THE DEVELOPMENT AND STATE OF THE ART OF ADULT

LEARNING AND EDUCATION (ALE)

NATIONAL REPORT OF JAMAICA

Prepared by the

JAMAICAN FOUNDATION FOR LIFELONG LEARNING

An Agency of the Ministry of Education

APRIL 2008

SCOPE OF THE REPORT

This National Report on the 'Development and State of the Art of Adult Learning and Education in Jamaica' focuses exclusively on Adult Learning and Education (ALE), following the UNESCO Guidelines. For the purposes of this report, the emphasis will be placed on the education of Jamaicans eighteen years and over, that is, Post-Secondary, Formal and Non-Formal Adult Education and Training programmes, Tertiary and Higher Education and Adult Literacy.

The Report was prepared on behalf of the Ministry of Education by the Jamaican Foundation for Lifelong Learning (JFLL) which guided a committee that included members of JFLL, The Ministry of Education, The University of the West Indies, the Jamaican Council for Adult Education, and the Planning Institute of Jamaica.

Box 1 Jamaican Foundation for Lifelong Learning

The Jamaican Foundation for Lifelong Learning (JFLL), formerly JAMAL, is an agency of the Ministry of Education and Youth (MOEY) and the main organization responsible for the provision of non-formal adult continuing education in Jamaica.

The Literacy Movement and JAMAL
As early as 1943, literacy classes were conducted island wide as a number of voluntary organizations introduced the Laudbach Method of "**Each One Teach One"**. In 1972, The **National Literacy Board (NLB)** was set up with the mandate of eradicating illiteracy in the country within four years. In 1974, the Board was restructured and the programme renamed the **Jamaican Movement for the Advancement of Literacy Limited (JAMAL).** The main objectives of JAMAL were to: eradicate illiteracy in the shortest time possible; improve the literacy skills of the adult population; and develop human resources so as to enable each adult citizen to participate meaningfully in the social, economic and cultural development of the country. JAMAL discharged its responsibility by administering an Adult Education Programme with 27 Adult Learning Centres operating island wide. In August 1995, the JAMAL Foundation Limited was incorporated under the Companies Act.

Development of Literacy programmes
JAMAL introduced the **Workplace Literacy Programme (WLP)** in 1997, as a response to studies which showed a relatively high level of illiteracy among unskilled workers in the productive sector and also the established association between a worker's literacy status and his productivity. The objectives of the programme included: improving the standards of workers; strengthening the organization to be better able to compete with its competitors; and providing basic computer training and overall human resource development. The table below shows enrolment figures over a ten year period starting in 1997.

Year	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Enrolment	10 900	11 420	11 793	11 366	11 880	11 721	11 219	11 219	8380	8380	7615

Source: Economic and Social Survey 1995 -2004

Another JAMAL initiative was the **Computer Assisted and Life Skills Learning Programme** which was introduced in 2003. The programme offers courses in self-esteem; problem-solving; conflict resolution; and job search skills and information technology techniques to both students and adults.

Notable Achievements of JAMAL
JAMAL has had a number of achievements including:
1. Operating as the national authority for lifelong learning and the main coordinating agency on matters relating to educational upgrading in Jamaica;
2. The establishment of a respectable image associated with the vital national objective of a general reduction in the illiteracy rate (see Table 2). For example, it is estimated that more than 300 000 persons have benefited from the JAMAL's programmes and the organization touched the lives of many more directly or indirectly;
3. Consistent support of voluntarism at the community level and ongoing wide-ranging participation in the workplace and computer assistance programmes from the private sector, and
4. Providing educational avenues for persons who, for various reasons, could not fit into the regular secondary school system.

Knowledge of JAMAL continues to be high with the majority of Jamaicans, indicating a high level of awareness of the existence and work of the institution

From JAMAL to JFLL

JAMAL was transformed into the **Jamaican Foundation for Lifelong Learning (JFLL)** in October 2006**.** This is a new approach to bridge the gap between the school system and the facilities that are available to make persons into more productive members of society. The new organization commenced full operation in 2007. The flagship programme of the JFLL is the **High School Equivalency Programme (HISEP)** launched on July 27, 2006 which was designed to provide additional opportunities for adults 18 years and over who are outside of the formal educational system. The philosophy underlying HISEP is the development of the "**sovereign learner"**. HISEP is a collaborative effort between JFLL and the HEART Trust/NTA and utilizes independent learning methodology.

Way Forward

The ways forward for JFLL include:

√   playing a strategic role in basic adult education as a prerequisite for higher education and/or training so as prepare the work force for employment opportunities globally;

√   developing a business model that will foster linkages with private organizations;

√   making the life long learning products more accessible;

√   revitalizing aspects of voluntarism in Jamaica; and

√   divesting itself of activities that do not contribute to its core function.
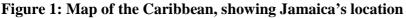
Conclusion

Universal literacy remains a major challenge for both developing and developed countries in terms of commitment and action. Educational levels of a country's human capital are key indicators of socio-economic development and a determinant of the potential for future growth. The JFLL as a new organization has opportunities to facilitate educational advancement.

I.   GENERAL OVERVIEW

Jamaica is one of the countries located in the archipelago of islands known as the West Indies and is 144 kilometers south of Cuba. It lies between 18 and 19 degrees latitude and 76 to 79 degrees longitude, covering an area of approximately 11,469 square kilometres (4411 sq. mls.) making it one of the largest English-speaking Caribbean countries.

Figure 1: Map of the Caribbean, showing Jamaica's location

Jamaica enjoys a hot tropical climate all the year round although there are places where the temperature varies slightly. Although plains and valleys form part of its physical features, Jamaica is mostly mountainous with the mountains running in a west to east direction, forming a backbone along the length of the island and giving rise to the Blue Mountain peak, which is 2,256 meters high, with the coastal plains on either side.

From its fertile soil Jamaica has given to the world the premium brand Blue Mountain Coffee, and it has been acclaimed internationally for its rum and jerk spices. Jamaican born men and women of distinction include civil rights activist Marcus Mosiah Garvey, reggae superstar Bob Marley, chess grandmaster Maurice Ashley and Olympic medalist Merlene Ottey. Jamaica, a colony of Britain for some three hundred years, gained Independence in August of 1962.

Demographics

According to the *Statistical Institute of Jamaica, Demographics Statistics 2007,* the country has an estimated population of 2.68 million with a population density of 237 persons per sq. kilometer. It is said to be among the most rapidly ageing population in the world; evidenced by the increase in life expectancy rate and the decline in fertility rate. Table 1 shows that, generally, the highest proportion of the populace is in the 0 – 24 years age groups, which has serious implications for the provision of formal education and training. The increased life expectancy rate suggests that additional opportunities for lifelong learning must also be provided. This latter fact is increasingly important for social policy options as it relates to the provision of health services, pension reforms and the provision of social safety net programmes.

High levels of external migration have also contributed to the contraction of the population. Approximately 64.5 per cent of the population resides in urban areas (JSLC 2006) with 60.8 per cent of the working age population residing in the Kingston Metropolitan area. This has had implications for the socio-economic development of the country as it has put pressure on the social systems to cope and has given rise to the development of slums.

TABLE 1: POPULATION AND AGE STRUCTURE - 2000, 2005, 2010 and 2015

	BOTH SEXES			
Age Groups	2000	2005	2010	2015
0	280 300	259 000	247 800	234 300
5	288 400	273 700	252 500	241 800
10	276 100	278 000	263 200	242 500
15	253 200	263 200	265 000	250 800
20	218 300	239 700	249 800	252 100
25	207100	206 900	228 300	238 700
30	195 000	195 300	195 300	217 100
35	178 800	181 934	182 400	183 000
40	149 700	167 200	170 500	171 400
45	110 600	139 400	156 900	160 500
50	94 600	102 100	130 400	147 600
55	74 500	87 200	94 700	122 000
60	65 200	67 400	79 600	87 000
65	59 600	57 500	59 700	71 200
70	51 400	50 500	49 100	51 400
75	38 400	40 700	40 300	39 400
80 +	48 000	51 900	55 700	58 200
TOTAL	2 589 200	2 661 634	2 721 200	2 769 000

**Source: Population projections from the Planning Institute of Jamaica
      and the Statistical Institute of Jamaica**

The highest proportion of children (0 -14 years) was recorded for the rural areas at approximately 32.6 per cent, with the main urban town, Kingston, reflecting the lowest percentage in this age group. The lowest percentage of persons 65+ years is concentrated in the rural areas as well.

