

from economically challenged communities. These multilevel initiatives will be propelled by partnership opportunities between PACE and other organizations, which are committed to poverty alleviation through economic development opportunities.

The impetus for development and implementation of PACE programs falls under the leadership of the Ministry of Social Development, though all Ministries have an important role to play in realizing PACE. This inclusive approach to developing PACE's action plan of goals and programs will leverage the expansion of PACE's impact both locally, and nationally to assist people from economically challenged residences. This expansion would be propelled by partnership opportunities between PACE and other organizations, who are committed to inclusive community building. These partnerships would then be represented as a program consortium, seamless in their efforts to engage disenfranchised residences toward spiritual, social, and economic empowerment. Each program would capture and focus on opportunities to work with residents of the Turks and Caicos within each major sector of society (business, education, religion and government) to ensure that the goals of PACE are achieved. Therefore, it will of necessity be a collaborative effort between government ministries and the public and private sectors to avoid duplication of efforts, inclusion of existing programs and streamlining of activities.

The scope of this initiative will comprise the following areas of focus:

Targeted Populations

- TC Islanders
- Immigrant populations (i.e. Haitian, Dominicans, and other groups)

Target Areas for PACE-CEAP Program Implementation

- Education
 - Character Development (7-Step Process & ABCD's of ICB)
 - PACE-CEAP Mentoring & Entrepreneurship in Education
 - Student Support (parents, teachers, community)
 - Multicultural Education
 - Increased access for immigrant groups through special English language programs for immigrants (i.e. Haitians/Dominicans)
 - Persistence through graduation
 - Access to Education for Poor and Immigrant Populations
 - Multiple Tracks in Technical Training
 - Continuing Scholarship Endowment
 - Health Education
 - Environmental Education
- Health, Nutrition and Overall Quality of Life Improvement



PACE Initiative

Turks & Caicos Islands Social Services Department

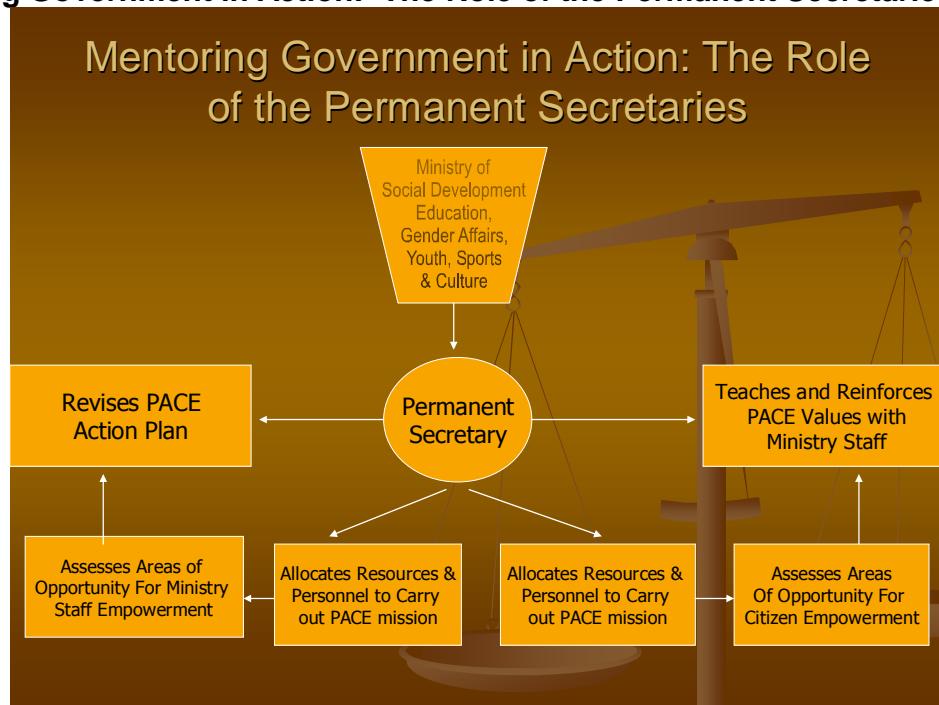
- Establishing food banks (food distribution)
 - The status of health care for pediatrics and adults
 - Health and care of the elderly
 - Immunization
 - Access to social services
 - Parenting programs for teenage mothers
 - Community policing
 - Specific scholarships for training healthcare professionals
 - Incentives for the development and importation of healthcare professionals
- Technical Training
- Cosmetics
 - TCI Arts & Crafts Merchandising initiative
 - Construction and technical trades initiative (i.e. specific training plumbers, electricians, mechanics, etc.)
 - Cultural Tourism Bed & Breakfast Initiative,
- PACE Programs for Immigrant Populations
- Haitian and other Immigrant PACE Officers
 - English as a Second Language programs (ESL)
 - Literacy fluency—reading and writing
 - Technical crafts and Agricultural crafts
 - Role of Media in Economic Change
- Poverty Alleviation: Increasing Entrepreneurship & Housing Opportunities
- Identifying entrepreneurial opportunities
 - PACE Empowerment Loan Programs (CELP)
 - Affordable housing/government subsidies
 - Upgrading Current Living Conditions (Access to Water & Sewage)



PACE Initiative

Turks & Caicos Islands Social Services Department

Mentoring Government in Action: The Role of the Permanent Secretaries



The Permanent Secretary (PS) manages a department or departments in a given Ministry. The (PS) will serve as the mentor responsible for facilitating the appropriate response of the Ministry to the PACE Project. Within the PACE Initiative, the PS will

- serve as a mentor to teach and reinforce PACE values with Ministry Staff;
- provide feedback on the PACE-CEAP initiative to assure its feasibility;
- assist in converting the PACE initiatives into cabinet papers for their respective ministries in order to iron out the details of implementation;
- allocate resources & personnel to carry out PACE mission;
- assess areas of opportunity for citizen empowerment;
- assess areas of opportunity for ministry staff empowerment.



PACE Initiative

Turks & Caicos Islands Social Services Department

On the Front Line: The Role of PACE Officers

PACE Officers are the front line workers for program implementation. PACE officers should be people from the community, who are knowledgeable about community affairs, who are compassionate, and willing to adopt the tenets of PACE. PACE Officers will often be the first faces seen by citizens in need of government assistance. Therefore, their customer service training and knowledge of the PACE program are crucial.

The roles of the PACE Officers will vary depending on the aspect of programming in which they are involved. However, the following overarching activities which will be common to all PACE Officers:

- administer programs and training mandated through PACE;
- assist government officials in holding focus group or town hall meetings to discuss the needs and expectations of the citizens;
- ensure that the needs of citizens and community groups are met for the respective PACE programs;
- Interact with PACE-CEAP Foundation representatives such as elder mentors, professional mentors, local college students, educators and other community volunteers to ensure that joint programming is being appropriately administered.



PACE Initiative

Turks & Caicos Islands Social Services Department

Chapter 4

PACE Implementation Strategies

➤ Education

- Character Development (7-Step Process & ABCD's of ICB)
- PACE-CEAP Mentoring & Entrepreneurship in Education
 - Student Support (parents, teachers, community)
- Multicultural Education
 - Increased access for immigrant groups through special English language programs for immigrants (i.e. Haitians/Dominicans)
- Persistence through graduation
- Access to Education for Poor and Immigrant Populations
- Multiple Tracks in Technical Training
- Continuing Scholarship Endowment
- Health Education
- Environmental Education

Character Development

The educational focus for the 7-Step Process include a series of booklets that are used to teach transition from dis-community building to community building as we look toward the greater community involvement. The booklets will focus on the ABCD's of Character Development and Inclusive Community Building: where A stands for Attitude, B for Behavior, C for Communication and D for Discipline.

