

Civic Inclusion in Development Decision-Making

**Report of Consultation held in Barbados
in preparation for the
United Nations World Conference Against Racism**

**Sam Lord's Castle
Bridgetown, Barbados
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International Possibilities Unlimited
Washington, DC

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CIVIC INCLUSION IN DEVELOPMENT DECISION-MAKING

CONSULTATION HELD IN BARBADOS

25-26 MAY 2001

I. BACKGROUND AND PURPOSE OF CONSULTATION

The Consultation was called to discuss the issue of civic inclusion in Latin America and the Caribbean in preparation for the United Nations World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance (WCAR) being held in Durban, South Africa in August – September 2001. Its main objectives were to bring together civil society organizations, policy makers/specialists and decision-makers with the aim of i) exploring policies and practices to include racial, ethnic and other socially excluded groups in economically viable projects that ensure their livelihoods; ii) identifying actions and policies oriented to increase the participation of excluded groups in formal and informal education programs; and iii) exploring mechanisms and avenues for excluded groups (such as women, youth, minority ethnic groups, indigenous peoples) to fully participate in local, national and international policy debates that affect their lives and the exercise of full citizenship.

The Consultation also wanted to generate concrete ideas for action to be fed into the Program of Action at the upcoming PrepCom in Geneva the following week. It was felt that the Program of Action was weak in terms of concrete action steps to be taken by governments, international and bilateral agencies. The meeting was interested in hearing about the best practices of organizations across the three theme areas of Economic Development, Informal and Formal Education and Civic Participation. The discussions of the meeting will also be fed into the preparatory processes leading up to the WCAR. A similar meeting will be held in Nairobi, Kenya for Africa.

II. DESCRIPTION OF CONSULTATION

The Consultation brought together leaders from Latin America and the Caribbean who are influential in the formation of development assistance issues from academia, grassroots organizations, non-governmental organizations (NGOs), governments and international organizations. In addition, excluded groups such as Latin Americans of African descent, Garifuna, the San Andres people, Amerindians and women were represented.

The first day of the Consultation comprised introductions with the participants sharing information about their organizations and their work in the area of the meeting's three key themes - Economic Development, Informal and Formal Education and Civic Participation. Panel presentations and discussions followed on the themes. The presenters were asked to focus on the problems faced by excluded groups in the respective countries, to give examples of programmes or activities that have been tried to combat the problems and to put forward concrete solutions. Participants then broke into small groups with each group being asked to develop two concrete proposals for each of the three themes. The program can be found in Appendix 1.

III. ORGANISATIONAL ACTIVITIES REGARDING EXCLUDED COMMUNITIES

- **United Nations Development Programme**, Barbados and Eastern Caribbean
The UNDP has initiated a Poverty Eradication Program in the Eastern Caribbean.
- **National Organisation of Women**, Barbados
Women are constantly being excluded from participation in development and are the focus of NOW's work.
- **Development Institute**, Commonwealth of Dominica
The Institute is seeking ways to involve a broad cross-section of the Dominican public in economic decision-making. The Institute is leading the process for the articulation of a fully integrated development plan for Dominica in which civil society and all sectors fully participate.
- **Department of Carib Affairs**, Commonwealth of Dominica
The Department works towards the integration of the Caribs (indigenous peoples) into the overall development of Dominica. As indigenous people, Caribs have been discriminated against and left out of overall development.
- **Belize City Council**, Belize
Work is done in the area of community participation, drug abuse and crime and for the inclusion of women, children and Creoles.
- **Community Development Fund**, Suriname
The Fund works in poor communities with Maroons and Amerindians who are excluded.
- **Guyana Organisation of Indigenous People**, Guyana
The GOIP is a voluntary organization and assists indigenous peoples in various areas especially social welfare.
- **Guyana Volunteer Consultancy**, Guyana
The Consultancy provides advice for the capacity building of excluded groups. Informal training and other services are provided to rural communities focusing on women, the poor and indigenous populations in the area of governance.
- **Association of Garifuna Women**, Guatemala
The Association works for the inclusion of Garifuna women in the discussion of proposals as well as with youth. It has been difficult to be included in certain positions but there have been recent improvements.
- **Africa Lives Foundation Organization**, Argentina
The Organization helps communities of blacks in Argentina including those from other countries such as Nigeria and Senegal, helping them to stay in Argentina. The Organization collaborates with the Institute against discrimination.

- **Afro Caribbean and Afro Latin American Women's Network**, Costa Rica
The Network is presently working in the area of educational reform and pressuring the government. In schools, black people are being forbidden to speak their native language. In this connection, the Network is teaching children their native language and working with women who did not finish high school.
- **Columbian Pacific Coast Mayors Federation**, Columbia
The Federation struggles to bring about better living conditions for people of African descent who generally live on the coastal region. Poverty is also concentrated in this region.
- **Independent Center for the Development of Honduras**, Honduras
The Center works in areas such as land ownership, HIV/AIDS and political participation.
- **Center for Articulation and Youth Development**, Peru
The Center seeks to improve the living conditions of Caribbean youth of African descent.
- **Program for the Development of Black Women**, Peru
The focus is on the development of black women in areas such as self-esteem and education.
- **Ecological Action**, Ecuador
This organization works toward the sustainability of the environment.
- **Diocese of North Eastern Caribbean & Aruba**
The Diocese works towards the inclusion of young people in various aspects of civil society and government.
- **The Emancipation Support Committee**, Trinidad and Tobago
One of the Committee's major annual activities is the commemoration of emancipation. This is one of the Committee's major tools of all-round development with particular focus on the African community, which is the least cohesive community. Culture and a sense of history are used as well as the orientation to other forms of development especially in the field of economics to make people equal participants in the region's development. The Committee also has an extensive program within the formal educational system with a focus on schools where education is collapsing for people of African descent in the urban areas. Entrepreneurial training and consciousness-raising lectures are also organized.
- **Anglican Youth Ministry**, Barbados
Work is carried out to assist youth with all aspects of their development, especially looking recently at the area of racism and the way it has existed in what has been in the past considered to be a mono-cultural society. Various ways are explored whereby young people can be educated to understand the community in which they live, to recognize the differences and to seek unity in diversity.
- **Ichirouganaim Council for the Advancement of Rastafari**, Barbados
The Council focuses on the problems faced by Rastafarians in Barbados and around the world; Rastafarians are one of the most excluded groups internationally.

- **Barbados-India Friendship Society**, Barbados
The Society works on promoting a better understanding of the cultural differences between persons of different ethnic groups and the inclusion of East Indians in the definition of Caribbean persons. The Society believes that the exclusion of East Indians is inappropriate for the development of the society and wants to promote their involvement in the region's development.
- **Barbados NGO Committee for WCAR**, Barbados
This Committee brings together seven organizations to look at the whole question of racism leading up to the WCAR.
- **The Clement Payne Movement**, Barbados
The Movement is deeply involved in the cultural struggle for the liberation of Barbadians. The WCAR is seen as a unique opportunity offering a battleground from which to fight many of the issues that are pivotal to emancipation and liberation.
- **International Possibilities Unlimited**, USA
IPU is working to build a global network that links black people in the United States to social justice struggles globally and to encourage black people to be more involved in international forums like the UN and the WCAR. The IPU has been working particularly with African American environmental and economic justice organizations in the US linking them with other groups in other countries. This is done to enable an understanding that local problems are related to global processes and that there must be global networking and global strategies to deal with local problems. Groups are encouraged to develop international strategies in addition to local and national strategies.
- **The Inter-American Development Bank**
The IDB now recognizes race as a factor in poverty as does the World Bank.
- **The Institute of Caribbean Studies**, USA
The Institute networks with African American organizations to look at how coalitions can be formed to help support Caribbean development issues. In addition, the Institute tries to get Caribbean Americans to become involved in the development of policies that are friendlier to the Caribbean.
- **AMENSD**, San Andres Island, Columbia
The Movement is organized by pastors of different denominations and is struggling to restore autonomy to San Andres from Columbia. It is also working to ensure that its language, heritage and self-identity are not lost through massive immigration from Columbia and the way in which the tourist industry is being developed.

IV. OVERVIEW OF WCAR

The participants were informed that the upcoming WCAR is the third world conference on racism. The first two focused on racism and apartheid and equated them. The upcoming conference will include previously excluded issues. The inclusion of "related intolerance" in the conference title has

provided space for other issues to be included. Suggestions are needed by June 15th, the deadline for the Program of Action. It is important to have the critical issues included in the Program of Action so that governments can be held to their commitments.

The NGO Forum will be held from 28th August – 1st September. There will be a Youth Forum on 27th August. The Governmental Forum runs from 31st August to 7th September. The post-Durban period is crucial and the networks established need to be continued so that the work can proceed after Durban.

There seems to be subtle resistance from governments to the Conference. For example, fewer funds than usual have been made available. However, the non-governmental organization (NGO) movement has been struggling against the odds to make it into an event. The participants were asked to think about what they could do on the ground in their own countries to publicize the WCAR through, for example, the media and the arts.