The Economy

Jamaica has a diversified economy. Its productive sectors include agriculture, mining, manufacturing and construction. The services sectors range from the utilities to distribution, to finance and to tourism, these services accounting for over two-thirds of all economic activity in 2006, at 67.7 per cent. Changes in the sectoral contributions to the economy over the last decade have resulted in declines in agriculture and manufacturing, and growth in the contribution of transport, distributive trade, government services, education and training, communications and other services.

As shown in Figure 2, distributive trade (21 per cent) is the largest contributor to GDP followed by transport, storage and communication (13 per cent), manufacturing (13 per cent), government services (9 per cent), and construction and installation (9 per cent), with other sectors contributing the balance. While the distributive sector is the largest contributor towards Jamaica's GDP, the main foreign exchange earners are tourism and mining.   Recent economic growth is related to new large investments in construction, exports of bauxite and alumina and tourism. The Information and Communication Technology (ICT) sector and food processing show favourable growth, and the unemployment rate has been on the decline.
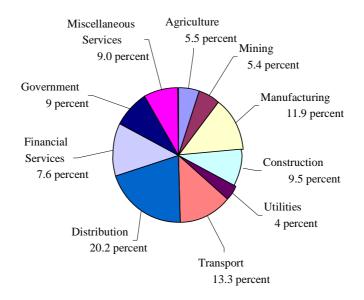
Figure 2: Proportion of GDP by Sector, 2006

In 2007, there were expansions in the Overseas Employment Programme, with the Ministry of Labour and Social Welfare collaborating with the Central Okanagan Regional District Economic Development Commission in British Colombia, Canada in a programme that will see up to five hundred (500) persons, skilled in various areas of construction, being employed in various construction projects in Canada.

Socio-Economic Situation

As a result of Jamaica's major economic instability in the 1970's, the Jamaican Government and the Inter-American Monetary Fund (IMF) agreed on structural adjustment programmes in the early 1980's. However, Jamaica continues to struggle with a high public debt- to-GDP ratio, instability in the foreign exchange rate market, and high inflation rates. The subsequent tight monetary policies have resulted in a real decline in national income and statistics have shown a declining GDP per capita from 1995-1999. The number of employed persons fell by 2.05 per cent over the five-year period. Meanwhile, the Government has been making reforms to its social welfare programmes. These reforms include better targeting mechanisms and increased benefits to those who are eligible. Consequently, data show a reduction in the percentage of households living below the poverty line. For example, in 1995, 19 per cent of households were living below the poverty line, while in 2001, the percentage of households dropped to 10.9 per cent. The government also aims for a balanced budget and stability in the foreign exchange market, which should result in a further decline of those living beneath the poverty line.

In 2000, the economy showed signs of recovery by recording positive growth of 0.7 per cent. In 2001, the economy grew by 1.7 per cent indicating that it had further strengthened. In 2002, the number of employed persons increased by 0.72 per cent. It is projected that more employment opportunities will become available as the economy will grow by about 3 per cent annually.

The Labour Force

Over the 1970s, 1980s and 1990s, the labour force moved at a decelerating pace with average annual increases of 2.8 per cent, 0.007 per cent and 0.005 per cent, respectively. This was primarily due to declining participation rates, which fell from 71.0 per cent in the 1970s to 67.7 per cent in the 1990s.

Available data reveal a 7.5 percentage point decline for females between 1979 and 1999 to stand at 56.6 per cent, compared with a 5.8 percentage point decline for males to stand at 73.0 per cent.

Data on Table 2 indicate that between 2002 and 2006, the labour force participation rates averaged 64.6 per cent, and the force grew at an average annual rate of 0.26 per cent. Both sexes had declining participation rates but for females the decline was steeper.

For the year 2006, an average of 1,253,100 persons was in the labour force. Males totaled 695,600 or 55.5 per cent while females totaled 557,500 or 44.5 per cent. At the same time the females continue to dominate the men academically as they strive to achieve higher levels of training. Available data show that there is also a disparity between the two sexes in terms of the participation in education at the

Table 2: Main Labour Force Indicators, 2002-2006

Both Sexes	2002	2003	2004	2005	2006
Labour Force	1,208,200	1,189,700	1,194,800	1,223,100	1,253,100
Employed Labour Force	1,036,800	1,054,100	1,055,200	1,085,800	1,123,700
Unemployed Labour Force	171,500	135,600	139,600	137,400	129,400
Labour Force Participation Rate	65.8	64.4	64.3	64.2	64.7
Male					
Labour Force	668,000	663,300	663,500	681,500	695,600
Employed Labour Force	602,200	611,700	610,900	629,600	646,800
Unemployed Labour Force	65,800	51,600	52,600	52,000	48,800
Labour Force Participation Rate	74.7	73.7	73.3	73.3	73.6
Female					
Labour Force	540,200	526,400	531,300	541,600	557,500
Employed Labour Force	434,600	442,400	444,300	456,200	476,900
Unemployed Labour Force	105,700	84,000	87,000	85,400	80,600

Source: ESSJ 2000-2006

secondary and higher levels, except that in this case, females enjoyed the steeper increase.

The policy must therefore put in place initiatives to increase the participation rates for both sexes and to bridge the gap between males and females in this regard, to ensure greater equality.

Socio- Cultural Situation

Arising from its history of colonization by various groups, the introduction of slaves from Africa and the arrival of indentured labourers from the East, today, Jamaica shows a spectrum of races with a black (of African descent) majority, a white (Caucasian) minority and an intermixture of other ethnic groups mainly from India, China and the Middle East. Intermarriage has, over the years, created a very unique racially mixed people reflected in Jamaica's motto, "Out of Many, One People". Yet, there is social stratification based mainly on economic situation and level of formal education.

Although the official language is Jamaican Standard English (JSE), regardless of ethnic background, the majority of Jamaicans speak Jamaican Creole (JC) which is considered a dialect of English by some and a language in its own right by linguists. JC developed out of a contact situation of English dominance and West African conquest during the period of New World slavery. Under the explosive pressure of the plantation economy, the languages of West Africa were mixed with dialects from varying classes and speech communities of Britain to produce a new vernacular and the language of the common people. The main contributions to JC are thus English and West African languages but vestiges of Spanish and Hindu can also be found. The closeness to English presents challenges in the formal education setting where Jamaican Standard English is nominally used for teaching, yet the experience for Jamaican children is that the language used and heard everywhere is Jamaican Creole. Teachers slip in and out of the two languages without consciously differentiating the two. Students who often believe they already know sufficient English because of their receptive abilities lack the motivation to develop target language competence. This close relationship to English is considered by some to be a contributory factor in Jamaica 's struggle to create a fully literate populace.

Jamaica continues its efforts to reduce the illiteracy rate, which now stands at 20.1 per cent. The data indicates that the illiteracy rate among men is higher than females - being 25.9 and 14.1 per cent, respectively. Yet, it is easier for males to obtain jobs without qualification. The inference is that females

need to be more qualified in order to compete in the job market. In addition, there are jobs that require more muscle power than brain and are thus more accessible to males.

The Education Sector

Jamaica, like many other countries, has a three-tiered education system – primary, secondary and tertiary – with children entering pre-primary as early as three years old. In 2006/07, an estimated 77.8 per cent (842 054 persons) of the 3 - 24 years old (school-age cohort) were enrolled in educational institutions. The total number of students enrolled in the public and private education system at the pre-primary, primary and secondary levels was 689 145, with primary education accounting for 36.8 per cent of the total. The gross enrolment rates at the pre-primary, primary levels, secondary and tertiary levels were 96.8 per cent, 94.5 per cent, 93.4 per cent and 31.5 per cent respectively.

