



LEADERS AND LEADERSHIP

SOCIAL AND INSTITUTIONAL FRAMEWORK ANALYSIS OF JAMAICA:
THE CARIBBEAN AND LATIN AMERICAN
SCHOLARSHIP PROGRAMME (CLASP) PHASE II

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EXECUTIVE SUMMARY/FINDINGS

- (1) Leadership in Jamaica is class specific - the elite families from ethnic minorities controlling private sector and economic power; the middle class controlling the political and professional sectors, with some influence as senior managers in the private sector; and the lower middle and lower classes comprised of the black majority controlling the public sector, the rural/agricultural sector and the informal groups that manifest themselves in the informal sector.
- (2) Formal political leadership at the national level originates from a relatively small circle of educated black middle class, based in cities and large rural towns.
- (3) The present economic crisis is eroding democratic institutions and resulting in widespread defiance of legal and governmental regulations.
- (4) Leaders of Formal Organisations such as the churches, political parties, public sector, police, judicial system, have less respect, credibility or prestige among the majority of the population than previously.
- (5) Leaders of Informal Groups at the local level have more power and influence than previously, especially in rural areas and urban ghetto communities.
- (6) The most disadvantaged groups in Jamaica (socially and economically) are women and youths - both cohorts containing problems for traditional training methods.
- (7) Potential leaders of informal groups are increasingly coming from women and young people - the former due to their role in the underground or informal economy, and the latter due to the transfer of power from the political "points men" in the neighbourhood to the drug "dons" and the pop culture czars.
- (8) The Jamaican society is revealing weaknesses in family and community relations. at the same time, developing other networks of economic and social support - influenced by mobility and urbanisation.

IMPLICATIONS FOR CLASP II

From this analysis, we have developed criteria which, although consistent with the general criteria established by CLASP II, recognize the specific social and economic situation of Jamaica:

- Minimum of 70% disadvantaged
- Minimum of 40% female
- Exclusion of political and economic elites
- 20% of scholarships, long-term.

TARGET GROUPS

Target groups for CLASP II should be:

1. Groups who are socially disadvantaged: youth, women, disabled, people of African and East Indian origin.
2. Groups who are economically disadvantaged: low income (J\$22,000 household income and under, per year) men and women.
3. Groups who would not otherwise have access to such training: Public sector employees, private sector supervisors and trainers, teachers and students, who wish to study subjects not available in Jamaica.
4. Training should be targetted at the following sectors, which are key sectors, as defined by GOJ policy and USAID action plan: Tourism, Agriculture and Agri-business, Small Business, Export Manufacturing, Environmental Protection and Management, Development of Economic Infrastructure, Privatisation of Health Care and improvement of public sector health management, AIDS and STD prevention, Drug Abuse and Education.

RECRUITMENT AND SELECTION PROCEDURES

- Contact should be maintained with umbrella groups, professional associations and intermediary agencies relevant to priority areas.
- Such groups should be circulated regularly and contacted directly for applications.
- Representatives of these groups should have input into the selection of types of training, length of courses and follow-up.
- Selection should be made by a panel comprised of outsiders from representative sectors and USAID personnel.
- Publicity be given to the awardees/final participants in order to emphasise their status and increase their sense of responsibility to sector, community, country. etc.
- Final selection of an applicant should not be made unless involvement with a priority group or sector has been concretely demonstrated.
- Follow-on activities be organised before the participants leave Jamaica, e.g., group orientations.
- Feedback and monitoring procedures be expanded and improved so that USAID/Jamaica can compile regular bi-annual in-house evaluations.
- Contrary to CLASP I, income should not be used as the major criterion for classifying "Disadvantaged" applicants.
- Follow-on should include counselling and interpersonal contact with the participant after he/she returns to Jamaica.

PRIORITY TARGET GROUPS

TARGET GROUP	DESCRIPTIONS	DIRECT IMPACT	SPREAD EFFECT	NUMBER TO BE TRAINED	TYPE OF TRAINING	DURATION
1. Women's Organizations	700 Women leaders involved in 140 organizations. Age group 18 - 65 years. Middle, low-middle low income group. Rural, but mostly urban. These need to be strengthened.	Influence Members and success of programmes and projects.	Women are the main influence in community and family life.	24	i) traditional skills of nursing, child-care, pre-primary, cookery. ii) non-traditional skills iii) management, finance iv) assertiveness training	Short Term
2. Private Sector Micro-Entrepreneur Umbrella Organization Leaders	33000 people in the sector: transport, trading, manufacturing craft, services etc. Leaders have low educational level, poor organizational management skills, leaders are mostly male and lower middle/low middle income age group: 18 - 65 years.	Influence the outcomes of organizations and affect members.	Influence government policy, public and economy.	10	i) purchasing, marketing, negotiation, management export marketing	Short Term
3. Private Voluntary Organization Leaders (Church, Health, Disabled People, Sports, P.T.A., Citizens' Association)	350,000 people involved in PVO Sector. About 7000 formal local leaders, predominantly female but also men in rural and urban areas 18 - 65 years, lower middle/low/poor socio-economic group.	Influence the success of projects, influence participants, community response to organizations	Other leaders and project managers, socio-economic situation of beneficiaries.	50	Formal courses in: Management organizational development, project management and specialized technical training.	Short Term
4. Youth Leaders- Informal groups and formal youth organizations	43,800 males 15 - 24 years 74,600 females are unemployed. 200,000 enrolled in schools and tertiary institutions, island-wide.	Peers and adults in community	Later influence social and economic life of the country.	14	Personal development programmes e.g. Outward Bound, classroom management training, Attachments, Community College Programmes	Short Term & Medium Term

TARGET GROUP	DESCRIPTIONS	DIRECT IMPACT	SPREAD EFFECT	NUMBER TO BE TRAINED	TYPE OF TRAINING	DURATION
5. Private Sector/ Supervisors/Trainers in Industry	200 Enrolled in non- formal training, 40% male, 60% female, lower middle/low, mostly urban	Influence work force, managers, union delegates	General worker- management relations influenced by this group.	5	Technical skill- upgrading through attachments, negotiation and supervisory management skills.	Short term
6. Tourism Workers	17,000 Workers in Tourism Industry, low/ poor living in resort towns.	Influence quality of service in Tourism Industry, visitor's satisfaction.	Other tourism workers, relations between workers- management	10	Vocational and hospitality skills	Short term
7. Cultural Groups	18-45 years Musicians, technicians, promoters, mostly male, some female, rural and urban involved in popular culture and community theatre. Mostly poor	Influence values and attitude of youth, general public	Social Values	15	Technical training in various aspects of production, entrepreneurship, copy wright laws, law, etc.	Short term
8. Men and Women in Politics	18-30 years lower middle/low students, members of youth organizations.	Peers in political party, older leaders	Future leadership style of Political Parties	6	Formal academic, practical training in committee processes, decision making, policy analysis and formulation lobbying etc.	Medium term
9. Media Workers	18-55 years Lower middle	Attitudes and opinions of public at community level and nation- wide.	Other media workers, media students	10	Technical production skills, editing sound production and and voicing, instructional TV.	Short term
10. Farmers	155,000 male farmers 20% female, low income. About 50 innovative younger farmers with some agricultural training aged under 35 years.	Productivity of farm and economic situation of family	Other farms in community, other young people	13	Entrepreneurship, business and finance, appropriate technology for small farms in tropical countries.	Short term
			TOTAL	157		

TARGET GROUP	DESCRIPTIONS	DIRECT IMPACT	SPREAD EFFECT	NUMBER TO BE TRAINED	TYPE OF TRAINING	DURATION
11. Student Leaders from Community Colleges, Teachers Colleges, Technical High Schools, Junior Achievement.	18-30 years Male and female. Mostly rural, low/poor.	Influence peer group, adults in community.	Later in life, influence young, other workers.	20	Formal technical/academic or vocational at Community Colleges or University may require.	Long term
12. Teachers/Principals (Primary Schools)	30-35 years Mostly female. Mostly rural, lower middle/low	Influence students in schools, also influence community.	Influence P.T.A., groups	14	Formal academic: Leadership, Administration, Planning.	Long term
13. Women in Public and Private Sector	40% of operational managers are women. 25 years and older, lower middle/low	Influence productivity and efficiency in work place, also family and community.	Influence other managers, mostly men.	10	Formal technical, scientific and professional. University or Community College.	Long term
			TOTAL	44		

MALE 40%

FEMALE 60%

TERMS OF REFERENCE

- To present an overall background picture of Jamaican society, with special reference to important sectors and institutions.
- To identify leaders and potential leaders, especially those who are strategically important in these sectors, rationalising the target areas with valid data, interviews and previous studies.
- To describe CLASP I in Jamaica, how it was implemented, who participated and what were the results so far.
- To select target groups based on CLASP II's general objectives and taking into account the SIF terms of reference, rationalising the selection.
- Having made the selection, to review relevant data on target groups, interview leaders and potential leaders, and, where possible, to administer questionnaires in order to compile valid profiles of the groups, their leaders and their training needs.
- To suggest areas of training needs, selection procedures and criteria - based on the results of fieldwork and analyses.
- To recommend specific strategies in order to achieve the objectives of CLASP II and in keeping with USAID/Jamaica's country policies, especially with regard to leadership development.

(USAID Requirements for SIF in Appendix A)

1. COUNTRY BACKGROUND

Jamaica is now at a precarious stage of development. It has been the most advanced democracy in the Caribbean - despite an experimental era of socialism in the 1970s - followed by a swing to a free enterprise system during the 1980s. The General Elections of 1980 and 1989 demonstrated a strong belief of the people in the power of the vote to change entrenched governments. Nevertheless, the political maturity of the Jamaican people is being eroded by an economic situation that does not support their expectations. The Jamaican dollar has been devalued from J\$5.50 to J\$6.50 to the US dollar. The deficit sends 54 cents of every dollar of GDP to repay the national external debt. Recently, tight controls have been placed on credit which has caused alarm in business quarters, among small and medium sized enterprises that have survived with help from financial institutions. (See Appendix B).

After twenty-seven years of independence, formal leadership in Jamaica remains the property of those who have been educated or socialised by the orthodox institutions such as the church, the political parties (and their trade unions and affiliates), the school system, the professional and business sectors, filtered through the complex network of class and race. Entry to these circles relates to family background, ability to assimilate the necessary social status and influence with the ruling party, or with influence - peddlers who float between parties as they ascend and descend in popularity. The last General Elections in February this year affirmed the encrustation of the political directorate. Despite the victory of the PNP - envisioned by many as the liberal, younger party - those who were returned to positions of power were primarily the older, more conservative of the party. While in the Opposition JLP, the debate over future leadership is still based on acceptability by older members and supporters of the JLP.

As the hierarchy of power narrows in an expanding and socially mobile society, one result is the increased prominence of the informal sector. Comprised of those who have never been accepted by the formal institutions and based on the rapidly growing underground economy, this sector has muscled its way through by producing much of the cash flow for the middle class, while providing goods and services to the lower socio-economic groups. Their conspicuous presence (both in dress and in consumption patterns) is greeted with quiet derision by those evolved through privileged channels, much like the derision that greeted the first black Jamaicans when they aspired to positions of wealth and power during the decline of the British Empire.

The truth is that among this group, there are patterns of leadership and spheres of power that have developed, not just from economic activities, but also from early traditional cultures that affected Jamaica and retained influence over the psyche of the Jamaican people. The force with which the underground economy or informal sector is growing must be taken seriously in order to understand the present scenario and to be able to predict future developments.

The official demographic data on the population paints a gloomy picture, but unreported investigations shared by researchers and some agencies point to other trends difficult to assess due to the ethereal nature of their activities. These include:

- (a) The underground or informal sector of the Jamaican economy now contributes between 30 to 40% of the GDP.
- (b) The rate of unemployment in Kingston (traditionally a problematic area) has dropped substantially due to informal activities.
- (c) The per capita income among the lower classes is rising, at the same time, the per capita income of the traditional lower middle class (civil servants, teachers, nurses, etc.) has fallen.
- (d) Women are influential in the informal sector, comprising 80% of such groups as the higglers and ICIs.
- (e) Young men are increasingly drifting towards the drug culture, with the possibilities of earning money and gaining prestige from being a "runner", "rankin" or a "don".
- (f) The recent concentration of residents in rural towns has minimised rural-urban differences and created a more cohesive spectrum.

These developments have taken place over a period of five to ten years. Although unpredicted and undocumented, they are not unusual in developing countries. Recent studies of the informal sector have become prevalent in literature concerning developing economies, especially in Latin America. Hernando de Soto's portrayal of Peru's situation, based on empirical evidence and participatory observation, has established a strong case for considering these cohorts of the population as important and economically significant.

In Jamaica, we must go further and establish the informal sector not only as economically important but also the vanguard of social changes that are in process. In times of serious financial problems at the national level, these supposedly marginal people have forged ahead in unexplored and sometimes illicit areas, and now surface as versatile and viable entrepreneurs. One stamp of approval is that, the middle class and even the upper middle class, have begun to "do a thing on the side" or to "do a roast" - operating an unregistered or small business providing cash flow for other larger enterprises.

It was the heritage of traditional interpersonal networks that led to pyramids of power within the orthodox hierarchies of power established by the colonial experience. Two most important factors in these networks were language and spiritual beliefs. Although the ability to speak English benefitted the Africans and later their descendants, those who retained African languages related to herbal medicines, healing and storytelling, were able to establish themselves as having special powers or wisdom within the rural communities. This means of communication isolated the British and was used against them; hence, songs of derision or songs of war. The retention or adoption of African belief systems was also important in creating supportive and cohesive groups that in turn selected leaders of substantial power. Two belief systems - obeah and myalism - were actually used to nullify the powers of the British who in turn declared them illegal through fear of their influence. The Maroons were the most organised of these groups, retaining their lifestyle even today.

Syncretic religions (fusions of African and Christian beliefs) remain influential in Jamaica (Kumina and Pocomania) as in other Caribbean and Latin American countries (santeria in Puerto Rico, vodun in Haiti, macumba in Brazil). Such cultural manifestations assisted the people to maintain an identity that was closer to their authentic origins than to the superimposed European cultures. This scenario provided the necessary elements for modern forms of Rastafarianism, Black Power, Socialism/Black Power and anti-Americanism that have emerged from time to time in the Caribbean, and especially in Jamaica. These movements have their leaders, their rituals, their vernacular and their spheres of influence. Despite the lack of overt representation in orthodox and formal sectors, many of these groups and their spin-offs manifest themselves in the Popular Jamaican Culture which is both an industry and an artistic expression. With regard to democracy, there are two views regarding the status of democratic institutions in Jamaica. The first perceives the country's institutions as strong and its leaders as genuinely attempting to attain greater equity, while creating

an infrastructure that engenders economic and social progress. This view recognises that a majority of people place high value on the protection of individual freedoms articulated in the Constitution. The second perspective is that the society is "highly unstable and explosive", as democratic institutions are controlled by leaders from the middle class who exploit the poor, fill their own coffers and neglect social and economic problems. According to this view, the situation will therefore become increasingly chaotic and corrupt, eventually leading to the weakening of democratic institutions, values and forms of government. Whichever path is taken, events are now taking place in telescopic rapidity and require plans and action to remedy problems. As M.G. Smith states:

"...appropriate administrative and economic action to ameliorate or transform Caribbean societies presupposes detailed and accurate models of their structures, which in turn assumes an adequate grasp of the relationships between their central elements. That in turn assumes sound theoretical understanding of the nature and relations of culture, economic and other modes of stratification, race, colour and history in these societies."

Culture, Race and Class in the Commonwealth Caribbean by
M.G. Smith, Department of Extra-Mural Studies,
University of the West Indies, Mona. (1984).

2. SOCIO-ECONOMIC CHARACTERISTICS OF JAMAICA

The country is dependent on two major sectors for foreign exchange earnings vital to debt repayment and imports: Tourism and Mining; while Agriculture, which traditionally dominated the economy, is on the decline. After years of negative growth, the economy registered moderate growth during 1986-88; however, the hurricane of late 1988 has resulted in a setback for improvement in the productive sectors. Economic policies are largely controlled by the conditionalities of agreements between the government and the IMF, with the objectives of improving the country's balance of payments. These measures include: containing inflation, restraining import demand, reducing public debt, controlling public capital and recurrent expenditures, removal of subsidies and encouraging foreign exchange earnings. Perhaps the most significant feature of the economy is the huge foreign debt burden which the country has incurred with international financial institutions, multilateral, bilateral and private banks. The extent of the foreign debt at September 1988, was US\$3,990.4 million. This situation acts as a major constraint to investment in development projects and government's capacity to carry out its role as the primary provider of social services for the people. The uncertain economic environment has resulted in further caution on the part of local and foreign investors. There has been little new investment during 1988, although there was growth in the level of exports.

Population growth rates have decreased over the past 10 years. At the current rate of increase (1.75%) there will be approximately 2.6 million people living in Jamaica by the year 2000 (STATIN, 1987). Reduction in population growth is attributed primarily to a decline of the fertility rate. Migration has been another factor which has acted as a mechanism for reducing social and economic pressures in the country. Most migration is to North America and an average of 25,000 persons, a large percentage female, leave the country each year seeking new opportunities (PIOJ, 1988). There has also been a decrease in mortality rates due to improvements in health services over the past 30 years. Despite positive results from family planning programmes and limited improvement in employment opportunities, young women 14-25 years continue to have high rates of fertility. Average family size is 5 persons; however, there are large numbers of families with more than 8 persons. Traditions regarding the importance of demonstrating fertility are still influential in child-bearing decisions for this age group, as well as lack of information. An important trend is urbanization - Kingston and St. Andrew with 24% of the total population.

Rural townships have all experienced considerable growth (24% of population). Most people still live in rural areas (52%) which have the highest levels of poverty due to the steady decline of agriculture, as well as the highest levels of illiteracy and unemployment (STATIN, 1982).

Generally, the population is young, with 35% under the age of 15 years. This places an increased burden on the State to provide educational opportunities, health and related services to a large number of children. At the same time, the rate of unemployment and under-employment, particularly in rural areas is significant so that the population is characterised by large numbers of families with no regular income and many dependents. In addition, income distribution is extremely skewed. In 1957, Jamaica was ranked among the top 10 countries in terms of inequitable income distribution. While there has been some improvement in income distribution due to a variety of government policies, it is estimated that 70% of the population is below the "poverty line". A large number of low-income households are headed by women, (40% in urban areas, 34% in rural areas) and this places burdens on low-income women who must support large families, generally on one income, which often does not exceed the minimum wage of \$4,000 per year.

There is evidence of high levels of unemployment in inner city ghettos and squatter settlements. Micro-level studies or urban communities suggest that unemployment is high among the adult population in such locations. In rural farm communities, there is considerable under-employment among young men and women, as access to farm land is limited. Labour force survey figures show a 30% decline in employment in the agricultural sector, primarily among men. There are no real opportunities for full-time employment for young women in rural farm communities.

Jamaica's monthly per capita income has fallen considerably from J\$1,221 in 1972 to J\$840 in 1988 (Boyd, 1989). The most pessimistic assessment concludes that income concentration is growing:

"The reality whereby the richest 30% of our households control 75% of our national income and richest 40% of households earn 85% of our income, while the majority 60% of these households have only a 15% income share, is a major element in our country's under-development".
(Stone, Sunday Gleaner, September 27, 1989, p.7)

LABOUR FORCE BY OCCUPATION GROUP AND SEX

OCCUPATION GROUP	TOTAL EMPLOYED	% MALE	% FEMALE
Professional, Technical, Administrative, Executive, Managerial & Related Occupations	60,500	39.8	60.2
Clerical and Sales Occupations	99,300	37.2	62.8
Self Employed and Independent Occupations	351,000	64.6	35.4
Service Occupations	127,300	30.4	69.6
Craftsmen, Production Process and Operating Occupations	134,300	78.9	21.1
Unskilled Manual and General Occupations Occupation not specified	96,100	73.6	26.4
	3,300	60.6	39.4

EMPLOYED LABOUR FORCE	871,800	57.96	42.04

Source: STATIN "The Labour Force", The Statistical Institute
of Jamaica, Kingston, 1989

Women are particularly disadvantaged by income disparities. A large of low-income households are headed by women who work as domestic service workers, garment workers and factory workers where wages are fixed at the minimum wage (J\$4,368 per annum), or who do not have steady employment. Female headed households do not occur only among the low-income, and are also prevalent in lower-middle and middle income households. Although there are laws regarding child support, the logistics of enforcement create a situation whereby a large number of women must support their families, on one income. One of the most important consequences of urbanization is the growth in size and influence of the urban informal sector in which women are heavily involved. Transportation, provision of utility services, housing, various economic activities including credit and savings schemes are conducted within the scope of the informal sector to provide a variety of survival strategies for thousands of people who cannot be absorbed into the formal sector. At the same time, the rate of unemployment is significant. In November 1988, 203,300 persons in the labour force were unemployed. This represents 18.9% of the labour force. Two-thirds of the unemployed were women (135,300) and more than half (119,200) were under 25 years, and just over one-third (74,600) were young women under 25 years (PIOJ, 1989).

The other group in the population that automatically falls into the category of disadvantaged is that of young men between 18-25 years who are largely unskilled, unemployed and have often never held a permanent job. They are also increasingly involved with the drug culture in the large resort towns and in Kingston. A recent report prepared for USAID by Policy Research Inc. (August 1989) stated that:

"There is clear evidence that the abuse of drugs is increasingly crossing socio-economic strata in Jamaica, and is affecting Jamaican youth in particular, principally those between low and low middle income youth between 15 and 25 years of age."

(An Overview of Drug Abuse in Jamaica, Report prepared for USAID/Jamaica by Policy Research Inc., Maryland, 1989).

Aside from taking drugs, this group now forms the workers or drones in the drug industry's network in Jamaica.

