

**INTER - AMERICAN INSTITUTE OF AGRICULTURAL SCIENCES:
MINISTRY OF YOUTH, SPORTS, & COUNTRY DEVELOPMENT,
MINISTRY OF AGRICULTURE & THE MINISTRY OF EDUCATION
OF JAMAICA**

Centro Interamericano de
Documentación e
Información Agrícola
14 AGO 1985
IICA — CIDA

**REGIONAL CONFERENCE OF THE DIRECTORS OF RURAL
YOUTH AND HOME ECONOMICS PROGRAMMES OF THE
COUNTRIES OF THE CARIBBEAN AREA:**

-Barbados

-Guyana

-Haiti

-Jamaica

-U.S.A.

August 14 - 19, 1978

KINGSTON - JAMAICA



IICA SERIES: REPORTS FROM CONFERENCES, COURSES AND MEETINGS No. 173

INTER-AMERICAN RURAL YOUTH SECRETARIAT - IICA

REGIONAL CONFERENCE OF THE DIRECTORS OF RURAL
YOUTH AND HOME ECONOMICS PROGRAMS OF THE
COUNTRIES OF THE CARIBBEAN AREA

Barbados

This publication is one of a series of documents prepared by the Rural Youth Secretariat of the Inter-American Institute of Agricultural Sciences in cooperation with the Rural Youth Programs of the Americas. The series includes the following reports:

- *Regional Meeting of the Directors of Rural Youth and Home Economics Programs - Southern Zone (Argentina, Brazil, Chile, Paraguay and Uruguay).*
- *Regional Meeting of the Directors of Rural Youth and Home Economics Programs - Andean Zone (Bolivia, Colombia, Ecuador and Venezuela).*
- *Regional Meetings of the Directors of Rural Youth and Home Economics Programs - Northern Zone (Costa Rica, El Salvador, Guatemala, Honduras, México, Nicaragua, Panamá and the Dominican Republic).*
- *Regional Conference of the Directors of Rural Youth and Home Economics Programs of the Caribbean Area (Barbados, Guyana, Haiti and Jamaica).*
- *Report on the Current Status of Rural Programs in the Americas.*

The publication was sponsored by the W. K. Kellogg Foundation and approved for publication by Dr. José Emilio G. Araujo, Director General of IICA and Chairman, Inter-American Program Coordinating Committee, Celebrations of the Inter-American Youth Year in 1978.

Editors: Jaime Cusicanqui Velasco, Executive Secretary, Rural Youth Secretariat, Inter-American Institute of Agricultura Sciences.

Clara Solís de Araya, Consultant, Feminine Rural Youth Programs, Inter-American Youth Advisory Council.

Lifting text: Zaida M. Grandos Mongs.

IICA

A C K N O W L E D G E M E N T

The Inter-American Committee for the Coordination of the Programme to celebrate the Inter-American Rural Youth Year; IICA's Inter-American Rural Youth Secretariat and the Ibero-American Rural Youth Advisory Council all wish to express their heartfelt appreciation to the W. K. Kellogg Foundation for its invaluable assistance in helping to sponsor the four Regional Meetings of the Directors of Rural Youth and Home Economics Programmes, in order to become fully acquainted with the current stage of development of the Rural Youth Programmes throughout the Americas and the Caribbean.

THE UNIVERSITY OF CHICAGO

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF POLITICAL SCIENCE
1100 EAST 58TH STREET
CHICAGO, ILLINOIS 60637
TEL: 773-707-3200
WWW.POLSC.UCHICAGO.EDU

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LIST OF PARTICIPANTS

- Mr. Frank Brown

U. S. Parliamentary
Secretary
Bureau of Public
Affairs & Democracy
Washington, D.C.
1700 New York Road,
Washington, D.C.

- Mr. Harold Wilson

Executive Secretary
British Commonwealth
Organization
124 Grosvenor Street
London, W.1

- Mr. Alan King

Acting Secretary General,
United Nations
3-11 E. 48th Street,
New York, N.Y.

SUMMARY OF THE MEETING

- Mr. John Satchler

Conference Co-ordinator,
C.I.A.
17 Longacre Road,
Washington, D.C.

- Dr. Percy Alford

Member of Public
Affairs, Department of
International Relations,
17 Longacre Road,
Washington, D.C.

- Mr. James Buchanan

Executive Secretary,
of Trans-Atlantic Council
1700 New York Road,
Washington, D.C.
New York, New York

- Mr. Robert Wilson

Secretary,
International Institute
of Public Affairs
1700 New York Road,
Washington, D.C.

SUMMARY OF THE MEETING

LIST OF DIGNITARIES

- Mr. Keith Rhodd : M. P. Parliamentary Secretary,
Ministry of Youth Sports & Community Development,
Kingston Mall,
12 Ocean Boulevard,
Kingston, Jamaica
- Mr. Martin Afflick : Executive Chairman,
Social Development Commission,
3-3A Richmond Avenue
Kingston 10
- Mr. Glen Hinds : Acting Secretary Manager,
Social Development Commission,
3-3A Richmond Avenue,
Kingston 10
- Mr. Owen Batchelor : Conference Co-ordinator,
c/o IICA,
37 Lady Musgrave Road,
Kingston 10, Jamaica
- Dr. Percy Aiken-Soux : Director of Inter-American Institute of Agricultural Sciences,
37 Lady Musgrave Road,
Kingston 10, Jamaica
- Mr. Jaime Cusicanqui : Executive Secretary,
of Inter-American Rural Youth Secretariat (SIJR)
P.O. Box 10281,
San Jose, Costa Rica
- Mr. Rafael Segovia : Chairman,
Inter-American Advisory Rural Youth Council,
P.O.Box 86090
San Jose, Costa Rica

LIST OF PARTICIPANTS & OBSERVERS

BARBADOS

Mrs. Veda Gill
Home Economics Officer
Ministry of Education & Culture
Jemmotts Lane, St. Michael, Barbados, W

GUYANA

Miss Victorine Britton
Senior Education Officer
Technical, Ministry of Education, Social
Development & Culture
68 Brickdam, George Jown, Guyana

Mr. Thomas Sandiford
Youth Organiser, Youth Division,
Ministry of National Development,
22 Brickdam & Sendall
Place, George Jown, Guyana

HAITI

Ms. Jessica Nicolas
Chief Section D'Enseignement Manager Agricole
Ministere De L'Agriculture,
Damien, Haiti, W.I.

Mr. Marc Frederic
Chief of the Section of Rural Youth
Ministry of Agriculture, Natural Resources &
Rural Development
Damien, Port-Au-Prince, Haiti, W.I.

JAMAICA

Mrs. Daphne Pinnock
Regional Home Economics Officer,
31 Tewfix Drive Ziadie Gardens
Kingston 10, Jamaica

Mr. B.F. Webber
Asst. Secretary/Manager,
Jamaica 4-H Clubs
95 old Hope Road
Kingston 6, Jamaica

U.S.A.

Dr. Hope S. Daugherty
Programme Leader,
Teens & Older Youths,
Sea- E - 4-H U.S.D.A.
Washington, D.C. 20250

OBSERVERS:

Mr. Tony Rutherford
Director, Youth and Community Services,
Social Development Commission,
3-3A Richmond Avenue,
Kingston 10, Jamaica

Mrs. Doris Watts
Asst. Director,
Youth & Community Services,
3-3A Richmond Avenue
Kingston 10, Jamaica

Miss Jewell Smart
Ministry of Agriculture
Hope Gardens,
Kingston 6, Jamaica

Mrs. Daphne Adams
Acting Director,
Cornwall Youth and Community Development,
Projects, Social Development Commission,
18 Belmont Road,
Kingston 5, Jamaica

Mr. Lennie Ruddock
Seniro Education Officer
Ministry of Education,
National Heroes Circle
Kingston 4, Jamaica

Mr. Byron Blake
Chief Planner,
National Planning Agency
39 Barbados Avenue
Kingston 5, Jamaica

Mr. Karl Watts
Ministry of Youth, Sports & Community Development,
12 Ocean Boulevard
Kingston Mall, Jamaica

Mr. Clinton Johnson
Social Development Commission

Mr. Levi Vega
Editor of Agricultural Supplement
LA NACION
San José, Costa Rica

LIST OF SUPPORT AND ADMINISTRATIVE STAFF

Mrs. Verna Gutzmore
Social Development Commission
3-3A Richmond Avenue
Kingston 10

Miss Leila Spence
Social Development Commission
3-3A Richmond Avenue
Kingston 10

Miss Lily Hanson
Social Development Commission
3-3A Richmond Avenue
Kingston 10

Miss Barbara Pottinger
Social Development Commission
3-3A Richmond Avenue
Kingston 10

Mrs. Viva Campbell
Social Development Commission
3-3A Richmond Avenue
Kingston 10

Miss Betty Williams
Social Development Commission
3-3A Richmond Avenue
Kingston 10

Mrs. Elena Parke
62 Border Avenue
Havendale
Kingston 8

Supt. Owen Clunie
i/c Security
C.I.D. Headquarters
East Queen Street
Kingston

Mr. O.B. Lawrence
Ministry of Works
Industrial Terrace
Kingston 11

CONFERENCE PROGRAMME

Day 12&13

Arrival of Delegates

Transportation of Delegates to Senior
Common Room, University of the West Indies,
Mona Campus

Day 14 10.00 hours

Official Opening of Conference

- i) Chairmen's opening remarks:
Mr. Glen Hinds, Acting Secretary
Manager, Social Development
Commission
- ii) Address: Mr. Martin Afflick,
Executive Chairman, Social
Development Commission
- iii) Keynote Address: Mr. Keith Rhodd, M.P.,
Parliamentary Secretary, Ministry
of Youth, Sports and Community
Development
- iv) Greetings:
 - a) Dr. Percy Aiken-Soux, Director
IICA
 - b) Mr. Rafael Segovia, Chairman
of the Council of Rural Youth
(CALJR)
 - c) Jaime Cusicanqui, Executive
Secretary of the Council for
Rural Youth (SIJR-IICA)
 - d) Vote of Thanks: Mrs. Veda Gill,
Barbados

12.00 hours

L U N C H

14.00 hours

Papers on the Inter-American
Rural Youth Programme
by Mr. Rafael Segovia

15.00 hours

Discussion

16.00 hours

Coffee Break

16.15 hours

Country Report - Barbados

17.15 hours

Discussion: Barbados Report

20.00 hours

Reception - to be hosted by
Executive Chairman, Social
Development Commission

Day 15	9.00 hours	Country Report Guyana
	10.00 hours	Discussion: Country Report Guyana
	11.00 hours	Coffee Break
	11.15 hours	Country Report - Haiti
	12.15 hours	L U N C H
	14.00 hours	Discussion: Country Report - Haiti
	15.00 hours	Country Report - U.S.A.
	16.00 hours	Coffee Break
	16.15 hours	Discussion: Country Report - U.S.A.
	20.00 hours	Cultural Programmes (for selection)
Day 16	9.00 hours	Country Report - Jamaica
	10.00 hours	Discussion: Country Report - Jamaica
	11.00 hours	Coffee Break
	11.15 hours	Round Table Discussion
	12.15 hours	L U N C H
	14.00 hours	Round Table Discussion
	15.00 hours	Round Table Discussion
	16.00 hours	Coffee Break
	16.15 hours	Tours - City of Kingston
Day 17	9.00 hours	Free Period
	10.00 hours	Free Period
	11.00 hours	Free Period
	12.15 hours	L U N C H - Jamaica School of Agriculture, Spanish Town, St. Catherine
	14.00 hours	Tours - José Martí Secondary School - St. Catherine Charlemont - St. Catherine Joppa - St. Andrew Salisbury Plains - St. Andrew

Day 17 20.30 hours Vale Royal - Cultural Presentation and Buffet Supper, hosted by the Minister of Youth, Sports & Community Development

Day 18 9.00 hours Travel to Cornwall Youth & Community Development Project - via Spanish Town, May Pen, Santa Cruz, Whithorn

10.00 hours Tour of Nyerere & Mafoota Farms

12.00 hours L U N C H - Haughton Grove Community Farm

14.00 hours Presentation Ceremony

17.00 hours Tour - Montego Bay & its environs

20.00 hours Dinner & Overnight

Day 19 9.00 hours Falmouth, St. Ann's Bay, Moenague, Ewarton, Spanish Town, Kingston

Depart - Kingston



BACKGROUND AND PURPOSE OF THE CONFERENCE

In 1977, the OAS at its meeting in St. Georges, Grenada, passed resolution 279 declaring 1978 as Inter-American Rural Youth Year.

To organize the programmes of the year, the Inter-American Institute of Agricultural Sciences (IICA), located in San Jose, Costa Rica, was assigned the responsibility and Mr. Jaime Cusicanqui, the Executive Secretary of the Programmes for rural youth, given the job.

A conference of representatives from Latin American and the Caribbean was convened in San Jose, Costa Rica, December 12-16, 1977, to plan the details of the programmes. The following decisions were taken:

- The area was divided into four zones:
 - a) Southern Zone: Uruguay, Argentine, Brazil, Chile, Paraguay
 - b) Andean Zone: Bolivia, Equador, Colombia, Venezuela, Peru
 - c) Northern Zone: Panama, Central America, Mexico
 - d) Antillean Zone: Jamaica, Barbados, Guyana, Trinidad and Tobago, Haiti, USA & Canada
 - each zone and each country would promote its own programmes including a regional conference:
 - guidelines for the country programmes and the conference were suggested:
 - search for financial assistance.
 - a hemispheric meeting to be held in Granada, Nicaragua, October 8-14, 1978 to assess the achievement of the year and to use information of the conferences to form a programme for the next two years for the benefit of rural youth:
- This conference in Jamaica is the last of the regional conferences.

He continued by saying that there are two ways in which we can help people, either by providing them with jobs or by providing them with the facilities or skills for production so that become producers.

It is with a view to assisting these rural youngsters that the OAS in its meeting in June, 1977, in St. Georges, Grenada, passed resolution No.279 declaring 1978 as Inter-American Rural Youth Year and asked the Inter-American Institute of Agricultural Sciences to execute the programme in collaboration with the countries of the regions.

Mr. Rafael Segovia, Chairman of the Inter-American Council for Rural Youth and Mr. Jaime Cusicanqui, Executive Secretary of SIJR then brought their greetings.

The vote of thanks was ably moved by Mrs. Veda Gill, the participant from Barbados, and the function ended.

SUMMARY - INAUGURAL FUNCTION

The inaugural function was attended by some fifty (50) people comprising guests, observers, participants, and dignitaries.

Among the dignitaries were Mr. Keith Rhodd, M.P., Parliamentary Secretary, Ministry of Youth, Sports & Community Development; Mr. Martin Afflick, Chairman, Social Development Commission; Dr. Percy Aitken, Director, Inter-American Institute of Agricultural Sciences (Jamaica); Mr. Rafael Segovia, Chairman Inter-American Rural Youth Advisory Council; Mr. Jaime Cusicanqui, Executive Secretary of the Secretariat for Rural Youth of the Inter-American Institute of Agricultural Sciences; and Mr. Owen F. Batchelor, Conference Coordinator for IICA.

Chairman of the function was Mr. Glen Hinds, Acting Secretary/Manager, Social Development Commission.

In his address, Mr. Martin Afflick welcomed the Delegates. He made reference to rural urban migration and the resulting social and economic problems which, in many cases, make the urban environment so inhospitable. The only solution is to improve the attractiveness of the rural areas. To accomplish this, there must be programmes for rural development and youth must play an important part in developing the national programmes.

Implicit in this development are certain basic principles: a) Agriculture must be attractive and productive. This places emphasis on agricultural extension and hence to an examination of the curriculum and staff. There must be an examination of rural incomes and the availability of land, capital and credit. Equally important is the method of organizing agriculture having regard to the limitation of land and the effect of fragmentation. Thus the question arises as to the benefits of cooperatives and communal enterprises. b) Necessity for increasing job opportunities outside of agriculture. This would involve the determining of community resources, agro-based industries and linkages with general development and marketing. c) Rural infrastructure in order to provide the rural areas with some of the urban facilities.

The Parliamentary Secretary in his keynote address made reference to the various agencies of government that are involved in programmes with rural youth and in particular he mentioned the Pioneer Farms, the Agrarian Reform Programme, the Cornwall Youth & Community Development Project, the Jamaica Youth Corps, and the work of the 4-H Clubs. With respect to the skill training of rural youth he paid tribute to the work being done by the Youth Community Training Centres and the Vocational Training Centres of the Ministry of Youth, Sports & Community Development.

He emphasised the need for attitudinal training and the value of sports as a vital rural ingredient.

Dr. Percy Aitken, the local representative of IICA, introduced both Mr. Segovia and Mr. Cusicanqui. In doing so, Dr. Aitken saw Latin America and the Caribbean as not merely a geographical unit but as a people having the common problem of rural youth and the pains and pangs of development. The total

population of Latin America and the Caribbean is around 250 million people. Most of these people are rural varying from 75 per cent in some countries to 58 per cent in Jamaica.

In all these countries the people with the smallest farms have the largest families and hence the smallest income.

PROBLEMS OF RURAL YOUTH IN THE REGION

The discussions began with the premise that there is a national plan for development in each territory and that these plans accept the need for improving the lot of rural youth.

Despite these pains, however, there are problems as listed below:

1. Non-use and underutilization of rural resources both natural and human.

With respect to human resources, the following areas of weakness were identified:

- illiteracy
- inadequate training: the formal school system being unable to provide the basic educational needs, and the non-formal system including skill training, family life, cultural and sports, remedial education and community education being totally inadequate.
- under utilization particularly of women and young people in the economy

2. Unemployment and underemployment due to the problems raised at (1)

3. Inadequate health facilities

4. Minimal opportunities for cultural and recreational activities and, in particular for females

5. Poor and inadequate housing .

6. Inadequate infrastructural development like farm roads, water supply, electricity, transport, etc.,
7. Inadequate use of the media for nation building and educational programmes
8. Poor agricultural credit due to lack of collateral and to inadequate funding
9. Inadequacy of managerial, technical and leadership skills
10. Inadequate cultural cooperation between Caribbean Youth
11. Inadequacy of budgetary provisions
12. Over-concentration of decision making in urban areas.

RESUME OF THE CONFERENCE

In keeping with the programme of activities approved by the Inter-American Conference of Directors of Rural Youth in San Jose, Costa Rica, in December, 1977, to celebrate the Inter-American Year of Rural Youth, the First Regional Conference of Director of Rural Youth and Home Economics Programmes of countries of the Antillean Zone was held in Kingston, Jamaica, August 14-19, 1978.

This event was organized by, and under the auspices of the Ministry of Youth, Sports and Community Development, the Ministry of Agriculture, the Secretariat of Rural Youth of the Inter-American Institute of Agricultural Sciences and by the W.K. Kellogg Foundation.

A total of 12 delegates and eight observers representing Barbados, Guyana, Haiti and Jamaica participated. A representative from the United States of America attended as a special guest. The meeting was coordinated by Mr. Owen Batchelor and Mr. Glen Hinds, who had the support of Sr. Rafael Segovia, President of the Inter-American Advisory Council for Rural Youth, and of Sr. Jaime Cusicanqui, Executive Secretary fo the Secretariat of Rural Youth of the Inter-American Institute of Agricultural Sciences.

The meeting allowed those present to obtain general information about the work of Rural Youth in the countries of the region with the hope of re-enforcing and re-formulating the objectives and work of the national programmes of rural youth in accordance with the national plans and programmes of development.

In addition, the following aspects were considered: a) Information on the channelling of economic resources to rural youth in the region. b) Requirements of the countries of the Inter-American Institute of Agricultural Sciences for the strengthening of Rural Youth Programmes. c) Information about the implementation of the Service of Information and Documentation on Rural Youth. d) Report of the 8th Inter-American Conference of Rural Youth to be held in Nicaragua, and activities for the celebration of the Year of Rural Youth.

During the presentation of the reports on the state of the programmes of Rural Youth, the following government officials were present :

Mr. Lorenzo Campbell	- Ministry of Agriculture
Mr. Dudley Irving	- Ministry of Agriculture
Miss Jewell Smart	- Ministry of Agriculture
Mr. Lennie Ruddock	- Ministry of Education
Mr. Byron Blake	- National Planning Agency
Mr. Karl Watts	- Ministry of Youth, Sports & Community Development
Mrs. Daphne Adams	- Social Development Commission
Mrs. Doris Watta	- Social Development Commission
Mr. Clinton Johnson	- Social Development Commission
Mr. Tony Rutherford	- Social Development Commission

Also included in the list of observers was -

Mr. Levi Vega	- San José, Costa Rica
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Also present were reporters from the Press, Radio and Television, who gave a full report on the conference.

When the first phase of the programme was completed, the delegates had an opportunity to visit the Jose Marti Secondary School, and also different projects of youth organizations at Joppa, Salisbury Plains, Nyerere and Mafoota Farms; Haughton Grove Community Farm; Haughton Grove Community Centre; Montego Bay and its environs as well as other projects.

Arising from the discussions and the observation visits to different projects or rural youth, the delegates agreed on a series of programmes which they committed themselves to accomplish in the next two years. They also approved a series of resolutions and recommendations which are presented at the end of this report.

PROPOSED SOLUTIONS TO PROBLEMS IDENTIFIED ON PAGES 11-12

- Problem 1.**
- a) Land Reform
 - b) Upgrading of the formal educational system and developing the non-formal educational programmes to meet the community needs.
 - c) Establishing of cottage industries
 - d) Providing adequate financing for project planning and implementation.
- Problem 2.**
- a) Please see solution at (1)
 - b) Providing more rural based and agro-industries
 - c) More cooperative projects and community enterprises
- Problem 3.** More attention should be given to the provision of facilities and personnel for medical care in the rural areas; e.g. more clinics, medical and paramedical personnel, as well as increased Health Education and Home Economics programmes.
- Problem 4.** More opportunities for cultural and recreational activities with special emphasis for the involvement of young girls.

- Problem 5. Encouragement of more aided self-help housing projects with provision for the utilities and sanitation, utilizing more local materials.
- Problem 6. Provision of better feeder roads, markets, transportation system, domestic water supply, electricity and the introduction of intermediate technology.
- Problem 7. A concerted effort should be made to get the mass media to be more relevant to the needs of rural and national development.
- Problem 8. Development of a more liberal attitude towards the allocation of credit and the seeking of more sources of funding through other agencies.
- Problem 9. Intensified training at all levels utilizing as much as possible, resource personnel within the region.
- Problem 10. Development of regional training and exchange programmes.
- Problem 11. Re-appraisal of budgetary priorities with special emphasis on rural youth.
- Problem 12. Decentralization of the decision-making processes by establishing mechanisms to involve rural youth.

R E S O L U T I O N S

- (1) To appoint a co-ordinator in the person of Owen Batchelor to implement the decisions of the Conference.
- (2) To make plans for the next meeting to be held within two (2) years in the country of Guyana.

R E C O M M E N D A T I O N S

1. "THAT the Inter-American Institute of Agricultural Sciences translate into English a-1 publications concerning rural youth for the benefit of the English-speaking countries."
2. "THAT the Inter-American Institute of Agricultural Sciences continue its efforts to support implementation of programmes for the following: a) Research, b) Agricultural Education, c) Leadership Training, d) Publications for Rural Youth."
3. "THAT the Inter-American Institute of Agricultural Sciences appoint a technical coordinator full-time to plan, develop and coordinate programmes in the Region for Rural Youth."
4. "THAT the Inter-American Institute of Agricultural Sciences continue its collaboration with the respective Government of the Region in their efforts to improve the conditions of Rural Youth."

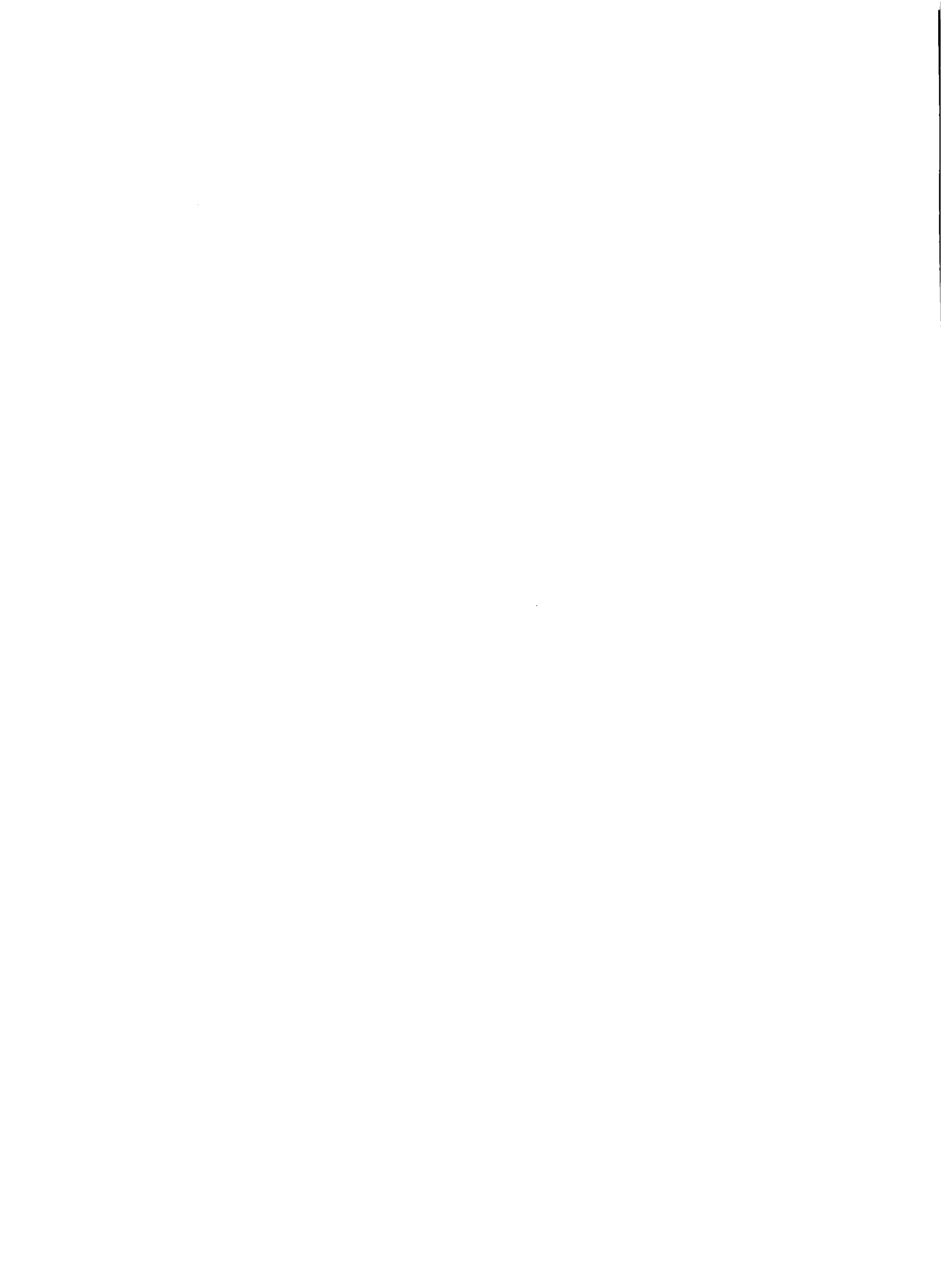
A C K N O W L E D G E M E N T

The participants to the first meeting of the directors of Rural Youth and Home Economic Programme of the Caribbean Zone would like to express their sincere thanks to the following institutions and persons for the services they rendered to the success of the Conference:

1. The Government and People of Jamaica
2. The Ministry of Youth, Sports and Community Development
3. The Ministry of Agriculture
4. The Ministry of Works
5. The Ministry of National Security

6. The Inter-American Institute of Agricultural Sciences (IICA)
7. The Social Development Commission
8. The University of the West Indies at Mona
9. The W.K. Kellogg Foundation
10. The Inter-American Advisory Council of Rural Youth (CALJR)
11. The Members of the Planning Committee of the Conference
12. The Conference Secretariat
13. The Media - Press, Radio and Television
14. Dr. Percy Aitken, Director - IICA - Jamaica
15. Mr. Rafael Segovia - Chairman, Inter-American Council of Rural Youth
16. Mr. Jaime Cusicanqui - Executive Secretary, of the Secretariat of the Inter-American Rural Youth Conference (SIJR)
17. Mr. Glen Hinds and Mr. Owen Batchelor - Co-ordinators of the Conference.