The disparity in achievement between males and females is evident from the primary level through lower and upper secondary level of the school system, but is most pronounced at the tertiary level. Male participation at the tertiary level has systematically fallen, as shown in the numbers in Box 2 (page 42) on HEART-Trust/NTA and in Table 17 on page 52, and has reached an all time low with males accounting for only 18.0 per cent of the student population at The University of the West Indies. This gender differentiation points to the underperformance of males at lower levels of the system which has hindered their access to the tertiary level. The University of the West Indies has initiated research activities and developed programme proposals to address the growing male under-representation at the tertiary level, without compromising female participation and performance.

The number of persons trained, in the category Professional, Senior Officials and Technicians, increased by 2.9 per cent to 15 368 (69.6 per cent female). Available data on persons trained as skilled and semi-skilled personnel showed that a total of 49 767 persons were trained (56.0 per cent female).

Education is financed by the Government of Jamaica (GOJ) with inputs from the private sector, community and faith-based organizations. Household contribution to education was made through cost sharing at the secondary and tertiary levels, and as payments for other educational inputs at all levels. For the financial year 2007/08, the GOJ allocated 12.6 per cent of the national budget to education. This was an increase of 6.7 per cent above the revised estimates for 2006/07. Approximately \$42.2 billion of the allocation was for recurrent expenditure, with 91.0 per cent of this earmarked for salaries and other emoluments.

Of the overall education budget, in order of allocation, 32.5 per cent was allocated to the primary level; 31.9 per cent to the secondary; 18.2 per cent to tertiary; and 4.3 per cent for the early childhood. Compared with 2006/07, there was a 40.0 per cent increase in allocation to special education, a 24.5 per cent increase at the early childhood level and a 7.2 per cent increase at the secondary level. The Government reduced its allocation to the tertiary level by 1.1 per cent. Average annual per capita expenditure in order of allocation was $233 032.00 at the tertiary level; $92 917.00 for special education; $53 332.00 at the secondary level; $44 230.00 at the primary and $12 060.00 for early childhood education

II. ADULT LEARNING AND EDUCATION

1. POLICY, LEGISLATION AND FINANCING OF ADULT LEARNING AND EDUCATION (ALE)

1.1 . LEGISLATIVE AND POLICY FRAMEWORKS OF ALE

1.1.1 The Legislative and Policy Environment of ALE in Jamaica

The Adult Education Sector is characterized by a legislative framework, which reflects the evolution of varying emphases on the role and function of life long learning in national development.

The Education Act of 1964 and its attendant Education Regulations 1980 give general powers to the Honourable Minister of Education to: "*promote the education of people in Jamaica and the progressive development of Institutions devoted to that purpose.*"

In addition, there are a number of enabling pieces of legislation specific to Adult Learning and Education which complete the framework.

The Human Employment and Resource Training Act (1982)

In 1982 the Human Employment and Resource Training Trust (HEART/Trust) and the 1994 amendment, the National Council on Technical and Vocational Training (NCTVET) were both established to:

   a) develop, encourage, monitor and provide finance and employment opportunities for trainees.

b) direct or assist in the placement of persons seeking employment in Jamaica and promote employment projects.

c) ensure that there is in the island an adequate number of persons trained for employment in the technical and vocational fields.

d) approve and certify courses to be pursued by persons desirous of obtaining technical and vocational education and training.

e) certify persons as instructors in the field of technical and vocational education and training.

f) approve and accredit institutions offering technical and vocational education and training and to keep a register of all such institutions.

g) define occupational standards through established Industry Lead Groups; over 300 occupational standards have been established as of July 2006.

h) accredit formal, non-formal and in-formal TVET programmes and institutions that deliver training, in certifiable occupational areas in Jamaica.

i) certify persons who assess (trained assessors) the competence of learners participating in NCTVET certifiable programmes.

j) develop Facilities Standards that inform training providers about the facilities and equipment required and the operational requirements of a training programme that will enable trainees to meet the NCTVET standards necessary for certification.

The University Council of Jamaica Act (1987)

The act empowers the University Council of Jamaica in the exercise of it functions to:

a) grant and confer Degrees, Diplomas, Certificates and other academic awards and distinctions to and on persons who have pursued courses of study approved by the Council at associated institutions and have passed such examinations or other tests as may from time to time be required by the Council;

b) grant and confer Degree to and on persons who have carried on research under the supervision of an educational or research establishment under conditions approved by the Council;

c) grant confer, subject to such conditions as the Council may determine, Honourary Degrees and distinctions to and on persons selected by the Council;

Of significance to this Report are the legislative and policy framework promulgated during the decade following CONFINTEA V-- 1997-2007. During this reference period the following five major pieces of legislation were enacted to advance lifelong learning.

A. The University of Technology, Jamaica Act 1999

Under this Act, the status of the College of Arts Science and Technology was changed to the University of Technology, Jamaica Act. Under its Charter, the objects of the University are:

(a)   to advance education and development of technology through a variety of patterns, levels and modes of study and by a diversity of means by encouraging and developing learning and creativity for sustainable development for the benefit of the people of Jamaica, the Caribbean and elsewhere.

(b)   To preserve, advance and disseminate knowledge and culture through teaching, scholarship and research;

(c)   To make available the results of such research and service;

(d)   To promote wisdom and understanding by the example and influence of corporate life. *(First Schedule Section 2)*

B. The Council of Community Colleges, Jamaica Act 2001.

The Council of Community Colleges established under this piece of legislation is mandated inter alia to:

(a) supervise and co-ordinate the work of community colleges;

(b) advise the Minister on policy education matters relevant to community colleges

(c) Consider, recommend or approve the curricula of community colleges;

(d) examine and assess the work of students in training at the community colleges;

(e) collaborate with other institutions, including institutions of further sand higher education, in the provision of educational opportunities;

C. The Consortium of Teacher Education Policy

A Task Force in Educational Reform appointed in February 2004 by the then Prime Minister, the Most Honourable PJ Patterson, was commissioned to *prepare and present an action plan consistent with a vision for the creation of a world-class education system which will generate the human capital and produce the skills necessary for Jamaican citizens to compete in the global economy.*

The Task Force recommendation that "*all practicing teachers be holders of a Bachelors Degree in Education*" was the most significant for the Adult Learning and Education sector. The following ten

public institutions offering teacher training programme responded positively to this new direction and presented a policy for the formation of the **Consortium of Teacher Education:** Bethlehem Moravian College, The College of Agriculture Science and Education, Church Teachers' College, Edna Manley College of Visual and Performing Arts, G.C. Foster College, Moneague College, St Joseph's Teachers' College, Sam Sharpe Teachers' College, Shortwood Teachers' College. The Mico University College was granted University status in 2005/06 and is not a member of the Consortium.

The Consortium will offer and award under-graduate degrees in the first instance, and post-graduate certification in teaching and allied disciplines thereafter and aims to:

(a) Provide, as an independent body and/or in collaboration with others, programmes of study leading up to the award of undergraduate degrees and graduate diplomas and degrees;

(b) Develop, and ensure that standards of the teaching profession are maintained by providing quality programmes for educators at all levels of the system;

(c) Provide a supportive environment which will allow institutions to engage in professional discourse around the conduct of teaching and learning, the adoption of suitable teaching and assessment strategies, and the internal review of programmes and courses;

(d) Increase inter-college linkages and develop mechanisms to enhance the teaching capacity of individual institutions through the Consortium, utilizing staff expertise across campuses by way of information and communication technologies (ICTs) such as those that have been established by the colleges, the Joint Board of Teacher Education, and other providers;

(e) Allow for the coherent development and delivery of programmes which respond to national needs and priorities;

(f) Provide a platform for the development of a coordinated repertoire of courses that will contribute to the Ministry of Education's Professional Development Protocol;

(g) Ensure meaningful articulation between the Diploma in Teaching and the Bachelor in Education in order to eliminate duplication of effort.