3. RACE, CLASS AND LEADERSHIP IN JAMAICA

Jamaicans pride themselves in being the most racially harmonious country in the Region, and even in the world. Their ability to empathise and shift among cultures has endowed them with the ability to adapt and survive in alien environments. Any form of overt or personal discrimination today is dismissed as a relic of the colonial past or characteristic of an obsolete generation. Yet, the truth is that Jamaica has evolved from several centuries of a plantation society. This established the groundings for racial distinctions that were in turn deliberately confused by class and status barriers based on cultural socialisation. An example of this is the creolisation of the Africans who were brought to Jamaica. There were the cultural norms of the Twi, Yoruba and other West African cultures brought over as the mental equipage. All this complicated by overlays of new life experiences in the Caribbean. From the beginning, there was no simple division between master and slave, or even between black and white. The position and role of the individual and his or her function was related to status and power. There were the Africans and the Creole Blacks, later the freed Blacks and the Mulattoes (these categorised according to parentage). At first, the Blacks worked at menial jobs, later moving into the plantation house, or into some service role that elevated his or her status. Personal involvement with the white planters was also an important factor, especially concubinage, an institution in Jamaica due to the exceptionally high rate of female returnees to England.

Historical references are indications of the ways in which individuals in this type of society sought to advance themselves. These types of social interactions therefore, provided another catalyst to class mobility later complemented by economic and cultural achievements. Whereas in Haiti, class divisions were emphasised by the violent struggles for power, in Jamaica, the situation provided sufficient illusions and pockets of power and leadership that alleviated tensions to a certain extent.

Cultural hurdles were set up not only for people of African origin, but for the Arabs, East Indians and Chinese - who, though more secure in their original culture (being more recent migrants, were not socially acceptable in their traditional ethnicity and had to adapt to the dominant culture, especially for business and commercial purposes. The Jewish community in Jamaica is a special case, since some families of Sephardic Jews were resident here even before the British takeover in 1655. Struggling to survive through various regimes, this group became leaders in trade, often in

conjunction with the few remaining white plantocrats, and by the beginning of this century, became financially powerful and socially prestigious. Although their numbers are decreasing due to multiple intermarriages, the Jews in Jamaica are probably the wealthiest group and often subsumed under the category of white Jamaicans. Such situations led to power clusters based on ethnic lines. While the Jews and white Jamaicans (of English ancestry) monopolised positions in trade and business, the Lebanese and East Indians increased their control over commercial activities in "dry goods" or consumer goods. Subsequently, the Chinese dominated the grocery store trade that eventually provided them with sufficient cash to diversify into more lucrative businesses.

Since Independence, it is now evident that there has been a change in the characteristics of those groups who control government, policy-making and administration. Blacks, now constitute the largest segment of public sector employment. In addition, during the 1970s, there was large scale migration of lighter skinned ethnic minorities who had held positions of management in the private sector. This afforded black professional, technical and administrative groups, who had benefitted from increased educational opportunity, to take senior positions of black owner-managers of small and medium-sized businesses. On the other hand, nearly all of the poor (small farmers and unemployed) are black, and, there are also a considerable number of persons of East Indian origin who are also poor. Although we can conclude that at an operational level, race is not the determinant of socio-economic status, particularly among the black population, the psychological phenomenon of "social race" persists such that within the complex attitudes which prevail in the society today, high status and prestige continues to be associated with light skin colour, while black skin connotes low social status and poverty.

Race and class have therefore, introduced invisible "thresholds" into the Jamaican society. In order to be socially mobile and/or to become leaders in the formal sectors, it is necessary to either have an acceptable racial or cultural background, or to be from "a good family" - denoting interventions of race, class and prestige at some point in the genealogy. The informal sector, however, is comprised almost completely of black Jamaicans who recognise and support leaders from their own group at the local and interpersonal level. Thus, for example, since Independence in 1962, Jamaicans have had middle and upper middle class political leaders (Prime Ministers), from brown/coloured or even Arab groups; while at the local or district level promoting black, lower middle class leaders. It should be noted that women and the very poor or disadvantaged are

rarely candidates for leadership positions in the major sectors. Despite increasing numbers of female senior managers in the public sector, these women are in position because they will accept comparatively lower salaries and will act as intermediaries between the real leaders and other personnel.

Finally, the white minority has been decreasing rapidly. It is in fact a category which, although small, has since the retreat of the English at the beginning of the century, recruited members from the mixed ("pass-for-white") and ethnic minorities. This race-by association or selection, has defied many analysts and sociologists, since it depends largely on socialisation and cultural norms still too nebulous for clearcut descriptions. The fact is that the white minority in Jamaica (as in much of the Caribbean) is a group under seige which socialises its children in the developed countries and is permanently poised for escape.

(%) POPULATION OF JAMAICA BY RACIAL COMPOSITION

Year	Black	Coloured	White	E. Indian	Chinese	Syrian and other Races	Total
1844	78	18	4	-	-	-	377,433
1861	78	19	3	-	-	-	441,264
1943	78	19	3	-	-	-	-
1960	78	19	3	-	-	-	-
1970	78	15	3 (including Jewish Lebanese, etc.)	3	1		1,812,700
1979	80	16.5	.5	2.0	.5	.5	2,190,400
1989	80	17	.4	2.0	.2	.4	2,216,600

Sources: 1844 and 1861: Hall, Douglas: Free Jamaica, Caribbean Universities Press, 1969
 1943, Roberts, George: The Population of Jamaica, Cambridge University Press, 1957
 1960, 1970 and 1979: Population Census, Department of Statistics, Kingston.
 1989: Consultants' estimate based on socio-economic trends, migration, etc.

4. DESCRIPTION OF CLASP I

PTIIC, a component of the CLASP Project, was initiated in the Caribbean in late 1986. It was an add-on to the original CLASP Project that was begun in 1984 primarily for Central America. With the region heavily involved with the Caribbean Basin Initiative, it was felt that it would be appropriate to include some of the key islands in the original training programme.

In Jamaica, there had previously been USAID training grants distributed in specialist areas such as LAC. In 1986, a representative of the Contractor and an officer from USAID/Jamaica toured the country, making contact with various groups, organisations and training institutions in order to assess training needs and to establish baseline data. This tour reviewed the rural areas and rural groups such as tertiary institutions and high schools, 4H Clubs, and rural chapters of service clubs such as the Jaycees. As a result of this promotional tour, over 600 applications were submitted for the 1987 deadline. Various specialist panels were set up to review and select the candidates, although this system deteriorated somewhat due to the falling off of attendance. Review and selection was done in-house. Due to a funding problem in 1988, there was a suspension of activities for the Project in USAID/Jamaica. Nevertheless, some applications were processed and approved. This year (1989), applications were solicited through a newspaper advertisement, and review and selection completed in-house in order to meet the deadline.

Based on the CLASP Information System Database/Jamaica (See Appendix C), there were noticeable differences among applicants and participants during those three years. This was due to changes in solicitation methods, review and selection procedures. The data on PTIIC participants reveal that:

1. Number of participants fell dramatically from 109 in 1987 to 15 in 1989.
2. Average income of participants increased by over 100% between 1987 and 1989.
3. Level of previous education increased between 1987 and 1989.
4. Majority of participants (74%) were short-term with an emphasis on education and labour relations.

Aggregate data on both LAC II and PTIIC participants indicate the following:

- Total number of persons trained between 1985 and 1989 was 365.
- Gender breakdown was 51% female and 49% male.
- The majority (67%) were from urban areas.
- Average age was 33.3 years (average age of PIIIC participants was 31 years).
- Average income was US\$5,436 (average income for PTIIC was US\$3,335).
- 47% were employed in the public sector, 28% in statutory (quasi-government) organisations, 22% were in the private sector and 3% were students.
- The average score on the economically disadvantaged scale was 6/10 (see Appendix D for Disadvantaged scale).
- 31% of the total were teachers in tertiary or secondary level institutions.

It is important to note that due to restricted financial and human resources, USAID/Jamaica has not begun a follow-on programme for PTIIC participants. However, the consultants did a telephone survey of 20 participants who had completed their courses and returned to Jamaica. All, except one, had either received promotions or moved to jobs with more responsibilities and better salaries. In these cases, participants who were promoted, moved from non-managerial to managerial positions. Those surveyed indicated that they had derived significant material benefits and recognition as a result of the training. General conclusions were that the training had resulted in career mobility and increased job responsibility for the participants.

5. THEORETICAL FRAMEWORK, DEFINITIONS AND METHODOLOGY

The study of leadership has held a central place in sociological research for many years and there exists considerable literature on the subject. Most work has been done on small groups at the lower levels of industrial organisations. There are four major approaches to the study of leadership: power/influence, leader traits or attributes, leader behaviour and situational leadership. A major criticism of the current state of leadership research and theory development is that it has resulted in descriptions and classifications of leader behaviour, but has not been useful in prescribing conditions necessary for the development of effective leaders, nor for predicting the performance and potential of leaders.

Indeed, theory development on leadership has many problems, including:

- (a) the large numbers of definitions of leadership which indicate that there is no consensus;
- (b) no systematically valid cause/effect linkages between traits and group/organisation performance have been established, therefore, there is no basis with which to develop specific criteria to predict leader behaviour;
- (c) there is no general theory to explain various kinds of leadership;
- (d) there is uncertainty regarding the identity of dependent variables relevant to the study of leadership and what timeframes are appropriate, since there may be long periods between leader action and resulting changes depending on the dependent variables.

There is, however, evidence to suggest that situational theories have promise in terms of their ability to explain and predict leadership behaviour as a function of situational contingencies. These theories posit that leadership is the skill of understanding and modifying situational contingencies and that leader effectiveness can be improved within a given situation.

Despite the state of academic theory development, the practice of leader selection and leadership development is well advanced. In organisational settings, the approach has been to use job analyses and to determine the dimensions of leader behaviour, to set criteria in terms of organisational effectiveness and to use behaviourally related rating scales

to measure leader/manager effectiveness. In situations that require the application of leader influence to initiate change and further progress, socio-grams are used to locate leaders who perform various tasks and functions required by the change process. One such study identified that leader behaviour could be classified on a four-dimensional matrix of Wisdom-Power, Traditional-Modern. Several other prescriptions regarding the most suitable type of leader for various change situations are applied in development programmes, on the assumption that the leader's influence on group members will encourage behaviour change on the part of community, village and organisation members.

During the 1960s and 1970s in Latin America, many development projects aimed at rural development were based on the identification of "opinion leaders", and the socialisation of these leaders by the mass media. All this was linked to "the diffusion of innovations: (Lerner, 1958; Schramm, 1963) that was supposed to spread modern technology, democracy and speed up modernisation of what were considered backward countries. After several decades of research and implementation, it became obvious that the North American academic concepts of leadership were often being super-imposed over cultures that had several types of leadership - and in rural areas where leadership defied or proved resistant to the change process. Erratic results in such projects did however, indicate the necessity to rely on members of a group or community to evolve their perceived leader and to be involved with the change process in order to ensure success (Freire, 1969).

A general model of leadership developed by T.O. Jacobs and Elliott Jaques provides a useful guide for the purpose of this SIF. The model traces a theoretical framework of leadership that has broad application in terms of explaining and predicting leadership behaviour and offers great promise for constructing useful leadership development strategies. The theory is eclectic in that it builds on work done by Katz and Khan to generate a broad construct of leadership within the context of systems theory of organisations, and also incorporates situational principles, leader behaviour theories, and more recent, learning theories of cognitive processing and behaviour modelling. According to Jacobs and Jaques, LEADERSHIP in its broadest definition - "is a discretionary process of giving purpose to an aggregate expenditure of energy and mobilising energy to achieve the defined purpose in relation to critical tasks relevant to systems adaptation, effectiveness maintenance and/or efficiency. The specific form leadership takes will vary from level to level within an organisation, within the generic of problem-solving and energising adaptive action".

The leader therefore, is an individual member of a group of people who selects and executes appropriate actions that give purpose to the efforts of the group, and mobilises the energies of the group to achieve a defined purpose in relation to critical tasks relevant to the adaptation, maintenance and efficient use of the resources, tasks, procedures, processes, technology and people within the group or in the environment outside the group. Jacobs and Jaques's definition is useful as a basis for understanding the elements of leadership exhibited within an organisational context. This allows us to include leadership over and above influence permitted due to the position occupied by an individual. It recognises leadership exercised outside of mandates, rules, regulations and procedures and outside the context of actual behaviour of the individual who is the titular leader. On the other hand, this definition does not deny that leadership is exercised by the head of the organisation, and on the other hand, this definition contends that leadership is not a unique property of the head.

Operational Definitions

LEADERSHIP - is a process of discretionary selection and execution of appropriate actions which give purpose to the efforts of a group of people, and which mobilises the energies of the group to achieve a defined purpose in relation to critical tasks relevant to the adaptation, maintenance and efficient use of the resources, tasks, procedures, processes, technology and people within the group or in the environment outside the group.

ORGANISATION - is a group of people who interact with each other and with others outside the organisation to acquire resources (material, information, or other resources) and who transform these inputs by means of applying certain procedures, processes and/or technology to create certain outputs in order to achieve some pre-defined purposes. There are different types of organisations, varying in size, complexity, goals, etc. For purposes of this study, we will attempt to classify Jamaican organisations in terms of these variables:

NATIONAL LEVEL INSTITUTION - aggregate of organisations, formal and informal groups, membership and reference groups, with persistence in the society and which is related to any of the following aspects of Jamaican society: politics, government, business, religion, education, media, culture, labour, sports, legal system.

NATION-WIDE ORGANISATION - formal membership group, contained in a single component or unit, which exhibit few sub-systems, and having limited number of goals with respect to at least one of the above-mentioned institutions in Jamaican life.

LARGE LOCAL LEVEL ORGANISATION - formal membership group, with several components, exhibiting few sub-systems and having limited number of goals with respect to important aspects of one or more of the above-mentioned institutions in a defined geographical area of Jamaica.

LOCAL LEVEL ORGANISATION - formal membership group, contained within a single unit, exhibiting simple sub-systems and having limited number of goals with respect to an important aspect of at least one of the above-mentioned institutions in a defined geographical area of Jamaica.

INFORMAL GROUP - group of people who share common interests and/or concerns, regarding at least one of the above-mentioned institutions in Jamaican society, who come together periodically, but who have no officially prescribed goals, no formal roles and no prescribed relationships..

LEADER - an individual who is a member of an organisation or group, which is subsumed under one of the categories outlined above, and who exercises leadership, as defined above in the context of that organisation or group. A leader might be formally chosen or elected, or might merely emerge at the wish of the group, from time to time, according to their needs.

INFORMAL SECTOR - that part of the economic and social scenario which is neither recognised by the formal institutions by way of involvement in leadership roles, nor policy-making; is comprised largely of poor, black Jamaicans and is characterised by anti-authoritarian, illegal and informal arrangements - both for economic survival and social sustenance.

DISADVANTAGED - persons who through economic or social deprivation/disenfranchisement have no chance for improvement of their living conditions and who fall below the poverty line (approximately 60% of the total population).

METHODOLOGY .

The methodology applied in fulfilling the requirements of this study was as follows:

- A. Description of Social and Institutional Landscape.
The data for the socio-economic background study was gathered from existing studies, academic reports and technical and sociological literature; as well as from interviews with sociologists, trainers, project managers and educators. A listing of all social, economic, political, religious and other institutions was prepared. The groups affected and the nature of influence was noted. Important occupations, organizations and individuals within the institutions were also noted.

- B. Selection of Priority Institutions and Organizations.

The social analysis indicated that Jamaican society consists of a formal sector of institutions and organizations and an informal sector. Both sectors did not share similar priorities in terms of influence on attitudes, bases of leadership and so on. It was decided that the methodology to be applied to examine leadership and leadership training needs within the formal sector would be different from the methodology utilized to investigate the informal sector.

The methodology used to select priority institutions and organizations in the formal sector was as follows:

- i. A review of the USAID Action Plan 1989/90 indicated priority sectors for USAID/JA activity and GOJ priorities were identified from discussions with PIOJ and review of various aspects of the national five year plan, which is now being prepared. USAID personnel also attended various presentations and reviewed the recommendations with a view to identifying sectoral priorities for training not covered by other projects. Priorities were modified to reflect the responses received from this review process.

- ii. A listing of formal organizations in each sector, by size of membership, rural/urban distribution of members and sex distribution of membership was prepared, using telephone survey, handbooks and PIOJ statistics
- iii. Sixty organizations were selected, for detailed investigation of training needs, using the following criteria:
 - (a) Predominance of membership from disadvantaged groups
 - (b) Organizational goals consistent with priority sectors of GOJ and USAID
 - (c) Impact of organization, as measured by the size of its membership
 - (d) Churches and political organizations were not included for detailed investigation, in the interest of time and resource constraints.

C. Organizational Analysis

Interviewers who were familiar with the selected organizations conducted an analysis of the organizations, using several approaches: attendance at events, meetings, reading newspapers and monitoring TV and radio magazine programmes, which highlight leaders and organizational activities; interviews with programme managers, administrators and planners to identify leadership patterns, organizational strengths and weaknesses, the effective demand for training and training needs.

D. Identification of Leaders

Leaders identified by means of the organizational analysis were interviewed. No more than two leaders from each organization were selected. The sample size of 100 was established, with 70% from rural areas and 30% from Kingston. The sample was stratified for age, such that approximately 25% of the sample fell in each age cohort above the age group 15 years old.

Structured interviews were used in formal organizational settings to find out perception of self as a leader, types of tasks undertaken by leaders, self-reported training needs and feasibility of overseas training.

E. The Informal Sector.

The methodology used to identify priority institutions and leaders in the informal sector was less structured. Interviews by participant-observers were used to determine the social and economic networks in low income communities. The analyses of the networks yielded institutions and groups which had important influences on these groups. Structured interviews with community and group members were used to identify occupations and individuals who were sources of information and assistance. Interviews with leaders were conducted to develop profiles of leaders.

F. Evaluation of CLASP II.

The objective of evaluating the CLASP II programme was to determine whether the objectives had been met and to ascertain the outcomes of the training received by participants.

Data contained in the CLASP II data bank was employed to examine income level of participants, type and duration of training, distribution of beneficiaries in terms of age, sex and location.

A telephone survey of a 10% sample of returnees from the 1987 CLASP II Programme was conducted. The survey was designed to ascertain changes in income due to promotion or job change, application of skills derived from the training programme, participant's impression of the training experience.

G. Preparation of Training Plans

Training needs were established based on the results of the training needs survey as well as on the results of the organizational analysis.

6. PATTERNS OF LEADERSHIP AMONG THE
MAJOR SOCIAL CLASS GROUPS IN JAMAICA

A. THE ELITES (.001 PERCENT OF THE LABOR FORCE)

- * Owners of large
corporate enterprises
- * Independent
Professionals

The corporate sector of large enterprises continues to be firmly controlled by the traditional elite. This group owns 42% of manufacturing, construction and related businesses, 14% of commercial trading enterprises, 20% of other service businesses such as financial institutions and real estate, and 15% of farm enterprises. There are about 970 large enterprises and they employ only 23% of the private sector labor force (Stone, 1986). They have grown in size and scope to the extent that locally owned corporate enterprises now account for a larger portion of total sales than foreign owned corporate enterprises. (Stone in Lewis and Bryan, 1986).

(i) Patterns of Influence among Elites

This small (less than 2,000 people) group (25 well-known families) of white and ethnic minority families, with inter-locking kinship relations control all the major Boards of private companies and are especially in control of the financial system. Only two large corporations are owned by black businessmen.

The ethnic minority group is influential in terms of formal leadership positions which they occupy and by virtue of the informal influence which they wield. They belong to the same social network as the elite of the political leadership and share personal friendships and routine contacts. They contribute generously to political campaigns for both political parties and maintain their controlling positions, regardless of changes in administration. In this regard, they are even more influential than hired public policy advisors.

The strategic position of this group has been institutionalized, as influential elites are at the

core of public/private sector partnerships which are emerging as advisory bodies to the Prime Minister.

Leaders from the elite are also appointed by the Prime Minister to chair some of the country's largest public corporations. While they maintain membership in business organizations, they are not active participants. But these leaders generally do not participate in party politics, nor do they submit themselves for candidacy in elections. However, they are often appointed to the Senate.

B. MIDDLE CLASS (ABOUT TWO PERCENT OF THE LABOR FORCE)

* Owners of
medium and
small enterprises

* Independent
Professionals

* High level
Technical
Administrative
and Managerial
Employees

* Politicians

* Public Policy Advisers

(i) High level Private Sector Professional and Managerial Group

Until the 1970s, the managerial class in the private sector was white or brown. Discriminatory practices prevented blacks from taking up positions in this arena. The social, economic, political and racial upheaval of the seventies forced many members of this group to migrate and blacks became managers in the private sector under these circumstances. Today, the majority of private sector professionals and managers are black and a few blacks have ascended to the board rooms of these family-owned corporations. This development is also attributed to the expansion of tertiary level educational opportunities which enabled well

positioned black people to be trained locally and abroad.

Professional managers are well-paid, have high status and have all the symbols of prestige available to them. Those who work in the locally-owned large corporations experience less autonomy and authority than they are trained to handle. The members of the elite who own these companies do not encourage participation in ownership outside of the family and continue to be involved in the day-to-day management of the enterprises. Consequently, professional managers find that they reach the limits of their own upward mobility path and influence in Corporate Jamaica at an early stage. Those professional managers who work with foreign companies fare better in terms of autonomy and responsibility.

(ii) Patterns of Influence

The collective influence of professional managers is exercised mainly through formal business and professional organizations, service clubs, private voluntary organizations and lodges. On an individual level, organizational membership serves to: reinforce social status; establish business contacts; establish a social network. Business organizations themselves have little impact on the making of public policy, although they do generate issues for public discussion, provide a forum for consensus building among their membership, and act as a lobby group for various sectoral interests. Professional organizations promote standards, ethics and the image of the various professions and are influential in the development of the human resource base within the particular profession.

Informal "old boy networks" provide a link between private sector professional managers, public policy advisers and Ministers of Government. These groups share similar social background, and personal objectives regarding social status, wealth and education. As a group they are often upstaged by the power of the elites, whose influence they are unable to counterbalance.

High level private sector professional managers find useful outlets at the community level for their organizational skills. Leadership in church organizations, civic groups, service clubs, private voluntary organizations, citizen's

associations, PTAs and in sports is drawn almost exclusively from this group.

On a one-to-one basis, in the traditional client-patron mode, individual businessmen and professionals also "sponsor" families and individuals from the Disadvantaged population in both rural and urban areas. The sponsor relationship may include financial assistance, job placement, access to the state bureaucracy and a variety of interventions aimed at improving the social and economic condition of the "well connected" poor. Frequently, the relationship between client and sponsor results from the domestic relations of the sponsor. In this context, the household helper and his/her extended family may be the beneficiary of such assistance. Neither is it uncommon to find such relationships between selected employees and the owner of the business - all somewhat reminiscent of the plantocratic system and traditional rural networks.