The PACE approach is project-based. To this end, a PACE pilot project will evolve from the community to insure the project relevant and achievable. The goal of PACE's 7-Step training program is to teach people elements of ICB so that they can learn to work together in a spirit of unity to achieve individual and community goals. As they work together, ultimately the people will learn through focused projects to embrace a way of life that demonstrates a caring, sharing, and loving attitude. In addition, they will learn how to trust, honor, and respect each other. These are basic but yet essential and overlooked principles in community development.

PACE's training includes inclusive community building tenets and elements of character development (See Appendix A for an explanation of the The 7-Step Process & PACE's "ABCD's of Inclusive Community Building"). First, individuals at various levels of the



PACE Initiative

Turks & Caicos Islands Social Services Department

government are trained in the model, including front-line PACE Officers charged with interacting with the public sector. Training in the ABCD's will take place in school for the children and youth. The hope is that as they internalize the ICB values, they will be encouraged to persist in school through graduation. For adults, training will occur at the Social Development community centers, participating churches, and other public venues.

PACE-CEAP Mentoring & Entrepreneurship in Education

A crucial aspect of knowledge transference is the PACE-CEAP's Mentoring program, which will be further developed through the CEAP Entrepreneurship Institute (see details in Chapter 3). It pairs mature mentors, including elderly and retired persons, with younger persons. This relationship will allow the mentors to teach skills-based training to younger persons who will become more productive citizens of the Turks and Caicos. Mentoring will be encouraged between senior professionals and junior professionals.

The PACE-CEAP approach presents a systematic approach to mentoring that is indicative of government taking a leadership role with education, religion and business to empower Turks and Caicos Islanders by precept and by example in a transparent and discursive environment. The mentoring government is the hallmark of PACE and it offers a challenging new management tool by first developing the leaders of the country to manage more effectively in a diverse society toward the end of empowering the citizens of the country. The mentoring process of PACE is highly goal oriented. The goal is to build a better society by socializing the mentees (Islanders) to embrace the core values: caring, sharing, loving, trust, honor and respect as a way of life. The mentoring government guides this process by having a positive reputation for building inclusive community among those at home and abroad.

Multicultural Education

Education is a pivotal part of any society. Traditionally, the role of education was the method used to foster thinking and reasoning skills among its citizens in order to perpetuate the ideology and cultural values of that society. Diversity in many societies should cause educators to reevaluate this theory in an effort to include those who subscribe to different cultural values, those who have language barriers, and those who are considered the disenfranchised of the



PACE Initiative

Turks & Caicos Islands Social Services Department

society. Because education is the common thread that impacts every sector of a society, it can be the catalyst in building a community or society that is inclusive of all of its members. Many issues such as immigration, which results in cultural diversity, language barriers and sometimes, negative perspectives one group might have toward another group, may cause conflict within a society. Often times, many of these issues can be remedied via a strong multicultural curriculum in a society's educational system.

Curriculum is a controlling document that provides an outline for what is to be administered or taught. Its role is to link the philosophy to the implementation. An effective multicultural curriculum will promote valuing diversity and equal opportunity for all people through understanding of the contributions and perspectives of people of differing race, ethnicity, culture, language, religion, and gender. One of the most important components to consider when developing a multicultural curriculum is a policy statement which must include a rationale. The policy statement will be the guiding principal or overall goal of the program; while the rationale is dictated in an effort to resolve a societal conflict that has adverse effects. In this case the diversity of cultures which has restricted the progress and growth of certain populations within the TCI. Other considerations for a multicultural curriculum are content, methods and people. A strong multicultural curriculum will expose biases, stereotypes and inaccuracies, while increasing sensitivity to and awareness of different cultures, and celebrating and appreciating their perspectives, heritages and contributions. It will inevitably prepare them for life in a diverse society.

In TCI, a disproportionate number of immigrants lack access to education mainly due to their inability to speak the native language of the islands. Many Haitian leaders in the TC believe many TCers feel that Haitian immigrants do not want to participate; the truth is many are not able to participate because of the language barrier that exists among them. This dilemma needs to be one of the issues at the forefront of restructuring education in TC. A program is needed that teaches non-native speakers the native language, but also teaches the native language speakers the language of the immigrants. This will enable immigrants access to education and thus empower them to become active participants in social activities in TC.



PACE Initiative

Turks & Caicos Islands Social Services Department

Additionally, the exploitation of Haitian immigrants needs to be discussed. Many are controlled by employers with the threat of deportation. Haitian leaders also revealed the mindset of Haitians who have emigrated from Haiti. This immigrant group believes it left poverty when it left Haiti, but many Haitian immigrants and their descendants are trained skilled workers who are not afforded the opportunities or resources needed in order to fulfill this belief.

During a forum held in the TCI, a broader meaning of poverty was discussed—a lack of anything, whether it is respect, knowledge, etc. Keeping this in mind, demonstrates the fact that at some point any member of a society could be considered impoverished when prejudice results in discrimination due to a lack of respect and understanding. This further verifies that curriculum content must include concepts, events, issues, and problems from different ethnic perspectives and points of view. “Teaching materials in a school district should reflect the historical and contemporary experiences of a range of ethnic and cultural groups (Banks, 1999)”. There is also a significant need for a language program, English as a Second Language (ESOL) to alleviate communication barriers between the TCIs and its’ immigrants. TC can build upon language programs already in place to address this very critical area.

In structuring a multicultural curriculum, strategies and activities used to meet the objectives must include all learning modalities. Just as cultural diversity exist in a society, people have varying styles of learning. Three modes of acquiring knowledge have been identified—visual, auditory, and kinesthetic -tactile. The visual learner prefers demonstrations and descriptive elements such as diagrams, pictures, etc. in a lesson or forum. Sight is the strength of their acquisition of information and knowledge. Another type of learner is auditory. This learner prefers lessons to be verbal in nature. Discussion, dialogues and plays are means to reach this type of learner. The third type of learner is the kinesthetic-tactile learner. Sometimes these modalities are separated, but more often are inclusive of one another. This learner learns best by actively engaging in a lesson or forum. This is the hands-on learner. He/She enjoys acting out plays, singing, using manipulatives and creating projects in order to understand concepts being taught. Inclusion of all modes of learning in the curriculum strategies and activities will meet the needs of all perspective learners, and ultimately build a community of learners with the same knowledge. Some people learn predominately through one modality, but some have a



balance between two and even all three modalities. Inclusion of various modalities is critical in reaching all learners.

Other critical components are teacher training and monitoring. The restructuring should also include teacher training in multicultural education because of the influence teachers have over the delivery of curriculum.

Teacher training content should be reflective of all members of a society. Program monitoring will help to ensure efficacy in a multicultural curriculum. Regular assessments, along with a prescriptive framework will help to ensure the effectiveness and maintenance of the multicultural program.

References

Banks, J.A. (1997). *Teaching Strategies for Ethnic Studies* (6th ed.). Boston: Allyn and Bacon.