Discussion

The participants generally acknowledged that there has been little or no coverage in the media of the Conference and its related issues in their countries. They shared some examples of what is taking place:

- In Costa Rica, activities are being organised to publicize the relevant information.
- In Trinidad and Tobago, there is very little coverage but the United Nations Development Program organized a series of lectures. However, the discussants were persons who do not normally get involved in discussions on race.
- The Emancipation Support Committee in Trinidad and Tobago plans to have a four-hour radio link-up between Barbados, St. Lucia and Trinidad to discuss racism and other WCAR-related issues on 1 August, Emancipation Day. Efforts are ongoing to involve other countries. Lectures will also be organised around that date.
- In Guatemala, a radio program examining racism was recently started. There is now a kind of “reverse” racism where blacks are being accused of being racists and of excluding themselves. This underscores the importance of disseminating the information there.
- The Ministry of Foreign Affairs in Barbados has established a National Committee on WCAR, which has a Publicity Sub-committee. Individual newspaper columnists have also been writing about the issue.
- The Barbados Government also established a National Reconciliation Committee to investigate race-related issues and to seek to bring about reconciliation between the races.
- In Peru, the Program for the Development of the Black Woman has developed a radio program and a magazine examining racism.

Some of the other key points raised on this issue were:

- Information often does not get beyond the government to the people on the ground working with the problems.
- The importance of the media – radio, letters, magazines and newspapers – was stressed.
- Racism does not surface as an issue in the English-speaking Caribbean in the way that poverty does and it is not clearly understood how deeply racism is rooted and its connection to poverty.
- In Antigua, there is limited discussion about racism in the popular media or institutions like the church.
- In Barbados, there is inadequate understanding of what racism does to the society since it tends to be subtle. Anyone who raises the issue of racism and the way in which it undermines development is accused of unnecessarily stirring up negative feelings. The National Committee on WCAR should disseminate the information to community groups.
- Consequently, in environments where the influence of poverty on racism is not accepted, it is difficult to disseminate the relevant information widely.
- Governments and the media cannot be expected to promote events or stories about racism. Events therefore need to be organised for the press to cover and press releases should be issued. This would lead to increased visibility. NGOs should act if the governments are silent.
- Emancipation Day can be used as an opportunity to focus on the issues in the English-speaking Caribbean. The focus should be on what can be done at both individual and collective levels.

V. PANEL PRESENTATIONS

The presenters were asked to focus on:

1. The problems facing excluded groups
2. Examples of solutions to combat the problems and
3. Proposals for concrete solutions.

A. ECONOMIC DEVELOPMENT

Columbia

Problems facing excluded groups

Oscar Gamboa stated that 74% of Colombians of African descent earn less than \$500 per annum. The main problems are marginalization and poverty and prescriptive efforts should be concentrated around these issues. His group is trying to sensitize the international community about the problems that excluded groups are experiencing.

Proposal

- There should be a representative of the black community on international agencies such as the IDB and the World Bank in terms of their decision-making processes.

Honduras**Problems facing excluded groups**

Tulio Gonzales asserted that a serious error is being committed in the way that racism is being analyzed. The deep-rooted problem is combating poverty. First there is racism, then exclusion, then poverty, then social investment and economic development - a term co-opted by the international agencies.

There are two kinds of globalization: i) of wealth, where 20% of the population has 80% of the wealth and ii) of poverty, where 80% of the population barely has access to 20% of the wealth.

Countries like Honduras are becoming exporters of cheap labor. Honduras receives US\$500 million per year from remittances from Hondurans in the US to their families. This amount is more than the sale of wood, coffee, sugar and cocoa. Honduras' per capita income is US\$800; in the black community, the per capita income is \$450.

In order to achieve economic participation and to get rid of economic marginalization, exclusion and discrimination, one must fight to overcome poverty. Consequently, there needs to be an effective strategy to combat poverty.

Proposal

- Each country should establish a strategy to decrease poverty. There should be regular development plans and sectoral and national plans developed with the participation of ethnic groups.
 - i. The definition of a strategy for the development of ethnic groups, Latin Americans of African descent, indigenous peoples and other marginalized sectors.
 - ii. The facilitation of compliance to the International Labour Convention (ILO) Convention 169, its ratification and implementation.
 - iii. The reform of national legislation to bring it up-to-date.
 - iv. The establishment of financial support for regular consultation to combat poverty.
 - v. The establishment of permanent mechanisms to encourage dialogue.

Commonwealth of Dominica**Problems facing excluded groups**

The situation in Dominica, according to Athie Martin, is a microcosm of what is going on throughout the hemisphere. There are economies that do not work and that have not been designed to work in the interest of the people and depend on creating poverty to create cheap labor in unhealthy working environments. No attention is paid to spiritual traditions and well-being and to ethical and value systems. No attention is paid to the family and its traditions or to the long tradition

that people have of being stewards of their environments. Ways need to be found to restore these traditions.

The crime problem is a result of the removal of families and communities. Unless this problem is addressed, crime will continue. Development plans and programmes are not based on the traditions and strengths of the communities. Any plans that are developed must restore the traditional, social and spiritual strengths of the society and must address the underlying causes of the dysfunction. Multi-laterals are not designed for inclusion even among their staff. In the recently signed Free Trade Area of the Americas (FTAA), the first clause redefines democracy as elections and excludes the people of the Americas from any role in participation in their societies.

Examples of solutions to combat the problems

In Dominica, the Government is committed to an integrated national planning process and ensuring that every segment of society is involved for the first time. It is the first country that has decided to open up this process.

Proposals

- The design of vehicles for the re-involvement of people as a global society in national issues and bringing intellectual property back into the process.
- The search for new entrepreneurs of the twenty-first century, linking up ideas, experience and resources to start young people becoming involved in job creation.
- The search for people to become partners with the tourism sector to promote and sell Dominica from inside the community.
- The search for people to trade two of the most critical products in the world that are available in Dominica – good healthy food and water.

Black people should be in control of partnerships that work for them.

Ecuador

Problems facing excluded groups

Modesto Segura Quintero informed the meeting that at the end of World War II, there was a proposal by the Food and Agricultural Organization (FAO) to feed the world through the Green Revolution. This has resulted in poverty in Latin American countries. It provoked genetic erosion, the displacement of indigenous peoples and people of African descent. The FAO's Blue Revolution for the production of shrimp has also resulted in the displacement of people. There has had to be a struggle to defend the country's resources, life and food sovereignty. The shrimp industry is not sustainable and has caused people of African descent to be displaced. The struggle is therefore to attain sustainability.

A proposal has been submitted to the Government to conserve the ecosystem. The new constitution ensures citizens the right to demand that the Government indicates what it will do with land, conducts an environmental impact study and lets the people decide what action should be taken. The mangroves are an alternative since they are one of the most productive ecosystems in the world.

Proposal

- The existing mangrove swamps should be given to the people to manage. In 1999, the Government proclaimed that the existing mangrove swamps would be given to the ancestral users. The alternative is not to develop more businesses, but to enable people to manage their own resources. The average wage for an employee is \$80 per annum but in the mangrove, it is \$3200 per annum.

The World Bank is being requested not to finance the industry in Ecuador, which is disorganized. Money is still being given to projects that continue the destruction of mangrove spaces.

- An alternative proposal is to develop a Latin American network for the shrimp industry so that people can help us to conserve the ecosystems and develop a management plan for each community.

Peru

Problems facing excluded groups

Marta Pro Santana stated that Peru is going through a socio-economic crisis and there are upcoming elections. African communities are the most disenfranchised and the problem has to be brought to the fore so that it could be dealt with. Restitution is an issue for women for whom there are two basic problems: 1) inadequate qualifications – there needs to be a minimum income for poor women and 2) low self-esteem, identity and inadequate value given to women's work.

There are at least three million people of African descent dispersed throughout the country. Women are marginalized because they are women and because they are black. There needs to be a centralized program of training towards qualifications in economic development as well as training in productive areas. Leadership in the economic sphere is also very important since there are few women and fewer black women in this area.

Examples of solutions to combat the problems

There is presently a pilot program by the State for indigenous and African women.

Proposals

- Regional and national networks should be established to work on social and economic themes.
- Educational programs for women and the development of a proposal looking at issues such as self-esteem for women.

Discussion

The key points made and recommendations put forward by the participants during the discussion surrounded the issues of community participation in economic development plans, inter-regional trading, the sharing of information and the importance of education. The definition of economic development was also problematized. The participants looked at the problems and successful

initiatives in their respective countries and put forward proposals that could be applied at local, national and regional levels.

The key points and recommendations were:

Local

- There is a need for concrete proposals for development funded by communities and which have community participation built into them.
- Proposals need to be developed to identify and target special development areas with specific concessions such as tax removal.
- Community leaders who accept the responsibility of developing their communities are needed. Depending on the government results in the community being excluded. Local governance and the management of resources can help to overcome exclusion. One example of this is the local government movement in Dominica that started over 30 years ago.

National

- One of the main problems faced by the Garifuna in Guatemala is emigration to the USA, which has made them poorer. Remittances are not being invested in positive areas such as education and the government has no productive programs for the Garifuna. Some have also sold their land hoping to improve their lives.
- In Barbados, there have been a number of initiatives to address poverty through the establishment by the Government of Urban and Rural Development Commissions. These address specific needs such as housing, roads and the provision of funds for the development of agriculture and businesses.
- The preservation of resources and the prevention of their destruction should be a priority. These are under attack by the corporate world. Between 1996 – 1997, through the mobilization of women and children, the largest Australian silver and copper mining conglomerate was turned back from Dominica. Small peasant farmers also mobilized to prevent construction of an international airport on land on which they were farming. The indigenous people of Dominica decided to seize and manage their own resources and developed a Development Plan for their area.
- Changes will not take place without education. People who are educated and have greater incomes can encourage their peers to get a higher level of education. Communities with universities generally have better living standards.
- Specific groups need to be identified in terms of poverty alleviation, for example the challenged, the elderly, women in reproductive years. There should also be a micro-credit facility for women especially those who are heads of households.
- Constitutions should be examined to determine areas where they facilitate racism, discrimination and intolerance.