(iii) Entrepreneurs

For professional managers, independent professionals and a large number of other employed persons, entrepreneurship is a real option. There is a dominance of small and medium-sized private businesses, which are by and large owner operated. While large enterprises contribute significantly to GDP, they employ only a relatively small number of workers. Small and medium sized enterprises employ 31% of the private sector labor force. These operations are mainly in services (61%) and commercial trading 27% and other services (35%) Only 6% are in farming, 25% are in manufacturing, construction and related. It is estimated that there are 49,800 such businesses. The majority of these enterprises are owned by black and brown Jamaicans, and some by less well-off ethnic minorities (Stone, 1986).

Blacks entered this entrepreneurial group during the 1970s, using a number of mechanisms:

- (a) purchasing businesses sold by migrating owners;
- (b) investing in failing enterprises in which they were previously employed;

- (c) others formed companies based on new opportunities created by the economic crisis itself;
- (d) access to credit previously blocked by elite and foreign control of the banking system, came as a result of increased local ownership in the banking system, expansion in government development bank financing and growth in the underground economy.

Women actively participate in the small business sector. It is estimated that 48% of the principals in small businesses are women. Entrepreneurs are generally in their early middle years, with considerable prior work experience and a high level of education. As many as 33% of small business owners have tertiary level education, but many are not formally trained in management (Hamilton, 1989).

Small businesses operate with many constraints, including physically inadequate space, poor production planning and control, under-developed personnel management systems, poor locations in relation to customers, lack of understanding of quality management. More importantly, growth and development of small business is inhibited by the overall structure of the business environment and the strategic positioning of small business vis a vis large business. Furthermore, the prospects for government intervention by way of facilitative policies are not good.

Local training opportunities for existing entrepreneurs are available, but the offerings are limited. While training is considered a need in the sector and the majority of this group can afford some investment in their own development, although they may not be willing to spend funds in this way, entrepreneurs prefer to have practical exposure to company operations which are similar to their own and from which they can readily apply lessons learned.

(iv) Patterns of Entrepreneurial Influence

Entrepreneurs exhibit high levels of community participation. Some join the established business and professional organizations such as the JEA, JMA

assembly, free association and freedom of expression of opinions.

(vii) Political Behavior

Political institutions are important to Jamaican life. Obsession with politics arises out of the history of the country marked by periods of struggle between numerically dominant groups and smaller, politically or economically superior groups. Struggles have taken the form violent conflicts and confrontations, legislative negotiation, private power bargaining, collective bargaining, individual petitioning, electoral battles and the related public verbal exchanges. The legacy of these competitive processes remains a characteristic of organizational behavior in Jamaican society.

The majority of Jamaicans "belong" to a political party. Party affiliation is transmitted from parents to children. But, active party membership, in both the major political parties, is dominated by large numbers of the poor and disadvantaged, to the extent that the bottom 40% of income earners make up some 75% of the two parties' hard-core membership (Stone, 1986). In low income communities, all the residents in a particular community usually belong to the same party and physical boundaries separate neighbourhoods of differing political persuasions. Ironically, among the elite, political differences are of little importance. Among the upper and middle class from which the leadership of the party is drawn, political differences are only important during periods of electioneering, when political party membership supercedes social class and ethnic group interests. But political conflict and divisiveness, referred to as "political tribalism" affects all the major institutions of the country and militates against the achievement of national consensus on most major issues confronting the country.

(viii) Political Leaders

National level politics recruits its leadership mainly from the middle and upper level occupational groups:

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This has recently been reflected in articles and opinions expressed in the media.

(ix) Women in Politics

There are as many women involved in politics as men. But the role of women in politics consists of organizational maintenance and service activities, while decision-making and power remains with the men. Consequently, few women actually enter competitive politics to become leaders as evidenced by the composition of the present Government (three women in the Parliament). Few women actually arrive at leadership positions within the political system, despite their support at "the hustings".

(x) Public Sector Professionals and Administrators

With the demise of colonial government, Jamaicans were able to move into the higher levels of the Civil Service. Extensive programmes of education and training were provided to facilitate the take over of public administration by locals. Today, at the top of the hierarchy of the bureaucracies, there are second generation black professional administrators and a few remaining brown middle class men and women.

The Public Sector has many internal organizational problems that make it inefficient and result in low morale among both the professionals and the rank and file. A study of the Public Service found that problems of over centralization of decision-making and over-reliance on Cabinet decisions and low levels of delegated authority reduce the effectiveness of public sector employees. In addition, a number of counter-part bureaucracies such as statutory boards and public companies have been established to circumvent the bureaucracy and remove real power from the Public Servants. It has been difficult to implement reforms within the system to improve its functioning, as the system has been resistant to change (Green, 1983). Recruitment and promotion practices in the public service reflect political interference and the demise of meritocracy. In addition, low wage levels make the public sector less attractive to high achievers and to upwardly mobile men. As a consequence, 48% of the senior managers in the public sector are women.

Training is an important benefit for public servants and almost all public sector professionals have received overseas training, both long and short term. In certain professional categories, the Public Service has a monopoly on skills. Yet, the public sector does not retain its professionals, since there is widespread dissatisfaction and lack of commitment to the Civil Service as a long-term career.

(xi) Leadership in the Public Sector

Leadership in the Public Sector comes from quasi-government agencies and companies with private sector involvement at the level of the Board. Central government public servants for the most part, have limited autonomy and authority. Effective leadership in the central government is vested in public policy advisers, who are coopted from the private sector or the university (UWI) to handle important policy implementation matters, often by-passing career civil servants.

C. THE LOWER MIDDLE AND LOWER CLASS (ABOUT THIRTY EIGHT PERCENT OF THE LABOR FORCE)

- * Owners of micro-enterprises
- * Lower level Professional, Technical Administrative and Managerial Employees in public administration and the private sector
- * Lower level technical, managerial, supervisory
- * Secretarial, clerical and accounting
- * Sales

(i) Micro-entrepreneurs

Micro-entrepreneurs (approximately 33,000) are active in retailing, manufacturing of household commodities, in food processing, craft and the transport sector (about 8,000), personal services, in agri-business and tourism-related areas. These businesses employ about three people, including the owner, and gross between \$J50,000 - \$J250,000 per year in sales. Technology is rudimentary and many operate in very informal settings such as sidewalks and homes. Only 29% operate from factories or offices (Hamilton, 1989).

Expansion in credit, at low interest and the institutionalization of programmes to train and provide technical support to smaller business and micro-enterprises have contributed to growth in this sector. Furthermore, deregulation of trade has enabled small traders to be more successful thereby fuelling growth in the number of persons, particularly women, who actively participate in the small scale trading sector as higglers or Informal Commercial Importers (ICI).

There are a number of interesting cases of micro-entrepreneurs who have begun as small traders, and who have built organized and profitable operations, particularly in the area of services. Micro-entrepreneurs do not have high levels of education, and many are reluctant to undergo formal training. Information is that, increasingly owner-operators are seeking business training and, in particular, business counselling to ensure the survival of their operation and to manage the growth which they are experiencing. A recent survey found that 32% of micro-entrepreneurs would like to improve their skills in the following areas: general management, technological development of their operations, production management, marketing and sales. Many (21%) would like to receive practical exposure to business in operations similar to theirs, although many firms cannot afford to pay for training (Hamilton, 1989).

(ii) Patterns of Influence

Most micro-enterprise operators are not affiliated with any organization, but function independently or as a vertical link with other small businesses or with a large operation.

The Small Business Association of Jamaica (SBAJ) represents small-scale enterprises; however, it has declined in membership. The SBAJ has been unable to extend its influence to rural entrepreneurs and is not influential in policy-making at the level of the government.

The United Vendors Association (UVA), which represents small scale traders and higglers, is growing in influence and membership, due to the rapid growth of the informal sector. Its members experience hardships related to social and economic problems which threaten their survival, e.g. police harassment, lack of market space, scarcity of foreign exchange. These issues create a viable role for the UVA, which uses traditional techniques of mass mobilization, demonstration and petitioning to present its case before the government. The leaders, primarily male, are articulate, and assertive, some are well-educated, with good business experience. The rural branches are fledgling and struggling, and do not receive much support from the headquarters. Rural branches are positioning themselves to take the opportunity to control the markets now up for lease.

Leaders in the transport sector are influential at the national level, since this sector is partially deregulated and leaders of independent transport organizations are continually negotiating with the government regarding fees, quality of service and access to new buses. The sector is very outspoken, competitive, highly fragmented, uncoordinated and inefficient, with several different sub-groups representing bus owners, intermediaries, and transport workers. Leadership style is combative, with a preference for work stoppage and demonstrations, as opposed to negotiations. Only a few leaders have adequate levels of education and none are technically qualified. The lack of qualified leadership prevents the private sector from instituting necessary improvements in business operations and the transportation service.

(iii) Government Employees at the local level

The majority of public sector employees fall into the lower middle and lower class group.

Since the local government system does not exist de facto in Jamaica, central government agencies have an extensive island-wide network of services in

training, health, and education. Thus, government employed professionals and sub-professionals are influential at the community level by virtue of their expertise and because of their direct contact with "grass roots" communities to which they deliver services. These include:

Mid-wives, public health nurses, agricultural extension workers, district constables, policemen, post office managers, People's Cooperative Bank managers, community development workers, Festival organizers, sports organizers, social workers, who all perform multiple leadership roles in the local communities.

Leadership functions performed by government employees in poor rural and urban communities become necessary because there is a "leadership vacuum" in these communities. Many local level community organizations, have not been the result of the "coming together" of the people themselves in their own interests, but rather they are the products of state welfare and community development programmes. Leadership behavior is therefore in the patron-client mode, with communities exhibiting high levels of dependency on "government". Government officials likewise provide or withhold services in an arbitrary fashion. Partisan politics and government benefits are inextricably linked, hence the continuing squabbles over distribution of Hurricane Gilbert relief supplies.

(iv) Teachers

The members of this profession, which had been a source of national leadership in the pre-independence era, are now encapsulated into a labor union, the Jamaica Teachers Association that is primarily concerned with bargaining with its employer - the state, for wages and benefits. (Gouldbourne, 1988). Gouldbourne suggests that the teachers' union, like other unions in the country is politicized. Political affiliation has enabled the teachers to become more effective in influencing the government administration in its decision-making regarding teachers' wages and benefits and in achieving recognition as a profession.

At the local level, teachers continue to be recognized as community leaders, but their role functions have diminished over the last decade. In urban areas, few teachers become involved in community activities; however, rural teachers are very important leaders. The economic resources of teachers has significantly deteriorated with the cut-backs in government expenditure on Education. As a consequence, their capacity to provide tangible assistance to others is limited. In addition, the social status and prestige of the teaching profession has declined due to the diminished resources of teachers, and to the fact that the teaching profession no longer recruits from the traditional "middle" class. It counts among its membership a predominant number of lower middle class persons, who have not earned the respect which had traditionally been accorded to "Teacher".

Declining social status of the teacher is related to growth in the numbers of people who now engage in the profession. In order to produce the required number of teachers, the teacher education system permits many levels of entry into the occupation, through in-service training. This is not always realised and many teachers remain partially trained. Furthermore, many teachers leave the profession, since salaries are not competitive. Teaching continues to be a stepping stone to higher level professional and managerial occupations, and the acute shortage of well-trained teachers persists.

As with many other social institutions in the country, leadership behavior patterns in the school system is authoritarian. Classroom instructional techniques and teacher behavior are characterized by one-way communication and harsh disciplinary measures. Females dominate the teaching profession (60 percent), and female students perform at higher levels of excellence than male students (Miller, 1986). Miller's view is that the educational system marginalizes the male and is a major contributor to negative attitudes which males in the society exhibit towards females.

(v) The Working Class and the Labor Movement

A large number of working class persons are active members of the labor movement. The trade union movement in Jamaican society has an estimated 192,000 members in a variety of trade union organizations. Fifty-seven percent of the unionized workers are in the Bustamante Industrial Trade Union (BITU) which is affiliated to the JLP and 31% to the National Workers' Union (NWU), affiliated to the PNP. Several smaller unions co-exist with the major groupings. Traditional linkages between unions and political parties ensure that labor unions retain significant influence in national issues and on public policy formation. The locus of union control is in agricultural production, manufacturing and the public sector.

Traditionally, labor unions take a confrontative stance towards management. Work stoppages and grievances are frequent. For example, although 1988 was recorded as a year in which there was unusual calm, 66 work stoppages were reported and 45,894 man hours were lost as a result (PIOJ, 1989). Worker-management tensions center around interpersonal behavior as much as around wages and benefits.

(vi) Union Leadership

The union recruits its national leaders from the middle class. Direct recruitment of student leaders or political activists from both parties into full time jobs as union organizers is the usual method. Union leadership is a career in itself, with opportunity for upward mobility, often leading to a national level political position.

Local level union leadership in the position of delegate comes from the working class, who constitute the majority of union membership. As delegates lack adequate education and skills in negotiation, this increases the likelihood of confrontation. Training of union delegates is therefore actively pursued by both major unions at one of two organizations: the Joint Trade Unions Research Development Center and the Trade Union Education Institute (UWI).

Leader behavior patterns in the labor movement resemble political behavior. There are, however, great tensions between union leaders and their members, as unions are not perceived as democratically run institutions by their members. Often, union members engage in independent action which cannot be controlled by their leaders.

Female participation in union activity is significantly less than male participation, and there are very few female delegates and female union leaders.

(vii) Supervisors in Industry

Supervisors in industry play a critical leadership and mediating role between workers and management. Two groups of supervisors emerge:

- (a) Factory based supervisors, who have some technical expertise, but who only have primary or all-age schooling, and who require training in Basic English and Mathematics, and Accounting
- (b) Supervisors in commerce, services, mining who are of middle-income backgrounds, with secondary level education, who seek supervisory management training

Supervisors face many constraints to self-development. Although training opportunities are available, individuals are unable to commit time to training, as they must continue to earn an income. Many cannot afford to pay for training. The educational system is not flexible enough to allow for part-time study. Many skilled and talented individuals are hindered in their quest for social mobility because they do not have the social skills, such as communication and self-confidence, nor the "old school tie - service club" which offers contacts. Training demand in this category of worker is associated with upward mobility.

D. THE POOR AND THE VERY POOR **

- * Owners of pre-micro enterprises
- * Skilled workers and semi-skilled workers
- * Lower level secretarial clerical & sales
- * Artisans, craftsmen
- * Service workers and domestics**
- * Unskilled manual, general workers and agricultural workers**
- * Small Farmers**
- * Unemployed** particularly young men and women

(i) Pre-Micro-enterprises Informal Sector

Informal sector activity is dominated by the agricultural higglers, but also includes consumer goods higglers, home-based craft, food-processing, personal services and side-walk vending. The size of the sector has not been clearly established, since participants move in and out of the informal sector in response to the availability of employment opportunities in the formal sector.

Most information is available on agricultural higglers, estimated at 30,000 persons. These are older women, primarily over thirty years old. The business of higgling is tied to the business of farming, as harvesting, marketing and range of allied services are provided by the higgler. Higglers, who are generally farmers wives or relatives, control the system of internal marketing, control the farm family's cash flow and manage the transfer of cash from urban areas to rural areas.

The occupation is very influential in rural communities. Higglery permits independence, confers status, earns respect and affords discretionary action to the female. This occupation is one of the oldest female economic activities in the country and it is estimated that it provides a livelihood for some 30,000 women. Although most higgleres have low levels of education, they run fairly successful micro-businesses, under difficult circumstances.

Information on haberdashery higgleres, suggests that their income is on an average more than agricultural higgleres (\$500-999 per week), as the occupation is a full-time one. Most haberdashery higgleres are younger than the agricultural higgleres (20-40 years old) and are usually based in Kingston (Witter, 1989).

A third group of pre-micro-entrepreneurs is the artisans and side-walk vendors. Some persons have received financing under the Solidarity Programme. There are some 5,000 persons, involved in this programme, mainly in rural towns who now operate family-based activities, which employ one or two persons, on a part-time basis.

This sector provides income for a large number of disadvantaged persons, who would otherwise be unemployed. It contains persons affected by redundancies, persons waiting to migrate and persons who are largely unskilled and transient.

(ii) Patterns of Influence

Most pre-micro enterprise operators are not affiliated with any organization. However, the Jamaica Sidewalk Vendors, Higgleres and Market Association, with a membership of 8,000 persons has evolved into an economic organization with production, importation and export activities, financed with dues from its members. Although the majority of its membership is female, the organization is led by men.

At the community level, small entrepreneurs are influential, as they operate independently and command the respect of their peers as a result of their business ventures. Although, they may not formally join community organizations, their

views, values and activities influence the residents in the communities where they live.

(iii) Small Farmers

There are an estimated 155,000 small farmers, 20,000 medium sized farmers, and a handful of large estates in Jamaica (Whittaker and Laizner, 1989).

(iv) Land Ownership

Land has always been unequally distributed in Jamaica. Current information on land ownership is not available, however, the figures used during the last decade describe a situation where one percent of farmers owned approximately sixty percent of the arable land, while seventy percent of farmers owned only 20% of useful land (Boyd & Harris, 1988).

Small farmers provide most of the country's domestic food crops and animal products, and contribute substantially to traditional agricultural export production with farms which are 5 acres or less. One of the major constraints to growth is the inability of farmers to qualify for credit because many have no clear title to the lands they occupy. Traditional tenure patterns are such that land is handed down to families, as opposed to individuals, and transmission is rarely recorded in the formal system. Consequently, several thousand farmers have no proof of ownership (Whittaker & Laizner, 1989).

(v) Female Farmers

Approximately 20% of women in Jamaica report agriculture as their principal occupation. The land worked by female farmers is smaller than lands held by the majority of male farmers. Twenty-five percent of female farmers work less than one acre of land and only 20% farm more than five acres. Ten percent of women actually own the land they farm and generally enter into lease or usufruct arrangements in order to pursue their occupation. Women rarely obtain credit through the formal system (Pomerleau, 1985).

(vi) Socio-Economic Characteristics of Farmers

Farm productivity is limited by fragmentation, inappropriate land use and the absence of modern cultural practices. Farmers are generally poorly educated, many are illiterate and cautious of innovation and change, particularly since the majority of farmers are over fifty years old. Their patterns of risk management have evolved through four generations of peasant farming in the worst lands in the country. The main objective of the farmer is to feed him/herself and family, sell some of the produce at the market to purchase store-bought goods (Le Franc, 1987).

(vii) Farmers Organizations - The Jamaica Agricultural Society

The Jamaica Agricultural Society (JAS) is the major farmer's organization, with active membership of 35,000 farmers (Source: telephone interviews with JAS Extension workers, 1989). It is led by urban-based middle class men. In the past, the JAS was very influential with rural farm families and in the delivery of extension services; however, this organization no longer has the active participation of a majority of farmers, despite the fact that it is the only farmers' lobby in the country.

The JAS no longer offers leadership training for farmers; however, its annual competition at the parish and national levels, identifies approximately 52 outstanding farmers, whose produce and farming practices are displayed at the Denbigh Agricultural Show and whose success influences other farmers and the public at large. The JAS reports that increasingly, younger farmers are participating in the annual farm competition, particularly those who have received training at the College of Agriculture and agricultural schools throughout the island.

(viii) Cooperatives

Farmers' cooperatives have not had great success in Jamaica. But there are a number of groups who are attempting to use the cooperative method to solve productivity problems in the farming sector. There are 18 coffee cooperatives, 14 cocoa cooperatives, and a number of other cooperatives, in addition to a few producer marketing cooperatives. These organizations are run by

professional managers, as opposed to small farmers, who comprise the membership. Some of the problems which Farmers' cooperatives have include lack of organizational cohesiveness, resource scarcity, low levels of member involvement and poor management skills. Many cooperatives were established by government and the JAS and intended to act as agents of change.

In general, the Cooperative Movement in Jamaica is extensive, with 183 different societies and approximately 300,000 members (CVSS, 1987). The Credit Union movement is incorporated into the cooperative movement and has expanded into areas such as small business financing, housing, community development and so on. Training within the movement is coordinated by the Cooperative College, however, individual Credit Unions have critical training deficits in the area of financial management, credit administration and information systems.

7. LEADERSHIP PATTERNS AMONG THE YOUTH

The youth population, between the ages of 15-29 years is about 670,000 persons, or 35% of the total population. Only three out of every five young people who complete secondary school obtain employment (UNESCO, 1989).

Youth unemployment is an acute and endemic problem, particularly among females, and in the rural areas. More importantly, the educational system that serves the young people in the country has many deficiencies which militate against the upward mobility and progress of the youth of the country.

A. Youth in Formal Education - Secondary Level

The complex of organizations which comprise the Formal Educational System in Jamaica are largely state owned and operated. National policies are defined by the political directorate and tend to change direction with each administration. Since Independence, school enrollment has increased and government investment in the sector has been substantial. But the system is fragmented and poorly managed, and significant inequities in quality continue to exist (UNESCO Report on Education in Jamaica, 1989). For example, rural youth have less opportunity for good quality education than urban youth, and students from upper and middle class families continue to get an advantageous education compared to their peers from the lower and middle classes.

Secular education has not been as successful as the Church in socializing upwardly mobile groups to acquire the skills, behavior and values necessary for integration into the Creole culture of the middle class. A secondary education is no longer the passport for entry into the middle class. In fact, the value of secondary education is now being questioned by employers and by the students themselves.

There are several major problems in Education. The most critical is the inability of the educational system to produce literate and numerate young people, who can be absorbed into the labor market. Some thirty percent of the graduates of the system are illiterate, and illiteracy is one reason for the high rate of youth unemployment. Low levels of literacy and numeracy are found among students in

teachers colleges and at the University. Experts believe that Jamaican teachers use an incorrect approach to language education. Teachers instruct in Standard English and students whose first language is the Jamaican dialect are unable to grasp the rudiments of lessons in Standard English. The Jamaican creole language or dialect has not been officially recognized in the school system.

The examination system also militates against the successful development of the majority of students. Seventy-five percent of students in the age group 10-12 years, fail the Common Entrance Examination which affords a place in the secondary system. Most failure occurs among students from low income families.