Banks, J.A. (1999). *An Introduction to Multicultural Education* (2nd ed.). Boston: Allyn and Bacon.

Herbert, Philip H. (1977). The Color of Words: An Encyclopedic Dictionary of Ethnic Bias in the United States. Yarmouth, ME: Intercultural Press, 154, 155

Persistence through Education

It is imperative that there is a system in place of not only educating the youth, but there must be mentorship programs, parenting classes and prevention programs. Regarding the area of parenting, many involved with the PACE-CEAP project see a project that needs to be addressed. At a recent education forum in The Turks and Caicos Islands, many ideas and resolutions were brought to the forefront. It is abundantly clear that parenting is the building block of a unified nation. With that, comes the need for mentoring, training, and accessibility to resources. Parenting classes should be started to instruct parents about caring for their children. The use of media would be an invaluable resource to give advice to parents about appropriate ways to take care of their children. In addition, The Ministry of Education has developed a number of useful materials to instruct on parenting issues including the *Parent Focus Newsletter* (published in English and Creole). This newsletter offers a variety of



PACE Initiative

Turks & Caicos Islands Social Services Department

educational tidbits about health, food safety, speaking to teenaged children about sex and relationship, tips on children transitioning from primary to high school and on to college. There are accompanying flyers on “Parenting a Teenager,” communicating with kids, “Parent-Teacher Interview”/Children’s Literacy Resource Guide. These resources are in brief and concise bulleted form and make for accessibility and easy reading. Although these are excellent resources, be aware that challenges in discipline can also result from the negative influences of media, inappropriate friends and use of technology. This must constantly be countered by parents’ watchfulness over what their children watch and hear from the media and do over the internet.

Once the parents have been taught the necessary skills of parenting from a mentoring and nurturing perspective, they must then become involved in their child’s educational rearing. To move forward in improving children’s education, parents and teachers must practice the 3 R’s of Recovery: Recognize, Reconcile and Resolve. Recognize one’s role in a problem; apologize for one’s part in the problem; and resolve the conflict. To ensure progress in parenting, there must be structure, motivation, accountability and consistency. One of the easiest and most overlooked role of the parent is involvement in their child’s academic upbringing. Parents should regularly volunteer or get involved in school-related activities. Interact with teachers regularly and speak to them about the progress of their children in school. Parents must also encourage their children as it pertains to the child’s self- confidence. Positive self-esteem fostered in children correlates to higher performance in school when compared to their peers who have low self-esteem. These students are more willing to accept new challenges.

We have been discussing the things that parents should be doing, but there are some major points we would like to discuss that parents should not do. One, do not compare your child to other siblings or peers. Their accomplishments should be compared only to their previous accomplishments. The child you compare your child to may in the future prove not to be a good example. Secondly, as much as possible, allow your child to be a child. A big problem in low income families is that older children are made to take care of their younger siblings. This is usually done because parents have to work and delegate responsibility to their older children. Though the children learn how to be more responsible, there are latent problems associated with this practice. Older children feel as though they are adult and resist



PACE Initiative

Turks & Caicos Islands Social Services Department

being disciplined by their teachers and will often hold resentment in their heart for having to bear the burden of an adult as a child.

Now that we have discussed how the PACE-CEAP project can assist with parenting, we will now shift to see how they can assist in mentoring. The PACE-CEAP Foundation will have a ready pool of Mentors to draw upon as they collaborate with the Ministry/Department of Education who have already begun the work of securing mentors through their own means. These mentors would simply have to be trained through the PACE-CEAP, particularly when it comes to mentoring projects directed towards children. For mentoring projects directed toward adults, there might still be a need to recruit and train professional mentors through the PACE-CEAP foundation.

Training Opportunities for PACE-CEAP Foundation in connection with Education Department:

1. Parenting workshops
2. Mentor training workshops
3. Children's character development workshops

PACE-CEAP Foundation's role will be to recruit low-income participants and ensure that the underserved are served by these initiatives. They will have a ready network of PACE Officers, on the front lines, knowledgeable of what and where the needs are in the communities they serve. More information is needed on the various approaches the Education ministry is undertaking to outreach to the community. The work of PACE will be to streamline collaboration with other Ministries, to compliment and to enhance, not to replace existing efforts.

As we come to a conclusion on this topic of persistence through education, Director Howell has proposed his own 7 pillars of education, which is extremely appropriate to the common theme of training, mentorship and access to resources. His pillars are as follows:

1. Learning to live together—cultural and social harmony; community building.
2. Learning to be—children do not know who they are. There is this notion of emptiness coupled with a lack of self worth. This is due to the fact that they do not adequately know or understand their history and heritage.
3. Learning to know—technology and the global village are encroaching upon the TCI family and children who are being influenced.



PACE Initiative

Turks & Caicos Islands Social Services Department

4. Learn to do—children must gain a greater appreciation for challenging work.
Nowadays, if something is too challenging, they give up. There is this general blaze attitude towards hard work. We must develop a serious work-ethic in our children.
5. Learn how to think—when children can think, they can reason well. When they can reason, they will know and be able to discern right from wrong and will think twice before doing wrong.
6. Learn to communicate—children now e-mail, use msn, navigate the Internet, and text message each other. The messages are not always positive and they are in a language of their own. Children could easily engage in inappropriate relations through these medium with class mates and unsuspectingly, with predatory adults. Children must learn of the consequences of improper speech and communication. They must learn how to more effectively and respectfully communicate to adults. Proper etiquette seems a lost art—“Good morning Sir/Madame.” While this may smack of the good ol’ slave days, but no. There is still a lot to be said for manners and respectful etiquette towards their peers and adults.
7. Learn how to deal with change—in this global village, change is constant and if the children do not keep up with these changes as they come, they may be left behind. There are two new hospitals slated to be opened in TCI and new schools. Health care workers—doctors, nurses, radiologist, etc....will be a necessity. Teachers must also be trained. (This connects with the Ministry of Tourism’s not despise careers in the service industry.)

If we as an Island nation are able to put these programs in place, we can expect to see an increase in graduation rates, decrease in teenage pregnancy, and less acts of violence amongst youth and adults. But as the title of this sections indicates, we must be persistent in this endeavor, starting with the youth as toddlers through adulthood if necessary. The PACE-CEAP Foundation has a vision that if implemented and supported by all the ministries, is a recipe for success for our beloved Island.

Access to Education for Poor and Immigrant Populations

In packaging instructional materials, the TCI government is mindful of the audience we are addressing. For the poorest of TC Islanders and the immigrant population, the level of



PACE Initiative

Turks & Caicos Islands Social Services Department

education is such that they may not be able to understand academic language. Materials distributed to front line workers and to the trainers will be easy to read. For people who are not yet fluent in English, the materials will be translated.

A number of TCI government representatives have recognized the need to be inclusive in this approach because the continued disenfranchisement of immigrants and other poor TC islanders may represent an exacerbation of not only economic problems, but may also give rise to crime and violence. To ensure that the needs of these groups are met, PACE Officers, who are the front line workers for program implementation, will be encouraged to hold focus group or town hall meetings to discuss citizens' needs and expectation and to administer programs and training mandated through PACE.