- There needs to be caution about numbers in Congress and other representative bodies. It does not matter how many black people are representatives, if they do not understand racism and how it operates, they will perpetuate it.

Regional

- One of the greatest crimes is the continuing mental slavery of Caribbean people of African descent, Indians and Latin Americans who all lack a sense of belonging. There must be a training program to deal with the psychological damage done to black people.
- Although East Indians did not suffer as slaves, they came to the Caribbean as new slaves/laborers and struggled under these conditions. Some 163 years later, there are all classes of Indians including cane cutters, peasant farmers, fishermen and women. However, there is a sense of aggression that pervades the community. Two conditions exist in Dominica which make it a success story –
 - i) ownership of resources as opposed to a situation where ownership is in foreign hands and the government's economic development plan panders to foreign interests; and
 - ii) a sense of family and community. The latter is also strong among the East Indian community. The challenge is therefore to learn from each other and to share resources.
- A proposal is needed to develop mechanisms for sharing the integrated development process. More examples are also needed about how information is shared regionally and ways in which this could be strengthened.
- Inter-island traders have moved food and other commodities and have established links with Central and South America and intra-regionally. Their trade is worth hundreds of millions of dollars but it is not counted in national statistics. There is a need to explore ways of documenting this experience and learning from it including how they have bridged the language gap.
- Bob Marley's legacy and his enormous success story should be built on and an attempt made to interpret and share his message in the face of globalization. A proposal has been developed to create an "Earth Island Music" because it is believed that the Caribbean islands have something to teach the world.
- The Caribbean should explore trading with Africa.
- How are governments going to decrease by half the poverty levels by 2015 as put forward at the World Social Summit +5? In collaborating and networking, internal racism and intolerance among black people have to be dealt with. There has to be exploration of collaboration towards development.

General

- A percentage of total revenue should be allocated to developing countries to combat poverty and violence against women (recommended by the World March of Women).
- There needs to be a unified concept of development. Per capita income is not development. The right to a living wage should be the minimum index of development.
- Economic development has to be re-defined and understood as it relates to people and their livelihoods. Economic development is social development. Social, cultural and human problems must be attacked. Higglers, an important economic sector, are marginalized. In Guyana, one success story in terms of the informal sector is where the country was forced to use the informal rate of exchange as the formal rate.
- Some projects might appear to be successful but what is achieved is only “putting makeup” onto poverty rather than dealing with its causes, for example in Honduras, the economy of the population of African descent living on the coast is being propped up by the narcotics trade. However, criminal indices, prostitution and corruption have increased.
- Economic development is about putting money in people’s hands and allowing them to keep it. If it goes back into gambling and other similar activities, it is not economic development.
- Africans, whether on the continent or in the Caribbean and Latin America are not players in the global economy at this time. A fundamental reason for this is the way in which racism has evolved in the structure of the world economy over the last 500 years. However, in the 21st century, Africans’ own patterns of operation are also excluding them from being players. The solutions must be based on Africans as a people being proactive in ways that transform themselves psychologically in the process of improving their economic status in the world. This supports the need for networking with a move toward the development of practical vehicles that make networking a reality and calls for a level of consciousness about selves as a people. One retarding factor in economic development is a missing sense of a common heritage and common origin and culture, which can become a factor binding people, enabling them to cooperate with each other. The vehicle for economic empowerment has to be constructed in such a way that it incorporates this psychological dimension.

In Trinidad and Tobago, the Emancipation Support Committee uses emancipation as a foundation to do this, to deal with a sense of people-hood. There is also now an International Trade Exposition that is meant to be a way of bringing people of African descent together to sell products, to network around economic matters and at the same time to build those bonds of people-hood. There are related developments that people ought to be aware of and be a part of, for example the Foundation for Democracy in Africa organizes an annual Trade Fair and Trade Symposium between America and Africa. For the first time this year, they have included Latin America and the Caribbean.

All environments should be seeking to build vehicles on this kind of philosophical basis rather than divorcing economics from the cultural. The psychological and cultural dimensions must be combined in order to counter racism and there must be a positive racial consciousness.

B. INFORMAL AND FORMAL EDUCATION

Suriname

Problems facing excluded groups

Josta Nieuwendam stated that there are two excluded groups in Suriname: the Maroons (10%) of the population and the Amerindians (3%) of the population. They live in the hinterland and are isolated and scattered in small villages. Politicians are not interested in them and it is to the politicians' advantage for these villages to stay as they are. There is 95% illiteracy among these populations, 50% of the children do not attend school and the dropout rate is very high. Children do not attend school before age six and girls leave in Grade 4 to assist their mothers. There are not enough schools and few qualified teachers are interested in working in the interior. There is generally inadequate support from the Ministry of Education. Another problem is that the curriculum used is in Dutch, which is not the mother tongue of these peoples.

Elementary schooling is only available in the interior. After Grade 6, if children pass the examination for secondary school, they have to live in Paramaribo. Consequently, few children attend secondary school since there is usually neither support in Paramaribo in terms of board and lodging nor money to cover expenses. There is virtually no possibility of getting out of the cycle of poverty.

Nothing is happening at the level of informal education.

Examples of solutions to combat the problems

Teachers from Paramaribo used to have to go to the interior for three-year stints but this was stopped after the internal war. In the past, the government also gave financial incentives to teachers to work in the interior but again this was stopped. Ten per cent of the budget is now spent on education whereas in the past it was 23%.

Teachers from the villages were trained and this was successful at first, but there is a need for continuous training because they would only have reached elementary level.

Proposal

- There should be vocational training for young adults and literacy courses. The situation with education needs to be attacked to get out of the cycle of poverty.

Guatemala

Problems facing excluded groups

Aurelia Satuye suggested that the Garifuna have not benefited from the educational system. Formal education has excluded them. They are not taught about their history but are taught a distortion of what really happened or are taught Mayan history. The use of their mother tongue is prohibited in schools and children feel intimidated about speaking in their own language.

Another problem is that people do not want to comply or to see an improvement in the educational level of the Garifuna. There was an improvement in the teaching of indigenous languages but they did not want the Garifuna to manage the project.

Examples of solutions to combat the problems

After the Peace Agreement, a council was formed to draw up educational reforms. However, there is disagreement on issues such as bilingual education, which violates the ethnicity of the Garifuna. In terms of informal education, there are courses in language and history but there is little support for these.

Proposals

- Educational reform should be carried out in rural areas once this does not adversely affect or cause conflict in these societies.
- The Garifuna should manage the programs for teaching their indigenous language.

Costa Rica***Problems facing excluded groups***

Helen Simmons stated that Costa Rica's Constitution guarantees everyone the right to formal education. One of the problems developed when it was realised that children of African descent only spoke English whereas the teachers spoke Spanish. Consequently, children were prohibited from speaking English. A proposal was submitted to the Ministry of Education to take people from the black community and train them to teach Spanish and English to both black and white children. Many parents in black communities paid money to get their children taught Spanish because they were told that Spanish is Costa Rica's first language. There are now bilingual schools but the dropout rate is high.

Examples of solutions to combat the problems

There is presently a program to teach children English, dancing, painting and games with assistance from the Government. However, the primary challenge is to get the children to accept that English is part of who they are and that they should not be ashamed of who or what they are.

Peru***Problems facing excluded groups***

Natalia Joya Teran indicated that there is no motivation to continue studying after age 19. Work needs to be done in the areas of self-esteem and identity. Children must be told that there are black women heroes. At the university, only five black students were seen in 18 years. Her organisation has opened a library with books about Peruvian black history.

Guyana***Problems facing excluded groups***

The Amerindians in Guyana are an excluded group according to Dhanmattie Sohai. They live in scattered communities in the hinterland and have limited accessibility. Areas such as health and education are neglected. Illiteracy is high and education is available only to the primary level. The schools have no furniture and there are no trained teachers. School makes little sense to the

Amerindians since the curriculum does not cater to their environment, which comprises subsistence farming and forestry.

Examples of solutions to combat the problems

- There is a Hinterland School Scholarships Program where successful students study in Georgetown. However, the way of life in Georgetown is very different to the way of life in the hinterland and many do not finish school or do not achieve much – they are also made to feel very uncomfortable.
- There is a Hinterland Upgrading Teachers' Training Program but the Amerindians often do not satisfy the requirements of the Teachers' Training College.
- Under the Colombian Model – *Escuela Nueva* – the curriculum is designed for the environment.
- There is a Government initiative that if one goes to University to study and then to the hinterland to work, government loans for study do not have to be repaid.
- There are informal education programs for young adults and adults including a distance education program. However, these are limited to the main areas of the hinterland. Other programs include an NGO skills training program for women in community groups teaching them literacy and numeric skills and a capacity building program focusing on ways of being more vocal about community situations. However, the University does not accredit these programs, for example, and this is a disincentive for persons to join them.