Similarly, at the secondary level, instructional quality varies with the socio-economic level of the school. Although examination performance throughout the entire system is poor, students from disadvantaged groups perform worse than students from other groups. Despite the low returns from their investment in education, disadvantaged families continue to place high value on education. Yet, youth are less and less convinced that educational attainment bears any relationship to mobility and future chances of advancement. The evidence in the environment of low income neighbourhoods suggests that illegal activities created by the drug culture and the political culture produce more success stories than the formal education system.

B. Tertiary Education

At the tertiary level, lower income groups have a better chance for good quality education than at the primary and secondary levels. Sixty percent of the population at the University of the West Indies is from lower middle and low income background. Since the upper income groups have little confidence in the local educational system they send their children abroad to obtain tertiary education, despite devaluation and rising costs in North American education. This affords lower income groups the opportunity to obtain a place at the University of the West Indies, although it costs J\$10,000 per year. This institution is therefore

critical to the redistribution of educational benefits in the society.

The University is the main local center of academics and intellectuals. It is influential since its graduates form the intellegensia of the society from which public policy advisers and managers, as well as private sector managers are recruited. A degree from the UWI, can be an important vehicle for moving into the upper middle income class. The College of Arts, Science and Technology (CAST) produces supervisors for industry and commerce and is also important for facilitating mobility.

Both institutions attempt to address leadership development in their extra-curricula activities and student's organizations. The Guild of Undergraduates of the University of the West Indies performs a lobby role, largely confined to administrative matters, such as university fees and facilities. This body coordinates student activities and enhances university life. At CAST programmes of community service, entrepreneurship training and placement in industry attempt to address both the application of skills and the development of leadership. However, the number of places at the University declined prior to 1988 due to financial restrictions. In addition, specialized training programmes in Agriculture, Engineering and Law are offered at campuses in other Caribbean territories and the cost of this type of education is prohibitive. These programmes cost the student in excess of J\$40,000 per year.

Adult enrollment at the University is increasing as people find ways of compensating for failure during the early years at the secondary level, usually by attending one of the following institutions: CAST, Teachers' Colleges or the non-formal programme at the Institute for Management and Production (IMP), in order to gain entry to the University of the West Indies. Students who take this route enter university in their late twenties and early thirties, after years of compensatory education.

C. The Role of the University in the Community

After a brief period of political activism and a long absence from involvement in national issues, the University is beginning to place its resources

at the disposal of society once more. A few of its leaders now perform the national leadership function of interpreting the society and disseminating their ideas through the media to the literate public. Increasingly, university professors are being co-opted into the process of political strategizing and government policy formulation such as the Task Forces (32) to formulate the Government's Five-Year Plan.

D. Non-formal Education

As a result of the large number of failures at the secondary level, demand for out-of-school education and training is high. A large part of non-formal training is state controlled; however many of the government community training programmes are no longer in operation. They have been superseded by HEART, which provides skill training, job orientation and placement, heavily subsidized by government. HEART concentrates on training people in sewing and apparel skills, building skills, resort skills, cosmetology and commercial skills and turns out about 5,000 graduates each year. Even this programme has problems in training to the level that facilitate easy job placement. Further, opportunities for advanced skill training and skill up-grading as required by industry are not available through HEART, as was the original intention. The HEART programme is not structurally linked with any higher level training institution, There is no logical transfer of credits from HEART to the entry level of institutions which offer formal certification or advanced training.

Community Colleges have an enrollment of over 8,000 persons and offer a special opportunity for compensatory education as one way that drop-outs and failures can return to the formal system. Graduates from community colleges are eligible for entry into CAST and placement rates in industry are good.

The non-formal sector also contains institutions that train public servants and many private sector schools which offer a variety of professional development courses and management training. In the non-formal sector, demand for training exceeds supply and training costs are high. Standards are uneven and most institutions are not accredited.

There is considerable private sector activity at the community level to develop vocational skills, for the educationally disadvantaged. Private sector firms, large and small are forced to provide entry level training for skilled workers and supervisors, since there is such a severe shortage of skilled personnel and the training system does not offer training in specialized and high level training. Small companies cannot afford to train, however, when they do offer training, they are unable to retain the workers who leave to work with larger companies where compensation is better. Larger companies have fairly well developed in-plant programmes, using supervisors as trainers or specialized training officers. Manpower information suggests that there is a need for 1500 skilled workers in Jamaican industry.

E. Students' Organizations
and Youth Leadership Training

Youth leadership training is well developed in Jamaica, however, the number of youth involved on a consistent basis is limited by the availability of resources.

Youth leadership programmes are run by schools, the government, private voluntary organizations, the churches, the police, service clubs, and many other institutions. Only a few such programmes are described here to illustrate the trends in this aspect of non-formal education.

(i) Students' Organizations

Students' organizations have traditionally played only a limited role in the determining national-level issues in education. Efforts to organize a National Students' Council during the 1970's were short-lived. Within individual schools, however, student organizations and leadership development are an integral part of the curriculum. There is the traditional practice of selecting student leaders to assist with discipline, to organize student activities, and act as role models. Selection as a student leader is an honor in the society and is a practice which both recognizes potential and provides practical exposure to the leadership role.

(ii) 4-H Clubs

The 4-H Clubs Movement continues to be active, with some thirty-eight thousand members (35% male and 65% female). The Movement has a predominantly rural base and deals with youth in the age group 11-25 years. The 4-H movement has 439 clubs and twelve training centers where programmes in leadership techniques, small business, food and nutrition, bee keeping, livestock management, craft and family life. Training was offered to as many as fifteen hundred leaders during 1987 and ten thousand members.

(iii) Junior Achievement

The Junior Achievement programme sponsored by the Jamaica Chamber of Commerce began in 1983, with funding from USAID. The Programme began with six secondary schools in Kingston and has expanded to cover twenty-one schools in Kingston, seven in St. Catherine, five in St. Thomas and one in Clarendon, one in St. Mary and one each in St. Elizabeth and Manchester. This programme offers opportunities for the development of business and organizational skills at the secondary level.

(iv) Youth Clubs

Youth Clubs are operated by the Social Development Commission and by the Police Youth Club Movement. There are 656 clubs with 20,000 members with the SDC network and 11,000 members in the Police Youth Club movement. Again, most (60%) membership is in rural areas, and males and females participate equally. Membership in these clubs is from the poorest communities.

(v) Cadets

The Jamaica Defense Force also has a youth development arm called the Jamaica Combined Cadet Force, which provides military training to young men and women at the secondary school level.

(vi) Church Related Youth Organizations

Individual churches, umbrella organizations and inter-denominational groups operate a large number of youth groups, youth projects and services. The YMCA

and the YWCA between them have a membership of 3770, but are primarily urban based. Youth for Christ has 25 individual organizations, of which forty percent are in Kingston. Projects for People, which is an umbrella group of youth projects has 600 clients, of which sixty percent are rural.

Church projects reach remote rural areas and encompass skill training and income generation. Many of the rural church agricultural projects are developed as alternate sources of income for young farmers who have stopped growing ganja. Urban projects are developed to combat the drug trade among the youth. A majority of the successful CVSS projects are run by the church. About 3000 beneficiaries from church-related CVSS funded projects have been identified.

(vii) Scouts

25,000 young Jamaicans are engaged in scouts. There are some 5000 more boys involved than girls and the movement is primarily urban, although forty percent of its membership is rural.

(viii) Sports Organizations

Sports is critical to the development of young people, particularly the disadvantaged in Jamaica. Formal sports organizations have a membership of about 250,000, of which 70 percent are in the rural areas. Although INSPORT is the government body responsible for coordinating sports, the private associations are independent of the government and the leaders of these associations effectively determine sports policy and make the decisions for each major sport. In fact, sports organizations, at national, local and at the level of the individual schools, have fiercely defended their autonomous status for some time, preferring to rely on private sector support as opposed to government intervention. For the most part, sports leadership is drawn from the upper and middle class, with teachers, sports instructors, coaches, alumni, businessmen, particularly marketing managers and other professionals playing important roles in the sector.

Changes in stratification patterns are most evident in Sports in Jamaica. In earlier years participation

was segregated. Upper class groups participated in cricket, tennis and athletics, golf and bridge. Today, participation in all sports, with the exception of golf, bridge and perhaps squash is open to all social classes and national teams are comprised mainly of youth from disadvantaged backgrounds. Interest and participation in sports: cricket, football, tennis and athletics cuts across all the socio-economic groups.

Excellence in sports has enabled disadvantaged youth to obtain opportunities for national visibility, further education and social mobility. In addition, the values and discipline which participation in sports permits enable young people to develop good leadership skills.

There is intense community and school rivalry in sports, often resulting in physical attacks and hostility. As with other social institutions, political interference and manipulation is common, and recently, the drug barons, in "robin hood" style are financing selected sports teams and sponsoring individual athletes.

(ix) International Youth Exchange Programmes

Several international exchange programmes operate very successfully in Jamaica. The Canada/Jamaica Youth Exchange facilitates some sixty individuals from both countries working on community development projects. The West Yorkshire Youth Exchange programme resulted in twelve Jamaicans visiting community development projects in England, and a similar exchange for the British group this year. Operations Crossroads Caribbean and Horizon International are programmes which receive American students to work in community development in Jamaica.

American Field Service runs a very successful and cost effective leadership development programme in Jamaica. For a fee of less than US\$5000, Jamaican high school students spend one year in the United States, Latin America or Europe. 30 students each year since 1981 have participated in the AFS programme. An evaluation study of the impact of AFS on a small group of Jamaican students found that the AFS experience had a positive impact in six areas: international awareness, mastery of foreign languages, awareness of own culture, self-

understanding, taking responsibility for self, recognizing and grasping opportunities. (Christian Report)

Follow-up studies also indicate that many returned students become leaders in their schools, at the university or in the jobs which they take after leaving school. (Interview: Shirley Whyllie)

While students whose parent can afford the fees for the programme account for the majority of the participants, AFS volunteers raise funds to send disadvantaged youth. There is considerable volunteer involvement in the administration, selection and placement of programme participants. The network of recruitment utilized by American Field Service includes a heavy reliance on guidance counsellors, who pre-select candidates using AFS criteria.

(x) Parental Involvement in Education

There is differential involvement in education of children, according to socio-economic level. Low income families cannot afford and are not aware of the value of books, games and other artifacts in stimulating learning. These are therefore absent from the majority of such homes. On the other hand, the materialist orientation of upper and middle income families permits these children access to modern American gadgets, including computers and electronic games.

There is also greater parental involvement in supervision of home-work, extra-curricula activities among these groups than there is among low income parents. Furthermore, child neglect and abuse is increasing among low income families, as more women must work to provide economic support for children. (PIOJ, p.)

Parent Teacher's Associations exist, however, their functions are limited to fund-raising, except in the more enlightened "middle class" schools where innovative programmes have recently been launched to stimulate parent involvement. School Boards also exist but their composition and role varies considerably throughout the system, and their influence on local level issues appears to be related to their effectiveness at resource acquisition and management. Experimental parent

education programmes are being implemented to teach parents their role and to encourage parental support for the school.

8. OTHER PRIVATE VOLUNTARY ORGANIZATIONS

- * WOMEN
- * CHILDREN
- * ELDERLY
- * DISABLED

There are over 300 formally registered private voluntary organizations (PVOs) in Jamaica and hundreds of clubs, community associations and groups. The private voluntary sector has addressed the needs of the especially disadvantaged groups (women, youth, children, the elderly and the disabled) in the society since the post-emancipation period. Over the last 10 years, there has been remarkable growth and development in the PVO sector, resulting from the work of the Council for Voluntary Social Services and the United Way and from the initiatives of the churches by way of outreach programmes. International donors have stimulated the PVO sector, by providing direct funding to qualified organizations.

The Council of Voluntary Social Services reports that 350,000 people are involved in the sector, as leaders, volunteers and beneficiaries.

PVOs are engaged in very cost effective human resource development programmes and projects at the community level. These projects are primarily income-generating, but also have a skill-training and educational focus, with strong leadership development components.

PVOs can be divided into two groups: i) older organizations with a traditional philanthropic approach, and ii) those organizations which are approximately 10 years old, where there is a bottom-up project oriented approach to development. In the latter group, people are engaged in creative programmes in agriculture, community theatre, skill training, production and marketing etc. and rely heavily on volunteer assistance. More than 60% of the organizations utilize volunteers, as Board members, trainers, or in the administration of their programmes.

Most PVOs, particularly the newer organizations are staffed by semi-professional community development and social workers, who lack the expertise to effectively

manage projects. Newer PVOs in particular have problems with organizational management, programme planning and proposal preparation, project development and project management, fund-raising and volunteer development. These problems are affecting the successful implementation of projects.

The most significant development in the PVO sector is the incorporation of community leaders into the management of projects. We estimate that approximately 1500 leaders are involved in the sector, with the majority of them being female. Leaders are well-intentioned, but they are unable to maintain group cohesiveness and to manage group processes. They lack academic education and cannot take advantage of many of the local offerings.

PVO practices and procedures are very democratic as the dominant ideology of community participation in the development process is the framework within which these organizations are being run.

A. Women's Organizations

There are now 139 women's organizations registered with The Association of Women's Organizations in Jamaica (AWOJA). These organizations are at varying levels of development. Some women's organizations, such as the Women's Construction Collective and the Sistren Collectives have evolved into business operations, others are still struggling with establishing norms and resolving leadership crises.

The Mid-wives Association, is an example of a mature women's organization, with very democratic procedures and a strong human resource development focus. The MWA, is interested in continuing education in the profession and has a membership of 400 people throughout its parish level system.

Our survey of leadership training needs of women's organizations yielded interesting results. Women's development projects need both technical training in fields such as: agricultural extension, public health, adolescent fertility management, clinical management of rape victims, pre-primary education, veterinary services, masonry, carpentry, horticulture, food processing and leadership skills such as: assertiveness training, public speaking, negotiation, counselling, instructional skills, community organization.

B. Disabled People's Organizations

There are 13 organizations for the disabled. Disabled people meet enormous obstacles in obtaining tertiary education in Jamaica, as the few institutions which exist discriminate against the disabled and if entry is permitted, very little support is provided.

Yet, demand for tertiary education among the disabled is increasing. Other areas of need are in specific technology, in organization development and training for media workers who are interested in the area of disability.

C. Health-related Organizations

There are several health projects operated through the many health-related PVOs. Their leadership training needs consist of both technical training and leadership development.

D. Youth Organizations

(See Section 7E).

9. LEADERSHIP AT THE COMMUNITY LEVEL

A. Rural Communities

Villages and groups of villages which create a district in rural Jamaica have a distinct geographical boundary. These communities are relatively small, with frequent face to face contacts between their members. Within these communities kinship groups are the most important social organization. Religious groups and occupational groups are the next most important.

Rural communities are stratified according to land ownership, occupation and income into five broad status groups, namely, large estate owners, white collar workers, entrepreneurs and big farmers, small independent farmers and wage laborers. There is economic cooperation between the groups, however, social relations are confined to church and selected public events. Inter-group relations remain very much the same as they were forty years ago.

B. Traditional Leaders

Rural communities exhibit considerable evidence of cultural survivals from slavery as well as from the post-emancipation peasant period. Farming, which has been at the center of economic life for four generations has been the basis of economic leadership in rural villages. Traditional patterns of economic cooperation such as day-for-day (labor sharing) and "running a boat" (meal sharing) continue among the older residents. The role of the higgler as an economic leader continues in rural life. The shop-keeper or rum-shop operator is also traditionally a leading role.

Religion is the center of social life. Events such as weekly prayer meetings, funerals, baptisms, wakes, harvest festivals and all day church services occupy much of the leisure time of residents. The Revivalist religion commands a large rural membership and certain of its practices, such as healing, belief in the spirit world and the use of natural medicines, are widely adhered to even by members of the Protestant faith.

Friendly Societies, Burial Societies and lodges also associated with churches produce traditional leaders. Females are very much in leadership positions in the traditional religions.

Another traditional female leadership role is that of the mid-wife, many of whom are not trained in modern mid-wifery techniques, but continue to practise with traditional expertise.

The traditional "village lawyer" role is also important, as the person, usually male, who resolves conflicts, arbitrates disputes and interprets events to residents.

Leaders in rural communities are associated with these economic, religious and cultural activities.

C. Modern Leaders

Modern institutions such as the school, the community center and the health center have become important centers of social life, over the last 30 years, hence the leadership role accorded to teachers, community development workers and district nurses. Post mistresses, district constables and policemen also functions as community leaders.

D. Formal Leaders

Active membership in formal secular organizations is limited, but some are important to rural residents. The People's Cooperative Bank and the Jamaica Agricultural Society, which were active during the land settlement period of the 1940's have produced community leaders, however, they are much less influential today. Community organizations/citizen's association are not vigorously active in either rural or urban communities. There exist exceptions to this rule, however, created by special circumstances such as a threat to the security of residents, state welfare and development programmes or church related interventions.

The position of Justice of the Peace is a legally established position to provide advice, arbitration and interpretation of the law and notarization of documents. Finally, there is the position of lay

magistrate, which handles civil cases at the community level.

E. Urban Communities

Generally, urban communities are large and densely populated (2,000 persons). Urban communities tend to be homogeneous as far as social class membership is concerned, although residents are classified into newcomers and established residents.

F. Urban Community Leaders

There are three types of leaders in urban communities:

- (i) Political leaders, who are called upon to resolve conflicts, handle the distribution of benefits and to deal with relations with other communities. A recent development in urban ghettos is the transition from political leadership to leadership in the drug industry. The organizational base of political activity has remained, although the type of activity has changed. The leadership titles, for example: "ranking" and the name of the organizations are the same in both types of activity.
- (ii) Church leaders deal with matters of morals and ethics, and are the ceremonial leaders at community events
- (iii) Older residents, who have lived in the community for a long time. These social leaders, called "conscious leaders", are usually articulate, with above average education and often are involved in community development activities such as social work, cultural groups or craft groups on a voluntary basis.

Urban leaders are most often male. Female leaders find it harder to command respect, as males, particularly young urban males view women as inferior and weak. Successful female leaders exhibit masculine attitudes and behaviors and compete with the males in language and forceful presence. Many women are the unseen leaders, who take care of the sick, and nurture the wounded,

however, they do not take active part in formal community activities.

Urban low-income communities exhibit very few kinship groups, however the "yard" structure which characterizes these dense and very poor urban settlements performs similar functions as kinship groups: child-care, care of the sick and elderly, meal-sharing, neighborhood savings schemes, called "partner", are traditional cultural practices, job references to facilitate employment. These activities throw up leaders in very depressed urban settings.

G. The Family

The family is an important social institution in Jamaica, performing the basic functions of families throughout the world.

Family norms vary considerably with the culture of origin, however, the predominant "shape" of the family, regardless of culture of origin is the extended family, more accurately labelled the "household". This includes several persons who are related by blood and may also include others who do not share consanguinity with the head of household. The Statistical Institute recognizes the existence of this sociological fact and treats as a family father, mother and children living together, as well as "all lodgers, domestic helpers, farm hands and other employees who live in the dwelling and consider it their usual place of residence." STATIN also regards individuals who sleep in an out-building and share at least one meal daily with the residents of the main house. "

In families of African origin, and increasingly among other ethnic groups, the family may be headed by a woman. The woman, may or may not be the mother of the children, but most likely, she will be a relative of the children, grandmother, aunt or older sister. The classic "matrifocal" family, while predominantly rural, is now very common in urban communities, even where the father or other male is present (Pomerleau, p.5)

(i) Male/Female Roles and Relationships

There is a distinction between female roles and males roles within the family. Females carry most of the responsibility for household management and child-rearing. Often, women are in full control of the economic resources of the family, even where a male is present. Even in such situations women tend to show deference to males. Generally, male-female relationships are characterized by a great deal of ambivalence regarding the locus of power, as females are socialized to take charge of situations and to conform to accepted standards of behavior, while males are socialized to exercise power, privilege and personal freedom, without any associated responsibilities.

Mating patterns are such that marriage is not the norm in Jamaica. Common-law marriages are far more usual, as are serial relationships where a woman may have children by several different men over a period of time. Similarly, males have children with several different women and exercise a preference for visiting relationships rather than permanent bonding. This leads to a high incidence of family fragmentation and offers very little support for children. Maternal dominance is derived from these patterns of family formation, which themselves are a product of slave society.

(ii) Child-rearing practices

Child-rearing practices, particularly in rural and urban poor families require children to perform a significant economic role in the household from an early age. In fact, a major concern regarding school attendance, is the high level of absenteeism, particularly on Fridays (market day), when children must accompany mothers to sell produce or other goods at the market and to purchase supplies for the home. (Reid, p. 7)

Authoritarian child-rearing practices, including physical punishment are still the rule rather than the exception at all levels in Jamaican society. Similarly, pedagogical methods within the educational system reflect the practices of the home, but this approach is also a result of over-crowded classrooms and under-trained teachers.

Community and family life is the most significant and durable influence on the values and attitudes of a nation, however, there are few processes and practices in the majority of rural and urban communities which provide the basis for learning either the practice or the value of democratic procedures. Leadership is associated with forcefulness and authority, while followership is associated with compliance, on the one hand and rebellion on the other. Because slavery, urbanization and migration have separated Jamaican families, many Jamaican children are without firm family support systems. So that, the dominant tendency is toward fierce independence as a means of survival, with little regard for normative behavior. These structures and patterns of socialization result in social norms which make the practice of democracy difficult to institutionalize in this society.

10. SURVEY OF LEADERSHIP TRAINING NEEDS

PURPOSE OF SURVEY

The survey was designed to establish the demand for training among formal leaders from local level organizations which serve people from lower middle/low/ socio-economic groups in rural and urban areas.

SPECIFIC OBJECTIVES

The main objective of the study was to determine training needs based on an analysis of the tasks which leaders perform on behalf of the organizations which they serve.

Additional objectives were:

1. To describe the target group of leaders in formal organizations which serve lower income communities in Jamaica
2. To determine current levels of exposure to leadership training
3. To establish the extent of demand for overseas training
4. To examine the possible obstacles which would prevent people from participating in overseas training
5. To find out what means of communication would be most effective in disseminating information regarding training opportunities
6. To describe the characteristics and tasks of leaders in this target group.

METHOD

1. A comprehensive listing institutions and organizations in all sectors of the society, was prepared using secondary sources and telephone interviews to establish size and distribution of membership and socio-economic composition of membership. From that list a number of organizations were selected based on size and distribution of membership. Political and church related organizations were excluded from this survey in the interest of time and the best use of resources. Organizations in the social and economic sphere of influence were selected.