Development of Multiple Tracks in Technical Training

- Cosmetics
- TCI Arts & Crafts Merchandising initiative
- Construction and technical trades initiative (i.e. specific training plumbers, electricians, mechanics, etc.)
- Cultural Tourism Bed & Breakfast Initiative

In developing multiple tracks for technical training, PACE programs will start with high school students in special after school and summer programs. The Education Ministry's Mentoring Program will be expanded to assist in training the high school students. Some programs have already begun in vocational training for these students including one developed by the Department of Gender Affairs. It has already begun an effort in which young women are taught technical skills in the cosmetics industry. This effort will be expanded to suit other industries as well. For instance, in the arts and crafts, children and women will learn how to make their own jewelry, art pieces and crafts to be sold to tourists at TCI Hotels or other tourist attractions. The children and women's products could be marketed so that they learn how entrepreneurship is advanced.

Trades related to construction will be targeted for technical education in the Turks & Caicos Islands. Working with the school system and other educational institutions, the TCI government wants to ensure that its young people learn a trade in the construction and technical industries



PACE Initiative

Turks & Caicos Islands Social Services Department

that will make them competitive in the booming constructions industry. Other technical trades may include plumbing, refrigeration, electronics, auto mechanics, and more. In the areas lacking local expertise, initially, trainers may be brought in to train TC Islanders until enough TC Islanders are trained who can then supervise the training of others on the Islands.

In terms of the Cultural Tourism Bed & Breakfast Initiative, TC Islanders might be involved in a bed and breakfast , working with the housing that they already own. They could progress through stages of business development from starting with their own properties to purchasing or building other properties from the profits they earn. To ensure sustainability of projects, social workers and directors must continue monitoring needs and implementation processes.

Special care will be given to groups where it might be difficult for participants to read and write. In such instances, adult language courses might be encouraged and supervised through community centers and churches. For immigrant groups, special training programs in their language will be offered as well as second language acquisition courses to ensure that they are not only learning technical skills, but they are simultaneously gaining fluency in English. In addition to being funded through government subsidies, such programs will rely upon voluntary assistance from Elder Mentors, Professional Mentors, local college students, and educators. The CEAP Entrepreneurship Institute will be instrumental in this regard (see details in Chapter 3)

Continuing Scholarship Endowment: PACE-CEAP Foundation Programming

To ensure that scholarship endowments continue to grow for college-bound students, a community initiative will encourage businesses, churches, educational institutions, and civic organizations to raise funds through creative means for scholarships in exchange for government tax subsidies. This will be the purview of the PACE-CEAP Foundation (described in Chapter 3). The organizations, which have succeeded in their fundraising efforts, will be commended for their work at the PACE-CEAP Annual Banquet and will be honored in the Community Center's "Hall of Fame" (A specially designated area, where individuals' or organizations' names will be inscribed).



PACE Initiative

Turks & Caicos Islands Social Services Department

Health, Sanitation & Overall Quality of Life Improvement

- Establishing food banks (food distribution)
- The status of health care for pediatrics and adults
- Health and care of the elderly
- Sanitation and Disease Prevention
- Immunization
- Access to social services
- Parenting programs for teenage mothers
- Community policing
- Specific scholarships for training healthcare professionals
- Incentives for the development and importation of healthcare professionals

Since health and wellness is a societal concern, strategies to tackle these issues must be inclusive of various ministries' objectives. There is a connection between education and health because empowerment of the people comes from a healthy mind and body. When people are lifted from depression, their physical well-being is positively affected, as well. Education, mental, and physical health all correlate. Therefore, PACE's approach to addressing poverty and health problems will complement existing initiatives, being implemented by the Ministry of Health. PACE's objective will be to assist in educating the public in important health issues that the Ministry of Health wishes to highlight.

PACE programs will focus on streamlining the country's services to ensure that citizens are empowered to improve their health. Existing programs from other ministries will be incorporated to meet the objectives of PACE. Special care will be given to the following areas: addressing the status of health care for pediatrics and adults; promoting and ensuring proper immunizations of young and old; improving health and care of the elderly; promoting access to social services for all citizens; encouraging teenaged sexual responsibility through education and enhancing parenting programs for teenage mothers along with their academic and professional development; encouraging community policing through community mediation services and peer mediation programs in schools; promoting specific scholarships for the training of healthcare professionals; and providing incentives for the development and importation of healthcare professionals as necessary.

Environmental Health



PACE Initiative

Turks & Caicos Islands Social Services Department

At Parents' Symposium, November 30, 2006, a good example of conservation was found in the canvas bags distributed to conference attendees. They were encouraged to take them along to the super market to shop and simply place their groceries in the canvas bags rather than the plastic bags usually offered. This will help reduce waste. Another use for the plastic bags could be as garbage bags in the home if they are brought home.

Sanitation is about cleanliness—it is the measures put in place to make the environment clean. In this process vector (or pest—mosquito or rats) control is important. Sewage treatment is important as well as draining Clorox or strong cleaners down the drainage pipes because it may cause the bacteria in sewage to stop their work of breaking down fecal material. Fecal material that is not properly broken down causes sewage backup, which then spills into the backyards and streets, and later bring about disease.

Common disease problems are very preventable with proper education of children and adults. If children do not wash their hands properly after using the bathroom, they may ingest bacteria and get sick with dysentery. Diarrhea is all too common because kids do not wash their hands after using the bathroom or before eating. Teaching children simple hygienic habits will help counter these problems.

Special care will be given to translate materials in Creole and Spanish for concerned immigrant groups. Community outreach will also occur in the native languages of these immigrant groups. In addition to being funded by government subsidies, such programs will rely upon voluntary assistance from CEAP representatives such as Elder Mentors, Professional Mentors, local college students, educators and other community volunteers.

Educational programs, which address environmental health issues, will be expanded from existing government efforts to address environmental health problems. Issues of resource conservation, waste management, sanitation, sewage treatment and vector control will be critical components of training administered to communities. Common disease problems such as food borne illnesses, dysentery, and other diseases caused by poor sanitation practices are very preventable with proper education of children and adults.



PACE Initiative

Turks & Caicos Islands Social Services Department

- PACE Programs for Immigrant Populations
 - Haitian and other Immigrant PACE Officers
 - English as a Second Language programs (ESL)
 - Literacy fluency—reading and writing
 - Technical crafts and Agricultural crafts
 - Role of Media in Economic Change

PACE Officers Working with Immigrant Populations

As part of the PACE programs, PACE officers will be selected from immigrant populations whose role it will be to educate their population on critical government services and programs that will assist them in a more successful transition to TCI society. For instance, Haitian Creole and Spanish-speaking PACE officers will be used with their respective immigrant communities.

Expanded Educational Training for non-English Speakers

Many immigrants, particularly among Haitian migrants have not finished their high school education. Of the Haitian population who in most need, some don't read at all; some read very little; and some need to complete their post-secondary education or gain a high school diploma. While tourists may never meet TCI government officials, it is more likely that the first faces of TCI seen by most tourists in their hotels are often Haitian immigrants, working in the hospitality service industry as room attendants, groundskeepers, and other service labor. Furthermore, some conflicts between natives TC Islanders and Haitians happen not because the Haitians mean to do wrong or to offend, but simply because they do not readily understand the cultural norms and the society's rules and regulations. Therefore, there is a great need for adult vocational education since the TCI system does not offer extended opportunity for adults, beyond 18 years of age, who have not finished high school to do so. The benefits to educating adults are that they will learn about TCI culture, societal standards and norms, and how to negotiate their environment.