Proposal

- There should be a hostel for hinterland students in Georgetown managed by hinterland people.

Discussion

During the discussion, the participants examined the situation in their respective countries and put forward some recommendations, primarily around the importance of people knowing their true history, the need for re-education and for educational reform. The key points were:

- Poverty and discrimination are linked to education. In Peru, two of the informal education programs are targeted at children and adult women. For children, there are classes for the initial and primary levels to reinforce what they learn in school and to help others to continue their education. The Adult Education classes are in manual work such as sewing, sweet and jewelry making. The participants are given certificates, which helps to develop their self-esteem. The possibilities of getting support for educational programs are limited. There is also a library of exclusively African literature of nearly 600 books.
- Barbados was plantation-based and colonized only by England. Consequently, its education was English-based and access was for the rich and the whites. After 30 years of Independence, 70% of children are still leaving school without certification although education is free.

- In Dominica, little has been taught about Carib history and that has been distorted. A community committee has been established to influence people at the community level. There has been resistance to this from the top. A new direction is needed in educating people and every individual should be able to have an impact on the school curriculum.
- The educational system in Trinidad and Tobago is disastrous for all but more so for the African population. This was confirmed by a United Nations Development Program (UNDP) study, which found that, on average, people of African descent perform at lower levels in the 11+ examination to move from the primary to secondary level. It is not only the content but also the way in which the communities operate and the way they are exposed that is problematic.
- Rastafarians traditionally have not been involved in these kinds of forums but since the Small Island Developing States (SIDS) Conference held in Barbados, the Rastafarian Movement has been registered as an NGO. However, access to funding has been limited. There have been efforts to organise a Caribbean Rastafarian conference on trade since this has been identified as a problem. Since 1998, Rastafarians have been traveling to different islands to speak about Rastafarianism and they are available to share their experiences and to clarify any problems in the Rastafarian community.

The global Rastafarian movement is interested in repatriation and reparation. In the area of education, there are contacts across the region and in the USA through which books and film on Rastafari can be distributed. Funds are needed to network with Rastafarians in South Africa.

- Education is a very important tool that determines whether people become good or bad. People of African origin have been denied the opportunity to learn about themselves and are ridiculed for anything African. The knowledge gained at school is not always accurate. In Barbados, a deliberate effort was made to include African studies in the school curriculum but this was opposed. People in the ghetto in Jamaica and the youth on the block in Barbados, for example, do not see themselves as part of the system.
- It was suggested by one participant that the following points were being obscured in the discussion:
 - It is clear that in many countries there are study plans but no real educational system.
 - Bilingual and bicultural education should not be confused. Bilingual strengthens the language whereas bicultural strengthens identity.
 - The role of private education is increasing in poor countries.
 - Private religious education through the Catholic and Evangelical churches does not reflect the culture.
 - There is growing impoverishment of the public educational system and a decreasing lack of access by poor people to education.

Recommendations

- For education to be used as a tool to alleviate poverty in Barbados, more resources are needed. Special programs need to be developed to suit special needs and greater attention to

remedial education is needed. In addition, an analysis should be done of how people are educated about other races and how history and language is used to send symbols to people and how people are categorized.

- It is important to have non-reimbursable scholarships in Peru. Only two-thirds of blacks are in public university. Scholarships can help them gain access to jobs on completion of university and they can dedicate time to help people in their communities. Blacks in Peru are generally fearful of going to university.
- Since the World Bank and the IDB are the two largest funding agencies, are there ways of training people in communities differently that can be used to improve schools?
- The thinking needs to be more strategic and more creative, focusing on the use of what is available. For example, how can the internet be used? How can information about Peru be available in Barbados?
- Computer software can be used to translate documents to enable easier access to information among the different language areas.
- The focus should be on what languages have in common. A bi-dialectical policy should be promoted whereby dialect is seen as a bridge to learning the standard form of a language. The emphasis should be on what the two have in common rather than placing them in opposition to each other.
- There needs to be a tripartite effort to inculcate accurate knowledge in people as part of educational reform in the black world – at the level of the school (African studies) through the government, the Church and other community based organizations and the media. These three have a key role in education.
- Isolated groups need to have access to formal education.
- People need to be de-educated and re-educated. One of the roles of education should be to discredit notions of superiority and inferiority. The messages being fed to both children and adults on a daily basis through television and the radio need to be looked at carefully. Radio talk shows have greater access to people's minds than either formal or informal education and are shaping public opinion on many issues.
- An educational module is needed that begins to make different associations such as the reconnection of spirituality and survival, culture and development and trade and identity. Many people are using the Internet to engage in visual pornography. Technology is a tool but attitude and self-pride have been neglected as well as the uses of the tool. The following questions must be asked: Is the educational system helping people to discover themselves? What are their reference points and icons? What can be done to combat Black Entertainment Television and HBO? A holistic and frontal approach is needed that brings together economic, cultural and spiritual aspects.
- Books were produced in Guyana exploring the history of the Amerindians, East Indians and Africans in the Caribbean. These should be revisited and used as appropriate.

C. CIVIC PARTICIPATION

Commonwealth of Dominica

Problems facing excluded groups

Charles Corbette informed the participants that the Caribs were the first people in Dominica and were persecuted by the English. In 1903, the Carib Territory was created comprising 3 700 acres. In 1996, an additional 82.2 acres were held in commune. In 1930, the Caribs rose up against the British and the powers of the Carib chief were revoked. In 1978, the Carib Act acknowledged the rights and privileges of the indigenous peoples. Before this, there was very little participation by the Caribs. The Carib Council, comprising the chief and a council, emerged after independence. These are not appointed by the central government.

Examples of solutions to combat the problems

In 1996, the construction of a Carib cultural village began without any participation of the residents who protested against this. In 1999, the Government bowed to the pressure and selected a broad committee so that the voices of the community could be heard. The village is almost completed. However, there is no management team or plan for its use in place. The Caribbean Development Bank (CDB) was contacted and sent an evaluation team, which decided that if the Central Government did not include Caribs in the management team, the CDB would not support the project. Consequently, the government established a committee to develop a management plan.

This was a clear example of exclusion but now there is a joint committee of management. The village will soon be opened as a tourist attraction. Community members are to travel to Venezuela and the USA to observe how similar facilities are run.

Proposal

- If the village is to help the Caribs, there needs to be participation of all the civic groups in society starting from the grassroots level.

Peru

Problems facing the excluded groups

Eduardo Palma asserted that the civic participation of people of African descent in Peru is very limited and reflects the rejection of this population. There is a Committee for Indigenous and African Affairs, which was originally Indigenous Affairs. The head of this committee is from the indigenous population. Despite the inclusion of African, there have been no proposals or programs for the population of African descent. They generally do not know about their rights and how to defend these rights. Although there are black mayors, they do not consider ethnicity to be an important issue.

Guyana

Problems facing the excluded groups

Christine Lowe stated that women, especially black women, are excluded from civic participation. The participatory process is foreign to Guyana. Most people do not feel that it could work and politicians do not want to lose their control. Exclusion has kept people marginalized and dependent. It has oppressed groups and resulted in a distinct line being drawn between the Garifuna and Creoles. It has an impact on the prison population, 95% of which is black and on job exclusion. There is also no juvenile prison.

Examples of solutions to combat the problems

There have been a few attempts at civic participation. In 1999, there was a new Department of Community Participation. A pilot process of civic consultations is presently being conducted in small areas with a group of women who are being coached. The main hurdle is getting area representation in the central government.

There were people's assemblies but these were not properly organised. In the area of political reform, civil society conducted countrywide consultations but the government selected some of the recommendations and put others on hold.

Proposals

- There is a need to critically examine the educational process not in the formal sense, but in terms of re-education. The mandatory age for being in school is 14 but at this age, children are not prepared for the world. Lack of money prohibits young people from attending school since education is not free.
- Job opportunities should be created for household heads that are single parents. Adults generally need to be re-educated.

Argentina

Problems facing the excluded groups

Maria LaMadrid suggested that during Dr. Menem's presidency, nothing had been done. However, people of African descent are now becoming visible. When persons from the Dominican Republic came to Argentina, it was suggested that they should be given four-hour jobs for \$50 but the government refused to do this. Consequently, some have turned to prostitution. There are attempts to get them into a trade so that they would not feel forced to get married in order to stay in Argentina. Help is needed in this area so that they can achieve political recognition.

Discussion

During the discussion, the participants described the situation concerning civic participation in their respective countries and explored the concept of participation. The key points were:

- The Barbados Organisation of NGOs (BANGO) is a collective of community-based and national organizations. The minister of social transformation came out of the NGO movement so there is a relationship with him. There has been success in getting on a number of committees. BANGO is the lead agency for the International Year of Volunteers and provides institutional support for WCAR.

In a paper titled “NGO Sector Initiative,” it was argued that partnerships should be developed with the corporate sector to improve people’s lives. There is presently a social partnership in Barbados between government, the private sector and labour. There has been agitation for NGO inclusion in this. The Clement Payne Movement in Barbados has successfully agitated for a reconciliation committee to help the healing process. Its initiative to look at the constitution was also accepted. The Government is involving citizens through town hall meetings.