MINISTRY OF EDUCATION

COUNTRIES' REPORT

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MINISTRY OF EDUCATION AND CULTURE

- BARBADOS -

REPORT ON NATIONAL HOME
ECONOMICS PROGRAMME IN BARBADOS

By: Veda E. Gill
Home Economics Officer

1. The first part of the document is a letter from the author to the editor.

2. The second part is a list of references.

3. The third part is a list of figures and tables.

4. The fourth part is a list of appendices.

5. The fifth part is a list of footnotes.

THE NATIONAL HOME ECONOMICS PROGRAMME

INTRODUCTION:

Barbados is the most easterly of the Caribbean Islands. It is 21 miles long, 14 miles at its widest and has an area of 166 sq. miles. It is mostly flat but rises just over 1,100 feet at its highest point. Bridgetown the capital is situated in the south west corner of the island.

POPULATION:

Barbados, a small island and with every good communication cannot be considered in the real sense as having rural areas. The information required will therefore be given for the island as a whole.

The total population of the country as at 31st March, 1976 including tourists was 269,194.

The estimated population as at June 1977 was 254,500. Of the total 121,480 were males and 133,020 females. (see appendix 1). In 1977 the national birth rate was 17.0 per 1000. The economically active population as at December 1977 was 107,900 (b). The population under 24 years is 133,590 as at June 1977. The national unemployment rate was 16.4% as at December 1977(b).

ECONOMY:

The economy is maintained by tourism, sugar and light industries. Tourism and sugar are the major sources of foreign exchange earnings.

AGRICULTURE:

Barbados is mainly an agricultural community depending for the most part upon sugar production. Sugar cane is seasonal and employment on sugar cane plantations fluctuates between the in crop period. However, the sugar industry offers direct employment to 7,500 persons and indirectly to 30,000 persons(c).

EDUCATION:

The educational opportunities are the same for students living in any part of the island.

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Only in the newer primary schools are there classrooms for each class. Teaching is therefore done largely in the main halls of the schools. Class size varies from 25 to 35 on the average. In the secondary schools, class size ranges from 16 to 30 on the average.

The students teacher ratio is 25.1 in the primary school and 20.1 in the secondary school.

The population between 15 years and 24 years was 53,150(b). The number of 15 - 18 years olds in secondary schools at the same time was 7,906(d). The tertiary institutions, however, cater to some youth in this same range but the number of such youth in these institutions is inavailable. The number of such youth employed is also unknown; so that the number of youth who neither work nor study cannot be deduced.

HOME ECONOMICS PROGRAMME:

BACKGROUND:

At the beginning of this country, the only form of practical education available to girls was needlework or sewing as it was more commonly known. At a later period cookery, home management and laundry work were added and these combined activities were known in the curriculum as Domestic Science. The aims of the course were to improve home skills and to develop desirable attitudes towards economy and thrift.

The development of Science and Technology brought about social changes affecting family life. Because of the changes, newer and broader concepts emerged. As a consequence, the subject, or rather the group of related subjects came to be referred to as Home Economics. While Home Economics is still directed towards the skills which the home and family need, today the skills needed are those to cope with new knowledge of nutrition, processing of food, new textile fabrics, new equipment, new housing material and all aspects of family life.

Home Economics is offered at the secondary and tertiary levels.

SECONDARY LEVEL:

At this level forty-five schools are involved in the programme. Most rooms are fully equipped to accommodate twenty pupils at each session. In co-ed schools boys are permitted to join classes if they so desire.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. This is essential for ensuring the integrity of the financial statements and for providing a clear audit trail. The records should be kept up-to-date and should be accessible to all relevant parties.

2. The second part of the document outlines the procedures for handling cash and other assets. It is crucial to ensure that all cash receipts are properly recorded and that there is a clear separation of duties between those who handle the cash and those who record the transactions.

3. The third part of the document discusses the importance of regular reconciliations. This involves comparing the company's records with the bank statements and other external records to ensure that they are in agreement. Any discrepancies should be investigated and resolved promptly.

4. The fourth part of the document outlines the procedures for handling accounts payable and receivable. It is important to ensure that all bills are paid on time and that all invoices are properly recorded and followed up.

5. The fifth part of the document discusses the importance of maintaining accurate records of fixed assets. This includes recording the purchase of new assets and the depreciation of existing assets. It is also important to ensure that all assets are properly maintained and that their condition is regularly checked.

6. The sixth part of the document outlines the procedures for handling payroll. It is crucial to ensure that all employees are paid accurately and on time, and that all payroll taxes are properly withheld and reported. It is also important to maintain accurate records of all payroll transactions.

7. The seventh part of the document discusses the importance of maintaining accurate records of all other transactions. This includes recording all sales, purchases, and other financial activities. It is also important to ensure that all records are properly organized and indexed.

8. The eighth part of the document outlines the procedures for handling the closing process. This involves preparing the financial statements for the period and ensuring that all records are up-to-date and accurate. It is also important to ensure that all necessary taxes are paid and that all other financial obligations are met.

OUTLINE OF PROGRAMME:

Topics covered in Home Economics include nutrition, meal planning, food selection and preparation, food preservation, feeding and caring members of the family, family relationships, laundry work, home management, under which comes budgeting and consumer education.

GENERAL OBJECTIVES:

The general objectives of the course are:

1. To give pupils experience in all aspects of Home Economics concerned with food, shelter, clothing, health and human relationships.
2. To help pupils acquire basic skills in the production, selection, storage, preservation and preparation of food which will assist them in obtaining and eating a balanced diet.
3. To teach pupils to understand basic nutrition, budgeting, hygiene and home safety.
4. To give guidance in family relationships and the care of children.
5. To encourage recognition of and develop appreciation for craftsmanship, quality and good design.
6. To develop discrimination in the choice of food stuffs, clothing, furniture and equipment for the home.
7. To encourage usefulness, co-operation, self control and self confidence.

In the composite schools (5-16), pupils begin the subject at 11+ and follow a three year plan of work. The time allocated to the first year (11+) is one and a half hours per week; in the second year, two hours per week; and in the third year three hours per week. The subject is offered for the Barbados Secondary School Certificate - Stage I.

In the Newer Secondary School (Comprehensive) there is a four year programme. The allocation of time is similar to that in the composite schools. Where this is not practical, a shorter time is given in order to accommodate a greater number of pupils. Pupils from these schools also offer the subject for the Barbados Secondary School Certificate

1. Introduction

The purpose of this report is to analyze the impact of the new tax regulations on the company's financial performance. The report is structured as follows:

- 1.1. Background
- 1.2. Methodology
- 1.3. Results
- 1.4. Conclusion

2. Background

The company has been operating in the market for several years. The new tax regulations have been implemented from January 1, 2023. The company's financial performance has been affected by these changes. The following table shows the company's financial performance before and after the implementation of the new tax regulations.

3. Methodology

The data for this report was collected from the company's financial statements. The data was analyzed using the following methods:

- 3.1. Comparative Analysis
- 3.2. Trend Analysis
- 3.3. Ratio Analysis

4. Results

The results of the analysis show that the company's financial performance has improved since the implementation of the new tax regulations. The following table shows the company's financial performance before and after the implementation of the new tax regulations.

Year	Revenue	Expenses	Profit
2021	1000	800	200
2022	1200	900	300
2023	1500	1000	500

5. Conclusion

The results of the analysis show that the company's financial performance has improved since the implementation of the new tax regulations. The company's revenue has increased, and its expenses have decreased. This has resulted in a higher profit. The company should continue to monitor its financial performance and adjust its strategy as needed.

6. References

The following references were used in this report:

- 6.1. Company Financial Statements
- 6.2. Tax Regulations

Stage I. Some pupils continue studies and are prepared for the General Certificate in Education 'O' Level Examination in Food and Nutrition.

In the Older Secondary (Grammar) the pupils are prepared for the G.C.E. in Food and Nutrition.

Needlecraft is time tabled as a separate subject and offered as a separate subject for both the B.S.S.C. Stage I and the G.C.E. 'O' Level Examinations. Unlike Home Economics which is taught at 11+, needlecraft is introduced in the 6 - 7 age group and continues to the examination forms. A limited number of boys also participate in the needlecraft programme.

TERTIARY LEVEL

Housecraft Centre:

The Housecraft Centre was established in 1945 to provide training in Home Economics for teachers, home-makers and persons wishing to take up domestic service.

The Housecraft Centre operates three programmes aimed at these three different groups of persons.

Full Time Day Classes:

This is a one year course which runs five days weekly and is aimed at prospective teachers of Home Economics in composite and secondary schools and other persons who have had a secondary education. There are two groups one senior and one junior. The senior group consists of teachers who have completed a two year teacher training course at Erdiston College and students who possess G.C.E. 'O' Level Certificates. These students are entered for City and Guilds of London Institute in Food and Family as well as for the local certificate.

The junior group is academically weaker than the senior group and the course is modified to suit their abilities. These students take the local certificate only.

Outline Of Course:

The areas include cookery, nutrition, meal planning, food preservation, child care, diet therapy, household needlework, laundry work and textiles, family relationships, home management and family economics.

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Evening Classes:

This group takes classes which runs for eleven weeks. Each class is for 1 1/2 hours per week in the late afternoon. These classes are designed to upgrade the skills of the home-makers. The courses taken include home-making, cake and pastry making, food preservation, butlering, cake icing, dress-making and handicrafts.

Practical Home Economics Courses:

Training is offered at four centres in the parish of St. Michael and one in each of the other ten parishes.

The course is of six months duration and is held Monday to Friday in the evening.

The syllabus includes basic principles and techniques of cooking, home management, laundrywork, household needlework and a knowledge of the use and care of labour saving equipment. The training is geared to assist housewives in the planning and organization of their work and also geared to prepare students for employment in private homes or in institutions.

Students take practical examination at the end of the course and are awarded certificates graded according to examination performance.

TRAINING OF TEACHERS

A one year course of training in Home Economics is offered at the Housecraft Centre to teachers who have completed a two year teacher training course at Erdiston College.

In addition to this local training, some of these teachers further their studies abroad - England, Canada and the U.S.A. The length of these courses range from one year to four years. Some of these lead to certificates or diplomas and others to degrees.

Short courses in Home Economics and Needlecraft have been held during vacation periods. At present, however a one year in-service day release course in Needlecraft started from September 1977.

THE APPLIED NUTRITION PROGRAMME

The Applied Nutrition Programme is a joint effort by the Ministries of Health, Education and Agriculture and other interested persons and agencies to improve the standard of Nutrition in Barbados. The programme started after the Nutrition Survey 1969 revealed certain nutritional deficiencies in the island.

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1. Protein-calorie malnutrition (children under 5 years old)
2. Anemia (Pre-School children, pregnant and lactating mothers)
3. Obesity (In females especially middle age)
4. Dental caries

The programme works through community action such as:-

- Demcnstrations in
- a. Food production
 - b. Food preparation
 - c. Food preservation
- Discussions in
1. Foods for good health
 2. Family life
 3. Dental care
 4. Rodent control
- Projects in
- a. Livestock rearing
 - b. Home gardening
 - c. Consumer education
 - d. Community improvement
 - e. Field trips

At present there are eleven groups scattered over the island. In the early years a resource person for each group was responsible for planning and executing programmes. Leadership training courses have been organised so that eventually leadership will devolve on its members.

Groups have organized individual displays and have also participated in agricultural and culinary arts exhibitions.

4-H CLUBS

The 4-H Movement started in 1962, is an extension programme of the Ministry of Agriculture, Science and Technology for boys and girls be•

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tween the ages of 10 and 21. Although this organisation tends to be rural, members are drawn from both town and country areas.

The principle upon which the 4-H programme is based is "that the future of any society depends on how well it is prepares its youth to make decisions and carry out responsibilities"

There are 49 registered clubs with a total membership of 1,500. They meet on a weekly basis and among the various projects undertaken are agricultural production and marketing, woodwork, metal work and conservation, health, personal development, handicraft, photography, family living and home management.

The family living and home management project is very popular and the areas covered are - food preparation, nutrition, sewing of clothing and articles for the home, good grooming and home management. In some cases 4-Her's work with groups of the Applied Nutrition Programme.

ACTIVITIES ON AN ISLAND-WIDE BASIS

Activities are planned throughout the year to bring 4-H members together. These include sports and recreation events, health workshops, leadership training camps, exhibitions and most important, the National 4-H Achievement week of activities.

COMMUNITY INVOLVEMENT

Community service projects are also a part of the 4-H Movement service. Projects successfully undertaken are:-

- a. Provision of brightly painted garbage cans.
- b. Beatufication campaigns.
- c. Entertainment for children in Children's Homes and Hospitals.
- d. Assistance with yard and garden work for the elderly.

VOLUNTARY ORGANISATIONS OFFERING AREAS OF HOME ECONOMICS

The Girls' Industrial Union (G.I.U.):

The Girls' Industrial Union, founded in 1912 is the oldest institution in existence to give instruction in crafts, cookery and commercial work. This was the only organisation in the island to offer practical cookery lessons to its members. The first lecturers at the Housecraft Centre were products of G.I.U.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities related to the business.

2. It is essential to ensure that all financial data is properly documented and organized for easy access and review.

3. Regular audits and reconciliations should be performed to identify any discrepancies or errors in the records.

4. The use of reliable accounting software can significantly streamline the record-keeping process and reduce the risk of human error.

5. It is also important to establish clear policies and procedures regarding record retention and disposal to ensure compliance with applicable laws and regulations.

6. Finally, maintaining accurate records is crucial for making informed business decisions and demonstrating transparency to stakeholders.

7. By following these guidelines, businesses can ensure that their financial records are accurate, complete, and reliable.

8. This document serves as a comprehensive guide for businesses looking to improve their record-keeping practices.

9. For more information on best practices for record-keeping, please refer to the attached resources and contact our support team.

10. We are committed to providing you with the highest quality support and resources to help you succeed in your business.

11. Thank you for choosing our services, and we look forward to continuing to support your business growth.

12. If you have any questions or need further assistance, please do not hesitate to reach out to us at any time.

13. We appreciate your feedback and are always looking for ways to improve our services and support.

14. Your satisfaction is our top priority, and we are dedicated to providing exceptional service to every customer.

15. We hope this document has been helpful and provides you with the information you need to manage your records effectively.

16. Please contact us if you have any questions or need further assistance with your records.

17. We are here to support you every step of the way and ensure your business operations run smoothly.

18. Thank you for your trust in our services, and we look forward to serving you for many years to come.

The aim of G.I.U. was stated as "to provide means of instruction and recreation as well as to promote the mental and physical improvement and increase the mutual helpfulness of its members".

The Girls' Industrial Union, run by a Committee of Management, is given financial assistance by the Ministry of Education.

Courses are offered in handwork, knitting, crochet, embroidery, dressmaking, cookery including cake and pastry making and cake icing. Commercial subjects are also offered.

The organisation is in the city area but persons from various parts of the island attend classes.

Young Women Christian Association (YWCA):

This organisation offers friendship and recreation to women. It is also situated in the city but persons from other parts of the island attend classes.

Courses are offered in cake and pastry making, cake icing, salads, desserts, soft toys, embroidery, knitting and crochet.

PROBLEMS

Training Of Home Economic Teachers:

At present there is no provision for training in Home Economics at any of the three campuses of the U.W.I. Persons working in this field who need to be trained at a higher level must go to the U.K., Canada or U.S.A. Because of this absence of training facilities at local campuses of the U.W.I., some Home Economic Teachers pursue courses available and as a result, branch out to teach in other subjects. This results in a continuous shortage of Home Economic Teachers.

Another problem stems from the fact that teachers conceive of this area of work as leading to a "dead-end" that is, they think that their promotion opportunities are severely limited. This causes some of them to opt out of teaching the subject using various excuses.

SOLUTIONS

Training of Home Economics Teachers at Degree Level:

So far U.W.I. has not been able to establish a faculty in Home Economics because of financial reasons. At present the University of

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This not only helps in tracking expenses but also ensures compliance with tax regulations. The second part covers the process of reconciling bank statements with the company's ledger. It provides a step-by-step guide on how to identify discrepancies and correct them. The third part discusses the use of spreadsheets for financial management, highlighting the benefits of automation and data analysis. Finally, the document concludes with a summary of key points and a list of references.

Page 1 of 1

The following table shows the monthly sales figures for the past year. It includes columns for the month, the number of units sold, and the total revenue. The data indicates a steady increase in sales over time, with a significant peak in the fourth quarter. This growth is attributed to several factors, including a successful marketing campaign and improved customer service. The table also includes a column for the percentage change in sales compared to the previous month, which shows a consistent upward trend.

Page 2 of 2

In conclusion, the company has achieved significant milestones in the past year. The financial performance has been strong, and the customer base has expanded. However, there are still challenges ahead, particularly in the area of operational efficiency. The management team is committed to addressing these challenges and ensuring continued growth and success in the future.

Guyana is offering to Guyanese only a two year course leading to the B.Ed. in Home Economics; permission could be sought for admission to this course and this would help to solve the training problem.

APPLIED NUTRITION PROGRAMME

Some problems as evaluated by the ANP Sub-Committee.

1. The groups are too dependent on resource personnel. They need to encourage greater self reliance.
2. Poor participation within some groups.
3. Leadership. Some leaders trained by the programme were not contributing in the group situation.
4. The bulk of the programme has to be carried out in unofficial working hours for resources persons.

In attempting to solve some of the problems within the ANP groups, the Community Development Staff could be invited to assist in organising club meetings so that they run according to the recognised rules of procedures.

4-H CLUBS

Leaders:

The main problem with this organisation is to find persons who are willing to give up some of their time and take on the responsibility of leadership roles.

Unless resource persons can have their work loads arranged to include these activities, it creates undue pressure to work late with these programmes in addition to a normal day's work.

Leaders should be encouraged to take on their roles and training should be given to those who show signs of leadership.

YOUTH PROGRAMMES

There is not a Rural Youth Programme in Barbados but in the Ministry of Labour there is a Youth Affairs and Community Development Division was attached to the Ministry of Education. Prior to 1977 this Division was attached to the Ministry of Education.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions.

2. This section covers the various methods used to collect and analyze data.

3. The following table provides a summary of the key findings from the study.

4. The data shows a significant increase in sales over the period studied, which is attributed to several factors.

5. The results indicate that the proposed changes are likely to have a positive impact on the organization's performance.

6. It is recommended that the organization continue to monitor the situation closely.

7. The study also highlights the need for further research in this area.

8. The following table shows the distribution of the data across different categories.

9. The analysis reveals that there is a strong correlation between the variables studied.

10. The data suggests that the current strategy is effective, but there are areas for improvement.

11. The study concludes that the proposed changes are justified and should be implemented.

12. The following table provides a detailed breakdown of the data.

13. The results of the study are consistent with previous research in the field.

14. The data indicates that the proposed changes are likely to be successful.

15. The study also identifies several key areas for future research.

16. The following table shows the results of the statistical analysis.

17. The data shows that the proposed changes have a significant impact on the organization's performance.

18. The study also highlights the importance of ongoing evaluation and adjustment.

19. The following table provides a summary of the key findings from the study.

20. The study concludes that the proposed changes are justified and should be implemented.

21. The data suggests that the current strategy is effective, but there are areas for improvement.

The main objectives of the division are stated as:

1. Work with people in local communities.
2. Provide for stimulation of projects.
3. Advise on request for assistance by technical staff.
4. Provide leadership.
5. Help in securing harmonious co-operation between existing agencies.

Projects undertaken in 1967-77 include.

- a. Participating in the Applied Nutrition Programme.
- b. Assisting groups to create new job opportunities.
- c. Helping un-employed persons to learn new skills with a view to improve their income-earning capacity.

The programme for 1977-78 is at Appendix 2.

TRAINING COURSES FOR YOUTH LEADERS

Training for youth leaders is undertaken locally and abroad:

1. Six persons completed one year course at the Commonwealth Caribbean Regional Youth Centre, Guyana and three are presently in training.
2. There is a two-year Leadership Training Course for Community Leaders at the Barbados Community College. (In the first year students attend three (3) evenings a week, two (2) hours per evening; second year students attend three (3) evenings a week, three (3) hours per evening).
3. There are also short courses of three months duration organised for local leaders by the Community Development Division.

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SUMMARY OF COURSES FOR YOUTH LEADERS 1975-77

ACTIVITIES	1975	1976	1977
a) <u>No. of Courses for Youth Leaders</u>			
(1 Year Course)	1	1	1
No. of persons trained	1	3	3
Main topics -			
(i) Interpersonal relationships within Groups			
(ii) The group and the community			
(iii) Evaluating the group programme			
b) <u>No. of Training Courses for Functionaries</u>			
(2 Year Courses)	0	1	2
No. of persons trained	0	24	9
Main topics -			
(i) Health Science, Caribbean History			
(ii) Community recreation special activities			
(iii) Human growth and development			
(iv) Sociology, field work and group work			
No. of organised Youth Groups		268	320
All voluntary			

Published documents.

Plans for the development of youth programmes can be found in Appendix 3 - an extract from a document of the Division of Youth Affairs and Community Development in the Ministry of Labour.

THE UNIVERSITY OF CHICAGO

CHICAGO, ILLINOIS

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POPULATION ESTIMATE BY AGE GROUP AND SEX AS
AT 30TH JUNE, 1977

AGE GROUP	MALE	FEMALE	TOTAL	
0	2.330	1.790	4.120)	
1	2.220	2.000	4.220)	
2	2.220	2.310	4.530)	22.670
3.	2.330	2.310	4.640)	
4	2.430	2.730	5.160)	
5- 9	12.580	12.910	25.490)	57.410
10-14	16.700	15.220	31.920)	
15-19	13.740	15.430	29.170)	
20-24	12.480	11.860	24.340)	
25-29	8.560	9.550	18.110)	106.790
30-34	6.030	7.660	13.690)	
35-39	5.600	5.560	11.160)	
40-44	4.230	6.090	10.320)	
45-49	5.600	6.510	12.110)	
50-54	4.020	6.610	10.630)	42.550
55-59	5.180	5.040	10.220)	
60-64	4.750	4.830	9.590)	
65	1.060	1.160	2.220)	
66	950	740	1.690)	
67	950	1.370	2.320)	25.080
68	1.160	1.680	2.840)	
69	850	1.050	1.900)	
70 and over	5.500	8.610	14.110)	
TOTAL	121.480	133.020	254.500	

Note: Age and sex characteristics based on information collected in the Continuous Household Sample Survey in the month April to June 1976.

The percentages derived from the CHSS data are applied to the midyear "de facto" population estimates. The "de facto" population estimate is based on the 1970 Census and is produced on a quarterly basis. The base data is adjusted for births (+) and deaths (-), and migration flows, arrivals (+), departures (-).

POPULATION ESTIMATE BY AGE GROUP AND SEX
AS AT 30TH JUNE, 1976

AGE GROUP	MALE	FEMALE	TOTAL	
0	2.260	1.730	3.990)	
1	2.170	1.930	4.100)	22.010
2	2.170	2.240	4.410)	
3	2.260	2.240	4.500)	
4	2.370	2.640	5.010)	
5- 9	12.260	12.520	24.780)	55.810
10-14	16.270	14.760	31.030)	
15-19	13.390	14.970	28.360)	
20-24	12.160	11.500	23.660)	
25-29	8.340	9.260	17.600)	103.800
30-34	5.870	7.430	13.300)	
35-39	5.460	5.390	10.850)	
40-44	4.120	5.910	10.030)	
45-49	5.460	6.310	11.770)	41.350
50-54	3.920	6.410	10.330)	
55-59	5.040	4.890	9.930)	
60-64	4.640	4.680	9.320)	
65	1.030	1.120	2.150)	
66	920	710	1.630)	
67	920	1.330	2.250)	24.370
68	1.140	1.630	2.770)	
69	830	1.020	1.850)	
70 and over	5.360	8.360	13.720)	
TOTAL	118.360	128.980	247.340	

Note: Age and Sex characteristics based on information collected in the Continuous Household Sample Survey in the month April to June 1976.

The percentages derived from the CHSS data are applied to the midyear "de facto" population estimates. The "de facto" population estimate is based on the 1970 census and is produced on a quarterly basis. The base data is adjusted for births (+) and deaths (-), and migration flows, arrivals (+), departures (-).

The first part of the study focuses on the theoretical framework and the research objectives. It discusses the importance of understanding the underlying mechanisms of the phenomenon being studied and the need for a comprehensive approach to data analysis.

The methodology section describes the data collection process, including the selection of participants and the use of standardized instruments. It also details the statistical methods employed to analyze the data, ensuring the reliability and validity of the findings.

The results section presents the findings of the study, highlighting the key patterns and trends observed. It includes a detailed discussion of the statistical significance of the results and how they relate to the research hypotheses.

The discussion section interprets the results in the context of existing literature, identifying the strengths and limitations of the study. It also suggests potential areas for future research and the implications of the findings for practice and policy.

The conclusion summarizes the main findings of the study and reiterates the significance of the research. It emphasizes the need for further exploration in this field and the potential for the study's findings to contribute to a better understanding of the subject matter.

References
Appendix A
Appendix B
Appendix C

The study was supported by the National Science Foundation (Grant No. 123456789). The authors would like to thank the participants for their valuable contributions to the research.

Correspondence: Dr. Jane Doe, Department of Psychology, University of California, Los Angeles, CA 90095. Email: jane.doe@ucla.edu

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APPENDIX 2

YOUTH AFFAIRS AND COMMUNITY DEVELOPMENT DIVISION
PROGRAMME FOR 1977-78

In terms of Non Formal Education, this Agency - Youth and Community Development Division - will be engaged in the following programmes:

TRAINING:

1. Leadership Training:

This will be a general course which will be conducted for members of groups - established leaders, other interested persons - This has been considered necessary through the "expressed needs" of groups and the "observation" of group needs by the professional Group Workers of the Division.

The Course will include, among other topics, theoretical and practical sessions on:

- a. The individual - his physical and emotional development.
- b. The group process - objectives, etc.
- c. The community - How it influences its members.
- d. Programme planning - project organisation and implementation.
- e. Evaluation of work.

Generation of Employment Opportunities:

With a view to equipping young people to generate new employment opportunities, plans are being studied to establish Youth Development Centres for training and production units at Community Centres. Intensive training in specific skills are intended. It is envisaged that participants will be able to set up their own small enterprise or find employment in an on going concern.

CAMPS:

1. Day Camps:

For children aged 8-16 will be encouraged during the summer. Parents, teachers, young school leavers and senior pupils of

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in the context of public administration and financial management.