PACE's adult vocational program for new immigrants will place special emphasis on programs that cater to non-English speakers to assist them in transitioning into TCI society. PACE programs with immigrant populations will expand existing educational programs and place a



PACE Initiative

Turks & Caicos Islands Social Services Department

significant emphasis on education and skill-building in immigrant populations. The educational training for Haitian and other immigrant populations may occur in three areas: language/literacy fluency, technical crafts (e.g. construction, refrigeration and auto mechanics, furniture and fixture manufacturing) and agricultural crafts:

- 1) The institute will have significant literacy and language acquisition (English as a Second Language—ESL) component, which will include literacy programs for immigrants, cultural sensitivity training and high school completion degrees.
- 2) The adult education and vocational training in technical areas such as agriculture and other technical crafts such as construction, electronics, refrigeration, and auto mechanics, furniture and fixture manufacturing.

PACE will offer an agricultural program for Haitian migrants capable of working as farmers. Due to a demand for home-grown agricultural products, agriculture has been identified as an area of great need for development in TCI. Haitian immigrants with a farming background might well provide the labor force to assist in implementing such a program in fertile islands. However, they will need training to augment their basic agricultural knowledge. Once a cohort has been trained, they can also form farming cooperative in collaboration with TC Islanders. These migrant workers will be offered incentives such as the maximum 3-year work permit status in order to ensure that the farming cooperatives take root and that there is a steady stream of workers capable of developing the farm land.

Current vocational training can be developed in Creole in other areas in need of skill development such as construction, electronics, refrigeration, and auto mechanics, furniture and fixture manufacturing (including process cutting, bending, molding, laminating, and assembly of such materials as woods, metal, glass, plastics and rattan) to name a few. As the participants develop the technical skills using their native language, ESL programs will be administered simultaneously to ensure that the non-English speaking population transitions effectively into English-speaking workforce.

Media Access for non-English Speaking Populations



PACE Initiative

Turks & Caicos Islands Social Services Department

To ensure that PACE initiatives and other government programming are effectively communicated to Haitian and Spanish-speaking populations, 30 minutes to 1 hour-slots will be allotted for informational programming on public radio and television. This will assist the TCI government in reaching the broadest possible audience and in disseminating critical news about planned initiative to these immigrant populations.

➤ Poverty Alleviation: Increasing Entrepreneurship & Housing Opportunities

- Identifying entrepreneurial opportunities
- PACE-CEAP Co-op Empowerment Loan Programs (CELP)
- Affordable housing/government subsidies
- Upgrading Current Living Conditions (Access to Water & Sewage)

Identifying Entrepreneurial Opportunities: The CEAP Entrepreneurship Institute Programs

The CEAP Entrepreneurship Institute (details in Chapter 3), a citizen-run program, will assist with entrepreneurship development. Entrepreneurial programs, of necessity, will have to interface with the private businesses, non-government organizations (NGO's) and other agencies to ensure the success of these small business ventures. Private businesses can serve as mentoring organizations. The entrepreneurial focus will address the internal aspect of economic development and character building, as well as, the outward economic development, which will include business ventures among the women, children and the poor. Economic development should have as one of its chief interests the welfare of women and children since they tend to be the ones most affected by poverty.

CELP Cooperatives will be formed with a central function of monitoring economic development through the PACE-CEAP Co-op Empowerment Loan Program (CELP—see details below). A mentoring approach in which participants will meet regularly with their business development mentors over a set timeline, at the end of which, they would become completely independent and self-sufficient. These PACE Program Graduates can then assist in mentoring people for similar businesses afterwards through the CEAP Entrepreneurship Institute Programs.



PACE Initiative

Turks & Caicos Islands Social Services Department

CELP will be an effective tool to bring women and children, in particular, out of poverty. Citizens become eligible by first participating in PACE's "ABCD's of Inclusive Community Building Program" and the technical training for their specialty area. One of the major benefits of the PACE-CEAP Co-op Empowerment loans system is that as individuals are able to get small loans and are made accountable for repaying them through the cooperative system, it becomes easier for them to develop small businesses and to grow them. The focus of assigned social workers and professional mentors will be on mentoring participants through the process and assisting the CELP Cooperatives in policing themselves.

PACE-CEAP CO-OP Empowerment Loan Program (CELP)

After successfully completing PACE'S ICB Program and the technical training for each industry area, citizens are now ready to actively participate in the PACE-CEAP Empowerment Loan Program (CELP—see Flowchart in Appendix H). CELP is an initiative designed to promote cooperatives among the poor, particularly women and/or children, that encourage business development through small loans. Such loans will be administered based upon the scope of their projects, the size of the cooperative and duration of the project. The loan amount will be equally divided among participants, with chief responsibility in the monitoring of loan repayment resting upon the Cooperative. However, each cooperative will have government oversight through social welfare officers and community partners. The cooperatives may focus on industries such as cosmetics, arts and crafts merchandising, construction and technical trades and Bed & Breakfast franchises.

The PACE Cooperative will consist of citizens trained already trained in "ABCD's of Inclusive Community Building" Program. Groups of participants will be separated based upon the selected Technical Training Area in which they wish to participate. They will form small cooperatives whose job will be to receive additional technical training in the industries in which they wish to develop businesses. CELP participants will develop a business plan, under the mentorship of Professional Mentors versed in business plan development and in the industries in which the Cooperatives wish to work.



PACE Initiative

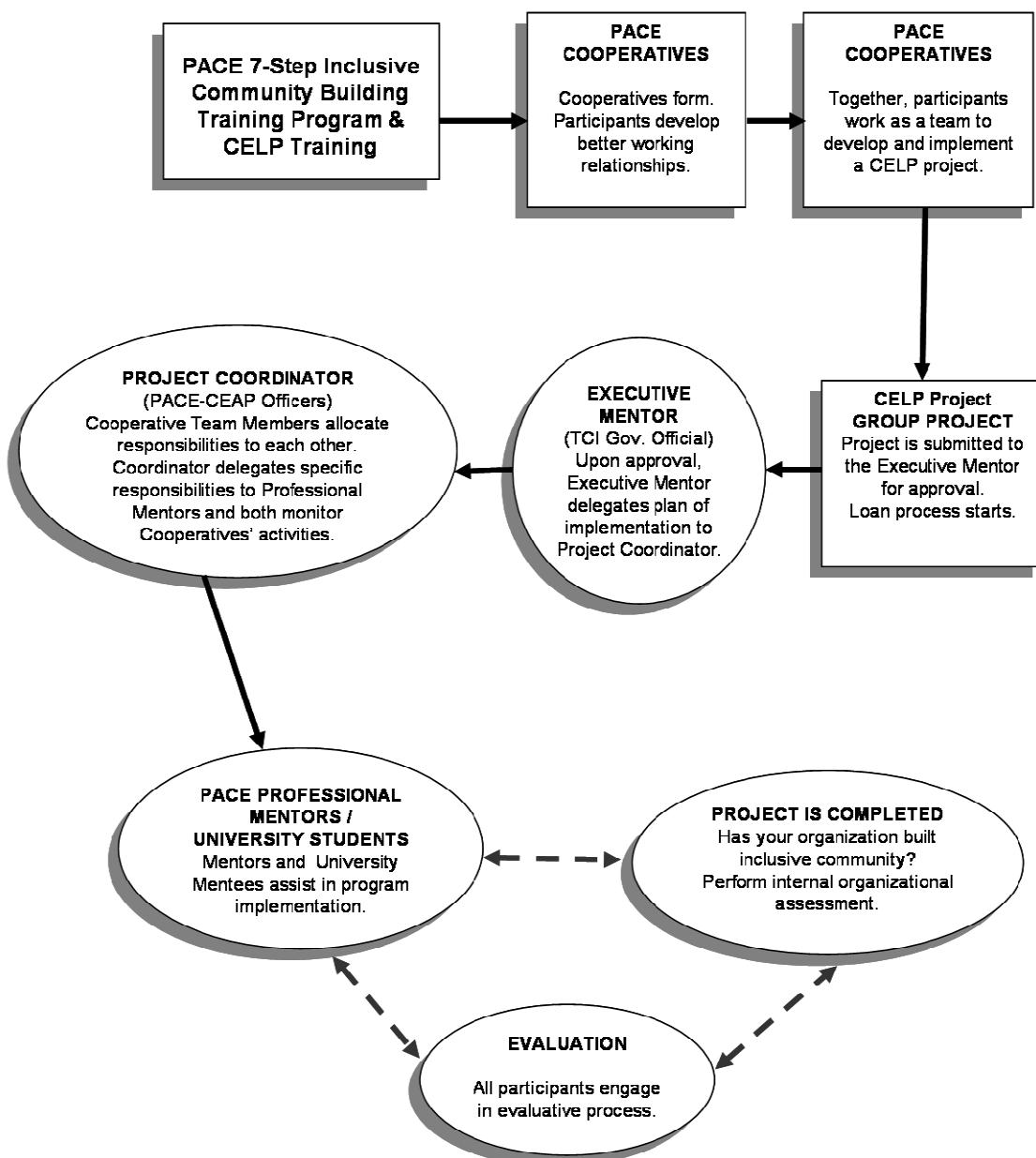
Turks & Caicos Islands Social Services Department