2. The following umbrella organizations were contacted to assist with identifying leaders in communities which they served:
- Council of Voluntary Social Services
 - Social Development Commission
 - Community Colleges
 - Technical High Schools
 - The University of the West Indies
 - The College of Arts Science and Technology
 - United Vendors Association
 - Craft Vendors Association
 - Jamaica Association of Higglers, Market and Sidewalk Vendors
 - Junior Achievement Programme
 - Solidarity Programme
 - Jamaica Agricultural Society
 - Association of Women's Organizations of Jamaica
 - The Small Business Association of Jamaica
 - The Extra Mural Centre
 - Other non-formal training institutions
3. Interviewers were selected and trained. Interviewers were selected on the basis of their familiarity with the sectors and organizations.
4. One hundred and eight leaders were identified over a three week period. The sample was stratified for age and location.

Leaders were identified from an examination of the organization's structure and functioning based on interviews with programme managers and administrators. The interviewer's objective was to identify people who were particularly effective as leaders and who influenced others within the organization or community.

FINDINGS

EMPLOYMENT STATUS

The sample contained leaders in a variety of work situations.

The majority were employed, but the sample contained several students from those organizations which were targeted as influential in the socio-economic group which the study targeted. Seven percent of the sample were unemployed.

TABLE I
Employment Status of Leaders
Percent of Sample

EMPLOYMENT STATUS	LEADERSHIP POSITION			TOTAL
	FORMAL	INFORMAL	OTHER	
Working Now	42.6	19.4	6.5	68.5
Studying	13.0	2.8	0.9	16.7
Both	7.4	0	0	7.4
Not Working	3.7	1.9	1.9	7.4
TOTAL	66.7	24.1	9.3	100.0

$N = 108$
 $\bar{X} = 8.2$

OCCUPATIONAL STATUS

A majority of leaders were white collar workers from occupations which are usually associated with leadership, for example: teachers, nurses, social workers, small businessmen.

TABLE II

Occupational Status of Leaders
Percent of Sample

LEADERSHIP POSITION

EMPLOYMENT STATUS	FORMAL	INFORMAL	OTHER	TOTAL
Self-Employed	7.4	4.6	0.9	13.0
Blue Collar	19.4	6.5	0.9	26.9
White Collar	27.8	10.0	6.5	44.4
Student	12.0	2.8	0.9	15.7
TOTAL	66.7	24.1	9.3	100.0

$N = 108$
 $\chi^2 = 4.6$

AGE DISTRIBUTION

The sample contained leaders from each age group:

TABLE III

Age Distribution of Population

AGE GROUP	PERCENT OF SAMPLE
15 - 24 Years	25
23 - 34 Years	25
34 - 44 Years	21
45 - 54 Years	20
55+ Years	9

$N = 108$

EDUCATIONAL LEVEL

The majority of leaders had at least a secondary level education. Only nineteen percent of those interviewed had primary education level or below.

TABLE IV
Educational Level of Leaders

EDUCATIONAL LEVEL	LEADERSHIP POSITION			TOTAL
	FORMAL	INFORMAL	OTHER	
Tertiary	24.1	6.5	3.7	34.3
Secondary	28.7	14.8	3.7	47.2
Primary	11.1	0.9	0.9	13.0
Non-Formal	2.8	1.9	0.9	5.6
TOTAL	66.7	24.1	9.3	100.0

N = 108

RURAL URBAN DISTRIBUTION

Seventy one percent of the sample were from rural communities or rural townships. Twenty nine percent were from Kingston and St. Andrew. This is consistent with the distribution of the population on the island.

TABLE V
Location of Leaders
Percent of Sample

LOCATION	LEADERSHIP POSITION			TOTAL
	FORMAL	INFORMAL	OTHER	
Rural	45.4	17.6	8.3	71.3
Urban	21.3	6.5	0.9	28.7
TOTAL	66.7	24.1	9.3	100.0

N = 108

SEX DISTRIBUTION

The sample was not stratified for sex, however the majority (fifty nine percent) of leaders were found to be female. This is consistent with the original observation that at the community level, leaders are often female, while at the national level, leaders are most often male.

TABLE VI
Sex Distribution of Leaders
Percent of Sample

SEX	LEADERSHIP POSITION			TOTAL
	FORMAL	INFORMAL	OTHER	
Male	30.6	7.4	2.7	40.7
Female	36.1	16.7	6.5	59.3
TOTAL	66.7	24.1	9.3	100.0

N = 108

LEADERSHIP POSITION

Sixty seven percent of leaders held formal positions in local level organizations. Twenty four percent were not in formal positions, but were very involved in organizations and were recognized as leaders. Nine percent were recognized as leaders by others, but did not consider themselves to be leaders.

Differences between Formal and Informal Leaders

There were significant differences between formal leaders and other types of leaders on two dimensions: i) experience with formal leadership training and ii) organizational membership.

1. Most (93.5%) had received formal leadership training, while only ten percent of informal leaders had received leadership training. Most (97.4%) formal leaders had received other types of training as well. Informal leaders reported that they received mostly informal training.

2. Most formal (88.9%) leaders were members of more than one organization. Thirty two percent were members of at least one organization. Eleven percent were formal leaders by virtue of their jobs, as teachers and nurses. On the other hand, about forty two percent of informal leaders were not members of any organization. Fifty percent of leaders in the category "other" were not members of any organization.

TABLE VII

Training Received by Leadership Position

	LEADERSHIP POSITION			
	FORMAL	INFORMAL	OTHER	TOTAL
Percentage of Leaders in Category Receiving Formal Training	93.5	4.3	2.2	100
Percentage of Leaders in Category Receiving Informal Training	97.3	8.6	16.4	100

TABLE VIII

Organizational Membership of Leaders by Category of Leadership

	Several	Few	One	None	Total	N
Formal	18.1	38.9	31.9	11.1	100	72
Informal	3.8	23.1	30.8	42.3	100	26
Other	10.0	20.0	20.0	50.0	100	10
N	15	36	33	24		108

LEADERSHIP TASKS

Formal leaders are distinguishable from other leaders on the following leadership tasks: goal setting, decision-making, task assignment, orienting and training members, resource procurement and resource allocation. In other words, the management tasks associated with leadership are executed by formal leaders.

On all other tasks, we found no statistically significant differences between formal and other types of leaders. However, more formal leaders reported that they were involved in all the tasks on the list.

All types of leaders reported doing networking and a large number of respondents said that they counselled others. This indicates that people who provide counselling support, and people who establish communication within and between organizations are often considered leaders, although they may not be formal leaders.

Relatively few leaders are involved in the area of work methods and new technology. Similarly, only forty five percent of respondents were involved in orienting and training organization members.

TABLE IX

Percent of Leaders by Type of
Tasks Executed by Category
of Leader

LEADERSHIP TASKS	LEADERSHIP POSITION			PERCENT OF TOTAL SAMPLE
	FORMAL	INFORMAL	OTHER	
Boundary Management N= 63	63.9	53.8	30.0	58.3
Goal Setting N = 72	77.8	50.0	30.0	66.7
Decision Making N = 73	87.5	26.9	30.0	67.6
Resource Procurement N = 62	68.1	30.8	50.0	57.4
Resource Allocation N = 41	51.4	11.5	10.0	38.0

LEADERSHIP POSITION

LEADERSHIP TASKS	FORMAL	INFORMAL	OTHER	PERCENT OF TOTAL SAMPLE
Task Assignment N = 67	76.4	42.3	10.0	62.0
Networking N = 65	66.7	50.0	40.0	60.2
Feedback N = 57	58.3	38.5	50.0	52.8
Managing Inter- Personal Relation- ship N = 60	63.9	46.2	20.0	55.6
Counselling N=67	62.5	65.4	50.0	62.0
Setting Ethical Standards N = 58	63.9	38.5	20.0	53.7
Performance Standards N = 64	69.4	46.2	20.0	59.3
Orienting and Training N = 49	54.2	23.1	40.0	45.4
Managing Technology N = 40	43.1	26.9	20.0	37.00
Developing New Technology N = 23	25.0	11.5	20.0	21.3

TRAINING DEMAND

All respondents in the sample reported an interest in training. A majority (82%) requested technical and academic training, while eighteen percent requested non-formal training.

Forty percent of those interviewed preferred long term training, but the majority want to study for less than nine months. Preference for long term training is related to youth. A majority of those under thirty five years old preferred long term training, while those over thirty five years old preferred short term training. Most students preferred long term training as did a considerable number (43%) of white collar workers.

Interviewers reported that many persons were not clear as to the specific skills which they wished to acquire. Many aspire to study subjects with little knowledge of entry requirements and with little information about course content.

The demand for overseas training is significant. Sixty seven percent of leaders preferred to study overseas. There is also some interest in local training. Secondary school student leaders are particularly interested in local training.

Training demand is moderated by family, financial and job responsibilities for all types of leaders except students.

TABLE X

Demand for Training
Percent of Sample

	LEADERSHIP POSITION			TOTAL
	FORMAL	INFORMAL	OTHER	
Formal Technical or Academic	53.7	20.4	8.3	82.4
Non-Formal	13.0	3.7	0.9	17.6
TOTAL	66.7	24.1	9.3	100.0

N = 108

TABLE XI
Age and Duration of Training Requested

DURATION OF TRAINING REQUESTED			
AGE	LONG TERM Over 12mths	MEDIUM TERM 6mths - 1 yr	SHORT TERM 1 - 6 mths
15 - 24	15	4.7	5.6
25 - 34	14	5.6	4.7
35 - 44	9.3	8.4	3.7
45 - 54	1.9	7.5	11.2
55 - 64	0	1.9	4.7
65+			
TOTAL	40.2	28.0	31.8

$N_1 = 107$

$\chi^2 = 30.1$

Probability > Chi Square .0008

TABLE XII
Percent of Leaders by Duration of Training
Requested by Occupational Status

DURATION OF TRAINING RQSTD	SELF EMPLOYED	BLUE COLLAR	WHITE COLLAR	STUDENT	TOTAL
Long Term	3.7	6.5	19.6	10.3	40.2
Medium Term	1.9	8.4	13.1	4.7	28
Short Term	7.5	11.2	12.1	0.9	31.8
TOTAL	13.1	26.2	44.9	15.9	100

N = 107

INFORMATION

About seventy three percent of respondents indicated that direct contact was the most effective means of communicating information about scholarship opportunities. Telegrams and letters to organizations were the preferred means of communication. Only twenty seven percent suggested newspapers, radio or TV. No statistically significant differences were observed between rural and urban leaders.

TABLE X111

Effective Media for Communicating
with Leaders

	LEADERSHIP POSITION			TOTAL
	FORMAL	INFORMAL	OTHER	
Newspaper				
Radio				
Television	15.7	7.4	3.7	26.9
Telegram				
Letter &				
Other	50.9	16.7	5.6	73.1
TOTAL	66.7	24.1	9.3	100.0

HOW LEADERS BECOME LEADERS

In this sample, the majority of leaders belong to formal organizations, with rules and constitutions. We found that just as many leaders were elected as were appointed leaders. Appointments are made by a small group of influential individuals or by one influential person.

The sample also contained several persons who initiated their organizations, others who assume leadership roles, and others who are gradually drawn into leadership activities, because of a particular skill or attribute.

CHARACTERISTICS OF LEADERS

Respondents were asked to describe the characteristics of the best leader whom they ever met. The most frequently reported characteristics are listed below:

1. The ability to communicate with people from all social levels
2. The ability to get things done
3. Leading by example
4. Ability to command respect
5. Above average intelligence
6. Setting high standards for others
7. Mastery or expertise of some kind
8. Integrity and honesty

MOST FREQUENTLY MENTIONED OCCUPATIONS OF PEOPLE WHO ARE CONSIDERED GOOD LEADERS

1. Businessman
2. Salesman
3. Pastor
4. Supervisor
5. Project Leader
6. National Hero
7. Teacher
8. Housewife
9. Sports captain
10. Medical Doctor
11. Trainer
12. Member of Parliament
13. Accountant
14. Professor/Educator
15. Company Manager

CONCLUSIONS

TARGET GROUP

The most important observation of this study of formal leaders from the lower middle socio-economic level of Jamaican society is the high level of representation of blue collar workers among the leadership. Teachers, nurses and social workers comprise the majority of leaders in formal local level organizations, but blue collar workers, such as factory and garment workers account for as much as twenty five percent of leaders identified.

Women account for a larger percentage of leaders in this survey than men and this finding is consistent with earlier observations that at the local level, particularly in social-integrative institutions, women play an important role.

TRAINING DEMAND

This survey concludes that there is in fact a significant demand for training among leaders of formal organizations in the lower middle/low/poor socio-economic group. The demand for training differs by educational level, as white collar workers younger leaders and people with higher educational levels preferring long term training. The demand for overseas training exceeds the demand for local training, but there is a strong demand for local training. Students are particularly interested in local training. Interest in overseas training is moderated by family, job and financial responsibilities for all groups, except students.

Many people with low educational level are not clear as to what specific skills they wish to acquire. Many aspire to study subjects, without having adequate knowledge of entry requirements, course content, and so on. Although the majority request formal training, they are likely to need remedial or preparatory work to enable them to take advantage of formal training programmes.

LEADERSHIP IDENTIFICATION

We conclude that using persons who know the sector and the organizations within a particular sector to identify leaders is an effective method of locating leaders. This methodology was applied in this survey and it yielded not only formal leaders, but other persons who were influential.

Leaders identified in this study were of three types: formal leaders, who hold positions in organizations; informal leaders, who execute leadership tasks, but who have no formal position and other leaders, who also perform a limited number of leadership tasks, but who do not acknowledge that they are leaders. This latter group is influential in the communication network of organizations and communities.

Formal leaders are closely associated with the management tasks of leadership, i.e. handling resources and people, while informal leaders are associated with communication tasks.

COMMUNICATING WITH LEADERS

This survey noted that direct communication regarding scholarship opportunities would be the most effective method of informing leaders about training opportunities. Direct communication through letters, telegrams to individuals or organizations is preferred. Leaders from local level organizations can also be contacted through umbrella organizations. Newspapers and formal communication channels do not attract the more disadvantaged groups, who believe

may believe that they are not eligible for training, or that they cannot compete with other applicants.

CHARACTERISTICS OF IDEAL LEADERS

This survey identified some frequently reported qualities associated with leadership. The findings from this activity were consistent with our expectations that people from this socio-economic group have high ideals regarding leadership qualities. For this group, ideal leaders are associated with qualities such as high intelligence, mastery, integrity and honesty. Similarly, for this group, ideal leaders are associated with upper and middle level occupations.

11. RESULTS OF SURVEY OF INFORMAL GROUPS

- Target Group:** RURAL AND RURAL-URBAN YOUTH GROUPS
(not including Kingston and the Corporate Area)
- Estimated Population:** 2,991 groups with approximately 30 members. Total = 89,730 persons. (Calculated from the number of main communities and towns - Jamaica Road Map).
- Age Categories:** 16 - 30 years
- Gender Breakdown:** 70% male, 30% female
- Description of Groups:** Often unemployed or underemployed with some primary school education. A minority have had skills training from on-the-job experience, lower socio-economic class. These young people are still living with family (especially Mother) or extended family, and as data shows (see Appendix E) rely on Mother (43%) or Friend (15%) for help to solve problems. Among these groups, interpersonal networks are the most important channels of communication. The mass media were the least used source of information. Replies to question on the most popular person in the district for "getting things done" indicated strong reliance on the Pastor (24%), Neighbour (11%), and on Groups - church, youth and business - following (8% each). The lowest ranking was given to Politician (2.7%) and Police (2.7%).
- Aims/Objectives of Groups:**
1. Recreational
 2. Social
 3. Religious (church affiliated)
 4. Political (with connections to JLP, PNP or WPJ).

Recreational objectives rank highest throughout the rural and rural-urban

groups. Due to the physical restrictions of home situations as well as high percentage of dysfunctional families, these young people spend much of their day together, on the cricket or football field, shop piazzas or on the streets. Except for the religious and registered SDC groups, most groups do not have a formal meeting place or facilities available to them.

Leaders:

Such groups "throw up" or create their own leaders. Most common characteristics of these individuals are:

- Outspoken
- Aggressive
- Most exposure to life outside the community
- Can organise, motivate other people (e.g. fundraising)
- 90% male with few female leaders.

Training Needs:

- Self development
- Organisational (e.g. sports)
- Basic business skills
- Technical or productive (e.g. agricultural, mechanics).

Related Organisations:

- Social Development Commission (Ministry of Youth and Community Development)
- JLP, PNP and WPJ
- The churches
- Community-based PVOs and self-help projects
- National sports groups (JAAs, JFA, JCBC, etc.)

Note Attempts by the informant to investigate urban (Kingston) youth groups were futile due to the closed networks of drug and political gangs - the former having replaced the latter in importance. It is interesting to note also, that the political leaders of the late 1970s and early 1980s have, in many cases, transferred their allegiances to

drug "dons" who now offer greater rewards - including overseas travel.

Target Group: WORKERS AND SELF-EMPLOYED
INDIVIDUALS IN TOURIST RESORT AREAS.

Estimated Population: Hotel workers, licensed vendors,
taxi and bus drivers, tour guides,
tour drivers 17,166
Estimated unregistered 1,716
Others (hustlers, etc.) 2,000
20,882

(JTB Statistics Department)

Age Categories: 18 - 60 years

Gender Breakdown:	Female	Male
Workers	70%	30%
Self-employed	60%	40%
Hustlers	20%	80%

Description of Groups: There are several types of groups among these people: unions, communities, churches with the older, more conservative, long term worker; youth groups, gangs, drug networks for the younger, more temporary worker or self-employed. The hotel workers are broken down into: 5% management, 75% line staff and 20% supervisors. There is a pyramid staff structure well established in the industry. Few line staff ever make it into top management. In the international hotel chains, these positions are often held by foreign personnel. The younger, seasonal or temporary worker tends to merge in with the self-employed and hustlers of drugs, prostitution and foreign currency trading.

Data from a survey done among hotel workers (Appendix F) indicates that this group is traditional and conservative in their problem-solving. The Family takes first place, God/the Pastor second and Self third - reflecting their

maturity and assuredness. In problems related to the neighbourhood or community, 39% named Politicians as most popular, Church second and Public Officials third.

Aims/Objectives of Groups:

1. Financial profit
2. Entrepreneurial
3. Supplement household income

Older workers do not want to ascend the professional ladder since they often have second businesses. But younger groups (25-35 years) would be more receptive to training attachments, overseas exposure and personal development training. This would be particularly helpful for small hotels that have problems with access to credit, resources, overseas marketing and trained personnel.

Leaders:

- Union representatives
- More senior, older workers
- Outside hustlers for younger groups
- Community leaders
- Pastors/Ministers
- Members of Parliament/Councillors.

Workers in hotels relate to traditional and hierarchical leaders. The survey reflected this trend. Contrary to that group, there is a network of self-employed and hustlers that have their own loose associations and allegiances.

Training Needs:

- For younger workers with potential, management skills and exposure to international hotel industry.
- For small hotels, management training usually younger workers.

Note: Although the IDB has an extensive training programme in progress, it does not include overseas attachments or international exposure - both necessary for senior workers in tourist industry.

- Related Organisations:
- Unions (NWU, BITU, AUWU, etc.)
 - Churches in surrounding communities
 - Montego Bay Community College
 - Brown's Town Community College
 - HEART Academy (Runaway Bay).

Target Group: POPULAR CULTURE INDUSTRY WORKERS AND FOLLOWERS.

Estimated Population:	Sound Systems Operators	200
	Performers	500
	Technicians	200
	Promoters/Investors	50
	Followers	<u>50,000</u>
		<u>50,950</u>

Figures estimated from capacity crowds at reggae concerts, sound system dances, accompanying technical production facilities, and registration list of Jamaican Federation of Musicians.

Age Categories:	Promoters, investors	30-45 years
	Technicians/Performers	25-35 years
	Followers	18-35 years

Gender Breakdown:		Female	Male
	Promoters, investors	-	100%
	Technicians	-	100%
	Performers	10%	90%
	Followers	50%	50%

Description of Groups: Investors and promoters are mainly successful record producers and a mix of professional and unprofessional concert organisers. Due to high-risk, high-returns nature of these investments, they attract a varied and itinerant group of backers. (See Appendix F)

Technicians and performers are drawn from the lower classes. Their "stars" or leaders must be proficient in the Jamaican creole language, humour and dance movements. They have little education, but in some cases, exposure to overseas audiences (USA and England).

Followers are heavily influenced by current reggae songs, rituals, dress and social behaviour. Young and impressionable, they spend a considerable amount of their income on conforming to the culture. Part of this goes towards the consumption of alcohol and hard drugs which are seen as established features of the industry (hence the link in advertisements).

Aims/Objectives of Groups: Investors/Promoters - financial profit

Technicians, Performers - financial profit

Followers - recreational and social

Leaders:

- Most consistently successful investors/promoters include two groups: Synergy (Reggae Sunsplash) and Pulse, both run by lawyers and middle class entrepreneurs. The other teams are erratic, unprofessional and constantly involved in litigations and "tracas".
- Recognised performers or "stars", they are not numerous, since most are inconsistent and unable to cope with the rigours of success and the industry. The permanent "stars" are controversial, often involved in litigations and drug problems.

Training Needs:

- Basic business skills
- Overseas marketing and promotions
- Copyright and contractual arrangements
- Technical skills in audio, videotape and staging.

- Related Organisations:
- Jamaica Federation of Musicians
 - Performing Rights Society
 - Synergy (Reggae Sunsplash)
 - Jamaica Cultural Development Commission (Office of the Prime Minister).

12. CONCLUSIONS AND RECOMMENDATIONS

12.1 General Leadership Issues

The future of the Jamaican society rests on the extent to which existing barriers to legitimate economic and social mobility are reduced, so that larger numbers of citizens can both contribute to and participate in the benefits of development. Broadening the base of democracy should result in less emphasis on social background and gender as criteria for leadership and more emphasis on skill and ability.

In order for this to occur, larger numbers of poor and socially disadvantaged men and women, who exhibit leadership potential must acquire requisite skills and abilities. In particular, it will be necessary for these leaders to acquire occupational skills so as to improve their own economic position. It will be imperative for these leaders to increase their self-confidence and their ability to manage democratic processes and organizations. Those local level community organizations and large private organizations which now foster social and economic mobility of these groups must also be strengthened.