D. Tertiary Education Commission Policy

The strategic five year Education Plan 2006-2010 is the driver for the tertiary sector development with one of the outcomes of the plan being the Tertiary Education Commission (TEC). The policy mandate of the Commission is to:

(a) Strengthen and harmonise an articulation system for persons to move between Tertiary Level Institutions (TLIs) nationally, regionally and internationally.

(b) Undertake research for national development and ensure dissemination of results to potential users and implementers.

(c) Improve and strengthen funding for tertiary education.

(d) Market tertiary programmes nationally, regionally and internationally.

E. The Jamaican Foundation for Lifelong Learning Limited, 2006

Jamaican Foundation for Lifelong Learning Limited (JFLL) was incorporated under the Companies Act as a Limited Company in 2006. The Foundation was formed exclusively for the provision of adult education and the promotion of lifelong learning. Additional information is given in Box 1 on page 3.

The objects for which the Foundation was established are:

- To provide persons in the target population (members of the public seventeen (17) years and over who have been involved in the formal education system) with a range of training and learning options including, but not limited to, basic literacy and numeracy, the High School Equivalency Programme, computer studies, and through collaborative initiatives with other training providers, to compliment and support the formal education system on an ongoing basis with the aim of improving knowledge, skills and competencies;
- To assist with the integration of suitable individuals into higher educational programmes and institutions;
- To assist in channeling suitable individuals into programmes of vocational training in fields in which aptitude is shown;
- To influence and implement Government policy on lifelong learning and to establish and operate Community Centres for Lifelong Learning at Strategic locations across Jamaica;
- To provide quality assurance procedure, evaluation systems and certification for the programmes and training developed and offered by the association

The Foundation shall have the following powers which shall be exercised solely in furtherance of the abovementioned objects. Direction and administration is provided from JFLL's head office located in Kingston. Local administration is provided through a network of Offices and Adult Education Centres (AECs) located in Jamaica's 14 parishes. There are twenty-six centres operating island-wide, thirteen of which are also parish offices. In addition to the AECs, classes are also conducted at other locations such as Church Halls, Community Centres and Work Places. The total staff compliment is made up of

seventy nine (79) full time members, some ninety three (93) part time employees and two hundred and nineteen (219) volunteers.

1.1.2. Priority Goals for ALE

Among various policy frameworks, the following three articulate important priority goals for ALE.

A. 2015 Jamaica Social Policy Visions and Goals

The 2015 Jamaica Social Policy is a framework and action plan for improving effectiveness, collaboration and accountability in the delivery of social policy in Jamaica up to the year 2015. The process was led by the Cabinet Office under the guidance of the Human Resource Council, the committee of Cabinet, which has responsibility for leadership in social policy. It involved an extensive, yearlong process of consultation, reflection, analysis and design involving a wide range of actors in the political directorate, civil service, local government, voluntary agencies, research institutions and communities resulting in:

A Social Policy Vision for Jamaica

A prosperous and dynamic Jamaica which upholds the fulfillment of human rights, dignity for all persons, and builds continual social progress based on shared values and principles of partnerships. Minds are transformed and extraordinary results are produced in this the most caring and secure country in the Americas, where individuals fulfill their potential, are in control of their destiny, take responsibility for their lives and work always for the larger good.

A Social Policy Key Outcome Goal for Education

An education which facilitates lifelong learning and acquisition of social and life skills for all.

The Social Policy Sub-goals for Education
- Improve post-Secondary access to opportunities for learning and skill development for all
- Lifelong continuous development of the skills necessary for economic,
  social and political development

B. The Task Force on Educational Reform, Jamaica

In 2004 the Task Force on Education Reform through a consultative process arrived at a Validated National Shared Vision for Education in Jamaica. The Key Outcome Goal posited for the Education

system was '*an education which facilitates lifelong learning and the acquisition of social and life skills for all*'."

The four vision elements specific to Adult Learning and Education are:

(a) Enriching Learning-Centered Education Environment

Our learner-centered educational system is dynamically relevant, responsive and cognizant of the social and cultural needs, contexts and aspirations of the community and of Jamaica at large. It facilitates learning at international standards and teaches the learner how to learn in order to learn.

(b) Each Learner Maximising His/Her Potential, Based on International Standards

The structure of our education system develops learners with skills, competencies, values and attitudes, which exceed globally accepted norms-- norms determined by appropriate student assessment systems and procedures. Our system is based on a framework of cultural relevance and appropriateness, is cognizant of the need for a board-based liberal education and, by instituting appropriate programmes, opportunities and technologies, ensures that each learner maximizes his or her potential throughout life.

(c) Globally-Competitive, Quality Workforce

Our education system produces an educated, trained and trainable workforce accepted and welcomed globally on account of its sophistication and creativity and, as a result, attracts high-level, job-creating investments and strong international recruitment demand.

(d) Disciplined, Culturally-Aware and Ethical Jamaican Citizen

All learners are exposed to and experience the reinforcement of social and civic values, demonstrate conflict resolution skills, are aware of their cultural and national identities, and respect other citizens and the environment.

C. VISION 2030 Jamaica

"Jamaica, The Place Of Choice To Live, Work, Raise Families, And Do Business"

The above is the vision for Jamaica, articulated in 2007. Prior to that, in November 2005, the then Minister of Finance and Planning challenged the Planning Institute of Jamaica (PIOJ) at its 50th Anniversary Conference on Economic and Social Planning to discard the deficiencies of previous planning exercises to ensure that future plans are relevant to the country's realities and are achievable. This challenge then became the mandate for a new and responsive approach to planning. The need to improve the country's planning tools and the development of a modern planning model with the capability to integrate the economic, environmental and social elements was readily addressed in Threshold 21 (T21).

This new model has the capacity to provide scenarios of future long term outcomes, the consequences of different strategies being proposed and to trace the causes of changes in any variable or indicator back to the underlying assumptions. Since the preparation of the last Five-Year Plan (1990-1995), the impact of the reform efforts of the 1990s, as well as the rapid process of globalization, resulted in far reaching changes in the structure of the Jamaican economy. With these changes, the existing planning and economic models became increasingly limited in scope as they could not adequately reflect the new structural reality. The primary focus of the old models was on micro and macroeconomic analyses geared more to short term projections.

Cabinet gave approval in March 2007 for the Planning Institute of Jamaica to prepare a National Development Plan which would result in Jamaica achieving developed country status by 2030. As first step of the planning process, a Vision, stated above, was articulated. Twelve strategic priorities and guiding principles that are critical for fulfilling the objectives of the Plan and Vision were identified. The preparation of this plan would incorporate, as a starting point, existing policies, programmes and sector plans, the Medium Term Framework, the National Industrial Policy, the commitments embodied in the Millennium Development Goals (MDGs) and other international agreements.

The PIOJ, under the leadership of the Director General, is working extensively in laying the groundwork for the preparation and completion of a 25-year National Development Plan by April 2008.

This current process adopts a new and responsive approach to planning which would do two things:

(1) effectively eliminate the deficiencies of the previous 5 and 10-year planning exercises; and

(2) improve the country's planning tools using a modern planning model that integrates the economic, environmental and social elements.

Education and training are emerging as key drivers of a country's competitiveness. The world is characterized by rapid change, increasing globalization and growing complexity in terms of economic and socio-cultural relations. The speed of these changes is reflected in the context within which any determination on the future objectives of education systems must be placed. Responding to these and other realities, an Education Task Force was established and completed its work in 2004. The Education Transformation Team has since been charged with the responsibility of implementing recommendations of the Task Force. This Sector Plan recognizes and has incorporated the perspectives and the ongoing work of the Transformation Team.

1.1.3 Organisation of ALE

The Ministry of Education is the central body that provides the institutional framework for educational institutions. The Ministry comprises a Central Administrative Body and Six Administrative Regions located across the island. Eight statutory bodies associated with the delivery of education also form part of the Ministry's portfolio. The Minister of Education provides policy direction for education and the Permanent Secretary is the Chief Administrative and Accounting Officer with responsibility to the State for the proper functioning of the Ministry and its Agencies.