- In Barbados, there are three elements in place – the government’s election plank; NGO contact within the government and support for the labour movement. These elements are not available in other countries since Caribbean people of African descent are often minorities. In some countries, democracy is a new and unshaped idea.
- Barbados is a good example of what can be achieved through NGO participation in government. One should not assume that people with knowledge could actively participate in government. Racism is fundamental to the capitalist system and it will change people so education has to be ongoing.
- Peru is coming out of a political crisis because of an authoritarian government. There were attempts to speak out about the minimum conditions for democracy over the last 10 years but there was generally a fear of participation. One of the objectives now is to create this participation, to create reliable institutions and to pay attention to young people and women. Presently, there is no capacity and it is difficult to develop an institutional framework.

The following are needed:

- i) The establishment of an institutional framework to empower organizations to take part in decision-making at the highest level and the grassroots level.
 - ii) Civic rights and the right to vote. An independent representative needs to look at racism and the representation of the people’s interests.
 - iii) Culture and the participation of citizens – the feminist movement achieved greater justice for African women. Reliable institutions are needed and attention needs to be paid to the rights of citizens. Reliable institutions are needed to promote community participation with clear mechanisms. A culture of civic participation needs to be created. This is a difficult challenge because of Peru’s experiences.
- The Government delegation in Uruguay is concerned and open because of the consequences of acting otherwise. Individual NGOs and coalitions of NGOs are beginning to get a bargaining position since their capacity is being developed. What is the process to organise and coalesce into a force to be reckoned with so that the government will take civil society seriously? How is the capacity to deliver and to mobilize people developed?
 - Participation, where decisions are taken, should not be confused with information. An educational component is vital. If people acquire knowledge, they are clear about where

- they want to go. Presently because of low self-esteem, people are not clear about where they want to go.
- Participation also implies that people who are participating have to have commitment to further the cause. In countries like Peru, the IDB finances social development plans but in countries where IDB has field offices, there are no blacks on staff. If there is no participation or balance, this is going to be reflected in the decision-making process.
 - Participation without power is romanticism. Consultations and interviews are preliminary stages to participation and must be linked to access to power for real participation to take place. Autonomy is important. If laws were reformed to enable autonomy, participation would be achieved. Participation needs transparency, institutional capacity and mobilization. It is not a gift but a conquest. The highest expression of participation is autonomy as a model of development where people have their own laws.
 - The psychology of racism has to be understood. People of African descent must work among themselves for self-reparation. The wider macro-geopolitics must not be kept in focus; for example, there is another scramble for Africa. The idea is to decimate the African population with AIDS and move in on its resources.
 - Inclusion suggests that a positive and desirable vision or plan exists. However, one must be prepared to shape whatever one wants to be included in. The challenge is to question whether one wants to be included and what is the best use of time and resources. There might be other things happening outside of the process on which energies should be focused.
 - One of the roles of pressure groups and NGOs is to find ways of ensuring that civil society becomes involved in the governance of the society. The challenge is to get the government not only to accept but also to rely on NGOs as a source of valuable information and opinion.
 - There is an assumption that NGOs are good without analysing what each specific NGO represents.
 - Real thinking begins at the civic level. People often fight for causes for years before the government implements anything. Civic participation is important for national development.
 - Proposals are needed to ensure that the votes of the majority are not lost.
 - The Caribbean and Afro Latin America are not part of the shaping of globalization.

Recommendations

- The notion of democracy has to be challenged rather than allowing politicians to play people. The public should be educated about democracy and that it is more than voting. If democracy is voting, then voting power has to be used effectively. Public forums and the educational process should be used to educate people about democracy.

- The formal restructuring of constitutions should be lobbied for since it is difficult for poor people to get their constitutional rights enforced.
- Civic organizations need to exercise caution in interacting with governments. There are efforts at the UN and other levels to co-opt and infiltrate NGO bodies. NGO workers need to put themselves in government officers' places and need to be independent while recognizing the need for interdependence and self-understanding
- It is important for groups to sit and work together on the most important issues. People need to be involved in politics to take decisions in communities and to be heard.
- Governments should fight for more equilibrium in the participation of committed people in the decision-making processes of international financial institutions to ensure a positive direction.

VI. CONCEPT PAPERS

Participants were divided into small groups to brainstorm about innovative, concrete ideas to increase civic inclusion in economic development, formal/informal education, and civic participation.

A methodology developed by Gay McDougall, Executive Director of the International Human Rights Law Group, for the Bellagio Consultation that they organized in January 2000 was utilized in the small group work. Concept Sheets, or Concept Papers as we called them, provide a basic outline for ideas that can be refined, altered, combined, or otherwise formed into concrete plans of action. Each group was asked to formulate their ideas in terms of the desired outcomes, the rationale behind them and the steps and actors necessary to implement them.

The proceedings and reports of the small groups were meant to inform and provide input into the draft NGO Document for the WCAR. In addition, it was felt that these concept papers could be utilized by participants in their advocacy back home.

CONCEPT 1

Integrated Development Plan

Promote sustainable economic development through the full involvement of all major social groups in the preparation of an integrated development plan.

RATIONALE

After five development decades, during which the leadership of governments and international agencies had control over the setting of priorities, the design of strategies, the mobilization of resources and the managements of development programs and projects, there are more poor people, more unemployed people, marginalized women, indigenous peoples and other major groups, destroyed ecosystems, civil strife and disease than before. Those who suffer these indignities today were the victims not the architects of the development plans that spawned these social, economic and environmental disasters.

In keeping with the realization that was established globally at the 1992 Rio Earth Summit which states that, “environmental issues are best handled with the participation of all concerned citizens at the relevant level,” and consistent with the 1994 Programme of Action of the Global Conference on the Sustainable Development of Small Island Developing States, it is recognized that community-based organizations, NGOs and other members of civil society must be full partners in the decision-making on issues that affect them.

The preparation of integrated plans and the full involvement of civil society in the conceptualization, planning and decision-making is a direct means of placing the expertise and experience of the people in the greatest need, at the service of their own development.

IMPLEMENTATION

1. Identify a country that is willing to subject their development process to an integrated and participatory planning process.
2. Encourage and support the widest dissemination within the country and its associated region, of the benefits and challenges of this approach.
3. Establish a donor reference group that is committed providing resources for the implementation of the plans, programs and projects that are identified as a result.
4. Encourage the establishment of reference groups of community-based organizations from other Regions that can monitor and learn from the execution of the pilot integrated development plan.
5. Arrange for the full documentation of the unfolding process of participatory planning with a view to creating teaching and training materials for use elsewhere.
6. Consider the redefinition of the role of local, national, regional and international partners in the planning process so that the views and decisions of the local community are able to influence the decision-making more than that of any other partner.

IMPLEMENTING PARTNERS

The organizations that represent and/or work with the local communities; the National Association of NGOs (NANGO) and other organizations of civil society; the Caribbean Network for Integrated Rural Development (CNIRD); the Ministry of Planning and its associated agencies; the European Union, UNDP, CDB, OAS, GEF and, the relevant bilateral agencies; the private commercial sector; the media; professionals and others in the diaspora.

CONCEPT 2

Young Adult Entrepreneurship

Identify and nurture the entrepreneurial talent for sustainable development in the 21ST Century

RATIONALE

The young people of our countries are being put through a formal education system that claims to prepare them for the world of work. The truth is, there are no jobs for these young people as the economies of our countries collapse under renewed pressure from WTO-led efforts that force the poorest to compete directly with the richest countries.

The frustration and anger that begins to characterize the youth in our countries who are also discriminated against by the generalized exclusion from opportunity based on race and ethnic origin, has led to civil violence, disruption of traditional family relations and breakdown of community-based mechanisms that have nurtured and preserved our societies for centuries.

The challenge is to help our youth to shift their focus away from the narrow goal of “finding a job” to a challenge of “creating jobs for themselves and others”. It is well established in industrialized as well as agricultural economies and societies that it is the small and medium-sized business that create and sustain jobs in ways that optimize benefits to the local community.

The sustainability of enterprises that work with and for the community is one of the important ways that we will build on our traditional strengths to confront and overcome the uncertainties of a global economy that is increasingly driven by corporate rather than community allegiance. This is how we also create economies that work for people.

This initiative brings together young people with ideas for new enterprises, mature entrepreneurs willing to share their expertise and experience and, the representatives of resource agencies willing to facilitate the establishment of business plans that emerge from the initiative.

IMPLEMENTATION

1. Identify a group of persons/organizations willing to organize forums that bring the youth, the entrepreneurs and the resource agencies together.
2. Allow the youth to share their ideas for ‘new’ businesses.
3. Arrange for responses from the entrepreneurs that will help identify the ideas with potential for successful implementation.
4. Commence the establishment of several of these new enterprises.
5. Establish and document the criteria for filtering the business ideas so that they are informed and shaped by considerations of full involvement of the community, assessment of and judicious management of the area resources with a view to sustainability.
6. Document the process with a view to developing materials that allow the methodology to be improved and disseminated to other countries and regions.

IMPLEMENTING PARTNERS

Youth organizations, business and professional organizations, community leaders, representatives of development support agencies in the country and Region.

Concept 3 Indigenous/Black-Owned Tourism Services

Develop indigenous/black-owned and operated sustainable tourism services and facilities.