Secondly, it will be important for national level administrative capability to be strengthened. This will mean that the technical capabilities of those who formulate policies and policy options in key sectors of the economy must be improved, so that efficient resource allocation and sound economic management be institutionalized. The skills of those charged with the responsibility for implementing national policies and programmes and for managing national organizations must also be enhanced.

Thirdly, at the local level, it will be necessary for modern leaders to be restored to formal and informal leadership positions. As a matter priority, this must include improvements to their own economic viability and earning power. Next, they will require skills which enhance their role as enablers of economic democracy which benefits the constituency which they serve.

Finally, future political and social stability in Jamaica is dependent on whether national level political and social-integrative institutions survive and function effectively. Leaders in this sector need training programmes which facilitate the development of creative and innovative approaches to solving current development issues should be considered. Further, practical exposure of younger political leaders to working democratic processes and procedures will serve to enhance the status of Jamaican democracy.

12.2 Identification of DISADVANTAGED GROUPS

From the social and institutional analysis, the following groups of socially and/or economically disadvantaged persons were identified:

- * YOUNG LOW INCOME (low income as defined as household income under \$22,000 per year) MEN AND WOMEN IN THE AGE GROUP 15-24 YEARS (112,000 are unemployed).
- * LOW INCOME WOMEN, WHO ARE EMPLOYED AS DOMESTIC WORKERS, FACTORY WORKERS, WOMEN WHO ARE MARGINALLY EMPLOYED AS HIGGLERS OR TRADERS, OR WOMEN WHO ARE UNEMPLOYED (27% OF THE FEMALE LABOR FORCE).
- * SMALL FARMERS AND AGRICULTURAL LABORERS (ABOUT 200,000 PEOPLE).
- * LOW-LEVEL SKILLED WORKERS, UNSKILLED WORKERS IN SMALL BUSINESSES (31% OF THE LABOR FORCE).
- * UNEMPLOYED MEN (11% OF THE MALE LABOR FORCE).
- * DISABLED PERSONS.
- * PEOPLE OF AFRICAN ORIGIN WHO CHOOSE TO EXPRESS THEIR RELIGIOUS AND CULTURAL HERITAGE THROUGH NON-CONFORMIST RELIGIONS, E.G. RASTAFARIANS, MAROONS (ABOUT 100,000) AND WHO MEET CONTINUED DISCRIMINATION.
- * LOW INCOME PEOPLE OF EAST INDIAN ORIGIN (ABOUT 25% OF THE INDIAN POPULATION).

In accordance with USAID criteria, seventy percent of the participants should be drawn from this group.

The inclusion of large numbers of disadvantaged persons has implications for the design and implementation of the proposed CLASP II project.

The consultants' surveys concluded that leaders from low income and disadvantaged backgrounds have special needs which require a different approach to recruitment, selection and follow-on which will have implications for the management of the USAID Project, perhaps requiring additional manpower. The disadvantaged will require assistance with selecting courses, extensive counselling before departure, and will no doubt

require help with placement once they have returned. Training needs are varied and are by and large related to age and level of education, with younger and better educated leaders preferring long term training and older leaders and those with little formal education opting for short term training. Some leaders have a preference for local training.

Leadership identification will not present any special problems in Jamaica, where formal leadership is clearly identifiable, and informal leadership is readily recognized for its contributory role. Organizational membership and involvement in those key leadership tasks identified by this study are indicators of leadership role and influence. This study has provided a relevant methodology for identifying formal and informal leaders. The method relies heavily on the use of umbrella organizations and direct contact with local level groups.

The selection of candidates in accordance with CLASP II criteria requires that political and economic elites and persons who can afford to pay for training overseas be excluded. The target groups for this project therefore comprise the majority of the population in Jamaica. Consequently, USAID need only be concerned about implementing procedures to exclude these small elite groups.

The selection of young leaders from disadvantaged communities will present some problems. Considering the political divisions, the strong desire to migrate and the low levels of education which characterize young rural and urban youth, recruitment of leaders should be conducted carefully. Re-entry programmes will also be necessary if leaders are to remain in Jamaica after experiencing training overseas.

12.3 RECOMMENDATIONS

Recommended Criteria for selecting individuals for CLASP II.

This report recommends the following criteria for selecting target groups for CLASP II:

- A. Socially disadvantaged groups and individuals who have been excluded from full enjoyment of the benefits of the society, due to prejudice, legal, cultural and institutional barriers, e.g. women and young people

B. Economically disadvantaged groups and individuals (whose household income is J\$22,000 and under, per year) or who cannot otherwise afford training.

C. Individuals whose activities fall within the following priority sectors identified by USAID and GOJ: Tourism, Agriculture and Agri-business, Small Business, Export Manufacturing, Environmental Protection and Management, Disaster Management, Development of Economic Infrastructure, Privatization of Health Care and improvement of public sector health management, AIDS and STD prevention, Education.

12.4 PRIORITY GROUPS

157 Short term scholarships and 44 long term scholarships are recommended. Fifty percent of the short term scholarships will be allocated to women and fifty percent to men. Sixty percent of the long term awards will be allocated to women and forty to men.

The following priority groups are recommended:

CATEGORY 1. Women leaders who wish to improve their interpersonal leadership skills, their communication skills, their self-confidence and assertiveness and their ability to manage groups and organizations or, women leaders, who wish to enter non-traditional occupations and professions, or to acquire vocational skills in order to improve their income position.

CATEGORY 2. Individuals from local level and/or umbrella organizations in those areas of informal economy, which are becoming integrated with formal sector activity, e.g. transport, export, small producers in priority sectors, who wish to improve their administrative management skills, to strengthen the technological capability of the organization/operation, to increase their entrepreneurial/general management or production/technical/marketing and related skills. These organizations need to be strengthened.

Individuals engaged in viable small scale entrepreneurial activities, which earn foreign exchange, save foreign exchange, utilize indigenous raw materials, and which have the potential to make a significant contribution to economic growth, who wish to explore business opportunities and to make contacts, improve entrepreneurial skills, as well as to up-grade their technical skills.

CATEGORY 3 Individuals from Private Voluntary Organizations such as disabled people's organizations, organizations for the elderly and health related organizations, sports and cultural groups who wish to improve their skills in organizational management and administration, community development, project planning and evaluation. Individuals who also wish to acquire occupational skills should be eligible. These organizations need to be strengthened.

Individuals from Parent Teachers Associations, Community Organizations and Citizens' Associations, who wish to improve their community development and related skills, as well as technical and occupational skills. These organizations need to be strengthened.

Disabled men and women, of any age group, who wish to upgrade their skills and educational levels in areas which are not available locally, and who wish to improve their ability to cope with disability.

CATEGORY 4 Youth (18-30 years) Leaders from informal groups and formal organizations, who wish to upgrade their occupational community development, organizational management skills.

CATEGORY 5 Supervisors/trainers in industry, whose mobility is inhibited due to lack of skills, and who are also unable to afford training and who wish to acquire degrees or specific technical qualification and exposure.

CATEGORY 6 Tourism Workers, who wish to improve their vocational and hospitality skills

CATEGORY 7 Adult (over 30 years) and young (18-30) men and women in occupations in the popular culture industry or who are affiliated with cultural groups, who may or may not be economically disadvantaged, but who are socially disadvantaged, and who wish to be trained in the following areas: the legal business, technical aspects of the music and entertainment industry, and the technical aspects of small, non-traditional media.

CATEGORY 8. Young (18-30 years) leaders, who may not be socially disadvantaged, but who are economically disadvantaged, and who have a special interest in politics, who may or may not be members of political parties and who, to increase their understanding of democratic processes, wish

to acquire skills in managing democratic institutions and who are not members of the economic or political elite.

CATEGORY 9. Media Workers (18-55 years) who wish to upgrade technical skills

CATEGORY 10. Champion farmers and young (18-30 years) model farmers, who wish to improve their business management, entrepreneurial, or cooperative management skills, as well as their technical and scientific skills.

CATEGORY 11. Student leaders in community organizations, secondary schools, 4-H clubs, Junior Achievement School Councils, Sports Teams, Cultural groups, technical high schools, Teachers Colleges, Community Colleges, graduates of HEART Academies, and other post-secondary institutions, who wish to undertake academic/technical degree programmes, or occupational/vocational training.

CATEGORY 12. Teachers/ Principals (Primary Schools), who wish to obtain accredited degree in various aspects of education

CATEGORY 13 Women (30 years and over) in public or private sector professional, technical, administrative and managerial jobs, who wish to move into senior management positions and increase their income earning capacity.

12.5 RECOMMENDATION REGARDING RECRUITMENT, SELECTION AND FOLLOW-ON ACTIVITIES

12.5.0 Reaching the Disadvantaged

CLASP II should use a recruitment approach which involves communicating directly with organizations, institutions and individuals in order to inform potential participants from disadvantaged groups. Telegrams, letters and personal communication with umbrella groups, individual organizations will ensure that the disadvantaged know about training opportunities. Newspaper advertisements should only be used when the target groups are middle or lower middle income people. Intermediaries such as guidance counsellors, alumni, service club leaders, training organizations, social workers who work directly with leaders should be involved in the recruitment process. To this end, programme officers should maintain a data-base of organizations from which a mailing list can be maintained.

12.5.1. Leadership Identification

CLASPII criteria for leadership identification should be as follows:

a. persons who perform the following activities in organizations, informal groups and /or communities:
relating to other organization, setting goals, making decision, getting resources, assigning tasks, networking, getting feedback from group members, managing interpersonal relationships, counselling, setting ethical standards, setting performance standards, allocating resources.

b. persons who are active members in more than one organization

c. persons who are affiliated with groups or organizations, who are not formal leaders, and who do not consider themselves leaders, but who consciously influence the views, opinions and actions of others.

Leaders may be identified by requesting umbrella organizations to nominate candidates.

12.5.2 Selection Criteria

Income information should not be used to appraise candidate eligibility, although income information should be requested. An index of socio-economic status should be derived from the findings of this report to classify applicants.

A Selection Committee should be utilized to develop guidelines for the purpose of identifying ineligible candidates.

Selection Criteria should include questions which assist with the identification of groups who have the greatest potential for migration, for example: proof of organizational or institutional support, proof of attachment to labor force, residential location of family and nature of family responsibilities.

12.5.3 Migration

The Bonding procedures of the Ministry of the Public Service require that each candidate have a guarantor who will repay the government the full amount of training costs, if the candidate does not return. These regulations should continue to be applied to CLASPII.

Pre-departure orientation activities should include a USAID mission policy statement regarding the expected return of participants.

Follow-on activities should provide incentives for participants to remain in Jamaica: for example, contractors can be used to assist with counselling and placement for returned participants who have no jobs.

12.5.4 Training

CLASP II should introduce mechanisms which will allow local training for elders who are unable to travel abroad. This should be focussed especially on older leaders, particularly women, who are unwilling to travel, due to family responsibilities. Follow-on seminars in Jamaica could effectively address this group.

The allocation of scholarships to the public sector should be significantly reduced and only short term training should be funded.

Provision should be made for potential participants to obtain assistance in planning their programmes. Basic skills must be assessed, as educational level is not always an accurate indicator of literacy skills. Assistance may be obtained from organizational leaders or from contractors.

12.5.5 Follow-on Activities

Follow-on activities for disadvantaged groups should:

- a. ensure gainful and meaningful application of participant's skills immediately upon return
- b. ensure accreditation of participant's qualification
- c. ensure recognition of participant's achievement's by significant others, and by prospective employers
- d. ensure that the participant derives tangible rewards for having upgraded his/her skills, e.g. promotion or increased income

CHART II

LEADERSHIP IN GOVERNMENT AND POLITICS

	Political Parties	Legislative Government	Administrative Government	Local Government	Judiciary
Occupation of National Leaders	Lawyers, Businessmen Union Leaders Teachers Social Workers	Same	Administrators Managers Professional Technocrats		Lawyers
Occupation of Local Leaders	Small Businessmen Teachers Social Workers Farmers Unemployed	Same	Administrators sub- Professionals all categories	Small Businessmen Teachers Social Workers Farmers	
Sex Composition of National Leadership	Predominantly Male	Same	Predominantly Female	-	Predominantly Male
Sex Composition of Local Leadership	Predominantly Male	Same	Predominantly Female	Predominantly Male, but some Female	Male & Female
Socio-Economic Position of Membership	Mostly lower middle and poor	Middle	Lower Middle Low	Lower Middle Low	Middle
Positions National	President V. President Chairmen National Exec.	Minister Parliamentary Secretary Senator Governor General	Permanent Sec. Director CEO, Chairman		Chief Justice President of Court Judge
Positions Local	Organiser Branch/Group President Constituency Chairman	Member of Parliament Custos	Regional Dir. Parish Coordinator	Mayor Councillor Secretary/ Parish Council	Resident Magistrate Clerk of Courts Lay Magistrate

CHART I

LEADERSHIP IN PRIVATE SECTOR - BUSINESS

	LARGE ENTERPRISE	SMALL/ MEDIUM BUSINESS	SMALL SCALE BUSINESS	MICRO	FARMERS
Occupation of National Leaders	Owners	Owners Independent Professionals	Agri-Business ICI Personal Service Transport Corpn.	Vendors Agri-Business Bus Operators Hairdressers Higglers	Administrators Politicians Agriculturists Farmers
Sex Composition of National Leaders	Male Some Female	Male & Female	Male Some Female	Male	Male
Sex Composition of Local Leaders	Male	Male & Female	Male & Female	60% Male 40% Female	Male Some Female
Socio-Econ. Position of Members	Elite	Lower Middle	Lower Middle Low	Low/Poor	Middle, Lower Middle, Low/Poor
Size of Membership	1000 Companies	50,000 Companies 31% Labour Force	30,000 Businesses	70,000 Businesses	170,000 Farmers
Positions National	Chairman of Board, CEO President, FSCJ	President JEA, JMA or Other Specific Organization	President/Board Member SBAJ, SBC Transport Council President, Transport Union, Operators Union	President UVA, JHVA	President Director, JAS Cooperative
Positions Local	Managing Director General Manager	Chairman, President, VP Director, Chamber of Commerce	Package Holder Managing Director	Branch Pres- ident UVA, JHVA	Branch Chairman JAS Organizer Champion Parish Farmer All-Island Champion Farmer

APPENDIX A: MATRICES

	CHART
PRIVATE SECTOR - BUSINESS	I
GOVERNMENT & POLITICS	II
WORKPLACE	III
EDUCATION	IV
PRIVATE VOLUNTARY ORGANIZATIONS	V
CHURCH	VI

LEADERSHIP AT THE WORKPLACE

CHART III

	NWU	BITU	JTA	NAJ	NUDT, UTASP JALGO, TUC	OTHERS
Occupation of National Leaders	Union Leaders Politicians Journalists	Same	Teachers Educators Administrators	Nurses Administrators	Teachers Union Leaders	Union Leaders University - Teachers
Sex Composition of National Leaders	Predominantly Male	Same	50% M 50% F	100% F	Mostly Male	Mostly Male
Sex Composition of Local Leaders	Mostly Male Some Female	Same	Mostly Female	100% F	Male	Mostly Male
Socio-Economic Position of Members	Lower Middle/ Low	Same	Middle Lower Middle	Middle Lower Middle	Middle Lower Middle & Low	
Size of Membership	30,000	80,000	16,000	1,500	13,000	40,000
Male	50%	55%	10%	15%	Except for	Except for
Female	50%	45%	90%	85%	JALGO	UNAWU
Rural	40%	70%	75%	30%	Mostly Urban	Mostly Urban
Urban	60%	30%	25%	70%		
Positions National	Island Superintendent President Organizer	Same	President Exec. Member Exec. Secretary	President Exec. Member Exec. Secretary	Same	Same
Positions Local	Delegate Area Supervisor	Same	Representative	Representative	Area Supervisor	Similar Titles

LEADERSHIP IN EDUCATION

	PRIMARY & ALL AGE	SECONDARY	TERTIARY	NON-FORMAL
Occupation of National Leaders	Politicians Educators Religious Professionals Administrators Teachers	Same	Businessmen Professionals Educators Teachers Administrators	Public Administrators Businessmen Professionals Teachers/Pastors Social Workers
Sex Composition of National Leaders	20% M 80% F	Same	40% M 60% F	50% M 50% F
Sex Composition of Local Leaders	5% M 95% F	Same	40% M 60% F	50% M 50% F
Socio-Econ. Position of Membership	Lower Middle & Low	All	Lower Middle Low & Poor	Lower Middle Low & Poor
Size of Membership Teachers Students Rural Urban	10,500 409,000 80% 20%	9,000 179,711 67% 33%	1,160 10,700 10% 90%	-- 40,000 30% 70%
Positions National	Director	Director	Vice Chancellor Resident Principal Chairman Professor Dean	Board Chairman Principal
Positions Local	Principal Teacher Head Boy/ Girl Student Council House Leader Chr. Sch. Board	Principal Senor Teacher Dept. Head School Captain	Principal Dept. Head Hd. Students Council Chairman Hall Captain	Same

LEADERSHIP IN PRIVATE VOLUNTARY ORGANIZATIONS

	SPORTS	SERVICE CLUBS & PROFESSIONAL ORGANIZATIONS	WOMEN'S PVO'S	YOUTH PVO'S	CHURCH RELATED PVO'S	HEALTH RELATED PVO'S	CITIZEN'S ASSN. & P.T.A.'s
Occupation of National Leaders	Coaches/Managers, Journalists, Businessmen, Independent Professionals, Professionals, Marketing Managers, Former Athletes	All Professions	Social Workers Teachers, Professionals Housewives Business Women	Social Workers, Teachers Students	Social Workers, Minister of Religion Business men Professionals Housewives	Nurses Doctors Social Workers Housewives	
Occupation of Local Leaders	Teachers Small Business Professionals Sub-professionals Social Workers	All Professions	Craft Workers Teachers Dressmakers Housewives Nurses Midwives	Students Unemployed Social Worker	Teacher Min. of Reliq. Farmers Small Business Housewives	Same	All
Sex Composition of National Leaders	Mostly male Some female	Mostly Male Female in Predominantly Female Orgn.	Female	Male & Female	Male & Female	Mostly Female Some Male	
Sex Composition of Local Leaders	Mostly Male Some Female	Mostly Male Female in Women's Orgns.	Female	Male & Female	Male & Female	Mostly Female Some Male	Mostly Male Some Female
Socio-Econ Position Membership	Cricket - All Tennis- Middle Football - All Netball -lower/low Athletics-lower middle/low/poor	Middle	All	Lower Middle Low & Poor	Lower Middle Low & Poor	Lower Middle Lower Low	All
Size of Membership/ Client Group	250,000		139 orgns.	150,000			Small no. of orgns.
Positions National	Coach Team Capt. Manager Executive Bd Member	President, Board Chairman Council Member	President Chirperson Council Member	President Council Member	Same	Same	--
Positions Local	Sports Orgna. Coach Team Manager Sports Instructor Team Capt.	President Executive Bd. Member	President Member Committee Member Volunteer Project Manager	President Member Committee Project Manager Volunteer	Same	Same	Same

CHART VI

LEADERSHIP IN THE CHURCH

	Protestant	Catholic	Evangelical	Revivalist	Rastafarian	Judaism
Occupation of National Leaders	Ministers of Religion	Same	Same	Same	Vendors Musicians artisans farmers Unemployed Skilled Workers	Businessmen Independent Professionals
Occupation of Local Leaders	Ministers of Religion Businessmen Professionals Teachers Farmers	Same	Teachers sub-Professionals small businessmen skilled workers farmers	Artisans Higglers Farmers Unemployed	Same	Businessmen Independent Professionals
Sex Composition of National Leaders	Predominantly Male	Male	Predominantly male, but some female	Male & Female	Mostly Male, but some female	Male
Sex Composition of Local Leaders	Predominantly Male	Predominantly Male, some Female	Predominantly male but some female	Male & Female	Mostly male, but some female	Male
Socio-Economic Position of Membership	Middle Lower Middle	Elite, Middle Lower Middle	Lower Middle Low and Poor	Low & Poor	Middle Lower Middle/low poor	Elite
Size of Membership		135,000			100,000	600
Positions National	Bishops Canons	Bishops Archbishops	Bishops	Bishops	Bishops Brothers	Rabbis
Positions Local	Ministers of District, lay preachers, Chairmen of Church orgns.	Priests	Pastors elders, deacons, lay preachers Pres. of Church Orgn.	Pastors Mothers, Queens, Healers	Chaplains Treasurers	

APPENDIX B DETAILED TRAINING PLANS

TRAINING PLAN

CATEGORY (1)

WOMEN'S ORGANIZATIONS Leaders and volunteers

NATURE OF INFLUENCE

Skills and attitudes determine membership involvement and success of programmes; women very influential in community life and in family life.

INCOME LEVEL

Middle/lower middle/low/poor

SPREAD EFFECT

Low level of Board participation in formal organizations; inconsistent volunteer participation. Women leaders not assertive, lacking in ability to mobilize membership for activities and projects.

SELECTION CRITERIA

Self nominated; nominated by PVO; nominated by AWOJA

SKILLS TO ACQUIRE

Non-traditional occupational and professional skills for young leaders. Traditional skills: childcare, care for elderly, pre-primary education for older leaders. Assertiveness Training; Public Speaking; Managing Meetings; Project Management; Counselling women in crises; volunteerism; fund-raising and financial management.

NATURE AND DURATION OF TRAINING

Short term for older leaders;

EXPERIENCE AMERICA CONSIDERATIONS

Visit women's organization; visit rehabilitation and crisis centre, meet other women who are leaders at the community level.

FOLLOW-ON CONSIDERATION

Ensure job placement for young disadvantaged leaders; offer counselling services; occasional seminars; use umbrella organizations for coordination of returnees.

TRAINING PLAN

CATEGORY (2)

MICRO-ENTREPRENEURS

NATURE OF
INFLUENCE

Skills and attitudes influence business outcomes, other entrepreneurs, family and community.

INCOME LEVEL

Lower, Some low middle

SPREAD EFFECT

Direct to employees, indirect impact on national economy

SPECIAL
CONCERNS

Low educational level and social status, lack of proper records, little if any understanding of effective management skills. Lack an understanding of cash flow management. Possess very limited experience in the effective management of Human Resources and have difficulty retaining employees.