Once the PACE Empowerment Loan committee reviews the business plans, they will determine the loan amount which should be awarded. Once the loan amount is awarded to a PACE Cooperative, they will be given a time line for the completion of project activities and for the repayment of the loan program. The cooperatives will be monitored through regularly scheduled focus group meetings with PACE Social Workers and CEAP Professional Mentors. At the end of the timeframe set for the completion of the project, the progress of the participants in the cooperative will be evaluated and business revenue and other project development concerns will be addressed. At this point, the PACE-CEAP Cooperative Empowerment Loan Committee will receive recommendations for successful business ventures and ventures where strategies should be improved in order for participants to receive returns on investments. Successful graduates of each CELP will be asked to mentor future applicants.



PACE Initiative
Turks & Caicos Islands Social Services Department

PACE COOPERATIVE EMPOWERMENT LOAN PROGRAM (CELP)
PROJECT DEVELOPMENT





PACE Initiative

Turks & Caicos Islands Social Services Department

CELP Mentoring Process

In addition to the PACE Social Worker, the CEAP Professional Mentors, each cooperative will elect a lead Mentor, a Treasurer, and a Secretary. However, group tasks should not be surrendered entirely to these individuals as each member of the cooperative will be held accountable for the level of contribution and participation that they offer.

The Mentor will serve as the liaison between TCI government officials and social workers. The Mentor will call for the schedule group meetings, assure attendance and lead discussions. The Treasurer, with help from the Mentor, will be in charge of monitoring the collective progress of individual participants and keep records of each member's financial progress. The Secretary will keep minutes on meetings and assist the Mentor in contacting members of the Cooperative for meetings and special events. The Secretary will also keep an annual report on the progress of the Cooperative's work, with the help of other members of the cooperative.

Each member of the cooperative will keep a CELP log, designed to assist them in keeping track of their businesses with ease. TCI Social Workers and Professional Mentors will be available to assist participants and to mentor them in all of those areas. Special care will be given to groups where it might be difficult for them to write their reports. In such instances, their reports may be tape-recorded and later transcribed by college or high school students for reporting purposes. Students may also assist illiterate members in writing out their CELP logs. In addition to government subsidies, such programs will rely upon voluntary assistance from Elder Mentors, Professional Mentors, local college students, and educators identified by the PACE-CEAP Foundation.

PACE-CEAP Affordable Housing Program

The Ministry of Social Welfare will work with pertinent government ministries to develop processes that ensure that low-income citizens will be able to afford affordable housing. PACE's Five-Year Housing Plan will allow eligible citizens to enroll in a housing acquisition process, which will require that participants do the following:



PACE Initiative

Turks & Caicos Islands Social Services Department

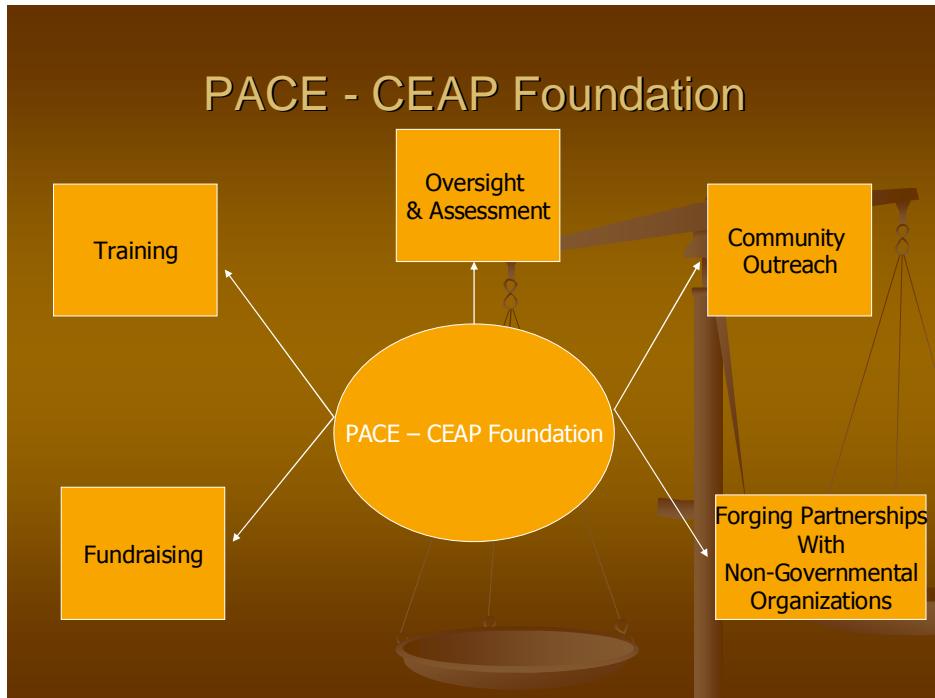
1. Enroll in PACE's "ABCD's of Inclusive Community Building" Program.
2. Register for PACE's Housing Program—a course designed to teach participants the ABCD's of Home Ownership and Fiscal Responsibility.
3. Participants will enroll in a savings plan, with a set savings goal.
4. At the end of 3 to 5 years of successful savings, participants will receive in-kind government subsidy grants for down payments, closing costs, and other fees.
5. The government will work with banks to ensure special interest rates for low-income to middle-income home owners, who qualify.
6. After buying their homes, participants will remain under the program for a year to ensure that they communicate with counselors should they be facing problems in making payments or should they face other financial impediments.