2. The second part of the document outlines the various methods and tools used for data collection and analysis. It highlights the need for standardized procedures to ensure the reliability and validity of the information gathered. This includes the use of surveys, interviews, and statistical software.

3. The third part of the document focuses on the ethical considerations surrounding data collection and analysis. It stresses the importance of obtaining informed consent from participants and ensuring that their personal information is protected and used only for the intended purpose. It also discusses the potential for bias and the need for transparency in the analysis process.

4. The fourth part of the document discusses the challenges of data collection and analysis in the field. It notes that limited resources, lack of infrastructure, and cultural differences can all pose significant obstacles. It offers practical advice on how to overcome these challenges, such as building local partnerships and using appropriate data collection methods.

5. The fifth part of the document discusses the importance of data quality and the need for rigorous quality control measures. It emphasizes that poor quality data can lead to misleading conclusions and ineffective policies. It provides guidelines for ensuring data accuracy, including regular monitoring and validation of data sources.

6. The sixth part of the document discusses the role of data in decision-making and policy development. It argues that data-driven insights are crucial for identifying trends, understanding the needs of the population, and evaluating the effectiveness of interventions. It encourages the use of data to inform evidence-based decision-making.

7. The seventh part of the document discusses the future of data collection and analysis. It highlights emerging technologies such as artificial intelligence and big data, and discusses their potential to revolutionize the way we collect and analyze data. It also discusses the need for ongoing research and innovation in this field.

8. The eighth part of the document discusses the importance of data literacy and the need for training and education. It argues that individuals and organizations must have the skills and knowledge to effectively collect, analyze, and interpret data. It recommends investing in data literacy programs and providing ongoing training opportunities.

schools will be involved in this project. Its objective is to train young persons how to spend their leisure meaningfully.

2. A Group Leaders' Residential Camp:

Will be conducted to enable established and emerging leaders to live and work closely together.

FESTIVALS, ANNIVERSARY CELEBRATIONS ETC:

These activities are to create awareness of and offer public recognition for individual and group initiative and spontaneity in the personal development of their members and their surroundings. To this end it is planned to organise at some period later in the year (possibly October/November).

1. A National Youth Week, and
2. A National Community Week.

These projects are likely to include:

- a. Demonstrations or Exhibitions of groups or community achievement.
- b. Presentation of local awards in recognition of outstanding achievement of individuals or groups.
- c. A special award ceremony (This is to give Ministry or National recognition for outstanding community service).

SOCIAL INVESTIGATION:

Special efforts are being made by Professional Officers - Community Development Officers - to conduct surveys in several communities to try to discover the needs of members. In addition to the programme which are mentioned above, some communities have indicated particular needs (e.g. play grounds, classes, health facilities, etc.). These are receiving attention.

POPULATION CONTROL:

This programme now forms a section of the Youth and Community Development Division. It is staffed by a Project Officer, Field Educator, Recorder/Typist and an Operator.

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It is specially geared to deal with Family Life Education, with a view to stabilising, reducing, or preventing any rapid rise in our population.

The objective is to change attitudes of people in the child bearing range. The thrust is made through a variety of activities - seminars, workshops and other approaches.

Finally other Agencies have requested and are receiving assistance with such programmes as:-

1. The removal and resettlement of a whole community (e.g. Emmer-ton to Clapham).
2. Care of Children (e.g. P.A.R.E.D.O.S. helping parents to learn more about the development of their children).

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COMMUNITY DEVELOPMENT

A complete review will be undertaken of the community development services offered to the community in order to ensure that they are relevant to the goals of the society. One renewed thrust will be in the area of self-help and an effort will be made to develop a strong sense of civic responsibility among individuals and organised groups and to persuade private citizens to accept responsibility for caring and maintaining, wherever possible at their own expense, the physical facilities provided by Government at community centres and elsewhere for community use.

More centres will be developed in areas where surveys indicate they are required and the people will be closely involved in the development of these centres.

YOUTH AFFAIRS

The high rate of unemployment particularly among the young people is a source of great concern to the Government and remains a threat to the economics and social stability of the country. Barbados has had to live with relatively high levels of unemployment for many years but changing economic patterns and rising standards of living, not only in Barbados but in other countries, have created a degree of intolerance and at the same time indifference among some of our people who are not sharing adequately of at all in the prosperity of the country. The Government needs no convincing that there is an urgent need to accelerate the processes of change which would create meaningful economic activity for many more of our youth.

A vigorous programme of youth training and youth development will be launched shortly to meet some of the aspirations of the young people. Early steps will be taken to establish national youth training centres.

The objectives of the youth training centres will be:-

1. To remove a fair number of the unemployed youth annually from the labour market.
2. To provide basic training and to equip unemployed youth with practical skills as a useful basis for employment self or otherwise.
3. To inculcate national pride and a sense of service to the community by assisting needy residents in self-help projects that will eventually redound to social and economic development.

The first part of the document discusses the importance of maintaining accurate records of all transactions. This includes not only sales and purchases but also any other financial activities that may occur. Proper record-keeping is essential for determining the correct amount of tax liability.

In addition, it is important to understand the different types of taxes that may apply to a business. This includes income tax, sales tax, and property tax. Each type of tax has its own set of rules and regulations that must be followed.

The second part of the document provides a detailed explanation of the tax calculation process. This includes determining the taxable income, applying the appropriate tax rates, and calculating the total tax liability. It also discusses the various deductions and credits that may be available to reduce the tax liability.

Finally, the document discusses the importance of timely payment of taxes. Failure to pay taxes on time can result in penalties and interest charges. It also provides information on the various methods available for paying taxes, including direct deposit and check payments.

The third part of the document discusses the importance of seeking professional advice when dealing with complex tax situations. This is particularly true for businesses with multiple income streams or those that operate in multiple states. A tax professional can provide valuable guidance and help to ensure that all tax obligations are met.

In addition, it is important to stay up-to-date on the latest tax laws and regulations. The tax code is constantly changing, and it is essential to know the current rules to avoid any surprises.

The fourth part of the document provides a summary of the key points discussed in the previous sections. It emphasizes the importance of accurate record-keeping, understanding the different types of taxes, and seeking professional advice when needed.

Finally, the document provides a list of resources for further information on taxes. This includes links to government websites, tax calculators, and other helpful tools.

We hope that this document has been helpful in understanding the basics of taxes. If you have any questions, please do not hesitate to contact us for more information.

4. To contribute to the all-round development or improvement of the trainees, intellectually, physically or socially and morally.
5. To encourage in the youngsters, their parents and the community, a healthy attitude towards work and play or leisure.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the integrity of the financial system and for the ability to detect and prevent fraud.

2. The second part of the document outlines the various methods used to collect and analyze data. It describes the use of statistical techniques to identify trends and anomalies in the data, and the importance of using reliable sources of information.

3. The third part of the document discusses the role of the auditor in the process. It highlights the need for the auditor to maintain independence and objectivity, and to follow a systematic approach to the audit process.

4. The fourth part of the document discusses the importance of communication in the audit process. It emphasizes the need for the auditor to communicate clearly and effectively with the client, and to provide a clear and concise report of the findings of the audit.

5. The fifth part of the document discusses the importance of the audit process in the overall financial system. It highlights the role of the auditor in providing assurance to investors and other stakeholders, and in promoting the transparency and accountability of the financial system.

MINISTRY OF NATIONAL DEVELOPMENT

- GUYANA -

REPORT ON NATIONAL RURAL
YOUTH PROGRAMME IN GUYANA

By: Thomas Sandiford
Youth Organiser



NACIONALIST

INTRODUCTION:

In order to understand the approach to Youth Work in Guyana I will begin this paper by a quotation from the Prime Minister of Guyana, Hon. L.F.S. Burnham. OB, SC.

"No Country that sets growth and prosperity as its goals can chart its course successfully without the conscious and deliberate participation and contribution of its young people. The social, economic, political and other problems of youth are not peculiar youth problems, but problems of the Society in which the youths find themselves".

Youth Programme:

Therefore in a developing country like Guyana with its limited financial and technical resources it is necessary to explain that our rural youth programme has not been developed as a separate entity, but as a part of a total plan that is designed to make the nation and its young people self-reliant, productive, and responsive to the strategies for national development.

The Government has adopted as its over-riding policy its intention to feed, clothe and house the Nation. In broader terms our Agricultural production must be sufficiently increased to satisfy local demands and generate surpluses for export earnings. In like manner the Country using its land resources, must take steps to revive an agro-industry, cotton, that has for decades been destroyed by the colonial plantocracy. This is intended to provide the base for a cotton industry from raw material to the finished cloth.

In the field of Housing, there are two approaches:

1. Government financed housing project and
2. Government aided self-help Scheme.

Emphasis is placed on the latter since it provides a means of encouraging self reliance and co-operativism. At the same time other social services like Health Care, Education, etc., are not neglected.

It is within this background that programmes for the involvement of youth are promoted while at the same time programmes are designed to satisfy their aspirations and economic well-being.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in financial matters. This section also touches upon the legal implications of failing to maintain such records, which can lead to severe penalties and legal consequences.

2. The second part of the document focuses on the role of technology in modern record-keeping. It highlights how digital tools and software solutions have revolutionized the way data is stored, accessed, and managed. This section discusses the benefits of cloud storage, data encryption, and automated backup systems, as well as the challenges associated with digital security and data privacy.

3. The third part of the document addresses the importance of regular audits and reviews. It explains that periodic audits are necessary to ensure the accuracy and integrity of the records. This section also discusses the role of external auditors and the importance of maintaining a clear audit trail. It emphasizes that audits are not just a compliance requirement but a key tool for identifying and correcting errors and inefficiencies.

4. The fourth part of the document discusses the importance of training and education for staff involved in record-keeping. It notes that well-trained personnel are essential for ensuring that records are maintained correctly and consistently. This section also touches upon the importance of staying up-to-date with the latest regulations and best practices in the field.

5. The fifth and final part of the document provides a summary of the key points discussed and offers some practical advice for implementing effective record-keeping practices. It encourages organizations to adopt a proactive approach to record management and to regularly review and update their policies and procedures. The document concludes by emphasizing that good record-keeping is not just a task, but a fundamental part of any successful organization's operations.

Rural Youth Programmes:

The economic development of Guyana at this present time depends heavily on its Agricultural production. The emphasis on youth therefore is their involvement in programmes designed to remove the stigma of Agriculture as a degrading profession, implanted by old norms, to that of accepting and participating in agricultural pursuits as a satisfying and rewarding means of earning a livelihood, while, at the same time, contributing to the development of the Nation.

In Guyana while it is true that the traditional voluntary organisations like the Boy Scouts, Girl Guides, Boys Brigade, Religious Groups, Y.M.C.A., and Y.W.C.A. promote their own programmes, the Government has accepted as its direct responsibility the development of youth generally.

Accordingly it has set up a Youth Division in the Ministry of National Development with the following objectives.

To provide opportunities for young people:

1. To come together in groups and clubs of their own choice to satisfy their needs both social and personal through a varied programme of activities including leisure time and recreational.
2. To receive training at all levels and in every way possible with a view to developing their potentialities as individuals.
3. To contribute meaningfully to changes in our society, to remove social barriers and to eradicate educational and occupational prejudices by developing a respect for manual and agricultural labour.
4. To inculcate desirable attitudes and work habits to enable them to participate in national development programmes as individual workers and collectively in community development through self-help projects.
5. To provide technical assistance through the staff of the Division.

In the exercise of its function, Youth Officers are appointed and posted in different areas of the Country to assist in the promotion of programme (rural and urban) that help to satisfy the needs of the youth and at the same time are supportive of the national objectives.

Grants are made available through the Youth Division to Youth Organisations (urban and rural) to assist in the promotion of their programmes.

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Emphasis of necessity is placed on rural youth work with the introduction of F.C.H. Clubs. This is a youth programme designed to promote the philosophy of Feeding, Clothing and Housing ourselves. It compares favourably with 4-H Club work and is designed to help young people with every day living problems, and acquire such skills through which they could create self-employment.

Objectives:

1. To develop wholesome character and personality, qualities of good citizenship, socialist ideals of co-operativism, and a sense of responsibility.
2. To acquire useful skills in farming, home making, crafts, mechanics and vocational trades.
3. To acquire knowledge, skills and attitudes for a satisfying family and community life.
4. To develop leadership talents and abilities.
5. To explore career related to agriculture and home economics.
6. To demonstrate in a practical way the co-operative spirit and to learn by doing.

MOTTO: "TO LEARN BY DOING FOR SERVICE TO GUYANA"

Funding Agencies:

While the Youth Division has a specific responsibility of co-ordinating Youth Work in the Country, it is also assisted by the Ministry of Education, Social Development and Culture, the Ministry of Agriculture and the Ministry of Information and Sports.

The Ministry of Education promotes an agricultural Education programme both in theory and practice in most of its schools. The Ministry of Agriculture provides technical services to rural agricultural projects both for youth in Schools and out of Schools. The Ministry of Information and Sports promotes sports activities and is responsible for the development of sports generally. These institutions provide funds for the implementation of rural youth programmes. However, funds are extremely limited and in most cases cannot meet the demands of the projects. Some projects have ceased to exist due to lack of continuous financial support.

Projects include, small provision farms, poultry rearing, development of local Crafts, Agricultural Seminars, leadership training, Health Education and Home Economics.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that this is crucial for ensuring the integrity of the financial statements and for providing a clear audit trail.

2. The second part of the document outlines the various methods used to collect and analyze data. It includes a detailed description of the sampling techniques employed and the statistical tests used to evaluate the results.

3. The third part of the document presents the findings of the study. It shows that there is a significant correlation between the variables being studied, and that the results are consistent with the hypotheses proposed at the beginning of the document.

4. The fourth part of the document discusses the implications of the findings. It suggests that the results have important implications for the field of study, and that further research is needed to explore these findings in more detail.

5. The fifth part of the document concludes the study. It summarizes the key findings and provides a final statement on the overall significance of the research. It also includes a list of references to the sources used in the study.

6. The sixth part of the document provides a detailed appendix of the data used in the study. This includes a list of all the variables measured, the units of measurement, and the specific values for each data point.

7. The seventh part of the document provides a detailed appendix of the statistical tests used in the study. This includes a list of all the tests performed, the results of the tests, and a discussion of the significance of the results.

Home Economics:

Home Economics in Guyana has changed from the course designed for the non-academic and trouble makers in the classroom to one that will help individuals and families to improve home environments and the quality of personal life. It includes instructions in food and nutrition, child care and development, textile and clothing, construction, housing, family relations and management of resources with emphasis on selection, use and care of equipment and budgeting and consumer education.

These areas show that Home Economics has a major contribution to make to the education of girls and women and also certain aspects are appropriate for the education of boys and men. Home Economics comes under the Technical Education Department of the Ministry of Education, Social Development and Culture.

In planning the Home Economics Programme in Guyana the following factors are taken into consideration:

1. The economic conditions of our country.
2. Mobility of individuals and family.
3. Resources available in the community.

Number and Type of Schools:

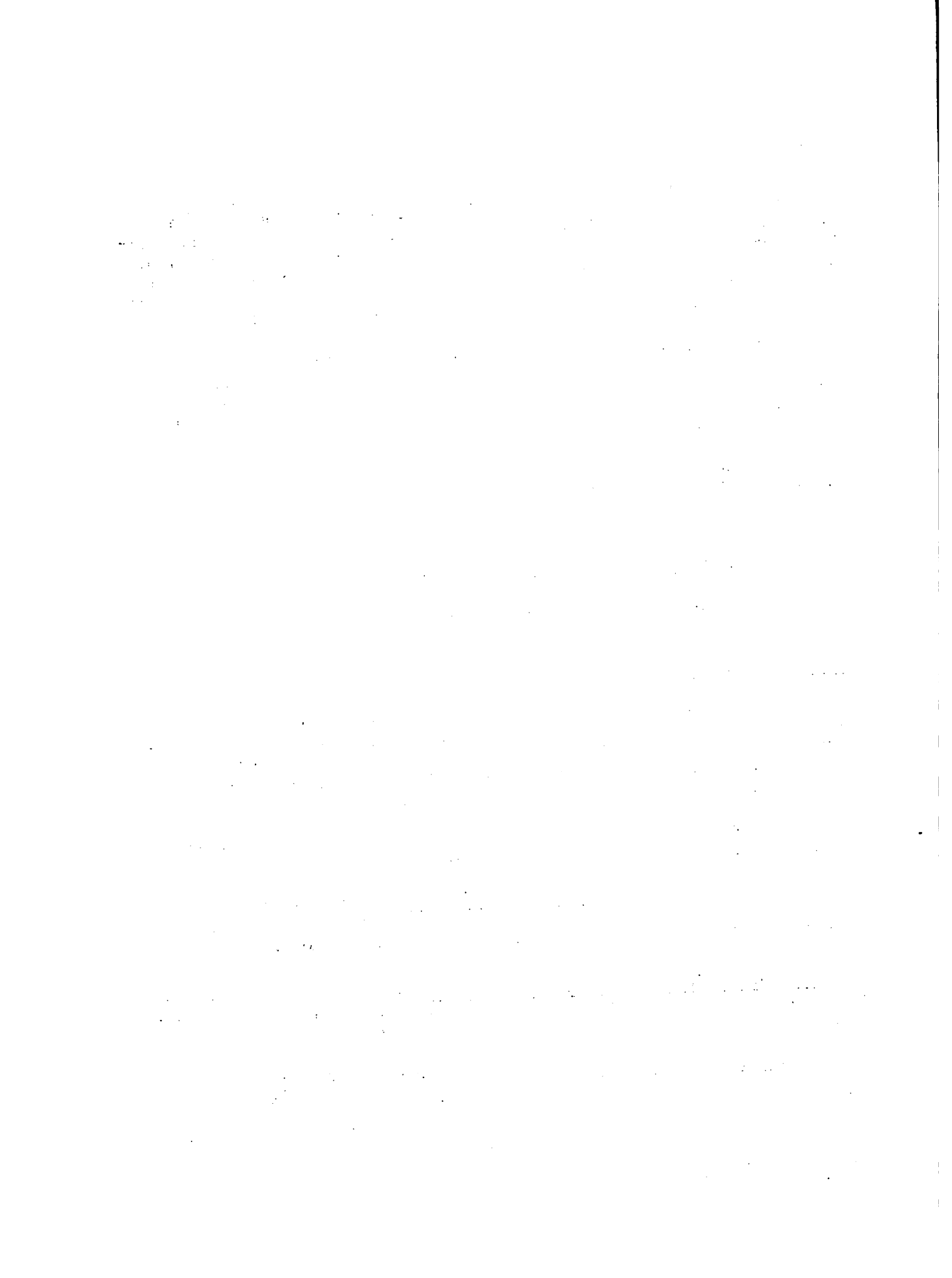
Home Economics is taught at one vocation school (Carnegie School of Home Economics), one special school (David Rose School for the Handicapped) 17 Community High Schools, 7 Centres, 66 Primary (all-age) schools and 26 Secondary Schools throughout the Education Districts, Most of these districts are in the rural areas.

Needlework is taught at thirty secondary schools and over four hundred primary schools throughout the country.

As part of the Primary School Curriculum emphasis is placed on establishing fundamental skills and attitudes that can be carried over into the Secondary and Community High Schools and the home.

Home Economics in the Secondary School Curriculum provides worthwhile knowledge and skills which lend directly into professional training, thus contributing to the economic well being of the individual.

In the Community High Schools the Government's Education Development strategy emphasis the fostering of attitudes relevant to the national goal of self-sufficiency in feeding, clothing and housing the nation with the Government's goal in mind, the Community High School Programme in Home Economics seeks firstly to give the students a basic introduction into the world of work where skills developed may be used for wage-earning or for self-employment.



Post Secondary Home Economics (Carganie School of Home Economics) offers various types of programmes:

1. Household management: This programme tries to teach as many areas as possible in Home Economics. It is offered to students according to their Academic ability.
2. Catering course for young men and women.
3. Work in conjunction with the Teacher's Training Institutions.
4. Adult Education for rural as well as urban men and women and in conjunction with the Ministry of Health, Ministry of Agriculture, Ministry of Co-ops and National Mobilisation, Women's Revolutionary Socialist Movement and the Churches.

The Extra Mural Department of the University of Guyana also work in conjunction with the Home Economics Section of the Ministry of Education, Social Development and Culture in organising classes in specialised areas. Most of the classes are held in the rural areas where the demands are greater than in the urban areas.

Teaching in the rural areas gives the Home Economists and opportunity to expand her area of concern to include the whole family and other groups in the communities. Thus she work increasingly with young parents, working wives, the elderly as well as the single parent, the handicapped, the low income and other disadvantaged families.

In the rural areas classes are held in Food and Nutrition. This includes food preservation, needlecraft and dress, home management and crafts. These classes are designed to combat poverty, unemployment, malnutrition, exploitation and other social and environmental problems. Great emphasis is also placed in helping individual families to develop managerial abilities to utilize more fully human and material resources that are available in their communities in solving current problems, and in meeting changing economic and social conditions.

Training:

In order to carry out the Home Economics Programme effectively there is a special Emergency Training Programme for recruiting Home Economics Teachers. This programme is attached to the In-Service Teachers' Training Programme and the Carnagie School of Home Economics. Training is also done at the Lilian Dewar College of Education for Secondary School Teachers, the Cyril Potter College of Education for Primary School Teachers. Advanced training in this field is also catered for in the Certificate of Education and the Bachelors of Education Courses at the Faculty of Education, University of Guyana.

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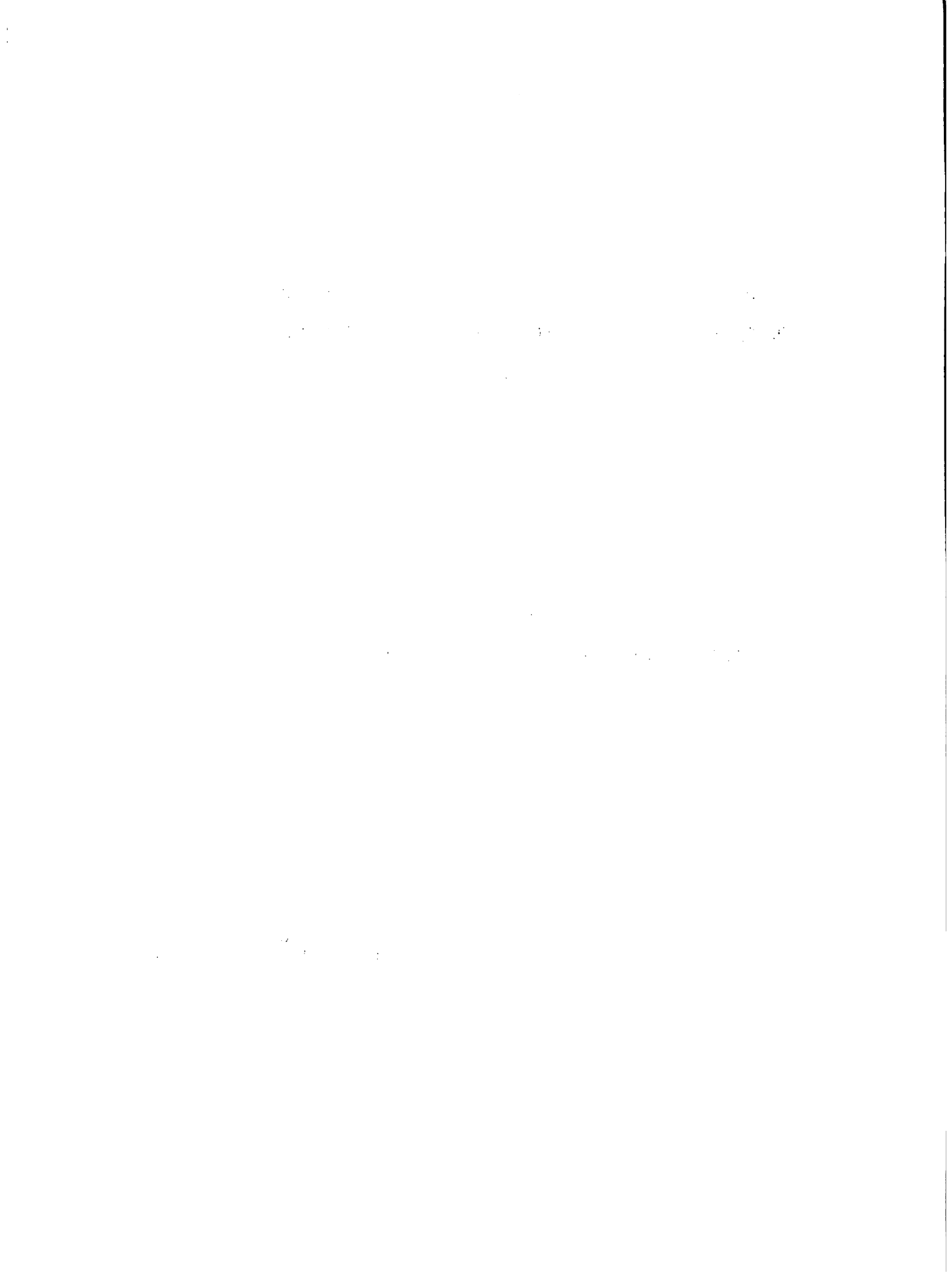
I would like to include with the story of the lily growing in the pond. Each day the lily doubled in size and as it grew bigger and bigger it threatened all the other lilies in the pond. On the twenty-ninth day it covered fully half the pond and the question began to be asked whether it should be pruned. In many ways we are now teaching Home Economics in the twenty-ninth day and the steps we take with regard to community education-especially rural education will determine the nature of life tomorrow.

DEPARTMENT OF AGRICULTURE NATURAL RESSOURCES AND RURAL
DEVELOPMENT SERVICE OF PRODUCTION & AGRICOLES VULGARISATION

- HAITI -

REPORT ON SITUATION OF RURAL YOUTH PROGRAMME

By: Marc Frederic
Chief of the Rural Youth Programme



THE RURAL YOUTH PROGRAMME

INTRODUCTION

It is an undeniable fact that in almost every developing country of this hemisphere the desirable process of rural development has been delayed by the traditional routine to which the adult farmers have been plunged for a long time. The best possible solution would be to associate the rural youths to the production process in order to provide the adults with valuable and intelligent replacing.

Meantime, it's not right to access a restructuration project of a rural youth program without knowing the necessary data which permit to solve problems with some probability to obtain good results. Educators generally agree to the fact that young people assimilate easily improved methods and apply them with more enthusiasm than adults.

It would be absurd not to trust vital force. The Agriculture Department of Haiti understood it so well that during seven years long (1955 - 1962) its Rural Youth Program had been a real success. Afterwards, the Mouvement has known a deflexion period, like in some other countries, because, of lacking of an adequate budget.

Some problems have delayed the development of the Rural Youth Program:

1. The credit system for rural youths stopped functioning as well as it did before.
2. The 4 C Club members could not get land to farm because of lack of credit, so in some regions they started lacking interest in the projects. Land tenure in Haiti (very often 1/3 of hectare per family) (slightly less than one acre) is a handicap for rural youth projects. In some cases, 4 C members have lost the wish to keep working in projects.

During a three year period (1973 - 1976) the Rural Youth movement received help from SOVIR, a private institution that helped to start again the activities of the Program. Unfortunately, this aid was planned just for three years. After this period (1973 - 1976), the movement has suffered another deflexion period.

Nowadays, the National Extension Service is capable to help the Rural Youth Movement. This has permitted to realise the following activities in 1978:

Training courses for Extension and Home Economics Agents (1978, up to date)	26
Expositions	11

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This ensures transparency and allows for easy verification of the data.