The following Ministries of Government complete the institutional framework for education in Jamaica: the Ministry of Health; the Ministry of Labour and Social Security; the Ministry of Information, Youth and Sports; the Ministry of Tourism, Entertainment and Culture; the Ministry of Finance and Planning; the Ministry of Mining, Energy and Telecommunications.

1.1.4   **Alignment of Policy and Implementation Strategies in Other Sectors**

Under the Modernisation of the Public Sector Reform Programme, the GOJ has consistently moved towards the integration of policies and programmes across Ministries and Agencies as part of its commitment to create national consensus (Joint-Up Government) and to optimize the utilization of resources. The following are examples of alignment across three Ministries towards meeting ALE goals.

Ministry of Labour and Social Security

Programme of Advancement through Health and Education

The most impactful achievement of the safety net reforms that began in 2000 is the Programme of Advancement through Health and Education (PATH). This is a conditional cash transfer programme, which delivers cash benefits to certain categories of persons in poor households. Over 70 per cent of the cash benefits, paid on a bi-monthly basis, goes to children 0-17 years. Those under six years of age receive health grants, conditional on regular, prescribed preventive health care visits. Children in school receive education grants, conditional on regular school attendance. The standard set for this attendance was arrived at in collaboration with the Ministry of Education, and is 85 per cent. The PATH therefore recognizes the critical importance of education in the lives of poor children, and its great potential for poverty reduction. Studies in the region have supported the premise that completion of secondary schooling in particular, has positive effects on labour market productivity. Long run outcomes from education are therefore fundamental to the design of the PATH.

The Social Protection Project currently being negotiated with the World Bank, will further develop on this theme in two ways. Firstly, the PATH will begin to offer differentiated benefits in an effort to motivate other positive outcomes in education at the secondary level, namely school retention and grade transition. Beneficiaries will receive higher levels of grants in Grades 7 to 9, and even higher levels in Grades 10 onwards. An extra premium will be offered to all boys; in addition a one-off bonus will be offered to PATH students transitioning immediately to the tertiary level. These differential benefit levels are supported by data from research that points to some of the key transition points, as well as the need to motivate boys to continue their education. This new project will commence in the last quarter of 2009.

Steps to Work Programme

Secondly, the Government will be piloting a welfare-to-work initiative called the Steps to Work Programme, beginning in late April 2008. This initiative seeks to further build human capital in poor families, by empowering household members in various ways. These include remedial education, shills and competency building, business development, among others. The objective is to provide poor families, beginning with PATH households, with opportunities to increase their capability to earn an adequate income. Training is an essential aspect of the initiative, and will tap into existing services such as that offered by the Jamaican Foundation for Lifelong Learning, the National Youth Service, and the HEART Trust/NTA. Persons who are 'ready' to operate their own businesses will receive business training and ongoing assistance as they improve their market. Job matching services and job counseling will be offered under the programme. The strength of this initiative will lie in the successful networking between government agencies, as well as with the private sector and civic organizations. Support to the necessary capacity to effect this programme will be provided through the Social Protection project, as well as other budgeted resources.

Ministry of Industry, Technology, Energy and Commerce

E-Learning Project

The E-Learning Project (2005-2010) is financed by the Universal Access Fund from cess on international calls terminating in Jamaica. The purpose of the project is to utilize the state-of-the-art ICTs in Jamaica's high schools to improve the quality of the education system, enhance the learning experience and advance the level of passes in the CSEC examinations. It is expected that the project will cover 180 institutions inclusive of 166 public high schools, six public special schools and eight Teachers Colleges.

The components of this project include Instructional Materials; Technology Infrastructure for Storage, Dissemination and Access; Teacher Training, Remedial Support and Continuous Assessment. The first phase of the implementation plan was initiated during the period September 2006 to August 2007. This involved 26 high schools, three Teachers Colleges, a special high school and one independent high school. The project placed emphasis on five subjects -- English Language, Mathematics, Information Technology, Biology and Chemistry -- in Grades 10 and 11.

With respect to performance, teachers commenced item writing and approximately 1 871 items were reviewed and placed in a temporary database for five subjects. In addition, 50 instructional videos were

produced. Training also commenced for 1 230 teachers and lecturers. Expenditure on the project at December 2007, amounted to $370.1 million

Ministry of National Security and Justice

Citizens' Security and Justice Programme
The Jamaican Foundation for Lifelong Learning in implementing its mission works in conjunction with the Ministry of National Security & Justice through the Citizens' Security and Justice Programme. Through this programme, individuals living in inner city communities are provided the opportunity to access all JFLL programmes. The focus is currently in inner city communities in Kingston.

There are sixty individuals accessing the Basic Literacy and Numeracy Programme, and they are desirous of accessing the High School Equivalency Programme (HISEP) upon completion of their basic programme of study. Another one hundred and ten (110) are scheduled to begin the High School Equivalency Programme. Some learners enrolled in HISEP are pursuing vocational training at various HEART Trust/NTA institutions. Others are planning to access HEART Trust/NTA vocational training as soon as they have completed the Grade 9 component of HISEP. All learners have committed to completing HISEP even after they have completed their vocational training. The recommended completion time for HISEP is three (3) years.

1.1.5. Main Development Challenges

Despite some accomplishments in the sector, there are a number of issues and challenges that need to be addressed if we intend to move towards a knowledge-based society that is able to take advantage of the opportunities presented by globalization. The activities of the training and workforce development agencies are hampered by problems inherent in the education sector which feeds into the input of the training system and the quality of the Jamaican workforce. In 2006, the number of trainees enrolled in the system was approximately 84 000 with some 55 000 graduating, an increase of 33.1 per cent over the previous year. However, estimates suggest that close to 70.0 per cent or over 700,000 workers are in need of training. Of the first time job seekers, 70.2 per cent have no vocational, technical or professional qualifications.

Approximately 20.1 per cent of Jamaican adults are illiterate, another 15.0 per cent possess only basic numeracy skills, and some 142 000 youth are outside of the education system and labour force, of which 5.0 per cent did not go beyond Grade 9.

b) Unattached Youth

Secondary data from national surveys such as The Survey of Living Conditions, the Jamaica National Literacy Survey and the Labour Force Survey, complemented with institutional data from educational agencies have pointed to the dire situation of unattached youth in Jamaica. Education statistics and information from the Caribbean Examination Council were also analysed to complement the survey data. Information included enrolment at various grades of the education system, achievement and placement at grades 6 and 9, and CXC results.

Among other findings about unattached youth were the following:

1. Between 24 and 34 percent of youths were unattached over the period 1998 and 2001, and this translates into 114 500 -163 000 youths, with an average of 141,744. (see Table 3) Unattached youth are those who are not in formal or non-formal education, unemployed or unemployable. Consistently more of these youths were females and this is explained by the higher levels of unemployment among females in the population as a whole. Over the period 1998-2001, the male:female differences narrowed and this was mainly due to more females being in school, although there have been reports of increased employment of females as a result of the HEART/NTA programme.

2. Just over half of the unattached youths can be found in rural areas. An examination of level of education and employment levels by area of residence in 2001, revealed that educational attainment and achievement of the rural youth was significantly lower than the urban youths but level of unemployment was similar in the three areas.

3. One quarter of unattached youths lived below the poverty line, while about one-half lived in female-headed households. The mean household size of 6 persons is higher than the national average of 4 persons.

4. About a quarter of unattached youths attained only a grade 9 level or less of education. Very few i.e. less that five percent, had tertiary education. The majority had little qualifications, with over 70% having achieved only the equivalent of CXC at basic level or no qualifications at all.

5. The literacy survey showed that over 30% of unattached youths with a grade 9 education or less, were illiterate. These findings are corroborated by statistics from the Ministry of Education, Youth and Culture that show that 32% of children were deemed 'at-risk' at the grade 4 level.

6. There were notable differences between the attached and unattached in terms of gender, literacy levels and educational level attained (highest level of education reached), but there were no differences in age group, area of residence or examinations passed.

Table 3: Estimated number of unattached youths 15-24 years.