RATIONALE

There is the need to create a homegrown brand of tourism that is unique to and best managed by the local community. There is also a need to design and develop a type of tourism that ensures that the benefits from tourism accrue to the local community. This project will provide an economic base and opportunities that will eradicate poverty and ensure sustainability.

IMPLEMENTATION

1. Identify communities and organizations to be participants and resources in management training.
2. Involve the community in determining the best practices in marketing strategies that will optimize the benefits to the local community.
3. Develop alternative currencies of commerce that allow communities to recruit persons in the diaspora to provide marketing services in return for goods and services (for example, the marketing of hotel rooms to be paid for by vouchers giving access to room nights, tours, etc.).
4. In the provision of facilities and infrastructure for tourism, engage the skills and expertise of the community in the design, choice of materials and construction methods that optimize benefits to the community while ensuring the provision of top quality services.
5. Develop innovative approaches to providing finance to local small and medium-sized enterprises in tourism that take into account the scarcity of collateral, the availability of sweat equity and the seasonal profile of the tourism sector.
6. New forms of community equity that commit the enterprise to investing in and working with the human and natural resources of the community in ways that ensure permanent partnerships that benefit the community. This could mean the use of public assets such as parks and other protected areas as part of the collateral mix that is accepted as security for investment financing.

IMPLEMENTATING PARTNERS

Community Members, Donor Agencies, External agents (in marketing and promotion) and NGOs.

CONCEPT 4

Trading with Africa: Ghana

Develop stronger trading links between Africa and the Caribbean.

RATIONALE

The war of globalization leaves the Caribbean and Africa with no option but to establish trade linkages with each other. This can be considered the basis of the future as a race. There are little or no economic activities for these two regions. As Africa trades with Europe, America, Asia etc., and the Caribbean trades with these countries/continents, it is time for Africa and the Caribbean to do business with each other. The Caribbean needs to get involved with the resources in Africa. Ghana is chosen as a starting point because it has a stable democratic government, consistent economic growth, given its closeness to the Caribbean, its reserve of enormous raw materials (gold, etc.), its favorable exchange rate, and given the available information on investment opportunities.

IMPLEMENTATION

1. Identify business corporations and small businesses in Ghana and the Caribbean.
2. Organize seminars/workshops and conferences on business opportunities in Ghana. The Caribbean-African Association of Barbados is already planning for such a seminar.
3. Make contacts with these corporations by phone, faxes, email, and by physical visit to Ghana to understand the prospects and problems of doing business with Ghana and to identify specific trade items.
4. Identify business men/women in the Caribbean who want to get involved with Ghana trading.
5. Make contact with Ghana Embassy in New York and Ghana Consulate in Barbados (Dr. Eskine Simmons).
6. Provide of soft loans.
7. Establish an air route between the Caribbean (Barbados) and Ghana.

IMPLEMENTING PARTNERS

Specific corporations and business people in Ghana and the Caribbean, the African Development Bank, the Caribbean Development Bank, ARIT African Enterprises (Barbados) can be used as consultants.

CONCEPT 5

Civic Participation for States, Multilateral Agencies, and Transnational Corporations

Request states, multilateral agencies, and transnational corporations to ensure community participation in the design and implementation of policies and practices.

RATIONALE

There is no doubt that poverty is the major problem facing society today, and it is reflected in the discrimination and marginalization of vulnerable groups all over the world. There is need to seek social and economic development of communities so that there will be increased equality and a decrease in the widening gap between the rich and the poor. If social equilibrium is not achieved, it will be very difficult to build a society in peace where everybody can feel equal. For these reasons, it is necessary to emphasize the economic and social development of the vulnerable groups. At the same time, it is essential that civil society organizations be involved in all aspects of development, not just initial consultations. This is true for initiatives from the government, multilateral agencies, and transnational corporations.

IMPLEMENTATION

1. Obtain information in each country about the social and economic situation of vulnerable groups.
2. Publish and disseminate this information to make people aware of the situation.
3. Organize meetings to discuss and develop proposals to improve the social and economic situation of the selected communities. This process has to be based on each country's vulnerable groups and political situation.
4. Demand that States include vulnerable groups during the design, adoption and execution stages of policies to eradicate poverty.
5. Demand that representatives from vulnerable groups be included in the headquarter and country offices of multilateral entities.
6. Demand that transnational corporations respect vulnerable groups existing all over the world, so that there can be equality based on ethnicity, respect for human rights and policies against discrimination enacted at all levels of the different companies.

IMPLEMENTING PARTNERS

International agencies such as the IDB and the World Bank, governments, transnational corporations, NGOs, vulnerable groups, and local social and economic development agencies.

Discussion on Economic Development Concept Papers

During the discussion, the need for concept papers on a number of other issues was raised as well as concern about the language used in the papers. Some of the comments were as follows:

- None of the proposals focus on the private sector where most of the money is. The International Financial Institutions are only enablers of this money.
- There needs to be a concept paper on tackling employment/employee discrimination in multi-national corporations and to try to get them to agree to a code of conduct. The greatest discrimination towards black people (in Columbia and other countries) comes from the private sector. Attention needs to be called to this since the private sector comprises the leaders in most countries, controls the economy and employment and discriminates against excluded groups.
- Other areas where concept papers are needed:
 - i) networking and sharing information
 - ii) racial inclusion
 - iii) inter-regional trade around a pilot support program based on the natural grouping that comprises the Caribbean's coastal region. Athie Martin promised to submit an already well-developed and detailed proposal focusing on this area.
 - iv) economic ideas around culture and economic property – where music etc. can be used as a starting point to get the average person to see this kind of trade as being important to their own survival.
- The proposals are not framed in the context of the WCAR, that is how racism operates in the economy. A different kind of language needs to be used. Advantage should be taken of the opportunity to put the UN, multi-national corporations and others on the defensive in relation to racism. The language also needs to be relevant to the conference. There must be the insistence that questions of ethnic equity are put specifically into development plans and UN agencies' development measures and that racism should be included in the Human Development Index.
- The WCAR is a propaganda exercise and the UN should be used. UN documents are used to establish certain principles and can be used to exert moral pressure. Projects can be held up to these measures, which will be reviewed every five years. Tools can be developed for activists in the field to work with and for mobilization purposes.

Other concerns raised in the discussion were:

- How would trade with Africa be affected by globalization?
- What methods can be used to instill discipline at the grassroots level to trade among themselves?
- In Latin America, credit groups have traditionally worked with black groups. New micro-enterprises are targeted at excluded groups.
- In Suriname, the Maroons cannot open bank accounts because the banks argue that they do not have addresses. They need to have a Paramaribo address. In addition, many Maroons are

illiterate. The Dutch Government has given support to co-operative banks and primarily women have opened bank accounts.

CONCEPT 6

Restructuring of the Curriculum of Formal Education

Develop a curriculum that in inclusion and does not perpetuate a Euro-centric bias.

RATIONALE

The existing curriculum in the school system is inadequate, inappropriate, or irrelevant to the development of the understanding of our history and other ethnic groups other than the current Euro-centric bias.

IMPLEMENTATION

1. Identify resources to undertake a multi-year in-depth review and development of primary and secondary school curriculum in three target countries in the region.
2. Identify studies that have already been done on the regions' curriculum, and/or conduct a study on this topic highlighting examples of inappropriate and irrelevant curriculum.
3. Organize a working group of teachers, curriculum development specialists, historians, and social scientists in each target country to review existing curriculum and revise it, and/or develop new curriculum modulars.
4. Develop training programs to train teachers on the new curriculum.
5. Develop adult education programs utilizing the same information developed in the new curriculum, but revised to target the adult population.

IMPLEMENTING PARTNERS

Government, NGOs, UNICEF, Civil Society (including retired teachers) and Universities.

CONCEPT 7

Bilingual/Multicultural Educational System

Develop a bilingual/multicultural education system that incorporates people's bilingual and bicultural abilities to the service of ethnic development and self-identity. Create conditions that guarantee free access and coverage to all the levels of public education in order to eradicate illiteracy according to the reality of each country.

RATIONALE

It is not possible to talk about development without education. However, education needs to be oriented towards making good use of the different conditions of vulnerable groups, such as the environment, culture, idioms, natural resources, etc. There are bilingual and different cultural expressions in most vulnerable groups all over the world. This has to be applied to the educational system, in order to reflect and respect the characteristics of the various communities. Since it is not possible to talk about development without education, it is necessary to try to get total inclusion of vulnerable groups in the basic educational system. Given that education is the main tool for achieving equality, if the most vulnerable and marginalized are not included in the education system, the entire world will never see an egalitarian society.

IMPLEMENTATION

1. Acquire information in each country about the educational situation of the vulnerable groups.
2. Publish this information in order to make people aware of the situation.
3. Hold meetings with organized groups in order to develop and discuss proposals taking into consideration the local characteristics that should be included in a new educational system. The process has to be based on the situation of the vulnerable groups in each country and the political situation.

IMPLEMENTATING PARTNERS

International educational agencies, education-related grassroots people and the organizations of vulnerable groups.

CONCEPT 8

Education for Sustainable Economic Development

Develop formal and informal education classes/programs on entrepreneurship.

RATIONALE

The existing education system is designed to create employees for the job market and not to create entrepreneurs. Therefore, an education culture of business needs to be developed in both the formal education system and via informal education programs.