In the second section, the author outlines the various methods used to collect and analyze the data. This includes direct observation, interviews with key personnel, and the use of specialized software tools. Each method is described in detail, highlighting its strengths and potential limitations.

The third section presents the results of the study. It shows a clear trend of increasing activity over the period observed. The data indicates that the most significant changes occurred in the latter half of the study period.

Finally, the document concludes with a series of recommendations based on the findings. It suggests that further research should be conducted to explore the underlying causes of the observed trends. Additionally, it provides practical advice for how the information can be used to improve operational efficiency.

Camps	3
Recognition days	8
Engagement of new extension agents	36
Engagement of new home economics agents	7
Engagement of new extension supervisors	4

Data on the country are shown in Appendix 1. These data will eventually help the IICA to determine the type of aid to provide with the Rural Youth Movement in Haiti.

HUMAN RESSOURCES FOR PROGRAM IMPLEMENTATION:

In order to assure the development of Rural Youth National Program in Haiti, the latest statistical research gave the following results:-

1. Number of national and regional specialists	8
2. Number of extension and home economics supervisors	9
3. Number of extension agents	177
4. Number of home economics agents	45
5. Number of 4-C Clubs	406
6. Number of 4-C members	5.602
	girls 3.298
	boys 2.304
7. Number of individual projects	7.507
8. With the help of N. of voluntary leaders	604

N.B. A survey is now being conducted by the responsables for the 13 districts. This will allow us to have the up to date for the Program.

EVALUATION PRODUCTS OF THE PROGRAM:

The unrolling of the Program in the last four years gave the following results:-

The first part of the document discusses the importance of maintaining accurate records of all transactions. It is essential for the company to have a clear and concise record of all financial activities, including sales, purchases, and expenses. This information is crucial for the preparation of financial statements and for the identification of areas where costs can be reduced.

In addition, the document emphasizes the need for regular audits. Audits help to ensure that the company's financial records are accurate and that all transactions are properly recorded. They also provide an opportunity to identify any potential areas of fraud or mismanagement.

The second part of the document focuses on the importance of budgeting. A budget is a financial plan that outlines the company's expected income and expenses for a given period. It is a key tool for managing the company's finances and for ensuring that it remains profitable.

The document also discusses the importance of controlling costs. This involves identifying areas where the company is spending too much money and finding ways to reduce those costs. This can be done through a variety of methods, including negotiating better prices with suppliers, reducing waste, and improving operational efficiency.

Finally, the document discusses the importance of financial reporting. This involves providing regular reports to the company's management and to its shareholders. These reports provide a clear and concise overview of the company's financial performance and help to ensure that all stakeholders are kept informed of the company's financial health.

<u>Activities:</u>	<u>YEAR</u>			
	1975	1976	1977	1978
Training courses for Professionals and voluntary leaders	17	13	14	26
Camps for Rural Youth with 150 minimum participants	1	1	3	3
Published documents bulletines 1-2-3-4	2.000	2.000	-	-
How to organise a 4-C group Bulletin 5	2.000	2.500	-	-
4-C Secretary's copybooks	500	1.000	-	-
Certificates of: 1t-2d-ed-4th	2.000	2.000	4.000	4.000
Pamphlets	-	-	-	1.000
Recognition days	7	4	2	8
Exhibit Fairs	12	13	6	11

IMPACT OF THE PROGRAM:

The participation of rural youths in differents projects has certainly contributed to the rural development of the country. However, there is still much to be done. The main fields of rural youth projects are: crops animal husbandry, soil conservation practices, irrigation activities, social development, home economics, handicraft, and bees raising.

The sources of statistical data showm in this paper are the testimonies of the Rural Youth Section realizations.

The Extension Service of the DARNDR (Department of Agriculture, Natural Resources, and Rural Development) was able this year, to provide the Rural Youth Section with a US\$ 20.000,00 budget to finance some activities. The Rural Youth Program is able to continue its work because of the availability of the mentioned budget. Besides the allocation of financial resources, the Extension Service has provided some Agricultural Districts with Extension Supervisors and 4-C Monitors specially dedicated to the Rural Youth Program.

OTHER PARTICIPATING NATIONAL INSTITUTIONS:

Besides the Rural Youth Section of the Agricultural Production and Divulgarion of the DARNDR, some other semi-autonomous national institutions are associated to the Rural Youth Movement in Haiti.

1. ODVA. Organism in charge of the Development of the Artibonite Valley.
2. SOVIR. Organisation of Rural Life Service - Rural Life Organization Service.
3. DRIPP. Regional Development Integrate of Petit-Goave and Petite-Riviere of Nippes.
4. SIID. Technical Secretariat of Development Islets.
5. PDAI. Integrated Agricultural Development Project.
6. BUNAFPAN. National Bureau for the Determination of Feeding and Nutrition Policy.

The DARNDR endows the projects. The Youth Section of the Extension Service helps the mentioned institutions by providing the necessary documents, bulletins and by means of organising some other activities in order to improve the gait of the Movement.

It is encouraging to mention that the President for Life of the Republic of Haiti: interested in this Program. His vibrant message addressed to the Haitian Rural Youth in occasion of the Interamerican Year of the Rural Youth constitutes an obvious testimony of the mentioned interest.

CONCLUSIONS:

It is evident that this Program has faced and still face many problems that put obstacles on its way. Therefore, the designation of 1978 as the Interamerican Year of the Rural Youth is a strong decision. This will help the countries involved in this kind of program to keep doing efforts for the development of their Rural Youths with Faith, Courage, and Continuity.

A positive consequence of the mentioned designation is that the 4-C Clubs have been reinforced in Haiti by means of the augmentation of the number of activities such as:

1. 4-C Projects.
2. Work shops.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for ensuring transparency and accountability in financial reporting.

2. The second part of the document outlines the various methods and techniques used to collect and analyze data. It highlights the need for a systematic approach to data collection and the importance of using reliable sources of information.

3. The third part of the document discusses the challenges and limitations of data collection and analysis. It notes that there are often significant gaps in data availability and that the quality of the data can vary significantly depending on the source and the method used.

4. The fourth part of the document provides a detailed overview of the various types of data that can be collected and analyzed. It includes a discussion of both quantitative and qualitative data, as well as the importance of understanding the context and meaning of the data.

5. The fifth part of the document discusses the various methods and techniques used to analyze data. It highlights the importance of using appropriate statistical methods and the need to interpret the results of the analysis in the context of the research objectives.

6. The sixth part of the document discusses the various methods and techniques used to present and communicate the results of the analysis. It emphasizes the importance of using clear and concise language and the need to provide a logical and coherent structure to the presentation.

7. The seventh part of the document discusses the various methods and techniques used to evaluate the quality and reliability of the data and the results of the analysis. It highlights the importance of using appropriate criteria and the need to provide a clear and concise summary of the findings.

8. The eighth part of the document discusses the various methods and techniques used to improve the quality and reliability of the data and the results of the analysis. It highlights the importance of using appropriate methods and the need to provide a clear and concise summary of the findings.

9. The ninth part of the document discusses the various methods and techniques used to ensure the integrity and confidentiality of the data and the results of the analysis. It highlights the importance of using appropriate methods and the need to provide a clear and concise summary of the findings.

10. The tenth part of the document discusses the various methods and techniques used to ensure the validity and reliability of the data and the results of the analysis. It highlights the importance of using appropriate methods and the need to provide a clear and concise summary of the findings.

3. Demonstration meetings.
4. Tours.
5. Exhibit Fairs.
6. Recognition Days.
7. Rural Youth Camps.

Then, it would be desirable:

- a. To provide each agricultural district (13) with a 4-C monitor to aid the Extension and Home Economics agents to improve the Rural Youth Movement.
- b. To reopen the credit system for 4-C members.
- c. To intensify the training courses for professionals and voluntary leaders.
- d. To find efficient means to diminish the mass rural youth migration to the cities.
- e. To augment the number of rural schools.
- f. To keep working in intensive collaboration with the rural schools.
- g. To put in the hands of capable Extension agents and voluntary leaders the work to be done with the rural youths.
- h. To organise a good market for the products of 4-C projects of crops, animal husbandry, and handicraft.

MAIN SOCIO ECONOMIC INDICATORS OF HAITI'S URBAN AND RURAL SECTORS:

1. Total population of Haiti (1975) published in 1977	4.583.785
2. Urban Population	1.033.570
3. Rural Population	3.550.215
4. National birth rate	37.01 0/00
5. Urban birth rate	28.00 0/00
6. Rural birth	37.00 0/00

7.	Economically active population in Haiti	2.429.740
8.	Economically active urban population	400.740
9.	Economically active Rural population	2.030.480
10.	Annual increase in employment opportunities within Haiti	Not available
11.	Annual increase in employment off opportunities in urban areas	Not available
12.	Annual increase in employment in rural areas	Not available
13.	Global rate of rural-urban migration	Not available
14.	Rate of rural-urban migration of persons under 24 years of age	Not available
15.	Rural population under 24 years of age (Masc)	1.034.138
	Rural population under 24 years of age (Fem.)	1.006.783
16.	Rural population from 0 to 15 years of age 1971 (Masc)	777.829
	Rural population from 0 to 15 years of age 1971 (Fem.)	703.646
17.	Number of rural youth between 15 and 24 years of age who neither work or study	163.948
18.	National unemployment rate	14.2 %
19.	Rural unemployment rate	26.81%
20.	Number of pupils in the rural sector	235.142
21.	Number of pupils per teacher in the rural sector	73

Questions marked: 10 - 11 - 12 - 13 - 14 are now being studied by HAITI 74/014: Project of human resources and Employment.

Ref: Economic Guide of Republic of Haiti 1977 publish by Haitian Institut of Statistics.

Statistics section of Rural teaching DARNDR.

Specialists of those Offices have been persomally contacted.



PROGRAM OF TRAINING COURSES:

The program of training courses emphasises the following points:-

1. Organisation of good Rural Youth groups.
2. Voluntary animation within the Rural Youth programs.
3. Selection and study of crop projects.
4. Selection and study of animal husbandry projects: chicken, pigs, rabbits, bees, etc.
5. Selection and study of reforestation projects.
6. Social action within the Rural Youth programs.
7. Applied nutrition.
8. Arts and handicrafts within the Rural Youth programs.
9. Extension principles and methods to utilise in Rural Youth Programs.
10. Fruits and vegetables conservation as 4-C projects.
11. Family diet.
12. Family hygiene.

SPONSORED JOINTLY BY THE MINISTRY OF YOUTH
SPORTS AND COMMUNITY DEVELOPMENT
- JAMAICA -

REPORT ON NATIONAL RURAL
YOUTH PROGRAMME IN JAMAICA

By: Glen Hinds
Acting Secretary Manager
Social Development

Owen Batchelor
Youth Development Agency

THE RURAL YOUTH PROGRAMME

INTRODUCTION:

This paper sets out to identify the problems of Rural Youth in Jamaica, and to justify the present youth policies and programmes as contributing to their solution.

To understand and correct the problems of youth in the rural section, consideration must be given to four important points.

1. The dynamics of population growth.
2. The existing institutions for effecting policies and programmes involving economic and social development.
3. A programme of continuous research and evaluation.
4. A national and community leadership that provides motivation and the dynamics for change.

SOME OF THE PROBLEMS OF YOUTH IN RURAL JAMAICA

1. Unemployment due chiefly to inadequate training, in some instances indiscipline, and poor distribution of land.
2. Illiteracy due to poor school attendance and/or malnutrition.
3. An anti-agriculture attitude which up to recently, caused many rural youth to forsake the land.
4. An uneven national development which caused rapid and sometimes unplanned growth in a couple of towns thus contributing to a blight in the potential development of rural areas.
5. Lack of national leadership which, up to recently, did not align the aspirations of Youth with National goals and consciousness.

THE DYNAMICS OF POPULATION GROWTH

Labour Force survey of 1977 revealed a total population of 2,100,800 as against 1,813,594 taken in the census of 1970.

According to the census of 1970, 41.4% was urban and 58.6% rural.

1. Introduction

10/10/2023

The purpose of this report is to analyze the current market trends and provide a comprehensive overview of the industry's performance. The data collected from various sources indicates a steady growth in the sector, with significant contributions from key players.

The following table summarizes the key findings of the study, highlighting the most prominent trends and challenges faced by the industry. The data shows a clear upward trajectory in several critical areas, which is a positive indicator for the future.

Overall, the industry remains resilient despite external pressures, and the projected growth for the next few years is optimistic. Continued investment in research and development will be crucial for maintaining this momentum.

The analysis also identifies several key areas for improvement, particularly in the realm of digital transformation and sustainability. These factors are becoming increasingly important for long-term success in a competitive market.

In conclusion, the industry is well-positioned for continued growth, provided that the identified challenges are addressed effectively. The data supports the view that the sector has a bright future ahead of it.

The findings of this report are based on the most current and reliable data available. It is important to monitor the market closely as conditions can change rapidly, and adjustments may be necessary to stay ahead of the competition.

The report provides a detailed look at the industry's performance, offering valuable insights for stakeholders. The data is presented in a clear and concise manner, making it easy to understand and act upon.

The analysis is thorough and covers all relevant aspects of the industry. The conclusions drawn are well-supported by the data, providing a solid foundation for decision-making.

The report is a valuable resource for anyone interested in the industry. It offers a comprehensive overview of the current state of affairs and provides a clear path forward for the future.

Of the population 62% was under twenty four (24) years of age; male 553.273 female 561.943; while 46% was under fourteen years (14) of age; male 416.768 and female 412.212. The number of youth between 15-24 in Jamaica who neither worked nor studied was 137.099.

The demographic statistics of 1977 also revealed the following:-

1. National Birth rate; 28.9 thousand with 11.9 urban and 17 rural.
2. The economically active population of the country was 917.000: 380.011 urban and 537.889 rural.
3. National unemployment rate was 23.8% of the labour force; rural 13.9%, urban 9.9%.
4. The dependency ratio was as follows:-

1943 - 76

1960 - 92

1970 - 120

1976 - 110

This statistical data should provide the background for micro-planning and the yardstick for measuring the success of national plans, example the high female population among the youth must lead to ample programmes for the girls in recreation and training, and areas of employment traditionally regarded as the sole domain of the men should be opened to females as well.

The high dependency ratio as well as the high incidence of concealed unemployment makes it incumbent policy to develop programmes where the youth earn as they learn.

THE EXISTING INSTITUTIONS AND PROGRAMMES

1. Ministry of Education's National Plan (New Secondary Education).

The establishment of New Secondary Schools in Jamaica is designed primarily to meet rural needs.

Technical Vocational Education is offered in these schools.

This type of education is defined in the National five year plan as those "studies that are concerned with both theories

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. This is essential for ensuring the integrity of the financial statements and for providing a clear audit trail. The records should be kept up-to-date and should be easily accessible to all relevant parties.

2. The second part of the document outlines the procedures for handling any discrepancies or errors that may arise. It is important to identify the source of the error and to take appropriate steps to correct it. This may involve reviewing the original documents and consulting with the relevant staff members.

3. The third part of the document provides a detailed description of the internal control system. This system is designed to prevent and detect errors and fraud, and to ensure that the organization's resources are used efficiently and effectively. The internal control system should be regularly reviewed and updated to reflect any changes in the organization's operations.

4. The fourth part of the document discusses the role of the internal audit function. The internal audit function is responsible for providing an independent and objective assessment of the organization's internal control system. It should report any weaknesses or deficiencies to the management and recommend appropriate corrective actions.

5. The fifth part of the document provides a summary of the key findings of the audit. It highlights the areas where the internal control system is strong and the areas where it is weak. It also provides recommendations for how the organization can improve its internal control system.

6. The sixth part of the document provides a list of the documents and records that were reviewed during the audit. This list is provided for the organization's reference and to ensure that all relevant documents and records have been reviewed.

7. The seventh part of the document provides a list of the staff members who were interviewed during the audit. This list is provided for the organization's reference and to ensure that all relevant staff members have been interviewed.

8. The eighth part of the document provides a list of the staff members who were responsible for the preparation of the financial statements. This list is provided for the organization's reference and to ensure that all relevant staff members have been identified.

and their applications in the physical world with a particular emphasis on the production of "goods and services".

a. Structure of New Secondary Education:

There are five areas of technical - vocational studies in Jamaica's Secondary education - Agriculture, Art and Craft, Business Education, Home Economics and Industrial Arts.

Included in the basic core of subjects in level I - grades 7, 8 and 9 - are Agriculture and either Home Economics or Industrial Arts. Every students will therefore have studied basic Agriculture which is basic to self-sufficiency of the country.

In level II grades 10 and 11 technical/vocational areas of study becomes more specialized. Options are offered in the following subjects:- Agriculture, Arts and Crafts, Business Education, Home Economics and Industrial Education.

In grade XI each student is exposed to on - the - job - experience for three weeks in the area of his specialization. For the academic year 1977/78, 65 Secondary Schools exposed 11.632 students.

b. Post Grade XI Programme:

This is an extension of the grade XI programme which is known as Work Training.

Trainees in this programme receive an allowance of \$20.00 per week and are employed for one academic year.

Of the 65 schools in which the programme was implemented 2.821 students were exposed up to the end of May 1978.

c. Work Study Programme:

This concept is not new to Jamaica as it has traditionally been operated at the West Indies College and Knox College.

The objective is to create a new attitudes to work and also to contribute to the cost of schooling.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities.

2. It then outlines the various methods used to collect and analyze data, including surveys, interviews, and focus groups.

3. The document also describes the process of identifying key stakeholders and their interests, as well as the development of a communication plan.

4. Finally, it provides a detailed overview of the implementation phase, including the roles and responsibilities of all team members.

5. The document concludes with a summary of the key findings and recommendations, along with a list of references and a glossary of terms.

6. The following table provides a detailed breakdown of the data collected during the study, including the number of respondents and the distribution of responses for each category.

7. The data shows that the majority of respondents (75%) are currently employed, with a significant portion (45%) working in the service sector.

8. In terms of age, the study included a diverse range of participants, with the largest group being aged 25-34 (35%).

9. The results also indicate that there is a strong correlation between education level and income, with higher education levels generally leading to higher earnings.

10. Overall, the study provides valuable insights into the current state of the workforce and the challenges faced by employees in various sectors.

11. The findings suggest that there is a need for improved training and development opportunities, particularly for those in lower-paying jobs.

12. Additionally, the study highlights the importance of work-life balance and flexible working arrangements in attracting and retaining talent.

13. The data also shows that there is a growing trend towards remote work, with an increasing number of employees reporting that they work from home.

14. Finally, the study concludes that there is a need for continued research in this area to better understand the evolving needs of the workforce and to develop effective strategies to address them.

This system is in operation in Jose Marti School which has an enrollment of 500. The student receives formal teaching for half of the day while the rest of the day is spent on another type of productive effort.

For the academic year 1979/80 the projection is for 2 additional institutions of this type to accommodate 1000 students.

d. Production Drive:

Presently, this is mainly agro-based and is the school's production unit.

To date 40 secondary schools have implemented this programme with an additional 10 scheduled for operation in 1978/79.

e. Some Statistical Data of the Ministry:

1. Number of students per classroom in rural sector:-

Primary	- 117
All Age	- 117
Secondary	- 51

N.B. Classrooms are sometimes divided into different grades and a classroom may accommodate 3 or 4 grades.

2. Number of students per teacher in rural sector:-

Primary	- 35
All Age	- 36
Secondary	- 23

JAMAICAN MOVEMENT FOR THE ADVANCEMENT OF LITERACY (JAMAL)

1. What is Jamal:

JAMAL - (the Jamaican Movement for the Advancement of Literacy) was established in November, 1974 to take over the activities of former National Literacy Board with the major objectives of not only eradicating illiteracy from Jamaica in the "shortest possible period" but also of maintaining functional literacy through the concept of continuing Adult Education.

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2. Objectives:

The main objectives are to establish and operate a basic ADULT Education Programme primarily -

- To eradicate illiteracy in Jamaica within the shortest possible period.
- To improve the literacy skills of the adult population of Jamaica and;
- To develop human resources and so enable each adult citizen to participate meaningfully in the social economic and cultural development of the country.

3. Why Jamal:

Jamaica has a long history of high rate of illiteracy amongst its adult population.

In 1970 it was estimated that more than 40% of the adult population over 15 years of age (i.e. 400,000 persons) were functionally illiterate.

In 1972 the Government recognising the magnitude of the country's illiteracy problem, and the fact that illiteracy impedes national progress by hindering the release and full utilization of human resources for economic and social development, embarked on a National Programme for the immediate eradication of illiteracy.

The fight against illiteracy moved into high gear from the ad hoc pilot project which had been taking place from the 1940's into a full scale National Literacy Programme covering the entire island.

On September 8, 1972, the Programme was officially launched and became operational two months later, under the administration of a National Literacy Board.

On November 5, 1974, the Jamaica Movement of the Advancement of Literacy - JAMAL- became the new name of the National Adult Education Programme and efforts were made to establish a new identity for the Programme with the added objectives of:-

- Improving the literacy skills of the adult population of Jamaica and;
- To develop human resources so as to enable each adult citizen to participate meaningfully in the social, economic and cultural development of the country.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is essential for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent and reliable data collection processes to support informed decision-making.

3. The third part of the document focuses on the role of technology in modern data management. It discusses how advanced software solutions can streamline data collection, storage, and analysis, leading to more efficient and accurate results.

4. The fourth part of the document addresses the challenges associated with data security and privacy. It provides guidance on implementing robust security measures to protect sensitive information from unauthorized access and breaches.

5. The fifth part of the document explores the importance of data quality and integrity. It discusses strategies for identifying and correcting errors in data collection and ensuring that the information used for analysis is accurate and reliable.

6. The sixth part of the document discusses the ethical considerations surrounding data collection and use. It emphasizes the need for transparency in data practices and the importance of obtaining informed consent from individuals whose data is being collected.

7. The seventh part of the document provides a summary of the key findings and recommendations. It reiterates the importance of a comprehensive data management strategy that encompasses all aspects of data collection, analysis, and security.

8. The final part of the document offers concluding thoughts on the future of data management. It suggests that continued investment in technology and training will be essential for organizations to stay competitive in a data-driven world.

4. How is Jamal Supported:

JAMAL is organised as a voluntary self help organization in that it is based on the maximum utilization of volunteers to teach adult students all over the island. A core of paid staff is used to provide management technical and educational expertise, training for teachers, and the production of necessary teaching materials and other working tools to service the students and the voluntary workers of the programme. There are five specific areas upon which JAMAL relies for its funding and supports as follows:

- An Annual subvention from Government.
- From gifts in cash and/or kind, from local and overseas businesses, civics and benevolent associations as well as private enterprises, through the Department of Fund Raising established in June 1975.
- The programme also receives from time to time very valuable Technical Assistance in the form of donated equipment, consultant expert and training fellowships for staff through international agencies such as UNESCO/UNDP, and World Literacy of Canada, as well as other Government such as Canada, New Zealand, Australia and Great Britain.
- Volunteer teaching services conservatively estimated at over \$13,000,000 per annum and;
- The donation of buildings for the accommodation of classes all over the island.

5. How Does JAMAL Operate:

JAMAL is managed through:-

- a. A National Board of Directors consisting of volunteers.
- b. A paid Senior Management Staff consisting of a Director, Deputy Director and seven assistant Directors.
- c. A two-tiered system of local Zone and Area Committees and paid professional, technical and ancillary staff.

1) Zone Office:

The main function of Zone Committees and staff is the co-ordination and supervision of JAMAL's activities in each Zone. Students and teacher mobilization and recruitment being the most vital area of the Committees' responsibility.

2) Area Office:

The main function of the Area Offices is that of a support role to the Zone Office. The Area Office de-centralises the activities of the Zone Office and ensures a deeper penetration of the JAMAL Programme throughout the island.

The Programme is administered from a central Headquarters at 47B South Camp Road in Kingston, which houses the eight functional departments of:-

Field Operations

Technical Services

Administration

Special Projects

Communications

Finance

Evaluation and Research and

Fund Raising.

6. What Has JAMAL Achieved so Far...

Since the Programme's restructuring in August 1973:-

261.000 persons have been registered as students of whom

93.000 are currently enrolled in

6.000 classes operated by the

10.700 voluntary teachers currently registered of whom

8.000 have benefited academically from the programme through their training in the techniques of adult educator.

Of the 160.000 persons who have achieved functional literacy through the programme 243 persons have been placed through the recently established Guidance Unit.

In employment, skills and vocational training of further education.

The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for ensuring transparency and accountability in financial operations. This section also outlines the various methods and tools used to collect and analyze data, highlighting the need for consistency and precision in data entry and reporting.

The second part of the document focuses on the implementation of internal controls and risk management strategies. It details how these measures are designed to prevent fraud, reduce errors, and protect the organization's assets. The text describes the role of different departments in monitoring and reporting potential risks, as well as the procedures for investigating and resolving any issues that arise.

The third part of the document addresses the importance of regular audits and reviews. It explains how these processes help to identify areas for improvement, ensure compliance with relevant laws and regulations, and provide a clear picture of the organization's financial health. The text also discusses the role of external auditors and the importance of maintaining open communication with stakeholders throughout the audit process.

The final part of the document provides a summary of the key findings and recommendations. It reiterates the importance of strong financial management practices and offers practical advice on how to implement these practices effectively. The document concludes by expressing confidence in the organization's ability to continue to grow and succeed through diligent financial stewardship.

7. Types of Classes:

- a. Part-time Evening Classes.
- b. Part-time Day Classes.
- c. Full-time Adult Education Centres.
- d. Part-time Adult Education Centres.
- e. In-House Private Sector Classes.
- f. In-House Government Agency Classes.
- g. Organization Classes by Church Groups, Freindly Societies Youth Groups, Neighbourhood Classes.

Located throughout the island for student convenience.

In addition massive motivational recruiting and training programmes have had to be maintained through press, radio, television and all other sources of media including billboards and posters as well as special programmes such as the ANNUAL 'JAMAL/JBC QUIZ and "JAMAL MONTH".

The programme has received national and international recognition for its achievement including the unprecedented distinction of a JAMAL student reading the Lesson at the Official Opening of Parliament in 1975, as well as the Jamaica Press Association's National Press Award for 1974, and in 1976, the International Award of Krupskaya Bronze Medal (Honourable Mention) for its contribution to Adult Literacy.

8. Targets for 1977:

250.000 students and
25.000 teachers.

9. Ways to Make Effective Use of Agency:

- a. Recruiting volunteers to teach JAMAL classes.
- b. Personal voluntary assistance.
- c. Offering buildings in which to conduct classes.
- d. Encouraging illiterates or semi-illiterates to attend JAMAL classes.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in financial matters. This section also outlines the various methods and tools available for tracking and documenting data, ranging from traditional paper-based systems to modern digital solutions.

2. The second part of the document focuses on the legal and regulatory requirements that govern record-keeping practices. It details the specific rules and standards that organizations must adhere to, including retention periods, access controls, and data protection measures. This section highlights the consequences of non-compliance and provides guidance on how to ensure that all records are maintained in a manner that meets the highest standards of legal and regulatory compliance.

3. The third part of the document addresses the challenges and risks associated with record-keeping. It identifies common pitfalls, such as data loss, corruption, and unauthorized access, and provides strategies to mitigate these risks. This section also discusses the importance of regular audits and reviews to ensure the integrity and accuracy of the records over time.

4. The fourth part of the document explores the role of record-keeping in decision-making and strategic planning. It explains how well-maintained records can provide valuable insights into organizational performance, trends, and opportunities. This section also discusses how records can be used to support legal proceedings, resolve disputes, and demonstrate compliance with industry standards.