	Number of unattached youths (SLC)[a]	Number of illiterate unattached youth – literacy survey
Total	141744	24495
Male	56452	18910
Female	85292	6090
Age group years		
15-19	68182	12450
20-24	73562	11530
KMA	37485	2810
Other towns	24501	2275
Rural	79758	21050
Highest educational level Gr. 9 or less	32959	20270
No. without CXC general proficiency	108893	24495
Estimated no. of youths who left school system by end of gr. 9 [b]	34170 - 55110	
Estimated no. youths who left school system at gr. 11 without any qualifications [b]	49640 – 82230	

Some other issues and challenges include the following:

1. While Jamaica applies international standards and skill competencies in its workforce development and training, the capacity of learners to fully access the learning process is often hampered by the quality of the education system. Additionally, whilst Jamaica continues to boost workforce skills through vocational training, little consideration is given to the interaction among basic educational attainment, training and lack of labour market policies resulting in ineffectiveness in many of the training programmes offered.

2. Only 30 per cent of the labour force is certified (academically and skill training)

3. Labour market analyses are not effectively utilized by training and workforce development agencies to direct decision-making in relation to training.

4. Funding is insufficient to adequately upgrade, retool and provide skill training to approximately 70 per cent of the labour force.

5. Government has not established a coherent and comprehensive HRD policy framework consistent with its broader development and investment strategy, resulting in training not being relevant to meet new demands, insufficient and in some cases not able to quickly address the changing needs in the workplace.

6. The training system does not sufficiently promote a culture of entrepreneurship. These enterprises are largely recognized as the main generators of new employment and in 2006, 34.2 per cent of the Jamaica Labour Force was self-employed.

7. The challenge facing Jamaica is to develop the economy through positioning itself in the global market so that it can increase productivity, while forging a competitive advantage producing high value, lower volume, highly differentiated goods and services for niche markets, and to develop the skills and competencies of our human resources to ensure that the economy's need for labour and the labour force's need for employment are both satisfied.

8. A culture of lifelong learning needs to be engendered across the society moving it from the focus on adult or continuing education to a 'cradle-to-the-grave' approach.

9. There is need to place more emphasis on training for job growth, especially in hospitality, construction, information communication and technology.

10. Career education and guidance is limited in scope and needs to be integrated in the education and training systems; as well, there is a need for carefully mapping out new and emerging careers, and providing opportunities for new entrants to the labour market.

11. Partnerships with employers and other training providers need to be strengthened.

12. At all levels of the system, females continue to out-perform the males. The low performance of males commences as early as the primary level, with boys dropping out from the end of primary education at age 11 – 12 years. This has implications not only for the work that must be focused on boys at lower levels of the education system but also for their performance at the subsequent levels and impacts the type of worker who will enter the job market. In 2002/2003, for example, at The University of the West Indies, Mona, where the proportion of females enrolled in all programmes was 4638 and 1945 for males, the proportion of females gaining first and upper second class degrees was 46.8 per cent compared to 32.2 per cent for males. Males accounted for only 17.3 per cent of the total number of students gaining these quality degrees.

1.1.6 Policies to Advance Lifelong Learning

As the demand for workers who are trainable increases, the education system is expected to provide the opportunities for individuals to acquire the necessary skills and knowledge to make them employable.

The following policies are being developed with implications for the expansion of access to quality ALE:

Lifelong Learning Policy

In 2005 a special committee of the HEART Trust/NTA was established to develop the lifelong learning. The articulated Vision of the Policy is '*A transformed Jamaica in which each person values and participates in Lifelong Learning to generate and sustain personal productivity in the pursuit of national growth and development.*'

The Policy Goals are to:

 (a) develop and foster a culture of learning that includes and benefits every citizen, inclusive of persons with disabilities.

(b) provide an enabling environment nationwide that ensures access to lifelong learning.

(c) develop and sustain an enlightened, thinking, and competent population.

Strategies
The following strategies will be implemented:

- Introduce legislative amendments;
- Inform and educate the public about 'learning for life' especially those who may believe that '*learning [i.e, schooling] is NOT for them;*'
- Introduce structured Career Development Programmes at all levels of the formal education and training system;
- Encourage Corporate Jamaica to develop and establish a culture that transforms their workplaces into 'learning organizations' that guarantee profitability;
- Mobilise communities for social and economic improvement at every level;
- Provide and expand programmes and services to facilitate learning activities and impact a more diverse population for economic performance and growth;
- Remove structural barriers to participation in the formal learning process;
- Raise the literacy rate permanently to at least 95 per cent;
- Ensure that graduates of every learning institution are literate;
- Develop and implement programmes for personal empowerment;
- Incorporate lifelong learning services/programmes into institutions such as libraries, museums, churches, sports clubs, community centers, and cooperatives/cottage industries;

- Promote programmes for the development of informed, questioning, thoughtful and responsible citizens of every age, who are eager and willing to serve their families, their communities, and the wider society.

1.2. FINANCING OF ALE

1.2.1. Public Investment in ALE

Adult Learning and Education is financed mainly by the Government of Jamaica (GOJ) funds, augmented by loans and grants from bilateral and multilateral agencies, the private sector, household expenditure on educational related items and non-governmental organizations (NGOs). Students at the post-secondary and tertiary levels contribute through the Cost Sharing Schemes. Additional financing is provided through the HEART Trust/NTA. This agency is mandated to enable public and private technical and vocational education and training institutions to efficiently produce adequate numbers of skilled and semi-skilled workers and is dependent on the involvement of Private Sector Employers for financing (via contributions). Under the HEART Act, an employer whose gross monthly payments of emoluments to employees (not including pension payments) are $14,444.00 or more, becomes liable to pay 3 per cent of the total amount of the monthly wage bill (total emoluments) to the HEART Trust Fund. The HEART Tax has proven to be an effective mechanism for financing the development and administration of the training system in Jamaica.

The JFLL is financed largely from the Government of Jamaica's Consolidated Fund and for the financial year 2007/2008 government, through the Ministry of Education (MOE), allocated $135 million for budgetary support.

As shown in Table 4, over the last decade since CONFINTEA V, the GOJs allocation to Adult Learning and Education has increased to $16.4M from $4.6M in 1997, with an average annual expenditure of $8.7B. Over 4.6 per cent of the national budget is allocated to ALE, though it receives 31.7 per cent of the Education budget.

Table 4: Financing of Adult Learning and Education, 1997-2007

					J$ ' 000s						
	1997	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Tertiary Education	2058.1	2943.6	2679.2	2590.7	3322.8	3002.8	3139.3	4099.1	6462	5959.6	6838.4
Technical/Vocational Education	369.7	589.7	552.3	601.6	627.3	683.7	849.6	849.6	879.6	1071.9	1357.6
Youth Development Programmes	267.9	273.1	103	103	101.9	139.7	132.3	158.7	181.4	270.4	497.9
Teacher Education	342.3	384.3	372.3	411.9	401.7	448.8	505.5	606.0	544.9	570.2	834.3
Adult Education	35.9	49.2	54.8	57.5	50.4	67.6	67.6	84.7	78.8	98.2	127.7
HEART Trust/NTA	1213.1	1046.4	1736.4	1957.4	2060.0	2032.0	2174.7	2618.8	3188.2	3590.7	4603.0
Public Sector Training	336.4	380.4	562.9	565.0	709.6	799.3	811.2	830.9	1136	1480.2	2140.5
TOTAL	4623.4	5666.7	6060.9	6287.1	7273.7	7173.9	7680.2	9247.8	12470.9	13041.2	16399.4

Source: Economic and Social Survey of Jamaica, 1997- 2007

Approximately 86.8 per cent of the ALE budget is financed solely by the MOE, while the remaining 3.2 per cent is derived from other agencies, namely; the Ministry of Health, Ministry of Justice, Ministry of Agriculture, Ministry of Tourism and the Ministry of Industry, Technology and Commerce.

At the **tertiary** level, $8.6 billion was allocated as follows: The University of the West Indies – 5.0 billion, the University of Technology - $1.26 million, Community Colleges/Multi-disciplinary Colleges - $ 947.5 million, and Teacher Training Colleges - $834.3 million. The Government, including the HEART Trust/NTA, provided approximately $ 17.4 billion for training across selected ministries. This was an increase of 14.2 per cent compared with the approved estimates for 2006/07. These training activities included post-secondary, formal and non-formal and continuing education programmes. The HEART Trust/NTA had an income of approximately $4.6 billion from its training levy and other income-generating activities.