SELECTION
CRITERIA

Must be owner of business (5years); in good standing with credit organization; or nominated by Extra-Mural Centre or similar training organization. Must operate in priority sector: (see USAID Hamilton Report).

SKILLS TO
ACQUIRE

Basic Management Skills, managing employees effectively. Costing and record keeping are areas of great need among micro-entrepreneurs. Effective writing for composing business letters; the economic environment and the role of business in an export-driven economy.

NATURE AND
DURATION OF
TRAINING

Short and medium term. Micro entrepreneurs are best taught by expert trainers who know the entrepreneurship environment. Exposure to successful entrepreneurs can be an effective tool.

EXPERIENCE
AMERICA
CONSIDERATIONS

Visits to successful start-up businesses and with successful entrepreneurs.

FOLLOW-ON
CONSIDERATIONS:

Semi-annual one-day workshops to provide a forum for support, ideas and examination of environmental opportunities and obstacles.

TRAINING PLAN

CATEGORY (2)

MICRO-ENTERPRISE LEADERS

NATURE OF
INFLUENCE

Skills and attitudes determine organizations growth and influence on members and on government policy; leaders also affect design and implementation of programmes which enhance member participation

INCOME
LEVEL

Lower middle/low

SPREAD EFFECT

Direct to organizational members (30,000) indirect to the public; direct to public policy makers

SPECIAL
CONCERNS

Leaders lack social status, acceptance at policy level, ability to articulate concerns in a manner which gain credibility at government level. Leaders lack technical skills in their particular field and educational attainment is low. Low level of negotiation and bargaining skills; authoritarian leadership style

SELECTION
CRITERIA

Nominated by organization, must have served for 2 years

SKILLS TO
ACQUIRE

Training in purchasing and marketing; creating a marketing organization; management principles, using export houses; successful negotiation. Skill up-grading or certification in specialized area

NATURE AND
DURATION OF
TRAINING

Short term 4 weeks

Some participants may be interested in long term diploma courses leading to accreditation

EXPERIENCE
AMERICA
CONSIDERATIONS

Visits to successful business, small business
agencies, trade organization and trade shows
in the USA

FOLLOW-ON
CONSIDERATIONS

Assistance in staging trade shows locally

TRAINING PLAN

CATEGORY(3)

SPORTS ORGANIZATIONS (ADULT LEADERS,
COACHES AND ORGANIZERS)

NATURE OF INFLUENCE

Extremely influential in developing attitudes and skills of youth, through organizing sports competitions, training sessions, acting as role models to youths

INCOME LEVEL

Lower middle and low

SPECIAL CONCERNS

Sports organizations affect over 250,000 youth directly in community teams and school teams at the regional and local level

SELECTION CRITERIA

Poor administrative skills; sports events are badly organized, often the physical organization encourages poor discipline; sports events are subject to violence between team supporters which organizers cannot cope with. Special recruitment strategies will be necessary to get to youth leaders at the community level

SKILLS TO ACQUIRE

Individuals should be selected by the umbrella sports organizations, such as JFF; KSAFA, Cricket Association; individual clubs may be invited to nominate leaders. Leadership skills; organizational management; managing inter-group conflict. Technical skill: coaching and physical training, para-medical and first aid

NATURE AND DURATION OF TRAINING

Short term training. Attachments to sports team and clubs. Observation of experienced coaches and managers

EXPERIENCE
AMERICA
CONSIDERATIONS

Opportunity to share experiences with coaches
and team managers; Visits to sites; visits
to training camps

FOLLOW-ON
CONSIDERATIONS

Occasional seminars

TRAINING PLAN

CATEGORY (3)

PROJECT MANAGERS IN PRIVATE VOLUNTARY ORGANIZATION PROJECTS

NATURE OF INFLUENCE

Attitudes and skill influence the success of projects; these people also influence project participants as role models and determine community respect for project activities and the organization which is undertaking the project

INCOME LEVEL

Low/poor

SPREAD EFFECT

Direct beneficiaries are project activities, also other projects within the network of the organization. other leaders and managers of community based projects

SPECIAL CONCERNS

Project managers face problems associated with low level of support from the Board; Boards tend to interfere in operational matters; project leaders lack administrative management skill, and entrepreneurial skills; they are usually social workers or community leaders who have good intentions but who require management skills

SELECTION CRITERIA

Must be nominated by PVO; could be nominated through CVSS

SKILLS TO ACQUIRE

Leadership skills, management principles and techniques, project appraisal and implementation. Financial management and accounting is critical, fund-raising, volunteer management

NATURE AND
DURATION OF
TRAINING

Short term; Attachments would be especially
useful to this group

EXPERIENCE
AMERICA
CONSIDERATION

Visit PVO's in the USA; homestays with
families who are also PVO project managers,
or with former Peace Corps Volunteers

FOLLOW-ON
CONSIDERATIONS

Occasional workshops and assistance in
building a network of project leaders, who
are community based.

TRAINING PLAN

CATEGORY(3) NATION-WIDE ORGANIZATIONS FOR THE DISABLED (Professional/Semi-professional managers) Volunteers/project leaders.

NATURE OF INFLUENCE Skills and attitudes influence organizations, members, community attitude to disabled and national attitudes to disabled.

INCOME LEVEL Lower/lower middle

SPREAD EFFECT Direct to clients of organizations, indirect to community.

SPECIAL CONCERNS Volunteer involvement inconsistent, programme management skills weak, few leaders from disabled community, general attitudes to disability are negative.

SELECTION CRITERIA 1) Nominated through CVSS (2) active participation in and recognized contribution to organization.

SKILLS TO ACQUIRE Project appraisal and management, interpersonal and HRD skills especially as these relate to working with the disabled. Management skills, building effective groups and community based organizations.

NATURE AND DURATION OF TRAINING Short, and/or to medium term.

EXPERIENCE AMERICA CONSIDERATIONS Visits to project for rehabilitation of disabled and visits to homes of peer professionals, semi-professional, volunteers and project leaders. Visits with outstanding achievers who are disabled.

FOLLOW-ON CONSIDERATIONS Frequent, meetings among to share experiences, asses new developments and provide support.

TRAINING PLAN

CATEGORY (3)	PARENT TEACHERS ASSOCIATION EXECUTIVE MEMBERS AND LEADERS
NATURE OF INFLUENCE	Skills and attitudes affect the success of the PTA's annual programme, extent of support which parents provide to school, community respect for school property, and ultimately students performance at school
INCOME LEVEL	Low
SPREAD EFFECT	Direct to some students whose parents are part of the PTA; indirect to teachers; indirect to community
SPECIAL CONCERNS	Lack of organizational skills; lack of fund-raising skills, little understanding of the potential of PTA's to influence the school's programme and progress. GOJ is committed to decentralization of the MOE, and greater responsibility is to be placed on PTA's for the maintenance and management of the school plant and programmes
SELECTION CRITERIA	Active membership in PTA for at least 3 years; should have organized one or more programmes or events for the benefit of the school; should have some responsibility for some aspect of the work of the PTA.
SKILLS TO ACQUIRE	Community organizational skills; organizing fund-raising events; school and community involvement, the role and functions of local level school boards

NATURE AND
DURATION OF
TRAINING

Short term - one month

EXPERIENCE
AMERICA
CONSIDERATION

Visits to public schools in America where
community support is clearly identified and
implemented

FOLLOW-ON
CONSIDERATIONS

Liaison with PTA's and occasional seminars

TRAINING PLAN

CATEGORY(3)

CITIZEN'S ASSOCIATION LEADERS and EXECUTIVE MEMBERS

NATURE OF INFLUENCE

Skills and attitudes affect the success of the community organization to pursue its plans and objectives

INCOME LEVEL

Lower middle/low/poor

SPREAD EFFECT

Residents in neighborhood, other community organizations

SPECIAL CONCERNS

Maintaining interest of members in the organization; getting community active in projects and programmes, sustaining energy of members. Community organizations tend to remain active only when there is a crisis, e.g. security problem, then interest dies

SELECTION CRITERIA

Active member for at least three years and supported by the Citizen's Association

SKILLS TO ACQUIRE

Improved understanding of the role and function of community organizations; fund-raising techniques; crime prevention in the community; project management and programme planning and development

NATURE AND DURATION OF TRAINING

short term - 4 weeks

EXPERIENCE
AMERICA
CONSIDERATIONS

Visiting neighborhood service centres;
shelters for homeless and disadvantaged;
interacting with community leaders

FOLLOW-ON
CONSIDERATIONS

Occasional follow-on seminar

TRAINING PLAN

CATEGORY (3)

HEALTH RELATED PRIVATE VOLUNTARY ORGANIZATION
- VOLUNTEERS, PROFESSIONAL STAFF AND LEADERS

NATURE OF
INFLUENCE

Skills and attitudes influence the outcomes of the organization, they influence quality of service to the community

INCOME
LEVEL

Middle/lower middle/low

SPREAD EFFECT

Direct to recipients of organization's service; approximately 100,000, mostly low income people benefit from PVO health activities

SPECIAL
CONCERNS

Lack of organizational management skills, low level of volunteer skill, lack of skills in fund-raising. Older volunteers are often in conflict with younger volunteers

SELECTION
CRITERIA

Nominated through CVSS; must have served as volunteer or Board Member or staff for 2 years or more

SKILLS TO
ACQUIRE

Technical skill upgrading in health related specialties, e.g. care of elderly; fertility management; family planning; cancer care, ophthalmology, community health education, drug rehabilitation, AIDS, STD's. Management training, particularly the human side of management; concepts of service, health care financing.

NATURE AND
DURATION OF
TRAINING

Short and medium term 3 months to 9 months

EXPERIENCE
AMERICA
CONSIDERATIONS

Visit to similar institutions and voluntary
organizations,

FOLLOW-ON
CONSIDERATION

No extensive follow-on required

TRAINING PLAN

CATEGORY (4)

POLICE YOUTH CLUBS YOUTH ORGANIZATION
LEADERS

NATURE OF
INFLUENCE

Skills and attitudes influence organization outcomes, its members affect community view of youth and police

INCOME LEVEL

Poor

SPREAD
EFFECT

Direct to members, indirect to other youth organizations within umbrella will also influence families of youth. There are 11,000 members 63% rural and 37% urban.

SPECIAL
CONCERNS

Youth and police traditionally have poor relationship in the community, youth often unemployed and "in trouble", major interest is sports; literacy and numeracy skills would be low.

SELECTION
CRITERIA

Nominated by Police Youth Club Coordinating Committees.

SKILLS TO
ACQUIRE

Leadership of peer groups; community development; managing small service projects; managing meetings; team building; occupational skills in a variety of vocational subjects; physical development; first aid and sports.

NATURE AND
DURATION OF
TRAINING

Short term 4 weeks - Residential type programme, similar to Outward Bound, with community development activity. Programmes should provide role models and peer group models.

EXPERIENCE
AMERICA
CONSIDERATION

Short stay in home of American families, who are involved in community work. Visit to social service projects; attachments to youth

11/8

programmes

FOLLOW-ON
CONSIDERATION

Frequent leadership workshops for youth leaders from a variety of youth organizations. Use Police Youth Club system for network support of participants.

TRAINING PLAN

CATEGORY (4)

YOUTH ORGANIZATION (SDC CLUB) LEADERS
- Community development

NATURE OF INFLUENCE

Skills and attitudes influence self development, peers and community and parents

INCOME LEVEL

Low/poor

SPREAD EFFECT

Direct to club members, indirect to community

SPECIAL CONCERNS

Limited opportunities for personal and career development, also hopelessness and lack of employment - may be politically motivated.

SELECTION CRITERIA

i) Nominated through SDC. ii) Ensure that both political parties are represented.

SKILLS TO ACQUIRE

Leadership of peers, Leadership of Community Organization, Managing Meetings; Interpersonal relationships and Team Building; Techniques of Management; Project Design, Development and Implementation.

NATURE AND DURATION OF TRAINING

Short to medium term - 3 months - 1 year.

EXPERIENCE AMERICA CONSIDERATIONS

Cross cultural-experiences such as week-end visits to homes of youth leaders and community workers in the USA, attachment to youth programmes and community development activities, such as soup kitchens in related neighborhoods in the USA.

FOLLOW-ON
CONSIDERATIONS

Quarterly workshops of project alumni to provide a forum for idea fertilization, support and the ongoing transfer of new ideas. Three quarterly workshops should be residential and held over one week-end or one week.

TRAINING PLAN

CATEGORY (4)

YOUTH ORGANIZATIONS (4-H clubs) LEADERS

NATURE OF INFLUENCE

Skills and attitudes influence peers and family, later in life, these young people influence attitudes towards citizenship and community participation and agricultural development, in particular

INCOME LEVEL

Low/poor

SPREAD EFFECT

Direct to club members, indirect to community, 38,000 members in the movement; 80% rural and 20% urban

SPECIAL CONCERNS

Small farming is viewed as a low status occupation, by comparison to more urban based occupations. Young people who show an interest in agriculture need to be encouraged to see farming as a viable occupational choice; need to see that farming is a business, and that farmers can be respected.

SELECTION CRITERIA

Nominated through 4-H club Headquarters; should be an active club member; should be 18 years and over

SKILLS TO ACQUIRE

Technical skills in farm management; basic agricultural course, but should be specific to small farming in tropical country; Entrepreneurship and business management including financial management and risk management

NATURE AND DURATION OF TRAINING

Short Term 3 months; however some members could benefit from degree or vocational courses

EXPERIENCE
AMERICA
CONSIDERATIONS

There is scope for Experience America; cross cultural experiences with American families; and also with 4-H clubs and related projects. This group would also benefit from a shared experience with trainees from other developing countries.

FOLLOW-ON
CONSIDERATION

Annual conference of 4-H club leaders, to explore new trends in agriculture

TRAINING PLAN

CATEGORY (5)

SUPERVISORS/TRAINERS IN THE PRIVATE SECTOR

NATURE OF INFLUENCE

Supervisors influence workers in the unionized environment, they mediate between managers and workers and can prevent or cause confrontations and work stoppage. Supervisors train workers on the job. A considerable amount of training and development takes place on the job in Jamaican companies.

INCOME LEVEL

Lower middle/low

SPECIAL CONCERNS

Many supervisors are unable to obtain further education at local institutions, since they cannot afford the high cost of training. They are unable to move up the companies where they work, without further training, and they are also hampered by poor technical skills themselves, low self-esteem, poor communication skills, and are unable to negotiate and manage interpersonal relations with workers who are often aggressive. Supervisors lack instructional skills.

SELECTION CRITERIA

Self-nominated supervisors, or supervisors who are supported by the companies which they work.

SKILLS TO ACQUIRE

technical training, with courses in instructional skills, negotiation skills, supervisory management skills.

NATURE AND DURATION OF TRAINING

Short term training within industry and attachments to companies similar to their own, training at Community Colleges or vocational schools for specialized skill development, some may require remedial education in order to fulfil entry requirements.

EXPERIENCE

EXPERIENCE
AMERICA
CONSIDERATIONS

Visits to companies, homestays, cultural and social events.

FOLLOW-ON
CONSIDERATION

- i) linkage with professional network, alumni association
- ii) notification of employer by USAID training office regarding supervisor's achievements and certification
- iii) public recognition ceremony upon return

TRAINING PLAN

CATEGORY (7) COMMUNITY THEATRE WORKERS

NATURE OF INFLUENCE

Skills and attitudes influence values and opinions of youth and adults at the community level; technical ability enhances the quality of production and improves the impact of the message

INCOME LEVEL

Lower middle/low/poor

SPREAD EFFECT

Direct to students in schools involved in community theatre summer work shops; direct to community residents who view the productions of summer theatre and regular work of the community theatre groups;

SELECTION CRITERIA

Conventional media is effective only among communities where the literacy level is good; development agencies are employing community theatre as a means of conveying messages to semi-literate populations; this approach requires the involvement of participants in defining the message and in developing the medium; youth theatre is used to improve communication between young and old. Technical skills of organizers and instructors need to be strengthened to improve the effectiveness of the productions

Must be member of community theatre group; must exhibit high level of community participation; self-nominated or nominated by community theatre group

SKILLS TO ACQUIRE

Production skills, Business management; theatre management; set preparation and other technical theatre skills

NATURE AND
DURATION OF
TRAINING

Short term attachments to community theatre
groups
Class room instruction in technical aspects
Class room instruction in business aspects
3 months - 9 months

EXPERIENCE
AMERICA
CONSIDERATIONS

Visit production companies in America; Visit
theatres and see wide range of American
production; Cross cultural experience of
working with a theatre group

FOLLOW-ON
CONSIDERATIONS

Occasional seminars

TRAINING PLAN

CATEGORY (8)

YOUNG MEN & WOMEN IN
POLITICS

NATURE OF
INFLUENCE

Skills and attitudes
affect local party
organization; values are
passed on to children
later in life; influence
older political leaders;
also influence future
leadership style of
politics in the country

INCOME
LEVEL

Middle/Lower middle/low

SPREAD
EFFECT

Direct to peers in
political party; direct
to older leaders;
indirect to nation

SPECIAL
CONCERNS

Politics is considered
"dirty" business in
Jamaica; politics
therefore does not
attract many bright young
men and women; in
particular women do not
rise to high levels in
political parties,
because of male
attitudes; few
opportunities are
available for young
people to learn how to
manage democratic
processes

SELECTION
CRITERIA

One male and one female
nominated from each major
political party;
intellectually above

average, active interest
in political processes

SKILLS TO ACQUIRE

Formal academic training
in political ideas;
practical exposure to
committee processes,
party decision-making;
election planning and
management; policy
analysis and formulation;
lobbying and preparation
of bills for legislation

NATURE AND
DURATION OF
TRAINING

Medium Term Training of up to 8 months
in a University setting; with exposure to
the political processes within an American
Party and attachment to Administrative or
Legislative arm of US government

EXPERIENCE
AMERICA

Homestays with American families, observation
of US Congress in action, visits
to Party Headquarters

FOLLOW-ON
CONSIDERATIONS

i) interviews with Training Office after three
months to discuss impact
of training

TRAINING PLAN

CATEGORY (9)

MEDIA WORKERS

NATURE OF
INFLUENCE

Skills and attitudes influence the general opinions of the public at the community level and nation-wide

INCOME
LEVEL

Lower middle

SPREAD EFFECT

Other media workers and the public in general, media students

SPECIAL
CONCERNS

Few channels for further training and development, especially in media technology for the community

SELECTION
CRITERIA

Must be owner of community media operation; or must be nominated by media organization;

SKILLS TO
ACQUIRE

Technical Production Skills - editing, Lighting, Sound Production and Voicing; Production of educational/instruction radio and TV programmes, technical training in legal and business aspects of film, music industry

NATURE AND
DURATION
OF TRAINING

Short term. Some interest in medium and long term degree courses. Attachments to media houses where practical experiences can be gained

EXPERIENCE
AMERICA
CONSIDERATIONS

Visit media houses, short courses at outstanding media training institutions such as Columbia School of Journalism, visits with media personnel.

TRAINING PLAN

CATEGORY (10)

CHAMPION FARMERS AND YOUNG MODEL FARMERS

NATURE OF
INFLUENCE

Influence other farmers, communities in which they live, youth, JAS , members in the community, others who see the results of good agricultural practices and emulate them.

INCOME
LEVEL

Low/poor

SPECIAL
CONCERNS

Generally farmers have made little technological progress, despite widespread government and donor agency inputs. Some farmers have shown innovation and the ability to adapt, those who become involved in on-farm research, those who are Champion farmers, young farmers who are experimenting with new approaches. Many are not actively involved in the JAS, since that organization is losing influence. These farmers need exposure to business management skills, use of credit and venture capital for expansion, mostly they need recognition, encouragement and support for their innovation.

SELECTION
CRITERIA

Self-nominated farmers who are implementing innovations and who are interested in a training experience, farmers from USAID project without training components, farmers nominated through JAS.

SKILLS TO
ACQUIRE

Entrepreneurship, use of venture capital and other forms of credit, business management, appropriate agricultural technology relevant to tropical small farmers, community development approaches.

NATURE AND
DURATION OF
TRAINING

Short term - three weeks.

EXPERIENCE
AMERICA
CONSIDERATIONS

Visits to farm credit organizations; farmer's organizations, but it would be more relevant for these groups to be trained with groups of farmers from other tropical countries, where small farming is practised.

FOLLOW-ON
CONSIDERATIONS

- i) ensure recognition ceremony
- ii) occasional seminar through JADF or other organization.

TRAINING PLAN

CATEGORY (1)

JUNIOR ACHIEVEMENT PROGRAMME PARTICIPANTS
Graduate Leaders.

NATURE OF
INFLUENCE

Skills and attitudes affect their peers in school, in community and at workplace.

INCOME LEVEL

Low/poor

SPREAD EFFECT

Direct to peer group at school and indirect to parents, teachers and employers in the community. 37 schools participate in Junior Achievement.

SPECIAL
CONCERNS

Many Junior Achievers leave the programme anxious to start their own business, but they lack technical skills and maturity.

SELECTION
CRITERIA

Final year students who are outstanding junior achievers or recent outstanding graduates from the programme. Supported by the Director of the Junior Achievement Programme based at the office of the Jamaica Chamber of Commerce in Kingston.

SKILLS TO
ACQUIRE

Business Management skills, Leadership skills, Entrepreneurial Training.

NATURE AND
DURATION OF
TRAINING

Short to medium term - 3 months to one year. Some candidates for Community College degrees and University degrees.

EXPERIENCE
AMERICA
CONSIDERATIONS

Visits to American businesses. Exposure to the American work ethic - competitiveness, profitability, Management of Time.

FOLLOW-ON
CONSIDERATIONS

Annual meeting of alumni to share experiences, achievements and new contacts.

TRAINING PLAN	
CATEGORY (11)	HEART PROGRAMME GRADUATES
NATURE OF INFLUENCE	Attitudes of the family members and peers in HEART programme or elsewhere in the community.
INCOME LEVEL	Low
SPREAD EFFECT	Other young people and family members, impact in adult years upon the community at large.
SPECIAL CONCERNS	Few existing channels open to exceptional young people, from poor families.
SELECTION CRITERIA	Individuals 18 years of age or older with high level of community involvement recommended by HEART Programme Managers.
SKILLS TO ACQUIRE	Management (coordination delegation of authority, exercise and responsibility) understanding the value and uses of education, communication skills, leadership skills. Technical/occupational skills.
NATURE AND DURATION OF TRAINING	Short-term - one to six months
EXPERIENCE AMERICA CONSIDERATIONS	Homestays with American families; attachments to work sites.
FOLLOW-UP CONSIDERATIONS	Alumni Association, bi-annual one-week meetings/workshops.