5. The fifth and final part of the document provides a summary of the key points discussed throughout the document. It reiterates the importance of record-keeping and provides a clear call to action for organizations to implement and maintain robust record-keeping practices. This section also includes a list of resources and references for further information on record-keeping and related topics.

10. Ways of Improving of Co-ordination Between Agencies:

- a. Aiding in initiating community programmes when needed.
- b. Observing needs in a particular community and notifying relevant agencies of such needs.
- c. At least one member from each agency regularly attending Community Council Meetings.
- d. Knowing details of other community agencies so as to encourage participation of those already attending your organizational activities.
- e. Members of Community Councils volunteering their services to Organisations when possible.

MINISTRY OF AGRICULTURE

1. Some Background Data: Land Use and Size of Farms:

Jamaica has approximately 1.2 million acres of lands suitable for cultivation of crops including pastures and an additional 462,000 acres some of which are suitable for tree crop cultivation. A significant feature of Jamaican Agriculture is the great diversity between the sizes of farms. In 1968, farms of less than five (5) acres accounted for 78% of the total number of farms and only 15% of acreage in farms. At the other extreme, farms of 500 acres and over accounted 0.15% of the total number of farms but represented 43% of the total acreage.

Emancipation from slavery in 1838 resulted in the withdrawal of large numbers of people from the sugar growing plains to the hills leading to a permanent structural differentiation between the farming of the hills and that of the plains.

Most of the small farms (under 5 acres) are in the hills. Low productivity has been compounded by poor housing, impassable roads, inadequate social facilities and to the movement of the youth to the plains and the cities.

Since 1972 the agrarian programme of the government has aimed at correcting these problems. The agricultural census of 1978 should be quite interesting, in this respect when it becomes available.

2. First Rural Development Project:

Purposes and Scope:

- a. To support Government's existing P.L.L. (project Land Lease) policy which aims at reducing under-utilization of agricultural land and rural unemployment by setting new farmers and raising the income of existing farmers by acquiring under-utilized agricultural land, and leasing to farmers for forty-nine (49) years.
- b. To facilitate implementing the re-organisation of the Ministry of Agriculture as proposed by the Ministry of Public Service.
- c. To assist Government's programme to improve the economic and social infrastructure of the Western Region.
- d. The project is located in the country of Cornwall (Western Region) and the settlement areas are to be found in the parishes of St. James (4 settlement areas) and Westmoreland (3 settlement areas).
- e. The project include 5 Agricultural Settlement Component:-
 - 1) Selection and settlement of 1400 families with adequate farming qualifications.
 - 2) Construction of 820 farm houses.
 - 3) Provision of electricity and domestic water supply.
 - 4) Provision of roads including (i) 10 miles access roads to settlement sites, (ii) 10 miles village roads, (iii) and 40 miles farm roads connecting village sites with the farming areas.
 - 5) Provision of community facilities at the settlement sites. (Community Centre, storeroom, packing and buying shed, boxing plant).
 - 6) Soil conservation and forestation measures for approximately 1400 acres.
 - 7) Provision of credit for farm development by J.D.B. (Jamaica Development Bank).
 - 8) Provision of technical assistance by the Ministry of Agriculture.
 - 9) Raising the annual net farm income to Two Thousand Dollars (\$ 2.000.00).

The first part of the document discusses the importance of maintaining accurate records of all financial transactions. This is particularly true for businesses that operate on a cash basis or have a large volume of sales. Proper record-keeping allows the business owner to track income and expenses, which is essential for determining the net profit of the business. It also provides a clear picture of the company's financial health, which can be useful when seeking financing or preparing for tax returns.

Another key aspect of financial management is budgeting. A budget helps a business owner plan for the future by estimating income and expenses for a specific period. This allows the owner to identify areas where costs can be reduced and to set realistic goals for the business. Budgeting is also a helpful tool for monitoring the company's performance over time and making adjustments as needed.

Effective financial management also involves understanding the company's cash flow. Cash flow is the amount of money coming into the business minus the amount going out. Positive cash flow indicates that the business is generating more revenue than it is spending, which is a sign of financial stability. Conversely, negative cash flow suggests that the business is spending more than it is earning, which could lead to financial trouble.

Finally, it is important for business owners to stay up-to-date on the latest financial news and trends. This includes keeping an eye on interest rates, inflation, and other economic factors that can affect the business. Staying informed allows the owner to make more informed decisions and adjust the business strategy as needed to stay competitive in the market.

In conclusion, financial management is a critical component of any business. By maintaining accurate records, budgeting, monitoring cash flow, and staying informed on economic trends, business owners can ensure the long-term success and stability of their companies.

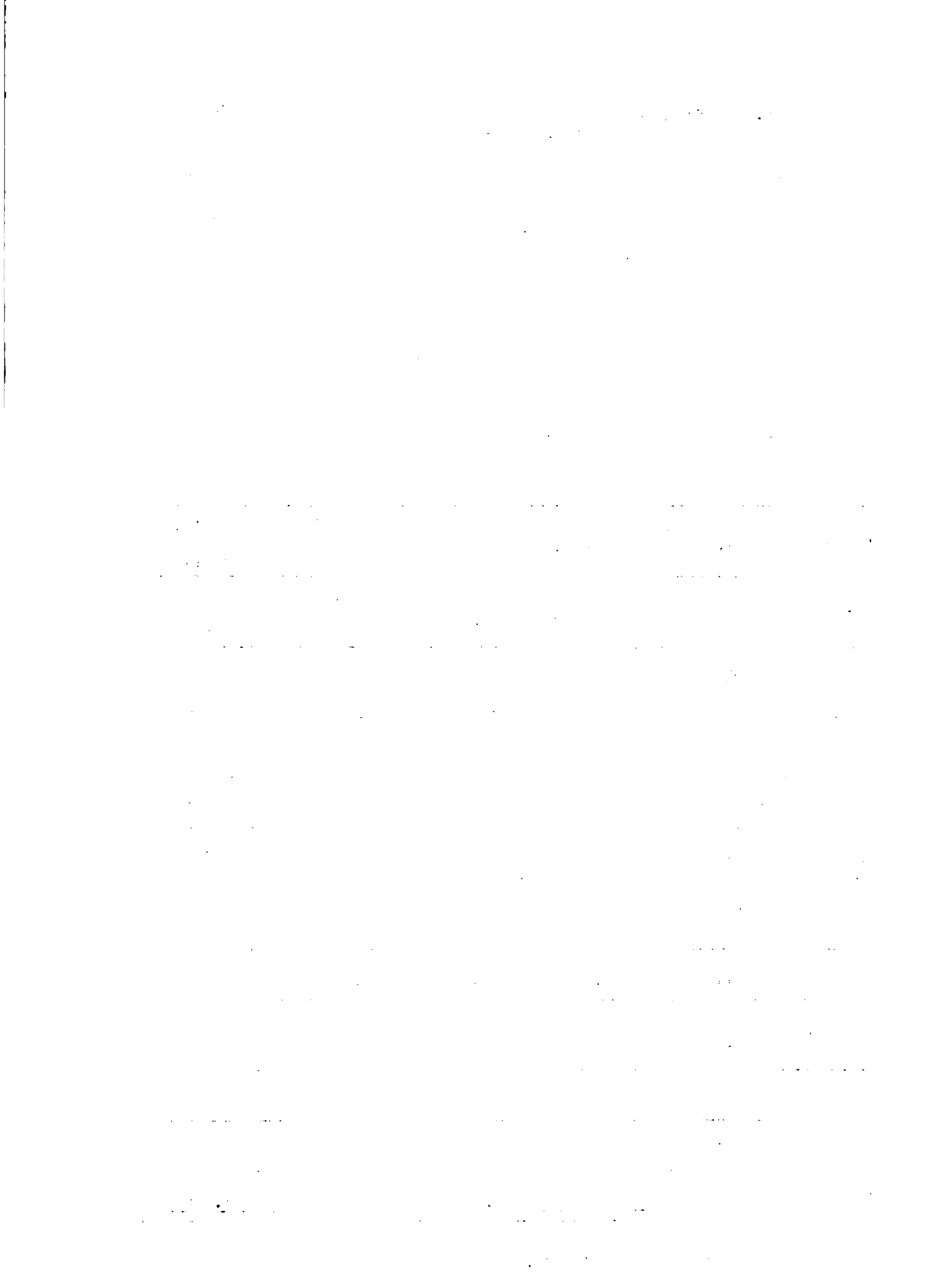
f. Non-Agriculture component (Economic and Social Infrastructure) - Western Region:-

- 1) Construction/reconstruction of 70 miles rural feeder roads.
- 2) Construction/rehabilitation for nine (9) parish markets.
- 3) Extension of 37 existing water supply systems and 4 new systems.
- 4) Construction and installation of 6.000 waste disposal units.

g. Settlement Areas:-

Parish	Settlement Areas	Acreage Approx. Total	(Acres) Approx. Total	No. Modified Farm Houses	Total No. Settlers
St. James	Montego Valley	2.476	1.100	150	235
	York & Equity	500	360	40	65
	Vaughns-field	2.000	640	40	240
	+Sweetwater	1.000	520	20	100
Hanover	Pell River	728	520	70	120
	Burnt Ground	1.750	1.010	130	180
	Kenilworth	1.142	830	105	205
Westmoreland	Whitehall	3.313	560	70	70
	Canaan Mtn.	960	450	80	80
	+Leamington	1.718	480	55	105
TOTAL		15.587	6.570	820	1.400

+ Not yet purchased by Government.



h. Expected Products:-

- 1) Mixed food crops - yams, potatoes, etc.
- 2) Vegetables - carrots, cabbage, onion, etc.
- 3) Semi-Permanent crops - banana, plantain, sugar cane, etc.
- 4) Permanent crops - coffee, citrus, coconuts, etc.
- 5) Livestock - cattle, pigs, goats (milk & meat).

Accomplishments:-

Settlement Areas	Topographical Map	Land Capability Map	Physical Plan
Canaan Mtn.	Completed	Completed	Completed
Kenilworth	-do-	-do-	-do-
York & Equity	-do-	-do-	March 1978
Montego Valley	-do-	-do-	April 1978
Pell River	-do-	-do-	May 1978
White Hall	-do-	-do-	May 1978
Vaughnsfield	-do-	-do-	June 1978
Burnt Ground	-do-	-do-) It is anticipated that the last plan will be completed later in 1978.
Leamington	-do-		
Sweet Water			

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2. The second part of the document outlines the procedures for the monthly financial review. This involves a thorough examination of the accounts and a comparison of the actual results with the budgeted figures. Any variances should be identified and explained, and appropriate corrective actions should be taken.

3. The third part of the document describes the process of preparing the quarterly financial statements. This includes the consolidation of the data from all departments and the preparation of the balance sheet, income statement, and cash flow statement. The statements should be reviewed and approved by the appropriate authorities before being presented to the board of directors.

4. The fourth part of the document discusses the role of the internal audit function. The internal auditors are responsible for providing an independent and objective assessment of the company's internal controls and risk management processes. They should report any weaknesses or deficiencies to the management and recommend appropriate improvements.

5. The fifth part of the document outlines the procedures for the annual financial audit. This involves the engagement of an external audit firm to conduct a comprehensive review of the company's financial statements. The auditors should provide a detailed report on their findings and any areas of concern.

6. The sixth part of the document describes the process of preparing the annual financial report. This includes the consolidation of the data from all departments and the preparation of the annual financial statements. The report should be reviewed and approved by the appropriate authorities before being presented to the shareholders.

7. The seventh part of the document discusses the importance of transparency and communication in financial reporting. The company should provide clear and concise information to all stakeholders, including investors, creditors, and the public. This will help to build trust and confidence in the company's financial performance.

8. The eighth part of the document outlines the procedures for the quarterly financial review. This involves a thorough examination of the accounts and a comparison of the actual results with the budgeted figures. Any variances should be identified and explained, and appropriate corrective actions should be taken.

9. The ninth part of the document describes the process of preparing the quarterly financial statements. This includes the consolidation of the data from all departments and the preparation of the balance sheet, income statement, and cash flow statement. The statements should be reviewed and approved by the appropriate authorities before being presented to the board of directors.

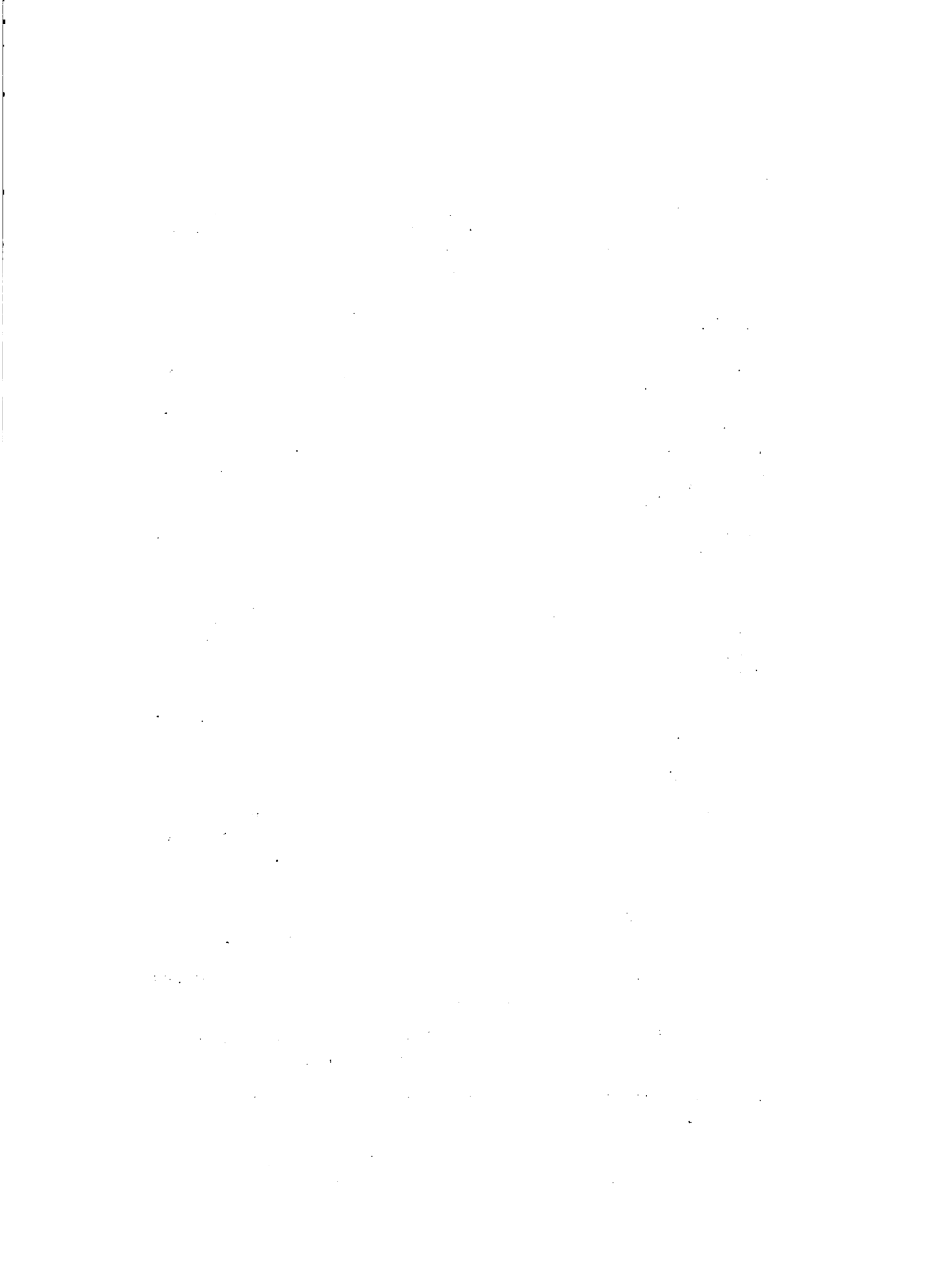
10. The tenth part of the document discusses the role of the internal audit function. The internal auditors are responsible for providing an independent and objective assessment of the company's internal controls and risk management processes. They should report any weaknesses or deficiencies to the management and recommend appropriate improvements.

3. Pioneer Farm Project:

In an effort to accelerate the Land Reform process and deal with the problem of unemployment among rural youth, the government of Jamaica has established the Accelerated Land Reform Unit (ALRU) within the Ministry of Agriculture and charged it with the responsibility of establishing pioneer farms throughout the country. Each farm is designed as a co-operative Land-Lease venture whereby unemployed youth ages 17 to 25 are selected from the surrounding area, work the land according to a designated farm plan, are supervised by a project manager appointed by the ALRU, govern themselves through a committee selected from among the members, and share the proceeds of the land. Members live off the farm and travel daily to work, but eventually each member will be afforded the opportunity to live in a settlement on the farm. This programme was established in November 1977. Six farms have been started, varying in size from 60 to 300 acres and from 20 to 60 members. The future farms shall be within the same range of acreage and number of personnel.

The preliminary farm plans call for the planting of shortterm crops such as corn, red peas, and peanuts and avocados, mangoes, and citrus trees as orchards on the hillsides. The government offers the following types of support and services to each farm:

- a. Technical assistance from the agricultural extension service.
- b. Designated farm plan for each farm.
- c. Financial assistance in the form of a grant for training expenses and cash allowances paid to member in accordance with work performance for the first 3 months.
- d. Financial support in the form of loans to meet operating expenses and start-up costs: such as land clearing preparation, fertilizer, seeds, supplies, and credit.
- e. Orientation classes (2 weeks) in basic farming techniques and co-operative structure.
- f. providing work/study opportunities to members through JAMAL and other agencies and associations.
- g. Designing and providing irrigation systems where possible.
- h. Arrangements for marketing made with the Agricultural Marketing Corporation (AMC) and other sources.



The ALRU will supply to each farm a project manager who is a graduate of the Jamaica Agricultural School with minimum equivalent skills of an agricultural extension agent. A plan for the overall development of the farm including field crops, orchards, space for outbuildings and settlement houses shall be provided.

The project manager will be responsible for the implementation of the farm plan and for the instructions in proper agricultural techniques. The manager will plan, schedule, and administer the operations of the farm.

The co-operative structure of the farm will follow the Co-operative Department's 'Model Rules for Group Farming Co-operative Societies'. This calls for, among other things, a committee of management to conduct the affairs of the co-operative. From this committee will come the management training for the future administration of the farm.

4. The Charlemont Development Company Limited:

The company plans to develop an agricultural project with the youth in the area on 790 acres of alluvium type lands located in the plains of St. Catherine. The plans are:-

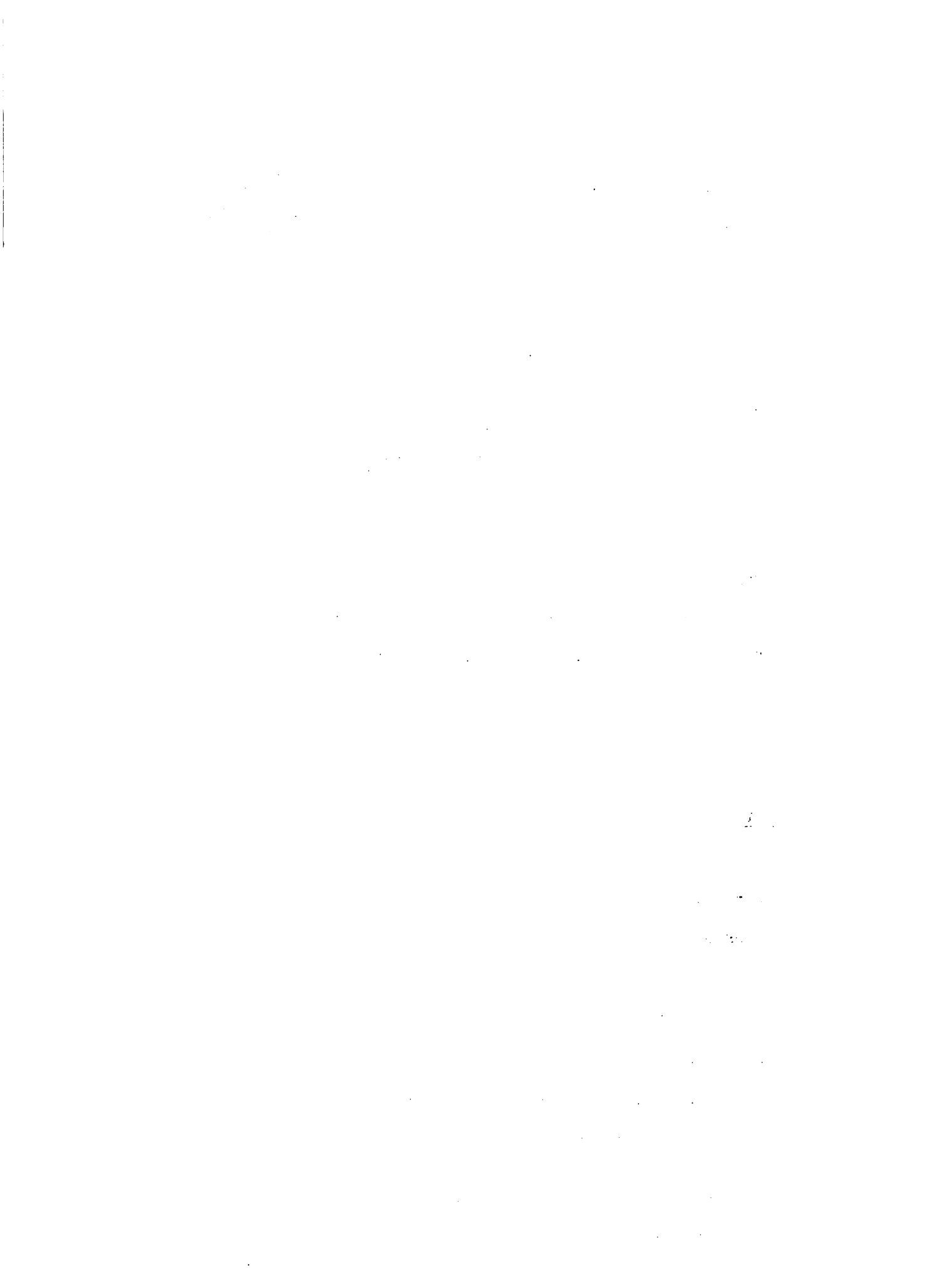
- a. An agricultural youth settlement involving 109 farms totalling. 443 acres
- b. A commercial farm. 347 acres

Details of Agricultural Settlements (All Irrigation)

43 - 3 acre lots	129 acres
66 - 4 1/2 acre lots	297 acres
Ponds & roads	17 acres
	<u>443 acres</u>

The anticipated annual production is as follows:-

92 acres food crops producing 552 tons	US\$ 165.600.00
88 acres vegetable producing 880 tons	352.000.00
263 acres dairying producing 890.000 quarts milk	263.952.00
calves 251	12.550.00
culls cows	57.750.00
	<u>US\$ 851.852.00</u>



Gross yield \$ 7.815 per farmer

Net yield \$ 3.500 approx.

This should be to achieved gradually, within 5 years.

The Commercial Farm

Milk production (100 acres pangola & 20 napier grass)	120 acres
Calf rearing (45.5 acres pangola & 10 napier grass)	55.5
Heifer rearing	106.0
Citrus orchard	35.0
Fruit orchard	19.8
Nursery, vegetables, experimental work	10.8
	<u>347.1</u>

Aims of the Company

- Providing transport, tillage, pest control services and milk cooling facilities to the farmers.
- Assist with the provision of storage and marketing facilities.
- Produce for the sale to farmers some planting materials, as well as bred heifers.
- Develop service co-operatives.
- Direct the extension as well as the Social, Cultural recreational and educational programmes of the settlers.
- Co-ordinate the services of the respective agencies of Government that form part of the projects vital areas of concern.

Infrastructure

The farmers are provided with houses on which they have a twenty (20) years mortgage, domestic and irrigation water supply, electricity, and facilities for educational, cultural, recreational programmes.

EXTENSION SERVICE - HOME ECONOMICS:

The role of the Home Economist in Extension Education.

Before examining the role, it should prove useful to take a cursory look at two terminologies in the topic to facilitate unity of thought from the outset. The two operative terms are the Home Economist and Extension Education.

The term economics has been defined by one writer as a systematic study of management on business lines; by another as the management of resources in order to save. HOME ECONOMICS may therefore be defined as the scientific study of management of resources in the home in order to save. A Home Economist may therefore be said to be one who is engaged in the study and operations of management in the home in order to save. The resources to be saved include money, time, energy, family health and welfare, education, etc., are so inextricably bound and interdependent that it is not possible to effect a saving in one resource without influencing another or others and vice versa.

Home Economics is a scientific subject as it draws on all the sciences-physical, biological and social - the humanities and the arts. The home economist is therefore a technically trained person, and it must be remembered that this field of study is not the reserve of women.

The second theme - Extension Education, also sometimes called rural development involves the educational, social, cultural, moral and spiritual improvement of people. The word "Extension" means out-of-school education, and educate - to draw out information from person, "that of which he is capable" Hence, Extension Education may be regarded as a system of rural education which extends beyond the classroom of schools and colleges to the individual farm and home. This system of education is designed to help people to help themselves; it is education for action, which is aimed at the total family problems, although participation is on a voluntary basis.

The major function of the Extension Service in Jamaica is to assist the people, particularly the farming community, to analyse and solve their problems, to develop desirable attitudes, to increase their knowledge, to develop their skills and to help to develop their human and physical resources for economics, social and cultural improvement.

The role of the home economist is therefore that of education for management, of extending opportunities for improved living of all people and of all ages within her prescribed area.

It is an accepted principle that a good extension programme should reflect the needs as well as the wants of the people. It has also been accepted that major efforts should be directed to the farm family to secure a united approach to agricultural production, as well as the motivating force of the women in the home in the making of decisions. Wise

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This ensures transparency and allows for easy verification of the data.

In the second section, the author outlines the various methods used to collect and analyze the data. This includes both primary and secondary data collection techniques. The primary data was gathered through direct observation and interviews, while secondary data was obtained from existing reports and databases.

The third section provides a detailed description of the data analysis process. This involves identifying trends, patterns, and anomalies within the dataset. Statistical tools and software were used to facilitate this process, ensuring that the results are both accurate and reliable.

Finally, the document concludes with a summary of the findings and their implications. It highlights the key insights gained from the study and offers recommendations for future research and practice. The author notes that while the current study provides valuable information, there are still several areas that require further investigation.

or intelligent decision making by farm families is the ultimate aim of the Extension Service, especially as its influence on home and family life is vital to the success of any agricultural enterprise.

It is believed that the development of good attitudes among the people, their commitment to change, the establishing of values and goals and the improvement of skills and knowledge are important concepts of our programme.

Role of the Home Economist

As has already been said, extension work in agriculture and home economics is a nation-wide system of rural education. It is maintained to aid rural men, women, boys and girls in meeting the ever-changing problems of the farm, the home and the community in developing for themselves a more satisfying country life.

All Extension Officers in Land Authorities work co-operatively with the entire rural community, although the agricultural officer's responsibilities is primarily to men and boys, and the home economics officer to the women and girls. The role of the home economist is here summarised as follows:

1. She represents a science in aiding the homemaker

The average farm home of today with old-fashioned domestic facilities should gradually be replaced by modern farm homes with comfort and conveniences.