1.2.2. Foreign Bilateral/Multilateral Donor Investment in ALE

The International Development Partners in Jamaica, over the years, have tended to support projects and programmes at the earlier tiers of the system, that is, Early Childhood to Secondary. However, there are a few projects supporting ALE as shown in Table 5.

Table 5: New Externally Funded Projects

DONOR	PROJECT TITLE	(J$)
Baylor College of Medicine	Education to Improve the Nutrition of Infants, Children, Adolescents and Pregnant Lactating Women	2.0 million
Bernard van Leer Foundation	Caribbean Internship Project Phase III	17.2 million
Commonwealth Secretariat	Networking the Economy: Implications for Health, HIV, AIDS and Development Workshop	4.1 million
Caribbean Development Bank	Enhancement of U-Tech Project	25.8 million
The Canadian International Development Agency	Governance on the Ground- Toronto and Kingston 'City to City' Partnership Stakeholders Meetings, Phase II	5.0 million
United Nations Education, Scientific and Cultural Organization	Expansion of the Website to include Languages from Indigenous Communities such as Moore Town in Jamaica, Hopkins Village in Belize, Paramin Village, Trinidad, Enterprise Village on the Pomeroon River, Guyana as well as Communities on the West Coast of Essequibo	0.7 million
World Bank	Sexual Safety Intervention	3.2 million
	An Examination of the Factors which Influence Relationship Formation and Sexual Behaviour among 18-24 Year Old Students of The UWI	1.8 million
World Trade Organization	Consolidating Trading Course in Trade Policy for Government Officials in the Caribbean Region	18.9 million

1.2.3. Support from Private/Corporate Sector

Private entities such as the National Commercial Bank (NCB) Jamaica Limited, Scotia Bank Jamaica Foundation (SJF) and the Digicel Foundation (DF) also contributed to the financing of education with a total of $88.0 million as indicated in Table 6.

Table 6: Contributions of selected private entities to ALE

CONTRIBUTION OF SELECTED PRIVATE ENTITIES TO EDUCATION ($ Million)	
NCB Jamaica Education Initiative	**31.2**
CSEC Examinations (POB and POA)	
Scholarships (Tertiary)	
UWI	
UTECH	
Edna Manley	
Jamaica Economy Research Project	
Workshops for Primary and Basic school teachers	
Scotia Bank Jamaica Foundation	**20.8**
Scholarships	
Primary (GSAT)	
Secondary	
Other Major Projects	
Willowdene High School	
Iris Gelley	
Montego Bay Community College	
Digicel Foundation	**36.0**
Mayfield All-Age (St. Elizabeth)	
UWI Centre for Students with Disabilities	
Portmore Lane Youth Advancement Centre	
Bailey's Basic School (Kingston)	
Allman Hill Primary and Junior High	
TOTAL	**132.5**

N.B: The highlighted sections refer to Corporate support to ALE

1.2.4. Civil Society Support to ALE

The National Training Agency in Jamaica provides financial support to civil society to provide technical vocational education and training. These programmes are often community-based and aimed at satisfying the demand for skilled labour within a community. These programmes are operated by non-governmental organizations, community-based organizations and faith-based institutions.   Overall enrolment in 2007 was 12 368 (74.5 per cent female), a 4.6 per cent increase compared with 2005/06. Output from these programmes was 6 315 (75.0 per cent female).

1.2.5. Learners Contribution to ALE

The financing of ALE is borne primarily through government subsidies and self-funding by students and/or their families. In public tertiary students, Jamaican students are required to assume 15.0 per cent to 35.0 per cent of the economic cost of their education. The GOJ, in supporting teacher training provided in conjunction with private banking entities, a pool of funds totaling $600M from which

teachers will be re-funded 50.0 per cent of their tuition up to a ceiling of $250 000, if they pursue related teaching disciplines. In private institutions, the full cost is borne by students.

1.2.6. Financial Incentives in Support of ALE

The following are some general programmes geared specifically to provide financial assistance to Jamaicans to pursue ALE.

Ministry of Finance and Planning Scholarships and Assistance Unit

The GOJ, through the Corporate Management and Development Branch of the Ministry of Finance and Planning Scholarships and Assistance Unit, provided opportunities for an average of 180 persons (50.0 per cent female) to pursue studies overseas. Of this number, 39 persons pursued undergraduate degrees, 17 persons pursued postgraduate degrees and the others were enrolled in short-term courses. Training was provided mainly in Management, Education, Engineering, Law, Social Sciences, Communication and Science and Technology.

Students Loan Bureau

The Students Loan Bureau (SLB) operates a revolving fund which provides loans to qualified Jamaican students for tuition at local and foreign-based tertiary institutions that are approved by the MOEY. A total of 6548 applications were received in 2007. Of this number, 6158 or 94.0 per cent were approved, providing these students with loans totaling 927.7 million dollars. Some 1 788 students received grants amounting to $79.2 million. An estimated 35.0 per cent of the total loan amount was distributed to students at UWI Mona, 33.0 per cent to students at UTECH and 19.0 per cent to students at Northern Caribbean University. The remaining loan and grant funds were distributed to students in Teachers' Colleges (6.0 per cent), UWI Foreign-based institutions (1.0 per cent), Community Colleges (2.0 per cent) and others (4.0 per cent).

Jamaica Values and Attitudes Project

In 2001, a new programme was introduced to target another set of needy students, who were able to partially finance their tertiary education. The programme, known as Jamaica Values and Attitude Project

(JAMVAT), is a work/study project designed for tertiary level students and aims to provide 30.0 per cent of one year's tuition in return for a prescribed programme of work.

Public Sector Educational Leave Programme

Under the Wage and Benefit Agreement, all public sector workers are entitled to study leave to a maximum of two years, one year with pay with bonding requirements

1.2.7. Benchmarks in Financing of ALE

In a unanimous parliamentary resolution in 2006, the GOJ gained political consensus on raising the financial contribution to education by at least one per cent for five years, increasing the proportion from ten per cent to 15 per cent of total budgetary allocation. For the financial year 2007/08, the GOJ allocated 12.6 per cent of the national budget to education.

2. QUALITY OF ADULT EDUCATION AND LEARNING: PROVISION, PARTICIPATION AND ACHIEVEMENT

2.1. PROVISION OF ALE AND INSTITUTIONAL FRAMEWORKS

2.1.1 Institutions Responsible for Managing and Coordinating ALE at the National Level

The **University Council of Jamaica (UCJ)**

This is the national body for assuring quality in tertiary education in Jamaica. The UCJ achieved its targets of accreditation of programmes, registration of institutions, the development of standards, and the assessment of educational credentials. The UCJ also continued to co-ordinate the activities of the Joint Committee for Tertiary Education.

The Council of Community Colleges of Jamaica

The Council of Community Colleges of Jamaica (CCCJ) is a statutory agency under the MOEY established to supervise and coordinate the work of Community Colleges in Jamaica. The Council undertook the standardization of curricula materials and procedures, as well as examination, appeals and related regulations to ensure transparency within the system. The CCCJ also provided professional

development opportunities for staff of the Community Colleges. A Learning Management System was acquired through a partnership arrangement with the HEART Trust/NTA. The Council introduced new programmes among its offerings of Associate degree. These were as follows: Computer Applications in Business Studies; Clothing & Fashion; Library Studies; Performing Arts; Computer Servicing; and Electronics. In addition, it expanded its Associate degrees in Management Information Systems, and Hospitality, Entertainment & Tourism Management into Bachelor's degree programmes.