IMPLEMENTATION

1. Investigate whether there are any such programs in the region, or in any other region that can be adapted to a country's specific context.
2. See if any foundations in North America have funded any such initiatives and what materials were developed from those projects.
3. Develop a working group including business people, teachers, entrepreneurs, NGOs, and CBOs to discuss what types of skills and information is needed to create entrepreneurs.
4. The working group designs a curriculum for formal education classes and training modulars for informal education training.
5. Conduct outreach to peasant farmers and family-run businesses on entrepreneurial and management skills.

IMPLEMENTING PARTNERS

Business houses, International finance institutions, community businesses, Ministries (Education, Agriculture, Trade), training specialists, teachers, curriculum development consultants, and Internet providers.

CONCEPT 9

Education for the Eradication of Racism

Develop public education campaigns that address both internalized racism and redefine our societies as multi-ethnic.

RATIONALE

There is a great need promote communalism and solidarity in this region. It is important for Afro-Caribbeans and Latin population to remove what can be called “mental slavery” and redefining of our societies as multi-ethnic. Basically there needs to be consciousness raising and general education programs to promote better understanding of various cultures.

IMPLEMENTATION

1. Develop of TV and radio programs.
2. Use the internet to disseminate information.
3. Conduct of town hall meetings on this subject.
4. Invite various ethnic groups to talk about themselves and remove misconceptions.

IMPLEMENTING PARTNERS

NGOs, business houses to finance programs, government to sponsor programs, and Internet providers.

CONCEPT 10

Contra Education against Cultural Imperialism

Develop more radio and television programs that reflect the values, interests, culture and social reality in the Caribbean and Latin America.

RATIONALE

Popular radio and television programs are bombarding our societies with European and North American values and consequently there is a need to develop indigenous programs.

IMPLEMENTATION

1. Encourage media houses to show more local cultural activities using community cultural centers of various ethnic celebrations and activities and biographies of local artists.
2. Get various cultural groups to put pressure on the media houses.

IMPLEMENTING PARTNERS

NGOs, media houses, artists, musicians and other relevant Institutions and individuals.

Discussion on formal/informal education concept papers

The discussion focused on the following:

- There is little analysis of what is being done in schools.
- The purpose of restructuring is to make good better. However, in some countries, there is nothing good to improve – new programs need to be adopted rather than a simple restructuring.
- Is there a role for churches as a partner in implementing illiteracy campaigns?
- There is access to education under the Convention for the Rights of the Child. However, if people cannot afford something, there is no access.
- A system is needed to get educational institutions to recognize and value people's life experiences through some kind of accreditation. People's history need to be prized and valued.
- The notion of "free" is problematic. Nothing is free. Somebody is paying and probably getting control over what they are paying for. If education is at the heart of dealing with racism, communities should pay for it possibly through currencies other than cash. One cannot speak about getting control and then asking somebody else to pay for that control. If the government pays for it, the community also pays for it. Production needs to be reorganized and resources reallocated. The alternative is worse health care, worse roads and more corruption and the community eventually pays.
- Real life experiences suggest that it is important to incorporate and consider angles and practicalities. The notion of restructuring is going up against a tough wall since the educational system is deliberately used to control people. It would be more practical to focus on the micro-level and determine what participants could do among themselves.
- From a philosophical level, governments are spending the people's money and education has to be their priority. The private sector and the international NGOs have control that is more direct and they can be used to pressure governments.

CONCEPT 11

Institutional Strengthening of Community Leaders

Conduct capacity building for community organizations and leadership training for community leaders.

RATIONALE

The exclusion of local community leaders from effective roles in the management of their community resources and processes has created a situation where the interests, the skills and the information necessary to guide and shape these processes have not been assembled for use by the community. As long as this situation remains, the local community remains exposed to the dictates, choices and values of external persons and agencies whose interests are not necessarily those of the community. This project will enable community leaders to be more effective in the process of empowering community members in managing participatory processes that would shape the development prospects of the community in keeping with the principles of self-determination.

IMPLEMENTATION

1. Commence by mobilizing community opinion in support for the project.
2. Identify resource persons and resource materials that will be used in the program.
3. Arrange for support from agencies that will provide needed finance.
4. Prepare a schedule of bimonthly workshops with community leaders for a period of one year.
5. Evaluation of program.
6. Quarterly follow-up sessions.
7. Monitor sessions conducted by the leaders in the community.

IMPLEMENTATING PARTNERS

Non-governmental organizations (local, national, regional, international), Local Government organizations and institutions, donor agencies and community organizations/stakeholders (farmers, workers, women, indigenous peoples, ethnic/racial minorities, churches, media, etc.).

CONCEPT 12

Civic Inclusion on Multilateral Institutions' Committees and Teams

Demand that multilateral lending institutions include representatives of marginalized groups on all advisory committees and oversight teams.

RATIONALE

Civic inclusion and civic participation are basic tenants of the World Bank, IDB, and other multilateral lending institutions. At the same time, groups that have been overlooked and marginalized as a result of racism are excluded in the decision-making process and oversight of these same institutions. Therefore, it imperative that representatives from non-governmental organizations and community based organizations of marginalized communities included on advisory boards, oversight teams, and other such entities of multilateral institutions.

IMPLEMENTATION

1. Undertake an external review of the composition of advisory boards and oversight teams of selected multilateral lending institutions. The focus would be on assessing the percentage of racial/minority ethnic/indigenous members, and whether such entities include women, youth, and members of other vulnerable groups.
2. Prepare and publish a "Report Card" on how inclusive these agencies actually are.
3. Lobby for inclusion of more members from vulnerable groups.

IMPLEMENTATING PARTNERS

NGOs, community-based organizations, IDB, the World Bank and the Organization of American States (OAS).

CONCEPT 13

Minority Ethnic Group Political Empowerment

Develop programs to strengthen the advocacy and political empowerment of minority ethnic groups to ensure their democratic participation.

RATIONALE

Perhaps the main error that has been made in the process of looking for a democratic, balanced and developed society in the world, is the lack of real participation of vulnerable groups. The participation of all members of civil society in decision-making is a necessary step for building a democratic society. It prevents small powerful groups from taking decisions in their own interest that affect millions of persons without considering the conditions or characteristics of other groups. In most the cases, conflicts occur because people do not conform to the decisions taken by others. Therefore it is necessary to design programs that empower vulnerable groups to access political power and to participate in an effective way in decision-making.

IMPLEMENTATION

1. Obtain information in each country about the political participation of the vulnerable groups.
2. Disseminate this information to make people aware of the situation.
3. Review any current political empowerment models.
4. Develop programs that increase the political empowerment of local groups.
5. Identify target groups and conduct a pilot study.
6. Evaluate the pilot project, make changes, and discuss how more groups can be trained.

IMPLEMENTING PARTNERS

Local civil rights and civic participation agencies, grassroots leaders, trainers, and organizations of the vulnerable groups.

Discussion of civic participation concept papers

The main points coming out of the discussion were:

- Finance mobilization is taking place in Dominica. The Commission of National Lotteries provides funds for some community projects but this is often politically motivated. Community organizations could manage funds in a transparent way. Company and other taxes could be diverted and allocated for communities to manage for tourism development – eco-tourism. Existing revenue streams can be diverted and protected areas used as collateral. These can be given a monetary value so that the community should be able to draw from this for the development of projects both individually and community-based. The way in which currency is normally valued needs to be expanded and resources drawn down and circulated for the benefit of communities.
- However, the exploitation that takes place through lotteries can be a dangerous development. The poor see lotteries as an investment because it is their only hope of getting money.
- Columbia has a bill that 30% of Congress must comprise women. States should be pressured about the vulnerable population. Whites take advantage because indigenous people and people of African descent do not appear. The state should design laws that include vulnerable groups.
- There is need to agree on policies aimed at strengthening the autonomy of ethnic groups in each country. Rather than separation from the state, there should be regional laws that must be applied in this area. There is a need to influence the design of policies if there is participation at state and regional levels. There must be participation in the policy-making and decision-making process from the grassroots level and different strategies for different government ministries. Autonomy is needed so that conditions can be established for investment in social capital in African and indigenous communities.
- Participation is a very important issue. At international conferences, recommendations are made and decisions taken without any community involvement. Civil society organizations need to be empowered. Political will is often forced by groups of Congressmen or popular protest - forced because there are solid and serious organizations which pressure government. One has to fight for access to this kind of pressure.
- In terms of civic inclusion and the strengthening of communities to participate, ways must be found of getting the church to be more responsive to the needs of the poor.
- Some thought needs to be given to international NGOs and how their rethinking can be shaped.

VII. VISION STATEMENTS

The participants were asked to give an overall statement about their vision of civic inclusion by 2006. Following are the statements that generally reflect a desire for community leadership and the full participation of people.

VISIONS OF 2006

- Self-awareness, appreciation and respect of other ethnic groups and the effective use of cultural diversity through civic participation for the social, economic and political equality of all ethnic groups within our societies.
- In 2006, the Caribbean, i.e. all areas touched by the Caribbean Sea, should have established our region as the **WORLD LEADER** in **PEACEFUL CO-EXISTENCE AMONG VARIOUS ETHNIC GROUPS**.