2. She is a teacher

- a. Helps farm people to determine their basic problems and to solve some of these problems in the home, on the farm, and in the community.
- b. Takes into account the customs, habits and interests of farm people.
- c. Helps farm women and girls decide what the content of their group is to be and assists them in carrying out such a programme.
- d. Keeps her programme flexible and makes changes in it as needs justify.
- e. Follows a programme of action - action by individuals toward improving farm and home life, action by groups to solve problems at hand, as well as aim toward long-term goals.

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2. The second part of the document focuses on the implementation of robust risk management strategies. It outlines various risk assessment techniques and provides guidance on how to identify, measure, and mitigate potential risks. The text stresses the need for a proactive approach to risk management to protect the organization's assets and reputation.

3. The third part of the document addresses the importance of effective communication and reporting. It discusses the need for clear and concise communication channels and the role of regular reporting in keeping stakeholders informed. This section also touches upon the importance of maintaining accurate financial statements and the role of auditors in verifying the accuracy of these reports.

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- f. She is share of the various efforts and projects in the community eg. JAMAL, Public Health, their interrelationship and their contributions to be the objectives of rural development.
- g. She participates in the overall planning for rural development activities for the community. Information for the making of policies should flow in all direction - up and own and across.
- h. She endeavours to influence policies to meet the needs and wants of those groups within the population requiring particular attention.
- i. She seeks to promote the awareness and understanding of staff members from other fields of specialization of the objectives and contributions of home economics for rural development eg. J.A.S., Jaycees, Banana Board in shows, fairs, etc.
- j. She involves rural people in aspects of planning, implementation and evaluation of home economics activities aimed at the improvement of living in their communities.

Motivates rural people to adopt new or improved techniques aimed at the improvement of their level of living.

- 1) Motivates and promotes women's participation in aspects of development which will enhance their status in the community eg. participation in Festival and winning medals.
- 2) Teaches the use, care, storage and preservation of home produce food both for family consumption and trade.
- 3) Seeks to help farm families to modify or improve food habits.
- 4) Gives medical advice related to children's health in the community.
- 5) Helps to improve the sanitation standard in the home and in the community.
- 6) Helps families to increase the comfort and beauty of their environment.
- 7) Helps rural families to increase home food production by teaching the women and girls basic skills needed for small-scale agricultural projects eg. trough culture or box gardening where there is no land, and agro-industries.

- 8) Participates in education on family planning and other population activities in the communities.
- 9) Emphasizes population concepts and the relation between family size and family resources.
- 10) Train women and girls in selected vocation related to home economics for productive employment and/or for self employment.

How to Perform Role

There is no right or/one way of performing the role of a home economist, as every one is a unique individual capable of performing the same functions in different ways. But, from a general point of view, the home economist may endeavour to achieve the aims as follows:-

- a. Capturing the interests of teen-agers who have just left school and giving these young people a chance to progress along normal lines acceptable to a social system.
- b. Giving to older people a chance to regain opportunities lost through force of circumstances or otherwise.
- c. Giving to others an opportunity to keep on growing, to become better parents, technicians and citizens.
- d. Helping others to discover their latent abilities and encouraging them to develop their personalities and potentialities.
- e. Up-grading those with some qualification and increasing the efficiency of working people, by preparing them for the next level of employment.
- f. Assisting in the preparation for employment in new fields.
- g. Serving as a tension release particularly in activities which provide opportunities for creativity.
- h. Providing opportunities for group association, special interests tend to intensify the feeling of belonging.
- i. Helping to develop citizens who have the ready ability to gently, and come to clear, valid, and unbiased conclusions; producing people who will live richer, broader lives, and who will contribute to society by clear thought and fearless action.

- j. Finally the home economist endeavours to contribute to the development of individuals and groups, by helping them to do intelligent, unbiased thinking, which is so vital in attempting to solve the ever-increasing political, economic and social problems which confront people today.

This role, although very easily stated, is quite challenging, but can be achieved by those with the right attitude towards their fellow citizens, those with vision, a keen sense of purpose and dedication to the cause of action building.

THE MINISTRY OF YOUTH, SPORTS & COMMUNITY DEVELOPMENT:

While the Ministry of Youth Sports & Community Development operates directly a number of programmes for rural youth, its main youth development activities are carried out through the Social Development Commission - a statutory board, and the Jamaica 4-H Club also a statutory board.

1. Jamaica Youth Corps

The Jamaica Youth Corps began operations in September 1977, and represents an amalgamation of three former programmes operated by the Social Development Commission namely the National Youth Service, the Agricultural Programmes Division and the National Pioneer Corps Programme.

The formation of this new programme arose from the recognition of a need to establish one national youth programme which would identify areas in which the trained or skilled youth could be involved in the development of this own community as well as the total society.

a. Objectives:

The major objectives of the Programme are as follows:-

- 1) To mobilize the energies and skills of youth in the process of national development.
- 2) To provide productive employment and training.
- 3) To involve young people in the economic, social and political development of their country.
- 4) To inculcate a sense of discipline, commitment to service, work and learning through exposure to and involvement in the real needs and problems of the society.

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2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent data collection procedures and the use of advanced analytical techniques to derive meaningful insights from the data.

3. The third part of the document focuses on the role of technology in enhancing data management and analysis. It discusses the benefits of using data management systems and the importance of ensuring data security and privacy.

4. The fourth part of the document addresses the challenges associated with data collection and analysis. It identifies common issues such as data quality, data integration, and data security, and provides strategies to overcome these challenges.

5. The fifth part of the document discusses the importance of data governance and the role of data stewards. It emphasizes the need for clear policies and procedures to govern the use of data and ensure compliance with relevant regulations.

6. The sixth part of the document focuses on the role of data in decision-making. It discusses how data can be used to identify trends, opportunities, and risks, and how it can inform strategic decision-making at the organizational level.

7. The seventh part of the document discusses the importance of data literacy and the need for training and education. It emphasizes that all employees should have a basic understanding of data and be able to use it effectively in their work.

8. The eighth part of the document discusses the importance of data ethics and the need to ensure that data is used responsibly and ethically. It highlights the potential risks of data misuse and the need for clear guidelines and policies to govern data use.

9. The ninth part of the document discusses the importance of data sharing and the need to ensure that data is shared securely and responsibly. It emphasizes the benefits of data sharing for collaboration and innovation, and the need to ensure that data is shared in a way that respects privacy and security.

10. The tenth part of the document discusses the importance of data archiving and the need to ensure that data is preserved for the long term. It emphasizes the need for clear policies and procedures to govern data archiving and the use of appropriate storage solutions.

b. Recruits:

Recruit are between the age of 17 and 25 years and are from the following:-

- 1) High, secondary and technical schools.
- 2) Industrial and vocational training centres including the 4-H training programmes.
- 3) Youth clubs and organized community groups.

The Jamaica Youth Corps is responsible for the financial needs of those assigned as well as providing programmes for their personal development. The Agencies or projects to which they are assigned provide the necessary training for the job to be performed.

c. Programme Areas and Selection:

Those selected are assigned to a particular project or programme for a period of one year, and selection is made on the basis of academic qualification or the subject's skill or experience for the job to be performed.

Programmes for the Jamaica Youth Corps are pursued in the following three sectors:-

- 1) Social Service.
- 2) Construction.
- 3) Agriculture.

d. Social Service:

This sector covers a wide range of voluntary and governmental programmes in which Corps workers are used to supplement the efforts of existing staff in order to improve the quality of service offered to the public. Some examples of the activities in this sector are indicated below:-

- 1) Education - a) Teaching in Early Childhood Education Programmes and at the Primary School level.

b) Assisting in remedial and Adult Education Programmes.

- 2) Community Development - assisting in the organization and development of programmes for young children, in and out of institutional settings; recreational and therapeutic programmes for the aged and developmental and evaluative programmes for the handicapped.

These kinds of programmes are fulfilling fundamental needs particularly in rural areas where there are difficulties in recruiting or retaining staff. Here considerable emphasis is placed on encouraging the participation of community councils in the actual planning of programmes and their involvement in implementation of projects.

e. Construction:

The Jamaica Youth Corps is involved in two sets of construction activity:-

- 1) Short term projects - This involves erecting facilities requested by organized community organizations (community opportunities for child day care centres, hard courts for sports, etc.), using youth within the particular community in which the facilities are to be built. The Jamaica Youth Corps works closely with the community in an effort to bring about an adequate level of discipline and general performance on these projects, and is fully responsible for all aspects of this operation.
- 2) Joint-projects - These are operated in conjunction with other agencies and run for the entire programme year. At present, joint projects are being carried out with the Ministry of Mines and Natural Resources (development of beach areas) and the Social Development Commission (building and renovating Youth and Community Training Centres).

f. Agriculture:

In the Agricultural sector the Jamaica Youth Corps is involved basically in two major kinds of activity:-

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- 1) As extension workers in rural farms, and in schools.
- 2) As forestry/soil conservation workers in residential centres.

In (1) above the young people are trained in certain basic agricultural techniques and are sent out in a specified geographic area to assist small farmers in developing modern approaches to agriculture. The work of these assistants range widely and varies according to the particular needs of the farmer. The kinds of activity in which they are usually engaged are:-

- a) The demonstration of basic agricultural techniques.
- b) Spraying for insects.
- c) Book-keeping.
- d) Taking out verbal and printed information which is of value to farmers.

Since the establishment of the Production Plan, Jamaica Youth Corps workers have been used to assess those farmers requesting loans and to help with the processing of these requests. In addition to this kind of activity Jamaica Youth Corps workers attached to the 4-H organizers. No systematic process of evaluation has been done on this aspect of the Jamaica Youth Corps programme, but from feedback obtained a number of conclusions can be arrived at:-

-The potential for this kind of activity is great and much needed in rural communities where farming methods are backward.

-A more efficient system of training is needed for the Jamaica Youth Corps workers if maximum productivity is to be obtained.

The second major kind of agricultural activity centres around Forestry and Soil Conservation projects in which Jamaica Youth Corps workers are engaged:-

-Planting and caring for trees in forests.

-Building roads through forests.

-Planting and caring for coffee or vegetable plots.

-Clearing and terracing land for the purpose of soil conservation.

Like most other projects, the Jamaica Youth Corps handles the personnel, financial and human development aspects while officers of the Ministry of Agriculture are responsible for technical supervision and technical training of the young people. As a number of these centres are residential, the Jamaica Youth Corps provides a live-in staff who not only attends to the housekeeping aspects of these centres, but also develop educational, cultural and social programmes for the young people.

g. Craft Pilot Projects:

A pilot craft project is being undertaken at Graven Estates in Hanover. There are about forty girls involved most of whom have a limited educational background but have demonstrated both a desire and aptitude for serving. Their current activity is smocking and making dresses for young children both for the local and export markets. With other officers from the Social Development Commission providing some of the technical help, the youngsters are taught the rudiments of smocking, cutting and sewing. It is hoped that after the service they will operate on a co-operative basis in order to provide some form of employment for themselves.

P.S. The programme runs from September - August, and therefore an evaluation of the current programme has not yet been undertaken.

2. Cornwall Youth & Community Development Project:

The Cornwall Youth and Community Development Project is located on three sections of the Cornwall Properties namely, Nyerere Community Farm, Haughton Grove and Mafosta. This project which commenced in July 1974, is part of the Agrarian Reform Programme of the Government that has, as its primary aim, the settlement of approximately 510 farm families, youth in particular, on some 4.707 acres of land of which 2.400 are arable.

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a. Aims and Objectives:

These are as follows:-

- 1) To settle farmers, especially youth in agricultural pursuits.
- 2) To diversify and increase agricultural production by settling farmers on economic farm units.
- 3) To arrest and regulate the urban trek.

b. Rationale:

The decline in the size of the agricultural labour force is closely linked with increased urban population, unemployment, crime, inadequate housing and other pressing urban problems. To reduce the urban movement to manageable proportions, it is necessary to stabilize the agricultural labour force and provide the opportunities and incentives the people need if they are to remain in the rural areas. In formulating policies to correct this situation, Government's intention is to bring the urban idle youth in agriculture as well as provide settlement in agriculture for the landless rural farmers. The first of such projects was planned for an area embracing properties in St. James and Hanover.

c. Principles of the Project:

1) Settlers:

- a) Settlement of people of both sexes, particularly youths.
- b) Priority in settlement to be given to squatters on the land concerned and to farmers and prospective farmers in the immediate community.
- c) The settler will make a contractual agreement with the Project and his continued participation in the scheme will depend on how well he honours his obligations.
- d) No settler will live more than two miles from his farm.
- e) Settlers, not from the community, will be provided with houses built on the principle of a nucleated village. Those within the community will be assisted as is necessary.

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2. The second part of the document outlines the various methods and techniques used to collect and analyze data. It highlights the need for consistent and reliable data collection processes to ensure the validity of the results.

3. The third part of the document describes the different types of data that are collected and analyzed. It includes information on both quantitative and qualitative data, as well as the various sources from which the data is obtained.

4. The fourth part of the document discusses the various statistical methods and techniques used to analyze the data. It covers topics such as descriptive statistics, inferential statistics, and regression analysis.

5. The fifth part of the document discusses the various ways in which the results of the analysis are presented and communicated. It includes information on the use of tables, graphs, and charts to effectively convey the findings.

6. The sixth part of the document discusses the various factors that can affect the accuracy and reliability of the data and the results of the analysis. It includes information on the potential for bias and error, as well as the importance of using appropriate controls and procedures to minimize these risks.

7. The seventh part of the document discusses the various ways in which the results of the analysis can be used to inform decision-making and policy-making. It includes information on the importance of clear communication and the use of the results to identify areas for improvement and to develop effective strategies.

8. The eighth part of the document discusses the various ways in which the results of the analysis can be used to evaluate the performance of an organization or individual. It includes information on the use of the results to identify strengths and weaknesses, as well as the importance of using the results to set realistic goals and objectives.

9. The ninth part of the document discusses the various ways in which the results of the analysis can be used to improve the quality of an organization's products and services. It includes information on the use of the results to identify areas for improvement and to develop effective quality control procedures.

10. The tenth part of the document discusses the various ways in which the results of the analysis can be used to improve the efficiency and effectiveness of an organization's operations. It includes information on the use of the results to identify areas for improvement and to develop effective process improvement strategies.

- f) Participation and self-help will be encouraged to the fullest.
- g) The hereditary rights of successful settlers will be enshrined in the Contract.

2) Land:

- a) Allocation of land will be determined by its productivity, each settler being given an income of \$ 1.500 per annum, not inclusive of the advantages of his house.
- b) There will be no fragmentation of land as the properties will be farmed as units under Projects Land Lease.
- c) The lands will be developed on the lease-hold principle.
- d) Each settler will be provided with a house lot of approximately a quarter (1/4) acre.

The land is divided among the three settlement areas as follows:-

-Nyerere Community Farm - 2.007 acres, 800 acres arable, 644 acres allocated.

-Haughton Grove - 990 acres, 800 acres arable, 720 acres allocated.

-Mafoota - 1.800 acres, 800 acres arable.

d. Phasing:

The project was originally planned to be phased over a period of four (4) years in order to allow alternative arrangements to be made for re-location of the cattle and systematic planning of the settlement.

With the development of the co-operative structures, administrative function will be scaled down as the settlers acquire the necessary managerial skills.

e. Settlement Pattern:

The recommended settlement patterns for Nyerere Community Farm and Haughton Grove are based on Project Land

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Lease principle. This implies a long term lease pattern of land distribution. The lease will be for 49 years.

In order to allow for alternative settlement patterns, it was proposed that Mafoota be developed on a co-operative basis. However, future settlement patterns will be determined by experience gained from the day to day evaluation of the present scheme.

f. Recruitment and Orientation of Farmers:

Participants include:-

- 1) People from the immediate environment including those already employed or squatting on the land (approximately a third of the total).
- 2) Urban youths.
- 3) Graduates from Youth Camps, Agricultural Training Centres, 4-H Clubs and Youth Clubs.

Orientation takes two forms:-

- a) Community education programme.
- b) A training programme, the underlying principle here being training on the job, utilizing fully, the existing facilities and services in the area and the experience on the farm.

g. Subsistence for Settlers:

Since for the first six months settlers will be in the process of developing their farms, it will be necessary to provide some form of subsistence for them. The project allows for temporary accommodation, food, some clothing and some employment in capital works in forestry, construction and infrastructural development and where this is not enough, for a crop lien loan of up to \$ 15.00 per week per person. While the subsistence needs of the settlers will be borne in mind, every effort will be made to ensure that the development of the farm gets top priority.

Experience has shown, however, that the high cost of land preparation etc., poses a severe financial strain upon the pioneer initially. It was decided, therefore, that the estimates make provision for part of his weekly allowance to be provided as a grant.

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h. Management:

The project is monitored by a Board which meets once per month to regulate policy guidelines. Each settlement elects a Managing Committee which meets once per month to discuss local problems and important plans to ensure project development. One representative from each settlement sits on the Board.

i. Accomplishments:

At present, there are 136 farmers at Nyerere, 133 at Haughton Grove and 44 at Mafoota.

j. Housing:

Each housing unit comprise of a 2 room apartment with sanitary convenience. At Nyerere Community Farm, 112 houses have been built and an area has been set aside for community services and any village plans. At Haughton Grove, 150 houses have been built. Housing accommodation is provided for community leaders and service persons who either lease or rent housing units. 25 houses have been built at Mafoota and are being occupied by the members of the Pre-Co-operative.

k. Community Settlement:

In the settlement areas, communities have been established with social amenities i.e., community centres with Basic Schools and Playfields, roads, domestic water supply and electricity.

l. Project Activities:

The staff on the Cornwall Youth and Community Development Project and farmers have been actively pursuing such programmes as:-

- 1) Co-operative education.
- 2) Food crop production on individual lots ranging from 5 - 8 acres.
- 3) Basic Schools.
- 4) Vegetable production - Mafoota.

The first part of the document discusses the importance of maintaining accurate records. It emphasizes that proper record-keeping is essential for ensuring the integrity and reliability of the data collected. This section also outlines the various methods used to collect and analyze the data, highlighting the challenges faced during the process.

The second part of the document focuses on the results of the study. It presents a detailed analysis of the data, showing the trends and patterns observed. The findings indicate that there is a significant correlation between the variables studied, which supports the hypothesis of the research.

The third part of the document discusses the implications of the study. It explores the potential applications of the findings in various fields and the impact they may have on future research. The author also addresses the limitations of the study and suggests areas for further investigation to address these limitations.

The fourth part of the document provides a conclusion and summarizes the key findings of the study. It reiterates the importance of the research and the value of the data collected. The author expresses gratitude to the individuals and organizations that supported the study throughout its duration.

The fifth part of the document contains the references and bibliography. It lists the sources used in the study, including books, articles, and other relevant materials. This section provides a comprehensive overview of the literature that informed the research.

The final part of the document is the appendix, which contains additional information and data related to the study. This section includes detailed tables, figures, and other supplementary materials that provide a more in-depth look at the research findings and the methodology used.

- 5) JAMAL.
- 6) Livestock production.
- 7) Craft.
- 8) Home Economics.
- 9) Youth Clubs.
- 10) Sports Clubs.
- 11) Savings Clubs.
- 12) J.A.S.
- 13) Guidance Counselling.

m. Farming Activities:

Farmers are provided with guided credit from the Jamaica Development Bank. On Nyerere Community Farm and Haughton Grove, the unallocated lands are divided into Forestry (Nyerere), Reserved areas, Demonstrations Plots and Experimental Plots.

Activities on the reserved areas are mainly confined to planting tree crops, lumber, mixed crops and to a limited extent, cattle. These areas will be handed over to farmers on a Co-operative basis as soon as the co-operative structures are well established. The Demonstration Plots are planted out in such crops as pawpaws, avocado pears, pineapple, irish potatoes, plantains, African red peas, coconut, hot peppers, citrus and livestock. The objectives are as follows:-

- 1) To expose and encourage farmers to desirable agricultural practices.
- 2) To provide a source of good planting material.
- 3) To determine suitability of crops to area and soil type crop trial.
- 4) To supplement income of farmers at the time when farm credit was not forthcoming.
- 5) To provide the basis for Co-operative training activities and farming.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for financial transparency and accountability. This section also outlines the various methods and tools used to collect and analyze data, ensuring that the information is reliable and up-to-date.

2. The second part of the document focuses on the implementation of internal controls and risk management strategies. It details how these measures are designed to prevent fraud, reduce errors, and protect the organization's assets. The text provides a comprehensive overview of the risk assessment process, including the identification of potential risks and the development of mitigation plans.

3. The third part of the document addresses the role of the audit committee and the external auditors. It explains how the audit committee oversees the financial reporting process and ensures that the organization's financial statements are accurate and fair. The text also discusses the responsibilities of external auditors and the importance of their independent assessment of the organization's financial health.

4. The fourth part of the document discusses the importance of communication and transparency in financial reporting. It highlights the need for clear and concise communication of financial information to stakeholders, including investors, creditors, and the public. The text also emphasizes the importance of disclosing any potential risks and uncertainties that may affect the organization's financial performance.

5. The fifth part of the document discusses the importance of continuous improvement and monitoring of financial performance. It outlines the various metrics and indicators used to track financial performance and the importance of regular reviews and adjustments. The text also discusses the role of management in ensuring that the organization's financial goals are met and that any deviations are promptly addressed.

6. The sixth part of the document discusses the importance of ethical considerations in financial reporting. It emphasizes the need for honesty, integrity, and transparency in all financial transactions and reporting. The text also discusses the various ethical challenges that may arise in financial reporting and the importance of developing a strong ethical culture within the organization.

7. The seventh part of the document discusses the importance of staying up-to-date on the latest financial reporting standards and regulations. It highlights the need for ongoing education and training for all employees involved in financial reporting. The text also discusses the various resources available for staying up-to-date on financial reporting standards and regulations, including professional organizations and industry publications.

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The Experimental Plots are established:-

- a) To determine the effects of fertilizer, insecticides, mulch variety and spacing trials.
- b) To investigate the effects of time on crops.
- c) To determine what combination of crops and farm size can generate the highest income target.

Agricultural plans for Mafoota are still to be implemented. Activities are confined to maintenance of those already started i.e., small stock and the cultivation of vegetables.

For Production Record and Agricultural Pursuits on Reserved Areas for 1977/78, see appendices I and II.

m. Dutch Technical and Financial Assistance:

The outstanding contribution of the Dutch to this project has aided its development. Their technical expertise and financial assistance through soft loans and grants have provided invaluable service in physical planning, housing, agronomy and farm implements and parts.

An important addition to the project is the Farm Supply Store at Haughton Grove with outlet at Nyerere Community Farm constructed from the Dutch Grant Allocation at a cost of \$ 78,000. Other areas of financial assistance include:-

- 1) Funds to construct "A Type" Health Centre at Nyerere Community Farm.
- 2) Provision of funds to upgrade community houses.
- 3) Provision of spare parts for tractor and motor vehicles.
- 4) Equipment and initial stock to operate Farm Supply Store.

The Farm Machinery Pool and Workshop are two vital support systems also donated by the Dutch. The Pool has six tractors and accompanying ploughs, bushcutters disc and tyne harrows, pothole diggers and trailers.

the 1970s, the industry has been largely unaffected by the economic downturn. In fact, it has been growing steadily, with a projected increase of 10% in 2008. This is due to the fact that the industry is not heavily dependent on consumer spending, and is instead driven by government and institutional investors. The industry has also benefited from the fact that it is a relatively stable industry, with a long history of profitability. This has made it a popular choice for investors, and has helped to drive its growth.

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The deployment is as follows:-

Nyerere Community Farm	2
Haughton Grove	3
Mafoota	$\frac{1}{6}$

Similar programmes of this nature are being implemented in other parts of Jamaica namely:-

- a) Charlemont Development Project - St. Catherine
- b) The OASIS Project at Ebony Park - Clarendon

PROJECT OASIS - EBONY PARK - CLARENDON:

1. Regional Context:

Ebony Park is located in the Parish of Clarendon, 10 miles from May Pen, the parish capital. May Pen presently has a population of approximately 44,000 people and provides full urban services for the surrounding area. There are a regional hospital, a large market, government offices, banks, insurance companies, and general wholesale and retail outlets.

2. Ebony Park:

The project area is located south of the main road leading from May Pen to Mandeville. There are many parochial roads bypassing the Project area i.e., Osborne Store to Milk River and Baker's Pen to Milk River and Lionel Town. On its eastern side the Project area is bounded by Rhymesbury River and on the west by the Milk River. The water from these two rivers is used for irrigation, but they serve also as main drainage channels for the Project area. In that area which amounts to 2,100 acres, the two-thirds suitable for intensive agricultural use would be parcelled into 5-acre agricultural plots according to the agro-economical programme.

The rest of the area, approximately 700 acres, consists partly of gently rolling hills with steep slopes mainly on the east side of the ridge. The ridge originates at the north-west part of the estate and continues to the south in such a way that it divides the flat agricultural lands into two separate areas which differ in their composition and problems. This will clearly influence the physical planning.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities related to the business. It emphasizes that these records are essential for financial reporting, tax compliance, and legal protection. Proper record-keeping also helps in identifying trends and making informed decisions.

2. The second part of the document outlines the various methods and tools used for record-keeping. It includes traditional methods like ledgers and journals, as well as modern digital solutions such as accounting software and cloud-based systems. Each method has its own advantages and disadvantages, which are discussed in detail.

3. The third part of the document provides a comprehensive guide to the different types of records that should be maintained. This includes financial records, legal records, operational records, and personnel records. It also discusses the frequency and manner in which these records should be updated and reviewed.

4. The fourth part of the document addresses the issue of record retention and disposal. It explains how long records should be kept for different purposes and provides guidelines for the safe disposal of records that are no longer needed. This is particularly important for businesses that handle sensitive information.

5. The fifth part of the document discusses the role of record-keeping in the overall management of a business. It highlights how accurate records can improve decision-making, enhance operational efficiency, and provide a clear picture of the business's performance over time.

6. The sixth part of the document provides a checklist of key record-keeping practices that every business should follow. This includes regular backups, secure storage, access control, and regular audits. Following these practices can help ensure that records are always accurate and available when needed.

7. The seventh part of the document discusses the importance of record-keeping in the event of a legal dispute. It explains how records can be used as evidence and provides tips on how to ensure that records are legally admissible. This is particularly relevant for businesses that operate in high-risk industries.

8. The eighth part of the document provides a summary of the key points discussed in the document. It reiterates the importance of record-keeping and provides a final checklist of best practices. It also offers some final thoughts on how record-keeping can contribute to the long-term success of a business.

3. The Region:

The property is now for the most part idle, offering employment to a mere handful of people. Though the area is dry, irrigation water would allow a controlled planting programme designed to meet the needs of the market at specific seasons, and although the land is not of first-class quality for food production, it is good and can be worked profitably.

4. The Villages:

For environmental, engineering and agricultural land saving reasons, the villages are proposed to be located on the hills, mainly, on the moderate sloping areas. They would be highly concentrated so as to save on infra-structural costs, facilitate communication and permit a strong social interaction among the farmers.

The sitting of the village in the centre of the Project area, in close vicinity to the common Services Centre ensures easy walking distances from the farmer's house to his agricultural plot and to the common Services Centre - maximum distance to the field one mile and maximum 550 yards to the basic school.

The hilly lands, surrounding the villages, because of their nearness to the farmers, will find their agricultural use especially in the cultivation of fruit trees. It is proposed, therefore, that all unirrigated land will be undercommunal or collective management.