TRAINING PLAN

CATEGORY (11)	STUDENT LEADERS (TEACHER'S COLLEGES)
NATURE OF INFLUENCE	Skills and attitudes and levels of accomplishments influence peers; later in life, teachers influence young students and community.
INCOME LEVEL	Low/Poor
SPREAD EFFECT	Teachers affect students in schools, but also parents and other professional groups and individuals in the community. There are over 3000 students enrolled in teachers colleges.
SPECIAL CONCERNS	Teaching methods are authoritarian and teachers have difficulty applying modern methodologies in crowded , poorly equipped class-rooms. Teachers also have limited view of their role in the community.
SELECTION CRITERIA	Final year student or recent graduate of teachers college, with intention to become a teacher; must exhibit interest in community development and high level of participation in community affairs; self-nominated or recommended by College
SKILLS TO ACQUIRE	Teaching Skills in various subjects: Science, Mathematics, etc. Community Development, project management
NATURE AND DURATION OF TRAINING	Long term - 1 to 3 years

EXPERIENCE
AMERICA
CONSIDERATIONS

Exposure to the use of technology in
Education; Placement, attachment to schools
in the USA; visit to homes of American
teachers

FOLLOW-ON
CONSIDERATION

Ensure accreditation of course by the
Jamaican Board of Teacher Education

TRAINING PLAN

CATEGORY (11)

STUDENT LEADERS (COMMUNITY COLLEGES)

NATURE OF INFLUENCE

Skills and attitudes influence peers; after graduation, their values and attitudes influence workers at workplace, their activities in the community encourage other drop-outs to re-enter the training system

INCOME LEVEL

Poor

SPREAD EFFECT

Community college graduates become the skilled workers in industry, commerce and services; their views influence older workers and union leaders; leaders are likely to become union delegates. There are 8000 students enrolled in community colleges

SPECIAL CONCERNS

Community college graduates normally go directly into workforce, only a few are able to further their training at CAST. Opportunities for vocational training are limited and graduates from this institution are in demand.

SELECTION CRITERIA

Final year student or recent graduate of community college; must exhibit high level of community participation; must be recommended by college

SKILLS TO ACQUIRE

Vocational skills in various subjects: cooking; automechanics, business skills; attachment to specific workplace would be useful Entrepreneurship; management

NATURE AND DURATION OF TRAINING

Medium term 9 months; long term Diploma or Degree for exceptional students.

EXPERIENCE
AMERICA
CONSIDERATIONS

Exposure to American culture; familiarity with work place and union - management relations

FOLLOW-ON
CONSIDERATIONS

Assistance with job placement is critical for this type of participant; counselling upon re-entry; recognition for achievement should be given, through College, for high impact on existing student population

TRAINING PLAN

CATEGORY (11)

STUDENT LEADERS at Technical High Schools

NATURE OF INFLUENCE

Student leaders influence peer group, parents, other adults in the community, as well as students in the school who are inspired by the reputation of the student leaders.

INCOME LEVEL

Low/poor

SPECIAL CONCERNS

Many students from these institutions have very little opportunity of obtaining tertiary education, as their qualifications do not permit entry and the number of spaces is not adequate. Students often become unemployed for long periods because they are unable to finance further education, and cannot obtain employment, with the skill levels which they have. This group is well positioned for mobility and ultimately leadership in technical professional and occupational areas.

SELECTION CRITERIA

Self-nominated student leaders, or recommended by school; leaders with high levels of community participation, good academic performance.

SKILLS TO ACQUIRE

Formal Technical and/or Academic Education leading to marketable skills in a particular field.

NATURE AND DURATION OF TRAINING

Long term training at Community Colleges, vocational schools. Some may require remedial education in order to fulfill entry requirements.

EXPERIENCE AMERICA CONSIDERATIONS

Homestays and host family arrangements, involvement with student organizations, travel throughout the United States;

practical placement in area of
specialization.

FOLLOW-ON
CONSIDERATION

- i) assistance with re-entry to job market
- ii) linkage with professional network,
alumni association
- iii) counselling

TRAINING PLAN

CATEGORY (12) TEACHERS AND PRINCIPALS (PRIMARY SCHOOLS)

NATURE AND INFLUENCE Skills and attitudes influence youth and parents, outcomes of school, important role in community affairs.

INCOME LEVEL Lower middle

SPREAD EFFECT Direct to students, parents, community, and at national level through membership in JTA.

SPECIAL CONCERNS Very poor school conditions, community involvement in school, poor performance of students, many untrained teachers, scarcity of teachers.

SELECTION CRITERIA 1) Community involvement, 2) no prior degree, 3) approved study leave.

SKILLS TO ACQUIRE Leadership skills; Human Resources Management; Management skills; Educational Administration and Planning in addition to specific disciplines.

NATURE AND DURATION OF TRAINING Medium to long term. One year to three years Degree or diploma programme.

EXPERIENCE AMERICA CONSIDERATIONS Visit American schools, share experience with American educators.

FOLLOW-ON CONSIDERATIONS Contact newsletter to share new experiences in leadership development; Ensure accreditation of course by Joint Board of Teacher Education.

TRAINING PLAN

CATEGORY (13)

WOMEN IN THE PRIVATE OR PUBLIC SECTOR
WHO WISH TO UPGRADE THEIR VOCATIONAL OR
PROFESSIONAL QUALIFICATIONS.

NATURE OF
INFLUENCE

Women influence family and community. They develop the attitudes and values of the young in the society. Women are becoming more important as operational leaders at the work place, they train and guide other workers and others are confidants to upper level male managers.

INCOME
LEVEL

Middle/lower middle/low

SPECIAL
CONCERNS

Many women are heads of households, they are self-supporting and must finance the education and rearing of children. The economic well-being of their families is dependent on their ability to earn good salary. Women are unable to move into senior levels of management in the private sector, because they do not have the required skills, particularly in areas such as finance and in technical areas where income earning opportunities are better.

SELECTION
CRITERIA

Self-nominated women who are making career changes into non-traditional occupations, women who are moving into senior management positions, women who are entering technical and professional occupations for the first time. Women may be supported by the organization with which they work.

SKILLS TO
ACQUIRE

Technical, scientific and managerial professional skills in areas of work in which women are not generally employed.

NATURE AND
DURATION OF
TRAINING

Long term training at the University level or Community College level with exposure to work environments relevant to the area of work.

EXPERIENCE
AMERICA
CONSIDERATIONS

Visits to companies, homestays, cultural and social events.

FOLLOW-ON
CONSIDERATION

- i) linkage with professional network, alumni association;
- ii) notification of employer by USAID training office regarding supervisor's achievements and certification;
- iii) public recognition ceremony upon return

APPENDIX C: Jamaica
Population Statistics
1970 - 2000

INTERCENSAL ESTIMATES OF POPULATION OF MAIN TOWNS, 1970 - 1982 AND PROJECTIONS 1989 -1995 AND 2000

YEARS	KINGSTON AND ST. ANDREW METRO	KGN. METRO INC. PORTMORE	PORTMORE	SPANISH TOWN	BOG WALK	LINSTEAD	EWARTON	OLD HARBOUR BAY
1970	473,700	478,800	5,100	39,200	5,600	6,000	4,200	4,400
1971	477,700	487,700	6,400	42,000	5,800	6,200	4,500	4,500
1972	481,800	496,900	7,900	44,900	6,000	6,400	4,800	4,500
1973	485,900	506,200	9,900	48,100	6,200	6,700	5,100	4,600
1974	490,000	515,600	12,400	51,500	6,400	6,900	5,400	4,700
1975	494,300	525,300	15,500	55,200	6,700	7,200	5,700	4,800
1976	498,500	535,100	19,300	59,100	6,900	7,400	6,100	4,800
1977	502,800	540,100	24,100	63,300	7,100	7,700	6,500	4,900
1978	507,000	555,300	30,100	67,800	7,400	8,000	6,900	5,000
1979	511,400	565,700	37,500	72,600	7,600	8,300	7,300	5,100
1980	515,700	576,200	46,800	77,700	7,900	8,600	7,800	5,100
1981	520,200	587,000	58,500	83,200	8,200	8,900	8,300	5,200
1982	524,600	598,000	73,000	89,100	8,500	9,200	8,800	5,300

P R O J E C T I O N S

1989	553,900	665,400	94,500	114,700	10,100	11,000	11,200	5,800
1990	558,100	675,400	99,800	118,800	10,300	11,200	11,600	5,900
1991	563,400	685,300	105,000	122,900	10,600	11,500	11,900	6,000
1992	566,600	695,200	110,200	127,000	10,800	11,800	12,300	6,000
1993	570,800	705,100	115,400	131,100	11,100	12,000	12,700	6,100
1994	575,100	715,100	120,600	135,300	11,300	12,300	13,100	6,200
1995	579,300	725,000	125,900	139,400	11,500	12,600	13,500	6,300
2000	600,500	774,700	152,000	160,000	12,700	13,900	15,400	6,600

YEARS	MANDEVILLE	CHRISTIANA	HAY PEN	CHAPELTON	FRANKFIELD	LIONEL TOWN
1970	13,700	7,300	25,400	4,200	3,000	3,300
1971	14,800	7,400	26,400	4,300	3,000	3,400
1972	16,000	7,500	27,500	4,400	3,000	3,500
1973	17,300	7,700	28,600	4,400	3,000	3,600
1974	18,600	7,800	29,800	4,500	3,000	3,700
1975	20,100	7,900	30,800	4,600	3,000	3,800
1976	21,700	8,100	32,300	4,700	3,000	3,900
1977	23,500	8,200	33,600	4,800	3,100	4,000
1978	25,400	8,300	34,900	4,900	3,100	4,200
1979	27,400	8,500	36,400	5,000	3,100	4,300
1980	29,600	8,600	37,800	5,100	3,100	4,400
1981	31,900	8,700	39,300	5,200	3,100	4,600
1982	34,500	8,900	41,000	5,300	3,100	4,700

P R O J E C T I O N S

1989	44,900	9,800	49,500	5,900	3,100	5,500
1990	46,700	9,900	50,800	6,000	3,200	5,600
1991	48,400	10,100	52,100	6,100	3,200	5,700
1992	50,100	10,200	53,300	6,200	3,200	5,800
1993	51,800	10,300	54,600	6,300	3,200	5,900
1994	53,500	10,500	55,900	6,400	3,200	6,000
1995	55,200	10,600	57,200	6,500	3,200	6,200
2000	63,800	11,300	63,700	6,900	3,300	6,700

Prepared by the PIOJ in collaboration with STATIN 25/9/89.

Note:- (i) Intercensal Estimates derived by Exponential Interpolation and Projections by OLS Regression.

(ii) Discrepancies due to rounding (rounded to nearest 100)

(iii) Slight variations between predicted values removed by rounding

Source:- Census Population of Main Towns 1972 and 1982, Demographic Statistics, 1988. (STATIN)

YEARS	MORANT BAY	BATH	PORT ANTONIO	BUFF BAY	PORT MARIA	HIGHGATE	ANNOTTO BAY	ST. ANN'S BAY
1970	7,300	1,600	10,400	3,300	5,400	5,600	5,500	7,100
1971	7,400	1,600	10,500	3,300	5,500	5,600	5,500	7,200
1972	7,500	1,700	10,700	3,400	5,700	5,700	5,400	7,400
1973	7,600	1,700	10,800	3,400	5,900	5,700	5,400	7,500
1974	7,800	1,800	11,000	3,400	6,000	5,700	5,400	7,700
1975	7,900	1,900	11,100	3,500	6,200	5,800	5,400	7,900
1976	8,000	1,900	11,300	3,500	6,400	5,800	5,300	8,000
1977	8,100	2,000	11,200	3,500	6,500	5,800	5,300	8,200
1978	8,300	2,000	11,600	3,600	6,700	5,900	5,300	8,400
1979	8,400	2,100	11,800	3,600	6,900	5,900	5,300	8,500
1980	8,500	2,200	12,000	3,600	7,100	5,900	5,200	8,700
1981	8,700	2,200	12,100	3,600	7,300	6,000	5,200	8,900
1982	8,800	2,300	12,300	3,700	7,500	6,000	5,200	9,100

P R O J E C T I O N S

1989	9,700	2,700	13,400	3,900	8,700	6,200	5,000	10,200
1990	9,800	2,700	13,500	3,900	8,800	6,300	5,000	10,400
1991	9,900	2,800	13,700	3,900	9,000	6,300	5,000	10,600
1992	10,000	2,900	13,800	4,000	9,200	6,300	4,900	10,700
1993	10,100	2,900	14,000	4,000	9,400	6,400	4,900	10,900
1994	10,300	3,000	14,200	4,000	9,500	6,400	4,900	11,000
1995	10,400	3,000	14,300	4,100	9,700	6,400	4,900	11,200
2000	11,000	3,300	15,100	4,200	10,600	6,600	4,700	12,100

YEARS	BROWN'S TOWN	OCHO RIOS	FALMOUTH	MONTEGO BAY	LUCEA	SAVANNA-LA-MAR	BLACK RIVER	SANTA CRUZ
1970	5,500	5,900	3,900	45,500	3,600	11,600	2,700	2,100
1971	5,600	6,000	4,100	45,300	3,700	11,800	2,800	2,300
1972	5,600	6,200	4,300	47,100	3,900	12,100	2,800	2,500
1973	5,700	6,300	4,500	49,000	4,000	12,300	2,900	2,700
1974	5,800	6,500	4,700	51,000	4,200	12,600	3,000	3,000
1975	5,900	6,600	4,900	53,100	4,400	12,900	3,000	3,200
1976	5,900	6,800	5,100	55,300	4,500	13,100	3,100	3,300
1977	6,000	6,900	5,300	57,500	4,700	13,400	3,200	3,900
1978	6,100	7,100	5,600	59,900	4,900	13,700	3,300	4,200
1979	6,200	7,300	5,800	62,300	5,100	14,000	3,400	4,600
1980	6,200	7,400	6,100	64,900	5,300	14,300	3,400	5,000
1981	6,300	7,600	6,400	67,500	5,500	14,600	3,500	5,500
1982	6,400	7,800	6,700	70,300	5,700	14,900	3,600	6,000

P R O J E C T I O N S

1989	6,900	8,900	8,200	84,900	6,800	16,700	4,100	7,900
1990	7,000	9,000	8,400	87,100	7,000	17,000	4,200	8,200
1991	7,100	9,200	8,700	89,300	7,200	17,300	4,200	8,500
1992	7,100	9,300	8,900	91,500	7,400	17,600	4,300	8,800
1993	7,200	9,500	9,100	93,800	7,500	17,800	4,400	9,200
1994	7,300	9,600	9,400	96,000	7,700	18,100	4,500	9,500
1995	7,400	9,800	9,600	98,200	7,900	18,400	4,600	9,800
2000	7,700	10,600	10,800	109,400	8,800	19,800	4,900	11,400

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GROWTH OF PARISH POPULATIONS OF JAMAICA, BOTH SEXES, 1970-1995
ADJUSTED TO NATIONAL MEDIUM PROJECTION (IN 000'S)

PARISH	Census		Projections (000's)							Population Growth	
	1970	1982	1989	1990	1991	1992	1993	1994	1995	1982 - 1995	
										Number	Per cent
Kingston	111.9	104.0	99.1	98.2	97.2	96.2	95.2	94.3	93.3	-10.7	-10.3
St. Andrew	413.3	482.9	521.5	525.5	529.6	533.1	537.2	541.2	545.2	62.3	12.9
St. Thomas	69.4	60.4	66.4	67.0	67.7	68.3	68.9	69.5	90.1	9.7	12.1
Portland	67.5	73.7	77.1	77.4	77.6	77.8	78.0	78.4	78.6	4.9	6.6
St. Mary	98.4	106.0	110.2	110.4	110.6	110.9	111.1	111.4	111.7	5.7	5.4
St. Ann	120.0	137.7	147.5	148.5	149.4	150.3	151.3	152.3	153.2	15.5	11.3
Trelawny	80.5	69.5	74.4	75.0	75.4	75.9	76.4	76.9	77.4	7.9	11.4
St. James	100.5	138.0	155.5	157.9	180.3	162.6	164.9	167.4	169.7	33.7	24.8
Hanover	58.3	62.8	65.3	65.3	65.5	65.6	65.8	65.9	66.1	3.3	5.3
Westmoreland	112.9	120.3	124.7	124.9	125.2	125.3	125.6	125.8	126.0	5.4	4.5
St. Elizabeth	125.3	136.9	143.3	143.7	144.3	144.6	145.2	145.6	146.1	9.2	6.7
Manchester	121.4	144.0	156.5	157.9	159.3	160.5	161.9	163.2	164.5	20.5	14.2
Clarendon	173.8	203.1	219.3	221.0	222.8	224.2	226.0	227.6	229.3	26.2	12.9
St. Catherine	180.4	332.7	412.8	423.9	435.3	445.8	456.9	467.9	478.8	146.1	43.9
TOTAL	1,613.6	2,150.3	2,393.6	2,416.6	2,440.2	2,461.1	2,484.4	2,507.4	2,530.0	339.7	15.5

INTERCENSAL PARISH POPULATION 1970 - 1982 AND PROJECTIONS FOR SELECTED YEARS, 1989 - 2000

YEARS	KINGSTON	ST. ANDREW	ST. THOMAS	PORTLAND	ST. MARY	ST. ANN	TRELAWNY	ST. JAMES	HANOVER	WESTMORELAND	ST. ELIZABETH	MANCHESTER	CLARENDON	ST. CATHERINE	TOTAL
1970	111,300	413,300	89,400	87,500	88,400	120,000	80,500	100,500	58,300	112,900	125,300	121,400	173,800	180,400	1,813,800
1971	111,200	418,700	70,300	88,000	89,000	121,400	81,200	103,100	58,700	113,500	126,200	123,100	178,100	189,800	1,840,300
1972	110,500	424,200	71,100	88,500	89,800	122,800	81,900	105,700	59,000	114,100	127,200	124,900	178,400	199,800	1,867,700
1973	109,900	429,700	72,000	89,000	100,200	124,200	82,800	108,400	59,400	114,800	128,100	126,700	180,700	210,200	1,895,900
1974	109,200	435,300	72,900	89,500	100,900	125,800	83,400	111,200	59,800	115,400	129,000	128,300	183,100	221,200	1,925,000
1975	108,500	441,000	73,800	70,000	101,500	127,100	84,100	114,000	60,100	116,000	130,000	130,300	185,500	232,800	1,954,700
1976	107,900	446,700	74,700	70,500	102,100	128,500	84,800	116,900	60,500	116,700	131,000	132,200	187,900	245,000	1,985,400
1977	107,200	452,400	75,600	71,000	102,800	130,000	85,800	119,900	60,900	117,300	131,900	134,100	190,300	257,800	2,017,700
1978	106,600	458,500	76,500	71,600	103,400	131,500	86,400	122,900	61,300	118,000	132,900	136,000	192,800	271,300	2,049,700
1979	105,900	464,500	77,500	72,100	104,000	133,000	87,100	128,100	61,800	118,800	133,900	138,000	195,300	285,500	2,083,100
1980	105,200	470,500	78,400	72,600	104,700	134,600	87,900	129,300	62,000	119,200	134,900	140,000	197,900	300,400	2,117,700
1981	104,600	476,700	79,400	73,200	105,300	136,100	88,700	132,600	62,400	119,900	135,900	142,000	200,500	318,200	2,153,500
1982	104,000	482,900	80,400	73,700	106,000	137,700	89,500	138,000	62,800	120,600	136,900	144,000	203,100	332,700	2,190,300

PROJECTIONS MEDIUM SCENARIO

1989	99,100	521,500	88,400	77,100	110,200	147,500	74,400	155,500	65,300	124,700	143,300	158,500	219,300	412,800	2,393,800
1990	98,200	525,500	87,000	77,400	110,400	148,500	75,000	157,900	65,300	124,900	143,700	157,900	221,000	423,900	2,418,400
1991	97,200	529,400	87,700	77,800	110,800	149,400	75,400	160,300	65,500	125,200	144,300	159,300	222,800	435,300	2,440,200
1992	96,200	533,100	88,300	77,800	110,900	150,300	75,900	162,800	65,800	125,300	144,800	160,500	224,200	445,800	2,461,100
1993	95,200	537,200	88,900	78,000	111,100	151,300	76,400	164,900	65,800	125,600	145,200	161,900	226,000	458,900	2,484,400
1994	94,300	541,200	89,500	78,400	111,400	152,300	76,900	167,400	65,900	125,800	145,600	163,200	227,600	467,900	2,507,400
1995	93,300	545,200	90,100	78,800	111,700	153,200	77,400	169,700	66,100	126,000	146,100	164,500	229,300	478,800	2,530,000
1996	92,200	548,800	90,800	78,800	111,800	154,000	77,800	171,900	66,200	126,100	146,400	165,700	230,700	489,100	2,549,900
1997	91,300	552,000	91,100	79,000	111,900	154,800	78,200	174,000	66,300	126,200	146,800	166,800	232,500	499,400	2,570,300
1998	90,300	555,800	91,700	79,200	112,200	155,600	78,700	176,900	66,400	126,400	147,200	168,100	234,600	509,800	2,591,100
1999	89,400	559,200	92,300	79,400	112,400	156,500	79,100	178,500	66,500	126,500	147,600	169,300	235,200	520,100	2,612,000
2000	88,400	562,700	92,800	79,600	112,600	157,400	79,500	180,700	66,700	126,700	148,000	170,500	236,600	530,400	2,632,800

Prepared by the Planning Institute of Jamaica (PIOJ) in collaboration with STATIM 31/10/89.

Notes:- (i) Intercensal Estimates derived by Exponential Interpolation and Projections by Ordinary Least Squares (OLS) Regression.

(ii) All figures rounded to the nearest hundred (100).

(iii) Slight variations between predicted values caused by rounding.

(iv) Census Parish Projections adjusted Proportionally to correspond to National Projections, Medium Scenario.

Sources:- 1970 Population Census of Jamaica Vol 11 Part A Book 1 STATIM.

1982 Population Census of Jamaica Vol 11 Part B STATIM.

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