In order to be recognized as **WORLD LEADERS** in **HUMAN RELATIONS**, **ALL OUR PEOPLES** – the indigenous and the immigrants – need to be a vital and integral element in our social and economic development.
- The self-esteem of indigenous peoples developed to allow full participation in decision-making for their benefit and development.
- Building of an economically strong African nation that would include all people of African descent wherever they are.
- Strong, influential and powerful Global Network of “Black” people impacting local, national, regional and international policies that affect them and place them central in the new global order.
- By 2006, there should exist at the community level, community collaboration between groups, non-governmental organizations and government agencies and genuine engagement of the community in the process of its transformation. Additionally at the national level, non-governmental organizations, representing specific interests and marginalized communities, are recognized by governments as partners in the development dialogue and included as part of the formalized machinery of consultations.
- A society galvanized, united, satisfied that they are part of most, if not all, implemented decisions affecting their lives, while at the same time there will be the kind of dialogue that will result in the peoples coming to a united consensus.
- It is 2006 and because greater civic participation is being achieved, I am seeing greater awareness of civic leaders of themselves and their capacity to effect social, political and economic change – change that benefits all the peoples of the region, across racial (phenotype), ethnic, religious, linguistic and other classifications and categories. Self-awareness – awareness of one’s strengths and weaknesses - is increasing as well as awareness and appreciation of the strengths and weaknesses of others.

- In the year 2006, through the involvement of non-governmental organizations, community-based organizations and minority groups in the decision-making processes, social and economic life of the previously excluded groups is now reflective of the distribution of wealth resulting in the unification of the African descendants in the Diaspora.
- Peoples of African origin and indigenous people are included in the decision-making process that involves them. Additionally African and indigenous history is a part of all schools' curricula starting at the primary school level.
- In the year 2006, as women we have achieved a greater and active participation in the social, economic and political, through the development of our abilities and skills and the leadership of our communities of people of African descent.
- Women of African descent with active participation and leadership in the social, economic and political areas.
- People of African descent and other ethnic groups leading development policies of their communities, groups and nations.
- A world society reflected in each State where equilibrium is observed in each one of its expressions without distinction of class, religion, economic conditions etc. for the building of their own future.
- We want that by the year 2006, people of African descent have direct participation in decision-making and have autonomy.

VIII. NEXT STEPS

i) Pre-Durban

- Registration should be done by 30 May. This can be done on-line at <http://www.racism.org.za>
- Comments on the NGO Declaration and Program of Action need to be submitted by 15 June.
- A mail list-serve will be established to share ideas among participants.
- A professional bio from each participant is needed for inclusion in the report.
- There should at least be one mini public meeting to promote the WCAR. The report of this meeting is to be translated into Spanish and can be used to request a meeting with donor agencies and ask them to host a discussion to disseminate information to a larger group. The request should be put in writing and an appointment sought. If this is not successful, write to or contact the World Bank's External Relations Vice President and make it accountable.
- Umbrella NGOs can go into <http://www.ipunlimited.org> for the report. There will also be a two-page summary that can be used as a handout.
- For the Caribbean, where 1 August (Emancipation Day) is a holiday, there could be collaboration with the regional Rastafarian movement on a regional activity focusing on WCAR.
- For the Latin Americans of African decent, there could be a solidarity day in celebration of Emancipation Day.
- For the Carib population, there could be a revitalization of the Caribbean Organization of Indigenous Peoples (COIP).
- The media should be approached and an ongoing process of constructive engagement initiated to hear their concerns and determine ways of getting them to cover certain issues. There has already been some level of collaboration with the Caribbean Media Corporation and a strategic plan developed. There could be an article, for example, questioning CARICOM (the Caribbean Community) governments about not using the WCAR to put the Guyana situation on the table. Junior Campbell and Rahim Bacchus could co-author this article. An article could also be written around the integration process to give space in Caribbean people's minds for the situation in Columbia, Honduras, Guatemala, etc.

ii) Post-Durban

- The present group should meet again after Durban to discuss the successes and disappointments of this consultation as well as the WCAR and its outcome. This could be held in San Andres.
- Networking should continue among the participants.
- Ways should be explored of including Cuba in the process. More than 50 000 students have pursued or are pursuing studies in Cuba and the NGO movement and the Church is increasing in Cuba. The Organization of Cuban Trained Graduates holds a conference of foreign students in Cuba every year. This organization plans to evaluate Cuban graduates' contribution to national and regional development. A letter of support to Cuba should be written to the Black Caucus of America and addressed to Maxine Walters indicating the numbers of persons who have studied in Cuba and their contribution.

IX. CONCLUSION

The Consultation on Civic Inclusion in Development Decision-Making comprised extremely rich and interactive discussions among the various interest groups and experiences that were represented. A number of recommendations and concept papers around the three key themes of Economic Development, Formal and Informal Education and Civic Participation were put forward. These are generally aimed at improving civic inclusion in development decision-making.

APPENDIX 1: PROGRAM

DAY 1

Registration

Welcome, Overview, Purpose, Introductions, Overview of WCAR

Issue 1 Panel: Economic Development

Issue 2 Panel: Informal & Formal Education

Issue 3 Panel: Civic Participation

Small Groups Meet

DAY 2

Group Report: Economic Development

Group Report: Informal & Formal Participation

Group Report: Civic Participation

Consensus on Proposals

Next Steps

Closing

**APPENDIX 2:
DECLARATION IN SUPPORT OF THE SAN ANDRES PEOPLE**

**DECLARATION OF THE INDIGENOUS RAIZAL PEOPLE OF THE ARCHIPELAGO
OF ST. ANDREW, PROVIDENCE AND KATHLEENA (COLOMBIA)**

The representatives of the Indigenous Raizal People present at the Barbados Consultation meeting, held in Bridgetown (Barbados) on May 24-27, 2001,

CONSIDERING THAT

WHEREAS the Raizal is the indigenous, autochthonous and original people of the Archipelago of St. Andrew, Providence and Kathleena (Colombia), that has been conformed as from 1527 by the amalgamation of indigenous Isthmanian and Caribbean people, African slaves and British puritans.

WHEREAS the Raizal people are an indigenous people with their own history, identity, traditions, social organizations, institutions, religious beliefs and own language, that differentiates them from the majority of immigrant society, and as such identify themselves as an indigenous people.

WHEREAS the Raizal people are subjected to a way of life that can be typified as "internal colonialism" imposed by the Colombian State.

WHEREAS by means of a Treaty recognized and registered by the political and diplomatic history of Colombia, the Indigenous Raizal People by their own free will adhered to the 1822 Constitution of Cucuta that brought into being the Federation of States under the denomination of "Gran Colombia." This Treaty, though still in force, has not been duly complied with by the Colombian State.

WHEREAS seeking to show "sovereignty" over our Archipelago, and in order to bring about integration and assimilation of the Indigenous Raizal People, the Colombian State has permitted the massive migration of mainland Colombians and aliens to settle in the Archipelago which has not only brought about an alarming state of overpopulation of the islands but also expropriation of ancestral territory, destruction of the environment, and causing the Indigenous Raizal People to become a minority in their own homeland.

WHEREAS the concept of Indigenous People that is being developed by the United Nations is applicable to the cultural, social and political reality of the Indigenous Raizal People.

WHEREAS the Colombian State throughout history and without our knowledge, consultation and free consent has been signing maritime boundary treaties with several Central American and Caribbean States, which have resulted in the fragmentation and scattering of our people in several countries and the loss of extensive parcels of our territory.

WHEREAS the name Raizal by which our people are known, is a name imposed by the colonizers, which we are at present seeking to change to a more appropriate ethnic one in order to identify ourselves.

Based on the aforementioned considerations

WITH THE FULL SUPPORT OF THE PARTICIPANTS AT THIS BARBADOS CONSULTATION, WE DEMAND

1. Recognition on the part of the international community of our self-identification as an Indigenous Caribbean People.
2. Recognition on the part of the Colombian State, and the international community of the right to free determination of the Indigenous Raizal People of the Archipelago of St. Andrew, Providence and Kathleena which means the designing, drafting and implementation, with our free and informed consent, of a Bill of Autonomy for the Indigenous Raizal People.
3. Recognition of the 1822 Treaty between the Indigenous Raizal People and the Colombian State, by which the development of our identity as a different people would be guaranteed and respected.
4. The restitution of the territory of the Indigenous Raizal People, which was expropriated from them through different mechanisms, and if this is not possible adequate compensation from the Colombian State for the damage and hardship caused.
5. The design by the Colombian State and with the appropriate participation of the Indigenous Raizal People, public policies aimed at guaranteeing our ethnic and cultural integrity as well as the exercise of our collective right to autonomously manage our own territory and the protection of the cultural and intellectual heritage of the Indigenous Raizal People.
6. The revision of border treaties and agreements signed by the Colombian State which have directly affected the ownership of our territory and the integrity of our people and the need in future for new treaties to have the free and informed consent of our people.
7. That the countries should guarantee free movement of indigenous peoples who have been artificially divided by international frontiers.
8. That the Indigenous Raizal be adequately involved in the discussion of the OAS Draft Declarations on the Rights of Indigenous Peoples, which is currently taking place.
9. That the States who have not already done so ratify, as soon as possible, the 1989 Convention 169 of the ILO on Indigenous and Tribal People in Independent Countries, and that those who have already ratified the Convention need to enforce through legal provisions.
10. That The United Nations Project concerning the rights of Indigenous Peoples be approved by the General Assembly as soon as possible as it was agreed upon by the United Nations Commission on Human Rights.

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