The division into two units of unequal number of settlers (85 and 155) results from the topography and the availability of appropriate areas suits for development of the house-lot into a minimum sized farmyard. Each unit is composed of a number of clusters fitted and twined into the undulating topography, in such a way that the larger unit may also be subdivided into smaller units, for reasons of communal and social integration process, but the Common Services Centre is the main focus of activities for all the villagers, so that the minimum distance from the farmer's house to this Centre is a factor of major importance in the development of communal and co-operative activities.

The irrigated lands are planned in blocks based on drainage principles. The agricultural block, like the village clusters, allow the gradual development of the settlement project, by allotment of appropriate blocks to each cluster of housing or the entire village.

Each agricultural block is parcelled into 5-acre plots, and planned field tracks emerging from the village streets will

bring the farmer in the shortest and most convenient way to his field.

5. Objectives:

The primary objectives of the OASIS Project are:-

- a. To relieve under and unemployment, especially among the younger able-bodied who would become effective producers if they had access to good land.
- b. To improve the quality of agricultural production and to demonstrate that planned and controlled farming on an intensive scale can be rewarding to the farmers.
- c. To demonstrate the advantages of co-operative organization and effort and in so doing to foster a spirit of community among a newly settled population.

There are, however, other benefits which might be derived: increased food production could reduce dependence on imports, as proper relationships are developed between the new settlement and neighbouring communities they could yield social and economic advantages to all concerned through the "multiplier effect" of the Project, and the Project could serve as a model for future agricultural settlements in Jamaica and, hopefully, elsewhere.

6. Participants and Beneficiaries:

It is proposed to settle, in phases, a total of about 270 - 275 family households on this site. About 240 would be farming families, but there would be a few who would give those supporting skills necessary for the support of an agricultural community.

Beyond the actual settlement, benefits, qualitative and quantitative, should spread to neighbouring communities with which the settlement would forge links.

7. The Total Cost of the Project:

Is estimated at J\$ 3,930,150 which amounts to J\$ 14.290 per settled family.

8. Timing for Implementation of the Project:

It is envisaged that the Project planning and preparation will require a period of about two years before the first group of farm families can be settled. However, the selection and training of the first group of 25 settlers will begin within one year after the Government's approval of the Project proposal. Full completion of the Project will be achieved within a period of four and a half years from the time the first group of settlers begin their training.

9. Technical Assistance Required:

It is considered necessary to attach to the Project for a period of two to four years two specialists in the fields of Co-operatives and Farm Management.

It is also proposed to provide two fellowships enabling two Jamaicans to go abroad for study and training in the same two fields mentioned above. These two persons should subsequently take leading responsibilities in the fields for which they have been trained.

There would be need for a visiting team to work with a Jamaican team in the first implementation period of two years. It would not be necessary for all the visiting team to be resident in Jamaica throughout that period. Individuals might be called in as the need arises.

It is strongly recommended that as far as possible, the implementation teams, both visiting and local, should include those persons who have jointly and in a most congenial and understanding relationship, work together in the conceptualization of the Project and in preparing this proposal. Only in this way can it be ensured that the implementation will not, as ad hoc difficulties arise, stray from the philosophical basis of the proposal.

The team of overseas people should include specialists in - Rural (farm and Supplementary) industrial training, produce grading and marketing; machine maintenance and operation; agronomy and agro-economics.

YOUTH COMMUNITY TRAINING CENTRES:

Background:

The former Youth Camps which started in 1955, were renamed Youth Community Training Centres in 1973. The change has not been in name

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only, but in the objectives, content and structure of the programme. The original five (5) camps have now been expanded to eight (8) Youth Community Training Centres. They are now co-educational and operate on a residential as well as non-residential basis. The focus is on the community in which the Centre is located, as trainees are encouraged to give voluntary service both within the Centre and in the community. The skills offered in each Centre attempt to reflect the manpower needs of the community since trainees are primarily recruited from the specific community and other neighbouring areas.

Aims:

- a. To provide remedial education and vocational training for youth.
- b. To broaden the trainees horizons by exposing them to courses such as Family Life Education and the Cultural and Recreational programme.
- c. To help the trainee to cope with the inevitable problems of adolescence and group living through the medium of a Counseling programme.
- d. To find employment for the graduates of the programme.

The Programme:

The programme consists of two (2) phases:-

Phase 1) - spans a period of approximately one (1) year and offers.

- a. Tool Technology - An audio-visual course designed to familiarize the trainees with approximately one hundred (100) hand tools and their uses, some of which they will use when they do their vocational training.
- b. Family Life Education - A course designed to acquaint the trainees with information on various aspects of family living. It highlights roles and responsibilities in the family, nutrition, human sexuality and planned parenthood. It also deals with baby and child care, budgeting, savings etc.
- c. Counselling - This is largely group counselling sessions but where needed, individual counselling is also available. The counselling programme aims at assisting the trainees to cope with problems of adolescence as well as those of group living. It also provides some vocational guidance for trainees, helping them to make their choice for skill training.

- d. Cultural and Recreational programme - Here the aim is to encourage the development of the creative energies of young people in whatever area their talents may lie. The programme encompasses singing, dancing, creative writing, art, sculpturing, craft work, drama as well as various indoor and outdoor games. Each Centre gears its programme to meet the needs and interests of its trainee population.
- e. Life Skills Programme - Consists of ten (10) components which can be fed into existing programmes such as Counselling and Family Life. Other components are used where necessary and feasible. The components are:-
- Self and Inter-personal Relations, the Peer Group, the Family, Community Rights and Responsibilities, Social Institutions, the World of Work, Leisure and its uses, Caribbean Heritage, Tropical Environment, Caribbean Lands 1975.
- f. Remedial Education in Mathematics and English using the audio-visual method. These courses are designed to allow each trainee to go at his own pace as the method is largely self-instructional. There is a classroom instructor and several aids, so that the trainees benefit from individualized attention.

Phase 2).

This is devoted to Vocational Training. The Family Life Education and Counselling programmes are however, continued. This Phase lasts for twelve (12) months. The skills offered in each Centre are as follows:-

Cobbla in Manchester:

Residential - Co-educational - Capacity 350. Offers skill training in Agriculture, Woodwork, Farming Mechanics.

Porus in Manchester:

Non-Residential - Co-educational - Capacity 150. Offers skill training in Garment Making, Electrical Household Appliance Repairs.

Cape Clear in St. Mary:

Residential - Co-educational - Capacity 150 - Offers skill training in Agriculture, Catering, Retail Sales.

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Commodore in St. Catherine:

Non-Residential - Co-educational - Capacity 150.

Spanish Town in St. Catherine:

Non-Residential - Co-educational - Capacity 200.

Linton Duffus in Western Kingston:

Non-Residential - Co-educational - Capacity 300.

Parade Gardens in Central Kingston:

Non-Residential - Co-educational - Capacity 300. Offers skill training in Radio Repairs, Garment Making, Household Appliance Repairs, Catering, Electrical Installation.

Chestervale in St. Andrew:

Residential - Co-educational - Capacity 250. Offers skill training in Agriculture, Woodwork and Joinery, Catering Services.

QUALIFICATION: All applicants must be literate and between the ages of 16 - 19 years.

ADMINISTRATION: All Youth Community Training Centres are being administered by the Social Development Commission, a Statutory Body which falls under the Ministry of Youth, Sports and Community Development.

JAMAICA 4-H CLUBS:

Jamaica pioneered the Caribbean Youth Movement with the formation of the 4-H Clubs (Head, Heart, Hands and Health) in April 1940, although the social revolution which led to this Movement, had its beginnings in the national situation of the late 1930's.

It is a "back-to-the-land" Movement, an effort towards increased production; a watershed to the needs and aspirations of young people; a vehicle for national mobilization and vocational education; an opportunity cafeteria; a drive to harness the energy of our young people both as leaders and the led; a cradle of love to the unloved and loveless, a community conscience and a bridge between what is and what ought to be.

The Jamaica 4-H Clubs is the oldest and largest youth Movement of its kind in Jamaica and in the English speaking Caribbean. It has been an intimate part of the national struggle for self-reliance for close upon forty years. It is the vehicle through which Vocational Education was introduced to our young people; that vehicle which created and fashioned most of the thirty to fifty years old in our country today; in every corner of Jamaica's life; it is the Movement which taught self-help; survived on sacrifice and today proudly chants its theme song- "Sons of the soil are we, lads of the field and flock, men of the coming years, Facing the dawn, brain ruling brawn- Lords of our land we'll be".

Today, thirty seven years later, the Organization is taking on a new national posture, that of a partner in the quest for self-reliance and in keeping with the urgent need for all sectors of the youth population to participate positively in the achievement of the goals of our nation. Rural and urban youth alike are being trained and guided to develop their potentials as the energy of the present and the hope of the future.

1. Reflections:

The pioneers of the Movement, such as the late Norman Manley, O.P. Martin, Arthur Thelwell, Tom Girvan, Willie James, Willie Henry, Claude Stuart, and many others, saw the need to increase the attractiveness of rural life; the desirability of new methods and content in Agricultural Education and Home Making skills, and the need to develop rural youth who had character and commitment.

Since the farmers of the time were not too enthusiastic in adopting new methods in agriculture, it was thought that the development of 4-H Clubs presented opportunities to demonstrate the advantages of science and management in agriculture. Experience proved that the belief, confidence and contacts with the farming community were of considerable value to those promoting agricultural education. Today, 4-H type programmes have become an integral part of the international and national scene, a household name in Jamaica, an institution of national repute, and human watershed for the hopes and aspirations of youth, deprived and privileged alike.

The activities of 4-H Clubs have developed around multi-discipline approach of problems of the farm and home, problems of the individual - his needs and expectations, and the goals of the community and nation. The vehicle of 4-H teachings which is the project method or better known as the "Learning to do by Doing", provides for the emotional, psychological, physical, economical and social expressions of our young people. This concept requires that every member must carry to completion an activity which provides for learning and earning. This Hobby and Income concept has developed a usefulness and a resourcefulness which is second to none.

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2. 4-H Club Work:

- a. It is part of a total national education effort, built on a solid foundation of vocational education.
- b. It seeks to perpetuate and emphasize self-help.
- c. It cultivates fields of interest outside of the standard school curriculum.
- d. It is based on team work and youth co-operatives.
- e. It teaches leadership and self-discipline.
- f. It provides an arena for leadership demonstration, expression and self-fulfilment.
- g. It creates and identifies farm leaders and farmers.
- h. It increases through its efforts food and fibre for national needs.
- i. It develops and creates occupational opportunities for young people.
- j. It provides a cradle for the aspirations of youth.
- k. It provides a constant supply of manpower to be harnessed to productive ends.

3. Administration:

From 1940 to 1966, the Organization reported to Government through a Central Managing Committee, from a number of supporting agencies, such as the Ministry of Education, the Ministry of Agriculture, the Social Welfare Commission, the Jamaica Agricultural Society and a number of community organisations.

In 1966, it became a Statutory Body Act. No. 23. The first Board of Management was then appointed by the Minister of Agriculture with a two-year term of office.

In 1974, the Organizations weretransferred to the Ministry of Youth and Community Development, now Ministry of Youth and Sports.

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4. Funding:

The Movement receives an annual subvention from Central Government. In 1976/77, the sum was \$ 529.916,00. This sum is augmented by public donations and self-help efforts. During the year under review, the 4-H programme was achieved at a cost of 1 1/2 million dollars. See appendage 1. These donations provided subsidies for our trainees in camps, field trips, overseas scholarships, Youth Exchanges in the Caribbean, U.S.A. and Great Britain; it provides for office equipment and furniture, cost of seminars, books and a transport unit. This multiplier effect, community out-reach and community involvement are values which we need to preserve.

Service Clubs, such as Lions, Kiwanis, Rotary and Jaycees, in addition to an impressive list of Companies, that is, Banks, Bauxite, Insurance and several private individuals are among the many sponsors of our programmes and projects. This has enabled the Movement to cope with the ever increasing demands from our young people for training and a head start. During 1976, 440.000 man hours were volunteered by adults in providing training for our young people which at a value of \$ 2.000 per hour, amounts to \$ 880.000; a sum well in excess of our annual subvention.

5. Staff:

Our established Staff consists of:-

a. Secretary/Manager	1	Head Office
b. Asst. Secretary/Manager	1	-do-
c. Regional Managers	4	Regional Officers (Kingston, May Pen, Highgate & Mobay)
d. Training Officer	1	Head Office
e. Home Economics Officers	2	Regional Offices
f. Parish Organizers	18	Parish Offices & Training Centres
g. Assistant Organizers	3	Assigned to Special projects
h. Support Staff-Accountant	1	Head Office
-Clerical	6	-do-
i. Auxiliary Staff	13	Caretakers in Training Centres
	<u>50</u>	

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3. The third part of the document presents the results of the study. It includes a series of tables and graphs that illustrate the findings. The data shows a clear trend of increasing activity over time, which is consistent with the theoretical model.

4. The fourth part of the document discusses the implications of the findings. It suggests that the results have significant implications for the understanding of the underlying processes and mechanisms.

5. The fifth part of the document concludes the study and provides a summary of the key findings. It also includes a list of references and a bibliography.

6. The sixth part of the document contains a list of figures and tables. Each figure and table is accompanied by a detailed caption that describes its contents and the data it represents.

7. The seventh part of the document contains a list of appendices. These appendices provide additional information and data that are not included in the main text.

8. The eighth part of the document contains a list of footnotes. These footnotes provide additional information and references that are not included in the main text.

9. The ninth part of the document contains a list of references. These references provide a list of the sources used in the study.

10. The tenth part of the document contains a list of tables. These tables provide a summary of the data presented in the study.

6. Membership:

An Annual enrolment and registration of members is the practice. At the beginning of April each year, we enrol or recruit members; the figures therefore represent an annual enrolment. Beginning with 3,000 members in 1940, the movement enrolled 36,520 in 1975/76 figure is 34,998. The 1977/78 figure is 36,720, embracing 625 Clubs.

7. Volunteer Leaders:

Volunteer leaders provide an extension to the paid staff of one Organizer per parish. Leaders are recruited and trained and they accept responsibilities for guiding, inspiring, challenging and motivating the members. In addition, they share their knowledge and teach skills in agriculture and related areas, and citizenship.

8. Programme: Concept & Content:

In general terms, the programme is designed to produce a new type of resilient young Jamaican citizen through self-help, self-reliance, industry, and an acceptance of the need to make the fullest use of available opportunities, and human and physical resources. These features are embodied in the Phase 1 - introductory or pre-vocational phase of the programme. In the succeeding phases - II, III, IV and V, concentration is on the promotion of life skills, placement and apprenticeship, community services and commercial production.

The programme is divided into five units:-

Phase I or Pre-vocational - 9-16 years:

This unit recruits, enrolls, motivates, guides, sets standard and goals and provides an arena for expression, competition and co-operation. Emphasis is placed on social roles, personal independence, hobby arts, career guidance, leisure education, citizenship, civics, democracy, parliamentary practices, public speaking, money management and wholesome attitude to work. The Parish Organizer and volunteer leaders provide the hygiene factors for learning and growing up. Essentially, the programme creates awareness, develops interests, promotes understanding and acceptance and leads to better occupational choices.

Phase II or Vocational Agricultural Education - 17-25 years:

This unit provides skill training in agriculture and home making enterprises up to acceptable adult standard for employment and production.

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Trainees undergo one year of residential training in crop science, animal husbandry, farm mechanics, farm carpentry, farm plumbing, book-keeping foods and nutrition and supported by such relate areas as - communication skills, human relation, maths, personal development, recreation and co-operatives. Our centre staff is assisted by the Ministry of Agriculture, some private firms and the Jamaica School of Agriculture. The training has a balance between classroom and field practices and allows for a period of Agricultural Apprenticeship during the year.

Phase III or Post Vocational:

This unit is concerned with the placement of graduates and the monitoring of the market requirement; this knowledge in turn determines the course, content and standard of the Phase II programmes. Such areas as: planting materials, home project, credit, land, market, agricultural apprenticeship, co-operative farms and cottage industries are among the areas of assistance. During the year the Organization established its first co-operative farm in Font Hill, St. Thomas on thirty acres. It is going well. From this model, others will be established.

Phase IV or Community Outreach:

This unit deals primarily with other youth groups, although it includes visits to members home projects. It provides assistance, sponsorship, leadership, donations to handicapped groups, such as blind, deaf, polio patients, mental hospital, children's homes, remand homes, big brothers and sisters. Such activities as agricultural shows, demonstrations, youth week, scouts, consumer education are among the areas of involvement. This non-formal education dimension of our work is community oriented and may be seen as a Youth Extension Service which parallels the Extension Service of the Ministry of Agriculture.

Phase V or Commercial Production:

This is a self-help unit designed to generate income from the Training Centres and Land Lease Holdings and for our programmes expansion, as well as to increase the supplies of food, raw materials to the community and the nation.

Such areas as - milk, beef, fish, poultry, goats, flesh, eggs, rabbits flesh, vegetables grains and starches are our major interest areas.

This unit provides for the employment of number of our graduates as agricultural apprentices; they share in the profit, refine their management skills and are then better equipped for self-employment, co-operative schemes, and for wage earning.

9. Training Centres:

As early as 1952, the Jamaica 4-H Clubs conceived the idea that an Agricultural Training in every Parish for young people could go a far way in the training and re-orientation of young farmers to opt for Agricultural Vocations, especially those who could not make it to the Jamaica School of Agriculture.

In 1954, the first 4H Training Centre was built at Denbigh at a cost of £26,000 made available under a Colonial Development and Welfare Grant.

Unfortunately, the attendant resources, such as Staff and equipment were not provided, but the 4H members rallied to the call, and raised sums of money to keep the Centre going. By self-help efforts, and determination eleven other projects have been started and kept alive by the enthusiasm of our staff, members, voluntary leaders and private sponsors.

But the building deteriorated, the cost of training escalated, and then the task became a burden on the public. Unhappily, the 4-H organization could no longer satisfy the expectations of all its members. Disenchantment, competition and neglect had its toll; the struggle for survival was on, the programme was cut, the staff resigned, but a handful kept fanning the coals.

Two years ago an attempt was made to fan the cinders into a flame. The following indicates the nature of activities through our Agricultural Training Centres in 1976/77:-

10. Trained:

- a. 30 tractor drivers.
- b. 100 small stock technicians (rabbit, poultry, goats).
- c. 20 dairy technicians.
- d. 30 woodwork technicians (farm carpentry).
- e. 100 metal work technicians (welding and fabrication).
- f. 70 pre-school companions (nurse maids).

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for ensuring transparency and accountability in financial operations. This section also outlines the various methods and tools used to collect and analyze data, highlighting the need for consistency and precision in data entry and reporting.

2. The second part of the document focuses on the implementation of internal controls and risk management strategies. It details the process of identifying potential risks and vulnerabilities within the organization, and provides guidance on how to develop effective mitigation plans. This section also discusses the role of internal audits in monitoring and evaluating the effectiveness of these controls, and offers recommendations for continuous improvement and adaptation to changing circumstances.

3. The third part of the document addresses the importance of communication and collaboration in achieving organizational goals. It stresses the need for clear and concise communication channels, and encourages the use of regular meetings and reports to keep all stakeholders informed and engaged. This section also explores the benefits of cross-functional collaboration and teamwork, and provides practical tips for fostering a positive and productive work environment.

4. The final part of the document summarizes the key findings and conclusions of the study, and offers a range of recommendations for future research and practice. It emphasizes the need for ongoing monitoring and evaluation of the implemented strategies, and encourages the use of best practices to ensure the long-term success and sustainability of the organization. The document concludes by expressing the authors' confidence in the value of the information provided, and their hope that it will serve as a valuable resource for all those interested in improving organizational performance and financial health.

- g. 30 dressmakers.
- h. 50 cooks.
- i. 150 small farm operators. This latter is a 4-H special one year course, designed to give trainees a number of related farm skills.

11. Placement:

Of the 580 graduates, 50% were placed as wage earners; 30% self employment; 15% changed to non-agricultural activities, that is, military, police and garages and the remainder we have placed on our Training Centres as Agricultural Apprentices in charge of our rabbits, poultry, dairy and goat units, and our first co-operative farm of 30 acres at Font Hill in St. Thomas.

12. Production:

The need to produce and be self-reliant has been a constant theme of the Jamaica 4-H Clubs, and although we seem ploughing a lonely furrow, we stuck to our philosophy.

In testimony of the production effort, our record shows:-

a. Livestock

1) Dairy Cattle	927 heads	(club members projects)
2) Beef	250	(club members projects)
3) Goats	900	(club members projects)
4) Poultry	3.000	(club members projects)
5) Rabbits	1.200	(club members projects)
6) Sheep	30	(club members projects)

b. Livestock Products

1) Beef	1.500 lbs	(marketed)
2) Milk	30.000 qrts	(marketed)
3) Goats Flesh	10.000 lbs.	(marketed)
4) Rabbit	1.500 lbs.	(marketed)

- 5) Poultry 3.000 lbs. (marketed)
- 6) Fish 500 lbs. (marketed)
- 7) Eggs 2.000 doz. (marketed)

c. Food Crops

- 1) Vegetables 13.000 lbs. (marketed)
- 2) Plantains 12.000 lbs. (marketed)
- 3) Yams 12.000 lbs. (marketed)
- 4) Sweet Potatoes 5.000 lbs. (marketed)
- 5) Grains & Pulses 8.000 lbs. (marketed)
- 6) Pineapples 1.000 lbs. (marketed)
- 7) Citrus 50 boxes (marketed)

d. Agro Industries

Jams, Jellies, Marmalades - 1.000 jars/bottles (marketed)
Pickels, Wine, Liquers.

e. Farm Gadgets & Equipment

- 1) Rabbit and bird cages
- 2) Incinerators and garbage containers
- 3) Feeding troughs for cattle \$ 4.000 (marketed)
- 4) Water Tanks
- 5) Farm Gates

f. Relevance of Programme to National Goals:

The Organization has, over the years, developed a strategy of keeping its programmes objectively aligned to aims and aspirations of the government of the day. Indeed, it is true to say the plans and policies pursued have always received Government's endorsement and confirmation.

1. *Introduction*

2. *Background*

3. *Methodology*

4. *Results*

5. *Discussion*

6. *Conclusion*

7. *References*

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It is significant to note that the Organization is responsible for the mobilization and training of an excess of 105.000 youths, a considerable fraction of the youth population.

Through these programmes, our young people are channelled into areas of gainfull employment, thereby augmenting the production of not only the basic gross domestic products, but also producing such substitution items that help to ease the Nation's Foreign Exchange problem.

OTHER PROJECTS OF THE MINISTRY OF YOUTH, SPORTS AND COMMUNITY DEVELOPMENT:

1. Vocational Training Division:

Vocational Training in Industrial Training Centres began some 9 years ago as a result of Government's concern about the inadequacy of apprenticeship programmes and other technical programmes to fill the need for workmen possessing skills required by industry. The impetus to introduce this programme also arose out of a pressing social need in that a great percentage of school leavers were unable to secure employment on the basis of their academic standard and were unable to secure places in apprenticeship programmes which largely catered for persons with better academic standards than the school leavers from All-Age schools and Junior Secondary Schools, and the fact that none of the graduates from the formal system (All-Age schools and Junior Secondary Schools) were exposed to any form of skill training.

In the beginning, persons admitted to the Industrial Training Centres were largely persons who had completed school at age 15 and had been unemployed for two years and over as well as school drop-outs who had secured little or no employment for periods in excess of two years. The level of entry into the programme was put at Sixth Standard (Grade 9) and there was such enthusiasm for the type of training offered that it was easy to find suitable trainees at the required educational level.

Since the expansion of the Programme, the ability to secure persons with the required level of education for entry to the centre has proven difficult in some areas. The programme now caters for persons who have been trained in pre-vocational programmes of the Social Development Commission, as well as school leavers and drop-outs from the formal education system (Ministry of Education). However, experience has shown that even those young people who are considered suitable, lack the ability to do simple computations and as a result, a great deal of remedial education has to be done by the Related Subjects Teachers at the Industrial Training Centres. Efforts will have to be made so that this remedial education is given to prospective trainees before they enter these centres. It is also envisaged that suitable recruits should be available from graduates who have completed Grades 10 and 11 at the New Secondary Schools of the Ministry of Education especially where the students have been exposed to basic skill training and pre-vocational training.

The training in Industrial Training Centres caters for the age group 17 to 35 years and covers.

Craft Practice

Craft Technology

Blueprint Reading

Workshop Calculations

Trade English

Industrial Safety

The subjects presently being offered at the Centres are:-

Auto Body Repair	Auto Electrician
Auto Mechanic	Agricultural Machinery Mechanic
Cabinet -Maker	Carpenter / Joiner
Comercial Subjects-	Dressmaking & Designing
Clerk/Typist	Hotel Trades
Accounts Typist	Installation Electrician
Shorthand Typist	Machinist Fitter
Maintenance Electrician	Mason/Steel Fixer
Maintenance Mechanic	Plumber/Pipe Fitter
Painter-Decorator	Refrigeration & Air- conditioning
Radio & TV Repair	Welder/Fabricator
Sheet Metal Work	
Truck Driving	

The programme now provides for:

- a. skill training for graduates of the pre-vocational training programmes
- b. training of school leavers in skills which would better enable them to find employment;

- c. training for those persons who had no opportunity to pursue institutional vocational training or prescribed apprenticeship training;
- d. training or retraining of redundant workers rendered jobless by mechanization or changes in the industrial structure of any area;
- e. upgrading of persons to increase their levels of productivity.

The training offered in the most part are fulltime day courses Monday to Friday, and continues for one(1) year with short breaks of 2 weeks in summer and at Christmas. The period of training is actually 48 weeks of approximately 1,700 hours of instructions. Courses are heavily in favour of practical exercises. In fact, two thirds of the time is spent in craft practice and related technology and the remaining third in related subjects.

The Courses terminate in trade tests which are conducted by suitably qualified persons from the Vocational Training Development Institute and a few other persons from the private sector. Successful candidates are awarded a certificate indicating the results of the trades test in craft practice and related technology.

Since April 1975, trainees attending the Industrial Training Centres receive an allowance of J\$3.50 per day. One Dollar (J\$1.00) of which is kept back as compulsory savings. The allowance is intended to aid young persons who might not otherwise be able to attend full-time classes. At the end of 48 weeks of training a graduate could receive approximately J\$260.00 which would assist him in purchasing tools and similar necessities. Upon completion of training, the graduates are referred to the Government Employment Exchange (Ministry of Labour) for placement.

At the present time, Government has already established 29 Industrial Training Centres in various parts of the island. These centres have a capacity of some 3,000 places. Appendix I shows the existing centres and the trades being taught.

These are:-

- 25 Permanent non-residential Centres
- 4 Mobile Workshops
- 2 Residential Training Centres

Accommodation in the centres ranges from 60 places to 120 in the nonresidential centres. The residential training centres presently provide accommodation for a total of 500 trainees. These centres are located in rural areas of the island and have land space of approximately 250 acres and 150 acres respectively. Training in agricultural skills will become a greater part of the curriculum in these residential centres in the not too distant future.

Two additional non-residential centres are being established at Newport and Mile Gully in the parish of Manchester. These centres will commence operation shortly.

Part-time evening programmes have been operated at certain centres in the past but with limited success. At present, only about 80 trainees are being taught in part-time evening programmes. The reasons for the moderate success with the part-time programmes are, for example:-

- 1) the problem of transportation in some rural areas at night
- 2) reluctance of some instructors to teach additional classes at night.

Since the commencement of the Industrial Training Programme and up to December 1977, approximately 13,000 trainees have been enrolled. Over 8,300 have completed their courses of training.