To upgrade current living conditions for low-income citizens, social welfare officers will also visit with citizens to discuss housing problems in an effort to alleviate them. Periodic town hall meetings will be held to gauge the progress of such initiatives.



Chapter 5 PACE-CEAP Foundation Initiatives

Sustaining The Work of PACE: The PACE-CEAP FOUNDATION



The PACE-CEAP Foundation will have as its primary mandate the work of establishing community, private sector partnerships with corresponding government programming to ensure that the work of PACE continues. The PACE-CEAP Foundation will be involved in grant-writing, fundraising, and private sector interface projects that ensure the continuation of projects started through PACE. The PACE-CEAP Foundation will be driven by citizens, and the programs they develop will be operated primarily by individuals from the public and private sectors. General administrative responsibilities for the PACE-CEAP Foundation will include, but are not limited to the following:

- Training and program development
- Oversight and assessment of existing joint programming between the government (PACE) and the community (CEAP)

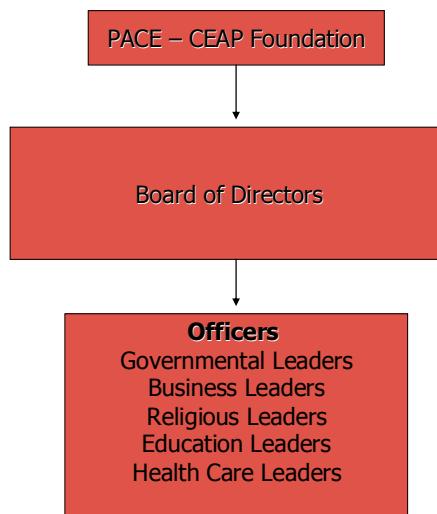


PACE Initiative

Turks & Caicos Islands Social Services Department

- Community outreach
- Forging partnerships with non-governmental agencies
- Fundraising and grant-writing

PACE-CEAP Foundation



The PACE-CEAP Foundation will be comprised of a board of directors with representatives from government, business, educational, health care and religious sectors.

An annual PACE Banquet will be held to honor the works of various community organizations and individuals who have gone above and beyond in promoting the PACE initiatives. The accomplishments of the citizens who have been empowered by the PACE initiatives will also be highlighted through slide or video presentations featuring citizens who have been honored for their dedication to self and community empowerment. Corporations will be encouraged to donate special prizes as awards for those honored at the banquet. A newsletter will follow that describes the year's accomplishment and will be distributed to participating government agencies, educational institutions, churches, and other civic organizations.



PACE Initiative

Turks & Caicos Islands Social Services Department

CEAP-PACE Entrepreneurship Institute

The primary mandate for the Foundation is developing and administering the CEAP Entrepreneurship Institute. Related areas of program development include the following:

1. Professional development programs such as the “Dress for Success” Program
2. Assisting the government in the oversight and administration of CELP (loan program)
3. Fundraising and grant writing to sustain PACE-CEAP initiatives
4. Education/private sector interface projects
5. Private/public sector mentoring facilitation
6. Administration of economic development/job creation programs

CEAP Entrepreneurship Institute will be actively engaged in assisting the government in administering the CELP loan program activities, particularly in the professional development of participants, in ensuring that loan program funds are supplemented by the private and public sectors, in the education of participants in financial literacy and responsibility. The following are some activities that will assist the Center in developing and implementing its mandate:

Training Activities

1. Business development workshops
2. Financial literacy workshops
3. Professional Decorum/Character Building Training
4. 7-Step Process Training

Program Development Activities

1. Entrepreneurship fairs
2. Project financing
3. Focus group research
4. Planning days/idea showcasing
5. Networking receptions
6. Cooperative match-making sessions

CEAP Community Inputs: The Role of Citizens and Community Groups



PACE Initiative

Turks & Caicos Islands Social Services Department

The Community is made up of citizens who share a common goal of developing and contributing to their neighborhoods and cities. The Community must be willing to accept its disposition and appreciate what PACE can/will do for it. The Community must see itself as a stakeholder and be seen as a stakeholder, even a partner with the Government in this endeavor. Thus, the Community must recognize its position in the poverty status quo, and aid in the eradication of poverty.

From the community will come the volunteers, mentors, and private sector relationships that will assist in shaping and modifying CEAP programs and initiatives. As CEAP mentors and volunteers learn more about the needs of the community, they will help inform program planning and implementation.

A series of community forums will be held to inform the community of PACE-CEAP planning and to receive input from the different community stakeholders. Forums will begin with a policy forum to bring Ministers and their key staff up to date and to receive their input. Partnering with business, education and religious leaders, community forums will address their specific needs and input will be received. It may be necessary to hold a special forum for groups where English is not their first language. Critical community organization input will come from:

- Churches/religious organizations
- Civic organizations
- Private businesses
- Educational institutions
- Community healthcare agencies
- Other non-governmental institutions

In addition, these community partners will provide technical support and training for CEAP initiatives, in-kind grant support and fundraising.

Program Evaluation

Each PACE-CEAP administrative unit will be responsible for monitoring and administering evaluative assessments for the implementation of the programs under their purview; and to



PACE Initiative

Turks & Caicos Islands Social Services Department

bring to light areas that need to be improved and inform best practices. While reports of such assessments will be compiled and directed by the Ministry of Social Welfare, in addition to government-run assessments, the PACE-CEAP Foundation will also have responsibilities of providing oversight and evaluation for the joint programming that are administered through PACE and CEAP.



PACE Initiative

Turks & Caicos Islands Social Services Department

APPENDICES

APPENDICES—Example of PACE Training Programs

- A. PACE Demonstration Projects—Cultural Tourism Bed & Breakfast Project
- B. CELP Mentoring Process
- C. PACE Heath & Nutrition Education (*To be developed with assistance of materials from Ministry of Health))*)



PACE Initiative

Turks & Caicos Islands Social Services Department

A. PACE-CEAP Demonstration Projects

I. Bed and Breakfast Concept Summary

The B & B will be at once a service oriented place where tourists will be able to enjoy a night or week of authentic TCI experience and a feeder training center to conventional hotels. As a service oriented place where tourist can sleep and eat, the B & B is a cultural heritage center where local artists' works will be displayed. As a feeder training center to conventional hotels, the B & B will establish relationships with local hotels to train local Turks to help staff their hotels. What makes this program unique is its ABCD Economic Development and Inclusive Community Building focus where character development is built into the training. **We envision local Turks involvement in the construction, management and ownership of the B & Bs.**

Bed and Breakfast Concept

Bed and Breakfasts has for years been an option for travelers looking for a unique and highly-personalized lodging experience. Certain geographic areas are considered prime locations for establishing bed and breakfasts that provide short-term lodging in private homes or in renovated small buildings used for this purpose. Bed and Breakfasts allow guests the enjoyment of a full breakfast served by the owner or owner-supervised staff. Some even have gift shops or specialty items that generate extra income for the Bed and Breakfast owner.

Currently, ICB Productions is presenting a Bed and Breakfast franchising opportunity to the government of the Turks & Caicos Islands as a means of creating wealth and alleviating poverty among its citizens. With tourism as a mainstay of the Islands' economy, and the growing number of tourists visiting the Islands, the bed and breakfast is not a novel concept; however, what ICB is presenting is not merely the construction of another Bed & Breakfast as a physical structure, but as a unique approach to social and economic empowerment, thus the term, *Bed & Breakfast approach* to service. When understood in this light, the *Bed & Breakfast approach* becomes relevant or translatable not only within the Tourism industry, but also within every institution in any given society.