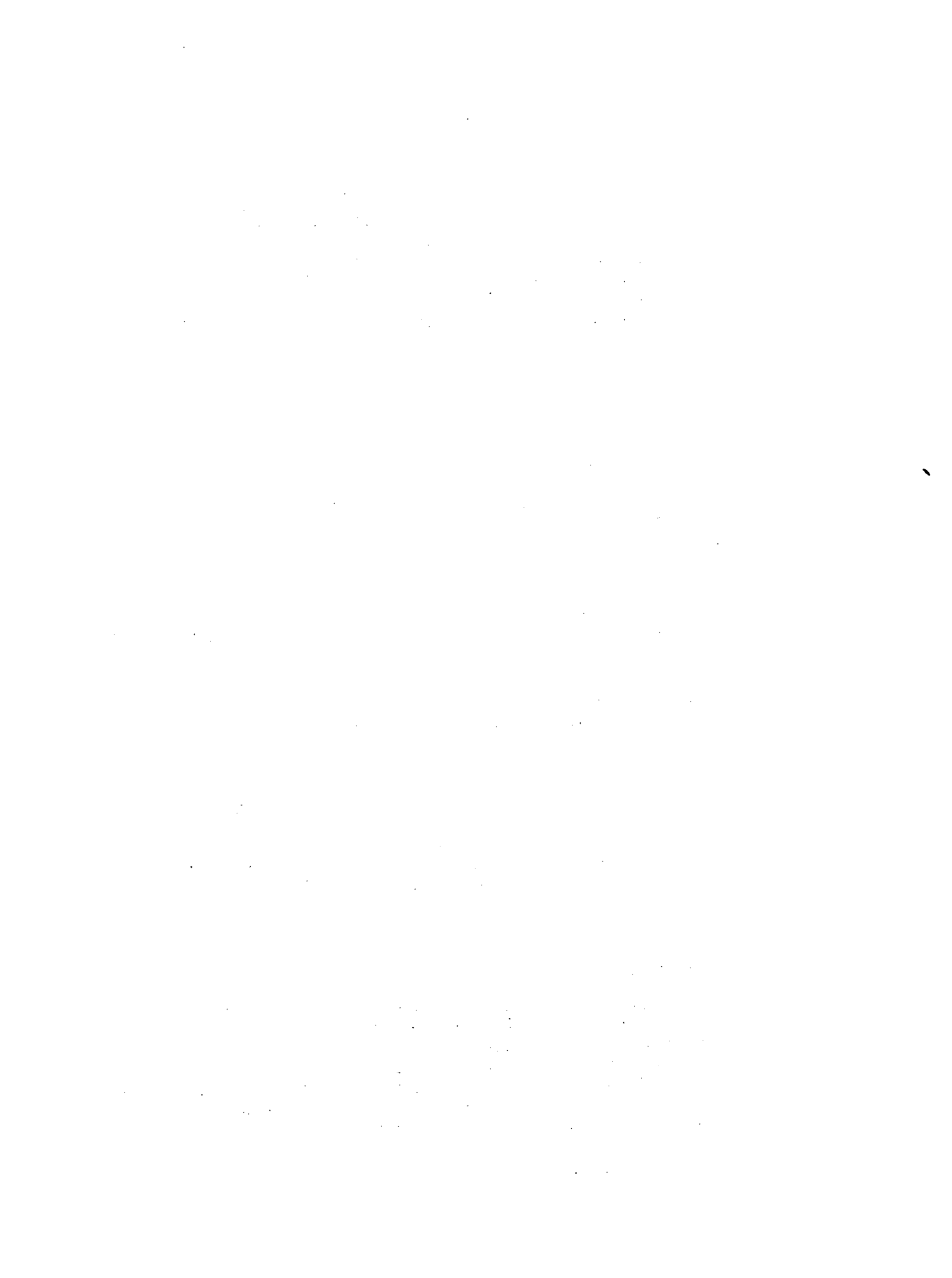
The current drop-out rate is approximately 26% for all trades.

Plans are being made to expand the Industrial Training Programme as funds permit and also to modify the programme in order to lay greater emphasis on the repair of farm machinery for example.

2. Apprenticeship

The Jamaican Apprenticeship system is based on practical training on-the-job with an employer in the trade, along with classroom instruction at a Technical School in the theory related to the trade. It is controlled by the Apprenticeship Law 55 of 1954. There is a Contract of Apprenticeship between the apprentice and the employer which is registered by the Board. The obligations of the employer are as follows,-

- a. To instruct the apprentice in the practical aspects of the trade.



- b. To send the apprentice one day per week to a Technical School if available, to learn the related theory of the trade.
- c. To submit returns and reports periodically on the apprentice.

On the other hand, the apprentice is expected to abide by the terms of his contract.

The Law provides for the creation of a Board which is responsible for consulting with interested persons for the purpose of prescribing the standards laid down in various Trade Orders as well as for the making of regulations governing the training in such trades so that skilled workmen can be produced.

There are fifteen trades which have so far been brought under these regulations.

Those are as follows:-

Motor Mechanic

Welder

Machinist & Turner

Fitter

Motor Vehicle Electrician

Installation Electrician

Radio & Television Servicing

Heavy Duty Mechanic

Painter & Decorator

Industrial Maintenance Electrician

Plumber & Pipe Fitter

Industrial Pipe Fitter

Industrial Maintenance Mechanic

Mason

Carpenter & Joiner

The Orders promulgating these trades prescribe the following:-

- 1) The minimum age at which any person may be employed as an apprentice (at the present time this is age 15).
- 2) The standard of education which a person shall be required to attain for entry into apprenticeship. In most trades this is the 9th Grade with a satisfactory in English and Mathematics. The basic standard of education of the apprentice should be such as to enable him to absorb the theoretical training for his trade.
- 3) The system of theoretical and practical instruction to be adopted.
- 4) The grant to apprentices of vacation, sick and study leave.

The weeks vacation leave is allowed on full pay for each completed year of service, and where the apprentice is absent for more than 3 consecutive days due to illness, a doctor's certificate should be forwarded to his employer. Special leave at the discretion of the employer should not exceed three weeks in any year.

The apprentice must pursue the theoretical training as laid down, where available, as well as sit the prescribed examination. It is compulsory for the employer to permit him to attend the courses at a Technical School during working hours. He is also required to pay the apprentice for the time so spent unless such time exceeds 36 working days in each year.

- 5) The probationary period to be served by apprentices. This period is six months and during this time contracts can be cancelled unilaterally.
- 6) The minimum rates of pay as well as subsistence and travelling allowance to be paid to the apprentices.
- 7) The period of apprenticeship varies from 3-5 years depending on the trade.
- 8) The maximum hours of work for apprentices.
- 9) The establishment of a Compulsory Savings Fund for apprentices. In order to inculcate the habit of thrift, a small amount is deducted by the employer from the wage of each apprentice. This amount is lodged to the credit of the apprentice in a special fund at a bank. When the apprentice has completed his training the total amount contributed by him to the fund is paid to him along with the interest accruing.

- 10 The establishment of a system of bonus payments, where monetary incentive is given by the employer to an apprentice who passes the prescribed examination.

An apprentice who has had practical training in the trade on the job, in a Technical School, or Ministry of Youth, Sports and Community Development's trade training centre may have his training period reduced on the recommendation of the employer.

The benefits of the programme are as follows:-

- a) The apprentice becomes part of the paid work force from the first day he is employed. He earns wages while he is learning his trade.
- b) There is a record of his training period because he is registered under a contract.
- c) He gets an apprenticeship certificate if he continues to the end of his training period and completes this satisfactorily.
- d) The record of his contract and the certificate of completion will help to reduce his training period if he decides to go abroad and further his training in his chosen field. It is also written proof of having attained the level of a skilled craftsman through learning in a working situation.

The apprentices in the rural area are severely hampered in getting the theoretical training to the standard laid down. This is due to a lack of Technical Schools, as a result of which these apprentices do the practical training only, and therefore can only qualify for a grade II certificate.

The number of registered apprentices as at 30th November 1977, is shown at Appendix II.

3. The National Industrial Training Board

The National Industrial Training Board was set up provisionally in 1970 pending enactment of the Industrial Training Act. This Act would empower the Board to carry out certain specific functions and objectives in order to develop and regulate the industrial labour force of Jamaica.

The Board was established partly as a result of recommendations under the I.L.O. Technical Assistance Programme and consisted of representatives of Government departments, private sector employers and Trade Union.

The functions of the Board were outlined as follows:-

- a. Assessment on a continuous basis of the country's manpower situation with special emphasis on the need for trained instructors, supervisors and skilled workers in industry.
- b. Monitoring and co-ordination of all existing industrial training programmes.
- c. Promotion among private sector employers of In-Plant and Apprenticeship training.
- d. Establishment of standards of training for all industrial occupations.
- e. Establishment of Trades Testing and Certification system to ensure that certain training standards are achieved and maintained.
- f. Establishment of Technical Committees with similar tripartite representation and consisting of persons with specific knowledge of the trades involved. The Technical Committees would be responsible for advising on and approving job standards, training standards, revisions to the Apprenticeship Scheme, the formulation of in-plant training schemes for workers and the content of training courses for workers and instructors.

The Board was advised by Eight Technical Committees representing the following trades:-

Automovite	Printing
Electrical	Hotel & Catering
Building	Garment & Textiles
Metal	Commercial Occupations

Each Committee was headed by a member of the National Industrial Training Board who possessed special knowledge of the particular trade.

The Committee deliberated on matters such as the preparation of training standards.

Legislation is now being drafted and when the National Industrial Training Act comes into force, the Board will be empowered to co-ordinate and monitor all vocational training activities is landwide in both the public and private sectors, to ensure that workers are properly trained for the jobs that are available in the society.



Among its many functions the Board will also set trade standards trade training standards and certify Instructors and Craftsmen at various levels of achievement in training. Grading of workers as to their proficiency on the job is left to their employers.

4. Vocational Training Development Institute

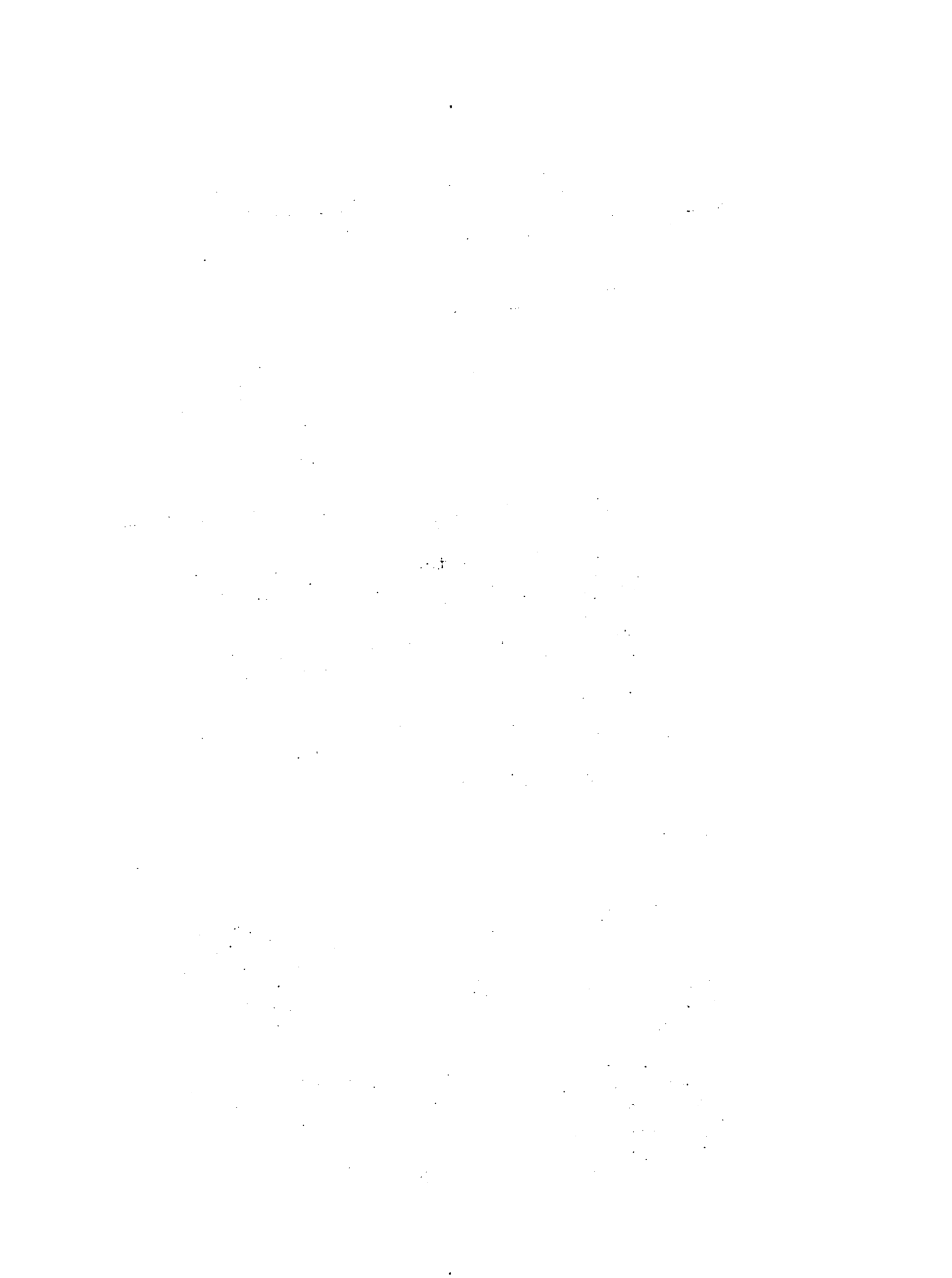
The Vocational Training Development Institute was established with the assistance of the UNDP/ILO to develop the human resources of Jamaica and was intended to operate under the aegis of the National Industrial Training Board.

The functions of the Institute are mainly :-

- a. To train instructors who can develop vocational skills in the public and private sectors.
- b. To retain and upgrade the skills of workers for employment and production. This training is done at the Institute or at the workplace.
- c. To interpret changes and trends in trade practice and technology to supervisors and workmen in industry.
- d. To prepare, develop and document industrial vocational syllabuses, standards, manuals and literature for the use of the public and private sectors.
- e. To test and certify learners and workmen at all levels and grades.
- f. To assist in surveys and studies designed to determine training needs.

The vocational Training Development Institute conducts full time six-months courses for Vocational Instructors and Related Subjects teachers who, on successful completion of their training are employed in Government Schools and training centres. Candidates are also trained for the private sector and for other countries if selected and paid by them.

Candidates for this training are expected to have attained Grades 9 level of education or its equivalent, should have undergone suitable training in the skills and should also possess 5 years industrial working experience. For Related Subjects Teachers- G.C.E. passes in English, Mathematics and Technical Drawing are required.



The six-months course covers the following subjects:-

- 1) Introduction to Vocational Education
- 2) Methods of Instruction
- 3) Course Construction
- 4) Measuring Achievement
- 5) Shop Organization & Management

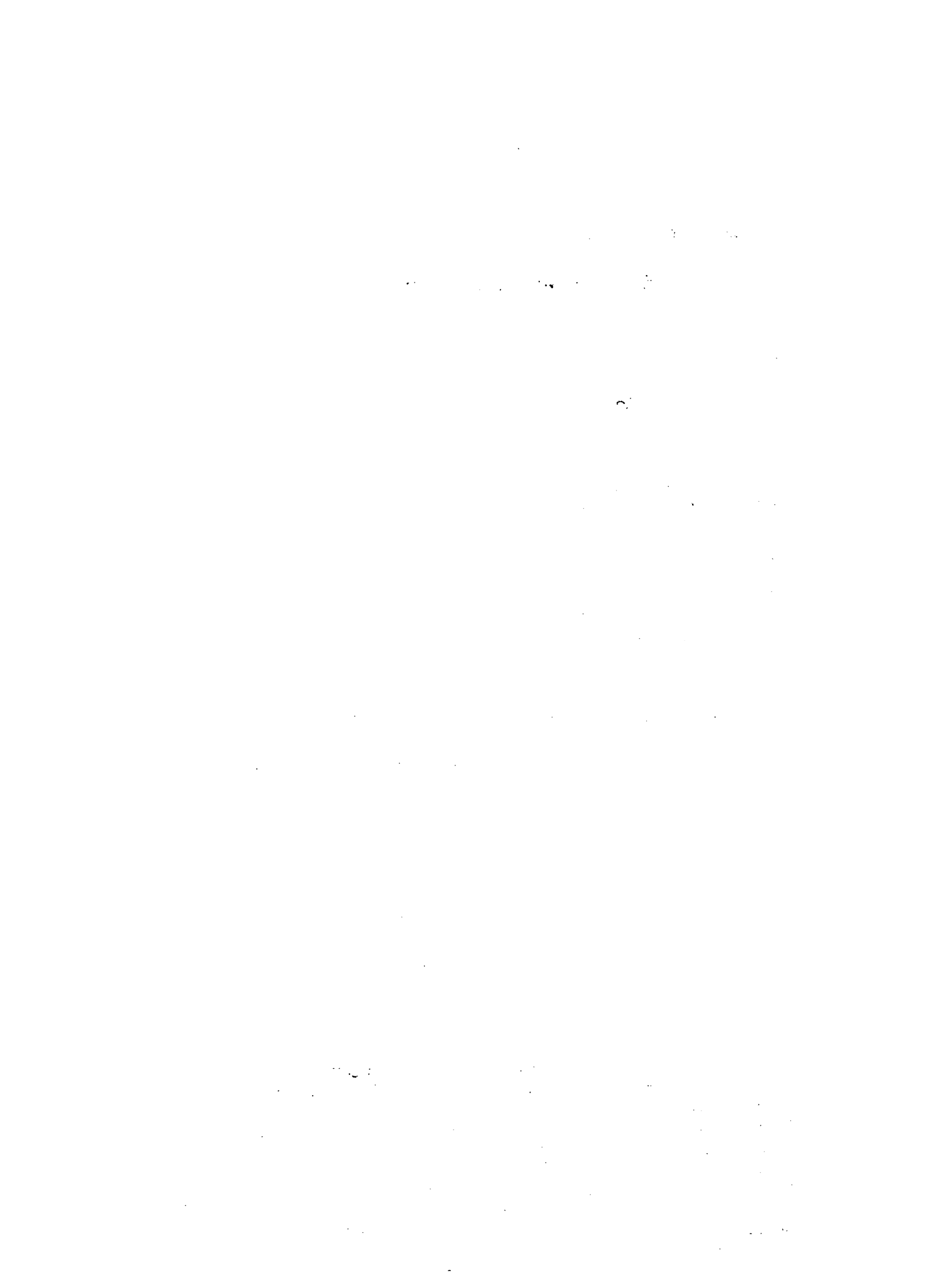
There is also available an Advanced Certificate for Senior Instructors. The subjects are:-

- a) Advanced Methods of Teaching
- b) Job Analysis
- c) Training Aids Development
- d) Industrial Safety and accident Prevention
- e) Co-operative Relationship with Industry .

There is a Supervisor - Administrator Certificate Course covering:-

- The Role of Vocational Training
- Principales Of Administration
- Planning and Implement of Programmes
- Problems in Vocational Training (Survey Methods)
- Use of Advisory Committees

In addition to the above, short adhoc courses, of 2 to 4 weeks only, are given to groups from Government, private industry and other countries, on request. The subjects covered are Instructional Techniques and Orientation to Teaching. Skill Improvement Courses (day and evening) are also conducted at the Institute. These courses are of varying durations and levels, covering industrial-vocational skills or trades and are offered to persons already possessing some skills. The courses are intended to retrain, upgrade and sonsitize vocational skills towards greater production. The subjects covered in this group are:-



- Electrical Trades
- Metal Trades
- Automotive Trades
- Building and Construction Trades

The In-Plant and Vocational Instructors at the Vocational Training Development Institute assist firms in organizing and conducting training programmes on-the-job in the plant premises

During the almost eight (8) years of its existence, the Vocational Training Development Institute has trained some 1,050 instructors and teachers. Twenty-five Jamaicans have been trained over 2,000 persons in skill Improvement Classes and have conducted In-Plant Courses for over 100 firms.

Part-time (evening) classe for Instructors are conducted at seven (7) locations around the island.

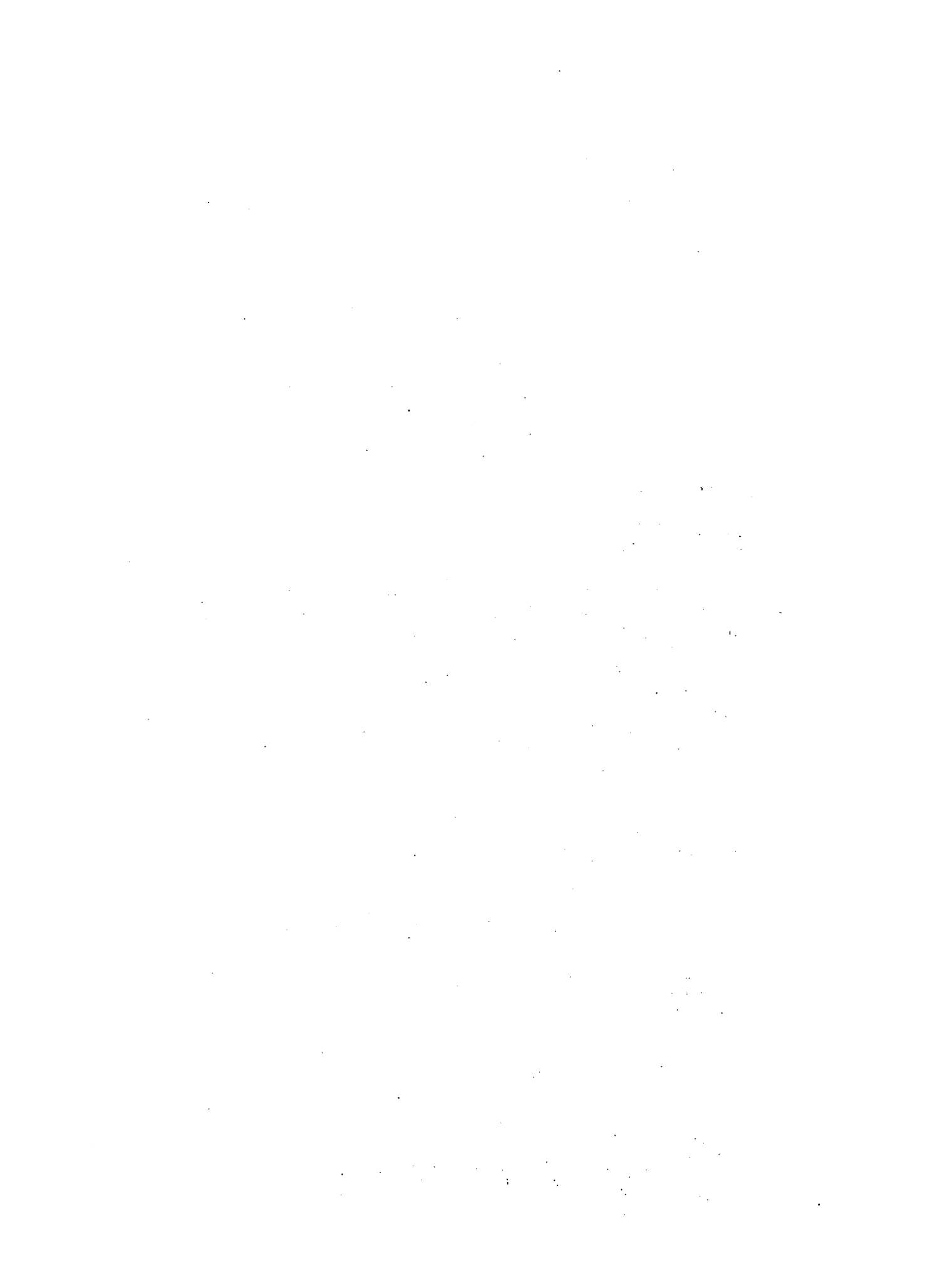
To date, the Institute has trained instructors and teachers for the Ministries of Labour, Youth, Sports and Community Development Education, National Security and Justice, as well as for private institutions and firms. The persons recruited for teacher training are between the ages of 21 and 50 years and they receive an allowance from government for the duration of the six-months course. All these persons are trained for specific jobs that await them on completion of the course. They then go through one year of mandatory probationary teaching before they may be certified as fully qualified instructors and teachers.

CINTERFOR (Research and Documentation Centre in Latin America) Has given valuable technical assistance to V.T.D.I. in the translation and documentation of some vocational training materials, developed in Latin America, for use in the English Speaking Caribbean.

One of the activities carried out at the Institute is the preparation of Trade Training Standards which will eventually be used in all relevant training institutions. These standards are prepared in modular form in collaboration with the Technical Committees provsiously mentioned.

A PROGRAMME OF CONTINUOUS RESEARCH AND EVALUATION

This area of the programme for rural youth is very weak. While the regular population census provides us with the demographic data the real problems are the economic and social needs of the people and it is here that the research is weak. The Social Development Commission has limited staff and funds for that. Here, too it is necessary to mention the great necessary to mention the great



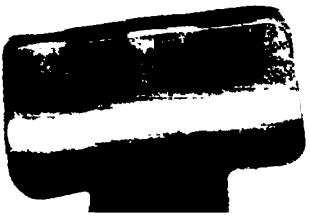
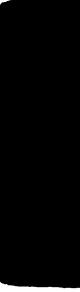
need for printed material and literature for locally produced national programmes.

NATIONAL AND COMMUNITY LEADERSHIP

There is not doubt that Jamaica is being provide with dynamic leadership at the National level. It is at the level of the community that this leadership needs to be identified and trained.

This is essentially the role of the Community Councils. To make these Councils more viable the Community Enterprise Organization is now being developed. This Organization may be defined as an organic unity of neighbourhood Councils managed by a Community Council. There are three distinct types of activities which constitutes the economic strategy of the Council.

- . The community plan involving
 - a. identification of priorities for Community Development
 - b. national ordering of their fulfilment within the National Development Strategy.
 - c. The specification of resources
2. The activity programming involving
 - a. identification of programme options
 - b. selection of programmes that meet a given criteria
3. Implementation strategy - funding and management.



JUVENTUD RURAL

VII CONFERENCIA DE JUVENTUD PARA EL DESARROLLO RURAL



JUVENTUD rural 1978 superar lo mejor

JUVENTUD EN AMERICA LATINA REALIDAD Y EXPECTATIVAS

LIDER



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INTER-AMERICAN



JUVENTUD Y DESARROLLO

RURAL YOUTH

CAMPAMENTO NACIONAL DE CLUBES 4-S

HACE FALTA UN PETALO NACE FALTA UN CORAZON PONGAMOS JUNTOS EL PETALO PONGAMOS JUNTOS EL CORAZON

VIII CONFERENCIA IBEROAMERICANA DE JUVENTUD RURAL

ORGANIZACION Y DESARROLLO DE LOS GRUPOS JUVENILES 4-S AGRO JOVEN



1977

MANAGUA, NICARAGUA

MANAGUA 8 AL 13

JUVENTUD RURAL

La juventud

YEAR

LA ASAMBLEA GENERAL DE LA OEA DECLARA

MOVIMIENTO NACIONAL DE JUVENTUDES

MARCO JURIDICO DE LOS PROGRAMAS DE JUVENTUD

ORGANIZACION Y DESARROLLO DE LOS GRUPOS JUVENILES RURALES



AGRO JOVEN

Número 1