In a traditional sense, a bed is seen as a place where individuals are able to find rest and relaxation, to rejuvenate cells and muscles. It is perhaps during one's time of rest that he or she is most vulnerable. This rest experience is critical, and is usually the topic of the individual's conversation upon awaking, whether he or she needs to make changes in resting positions to increase comfort level, whether the environment, and/or bedding was conducive to one getting proper rest, and possibly whether the rest was sufficient in terms of the time allotted for rest activity.



PACE Initiative

Turks & Caicos Islands Social Services Department

As for breakfast, it is, of course, among the three major meals of the day, and is said to be the most important. Typically, breakfast signifies the breaking of the fast between the last meal of the day and the beginning of a new day; therefore, breakfast is the meal that begins the chain of dietary consumption for the day, predicting that the individual is about to embark upon a fresh start. Interestingly, consumption is the last event on the chain of economic development (Production--Distribution—Consumption), and the ultimate goal of the producer. Therefore, the producer might wish for his or her client to break the fast from potential to actual consumer. When this happens, another breakfast occurs in the life of the producer, not in terms of production, but in terms of profitability, so that there is a direct correlation between the breakfast of consumption by the consumer, and the breakfast of profitability by the producer. The question then becomes, "How does the producer or manager get his clients into a mode of comfort or relaxation in order to complete the transaction of economic development in Consumption?" As is the case with the sleeper, the consumption experience becomes the topic of discussion by the consumer, and right away, the consumer begins to evaluate the quality of the product, the consumption environment, how inviting was the packaging, and possibly a personal consideration of whether the consumer needs change distributors. More times than not, this experience is shared with others, and affects the possibility of future consumption by the general public.

In order to fully understand the concept of breakfast in light of sustainable economic development, one must also understand service. The idea of service out of an intrinsically motivated spirit to offer general acts of kindness across the board is rare within service-based or hospitality-driven circles. In this case, service was not to benefit everyone equally, but only those who could afford to pay for the service, in which case, an exclusive environment was created. This explains why two different individuals could have vastly different experiences by the same server depending on the perception of the server as to what each visitor could contribute to the server's own benefit. We might say that the server was fasting from the intent toward inclusion and equality. To break the fast for the server would be to refrain from exclusion, and eat rather a new way of thinking.

In essence what ICB Productions is presenting is the bed and breakfast as an approach whereby individuals comfortably embrace a new line of thought, moving or breaking the fast from the status quo to a life or heritage of fairness, equity, fair play, friendship, and unity toward alleviating poverty and building an empowered nation. While the focus is on the bed and breakfast as an approach to economic and social development, a physical bed and breakfast is proposed as an outward demonstration of this concept. Using our slogan, *Tourism is Everybody's Business*, we expect to use the B & B approach toward exploring empowerment perspectives and opportunities within the hierachal structures established within the diverse institutions. Through a series of Research and training



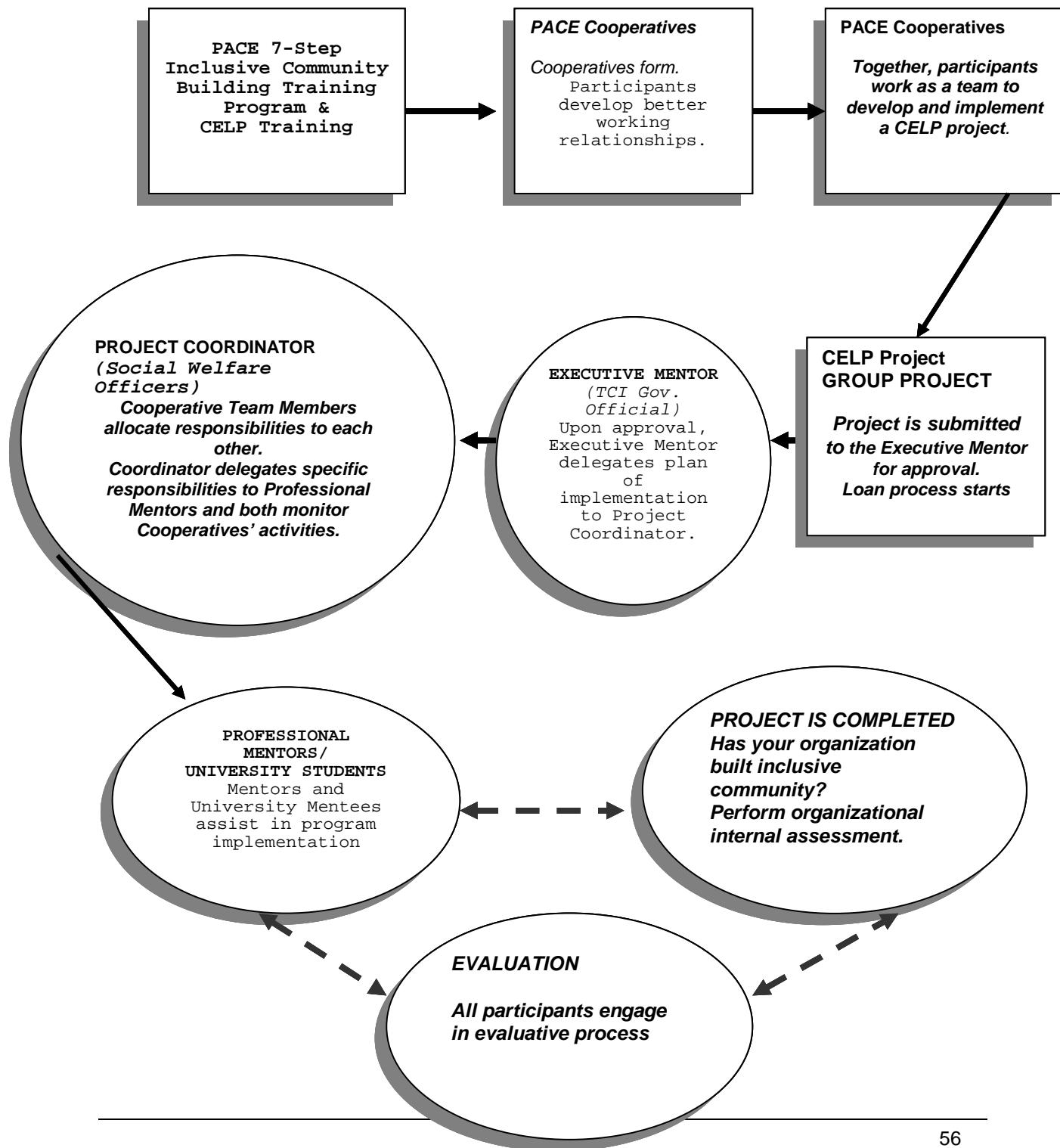
PACE Initiative

Turks & Caicos Islands Social Services Department

opportunities, and Cultural Heritage Events, ICB Productions expects to show the B & B approach as a viable means for overcoming personal and social conflict, and other poverty agents; and expanding cultural and heritage tourism toward advancing the wealth potential of the overall population.



B. CELP Mentoring Process





PACE Initiative
Turks & Caicos Islands Social Services Department

I. PACE Heath & Nutrition Education (*To be developed with assistance of materials from Ministry of Health*))