The Joint Board of Teacher Education

The Joint Board of Teacher Education is a statutory board of the University of the West Indies. According to Ordinance 14 (Sections 4a & e) of the University statutes, a Joint Board may be established by the Vice-Chancellor in consultation with the governments of any country or group of countries, for a country or group of countries, Currently there are two Joint Boards of Teacher Education: the JBTE based at the Mona Campus of the University of the West Indies, which serves Jamaica, the Bahamas, Belize and Turks and Caicos Islands in the Western Caribbean; and the more recently founded JBTE based at the Cave Hill campus in Barbados, which serves the Eastern Caribbean.

The Joint Board of Teacher Education (JBTE) at Mona is a unique association in which the following are partners in all the decision-making processes involved in the certification of teachers and the development of teacher education and accreditation: The University of the West Indies; the governments of Jamaica, the Bahamas, Belize and Turks and Caicos Islands (through their Ministries of Education); the teachers' colleges; and the teaching profession.

In accordance with University Ordinance 14.4 Section (e), each Joint Board has the following functions:

• To consider and recommend or approve the syllabuses of teachers' colleges

• To examine and assess the work of students in training

• To make recommendations on teacher training and allied matters to the appropriate authorities

• The certification of teachers

The work of the Joint Board is administered by a secretariat headed by a senior University administrator. The examinations process is managed by the Institute of Education (IOE) through the secretariat of the JBTE, which is part of the IOE.

In Jamaica, the JBTE membership includes 12 institutions training teachers at pre-university level for early childhood, primary and secondary schools. There are also programmes in special education and literacy studies. Some of these colleges are fully government owned and operated institutions, some belong to various churches, and one is the beneficiary of a private trust.

The JBTE's relationship with Belize goes back to 1965 with the founding of the Belize Teachers' College, which became the Faculty of Education when the University of Belize was established in 2001. In Belize the JBTE provides quality assurance services to the programme offered by the University of Belize and accredits the Associate Degrees in Primary Education offered by St. John's College.

Since its inception in 1974, the College of The Bahamas has been a member of the JBTE. Before that there were two small colleges training teachers; these became part of the Institute Board of Teacher Training in 1965.

The Turks and Caicos Islands Community College (TCICC) is the newest member of the JBTE in the Western Caribbean. Since 2004 the JBTE has been providing guidance to that institution in developing an Associate Degree in Primary Education, which had its first intake of students in September 2004. The programme will carry JBTE accreditation.

The colleges have always been conscious of their role in the society and have endeavoured to produce teachers who become nation builders and community leaders. They have produced individuals who are confident, committed, competent, and knowledgeable. Their graduates have served as role models to countless generations and as change agents in their communities and at national level. Teachers' college graduates are now to be found in high positions in every walk of life.

Teachers' colleges have changed with the changing times. As they have matured under gifted and committed leadership, their contribution to teacher education has assumed even greater significance. Standards have risen, as have entry requirements for the students. The colleges have accepted the challenges posed by the present century with confidence and determination, and their philosophy reflects the changing nature of knowledge and of the society in which they are situated. The colleges are the significant partners in the JBTE partnership

National Council on Technical and Vocational Education and Training (NCTVET)

The National Council on Technical and Vocational Education and Training (NCTVET) is a national

body established to accredit programmes and award certificates and diplomas to individuals who have demonstrated competence in vocational skills and educational competences.

The NCTVET was established in 1994 as an independent body, with the responsibility to work with employers from all sectors to create a workforce that is trained and certified to global standards.

The mandate of NCTVET it is to promote improvement in the technical competence and productive capacity of the labour force. The NCTVET has overall responsibility to develop occupational standards, accredit and approve training programmes and institutions which meet established standards, and to assess individual competencies (measured against the standards) leading to the awarding of the National Vocational Qualifications of Jamaica (NVQ-J). The Council also certifies technical and vocational instructors, develops and applies assessment procedures, and grants certificates to successful trainees.

The NCTVET has developed standards for well over 140 occupations, and many of these are in use by our neighbours in CARICOM. They have also awarded thousands of individuals with our National Vocational Qualification of Jamaica (NVQ-J) Certification which is accepted in Jamaica, and all across the Commonwealth.

The organization has been performing creditably with over 75,000 persons being certified. Of this number over, 52,000 individuals have been awarded with the National Vocational Qualification of Jamaica (NVQ-J) and 23,000 awarded with Joint Industry Certification. It is anticipated that this number will increase significantly with the implementation of the revised TVET model by 2005.

Since 2000, the organization has been the secretariat of the Caribbean Association of National Training Agencies (CANTA) and has been working closely with TVET Councils and Ministries of Education in Grenada, Belize, Guyana, Barbados, Trinidad and Tobago, St. Lucia, and St. Vincent and the Grenadines.

NCTVET- Role and Functions
The mission of the NCTVET is to assure quality within a flexible TVET system, expanding access to certification in response to labour market demands.

The National Council promotes continuous improvement in the competencies and productive capacity of the Jamaican labour force by means of establishing standards for technical and vocational occupations and certifying persons who meet these standards.

With a labour force of 1.2 million people, the NCTVET has taken on the mandate to develop an assessment and certification system that provides the competencies required for the global market place and to increase the number of trained, certified employees in the workplace through a relevant and responsive system.

It also approves and accredits institutions and programmes which meet established standards and certify persons who have demonstrated mastery of specific competencies.

In 2007, the involvement of the National Council on Technical and Vocational Education and Training (NCTVET) in the TVET system included the development of 29 new Qualification Plans for Level I to IV programmes in Beauty Services, Early Childhood Education, Maritime Services, Electrical Installation, Welding, Printing and Graphic Arts, Building and Property Management, Marketing and Promotions and Building Construction. Seventeen Revised Qualification Plans were also developed in Education, Metal Engineering and Maintenance, Building Construction and Hospitality and Tourism. Some 460 Competency Units Standards were developed.

In relation to certification and accreditation, 13 042 NVQ-Js were awarded and 20 programmes in five organizations were accredited. The NCTVET continued with programme offerings in Competency Based Education and Training nationally and regionally. In October 2007, it launched the CARICOM endorsed, work-based qualification, Caribbean Vocational Qualification (CVQ). The CVQ is a result of collaboration among the National Training Agencies of Jamaica, Barbados &Trinidad and Tobago under the auspices of the Caribbean Association of National Training Agencies (CANTA) and will be the 'passport' for employment across the CARICOM region. Other programme involvement included the Organization of American States (OAS) Hemispheric Project for Certification of Labour Competencies in Secondary Schools and the JFLL/HEART Trust High School Equivalency Programme.

During fiscal year 2006/07, HEART Trust/NTA in collaboration with NCTVET certified a total of 67 275 individuals through NVQs, Unit Certification and Joint and Other Certification. This represents an increase of approximately 9.4 per cent compared with the previous year. In the review year, NVQ-J qualifications were achieved by 26 542 individuals, a 26.7 per cent increase; Unit Certification by 32 269 individuals, an increase of 12.9 per cent; and Joint & Other Certification was achieved by 8 464 persons, reflecting a decrease of 29.3 per cent when compared with 2006.

Who Does the NCTVET certify?

- Learners within the formal system (HEART Trust/NTA training institutions, Ministry of Education schools or private training organizations) preparing to enter or re-enter the workforce
- Workers who are on the job;
- Persons who have previous experience, and/or are self employed, but have no formal certification in their skill area of specialization;
- Persons who are eighteen (18) years and over and did not complete secondary level education can apply for certification through HISEP;
- Persons who completed secondary school, but received no formal certification;
- Persons who completed secondary level education, but with inadequate certification.

2.1.2   ALE PROGRAMMES IN JAMAICA

Table 7 below provides a description of ALE programmes in Jamaica by type, area of learning, target group, programme cost and funding source.

Table 7: Description of ALE Programmes in Jamaica

Programme	Provider			Area of learning			Target group/s	Programme Cost	Funding source
	Public/ State	CSO/ NGO	Private	General Competencies	Technical Skills	Knowledge generation, innovation			
1. Adult Literacy and Life-Skills Jamaica Foundation for Lifelong Learning	√			√			Male/Female 15yrs and over Urban/Rural	127.7M	Training Tax Levy
2. Work Place Certification HEART/Trust NTA HEART Trust provides Technical and Vocation & Education training for persons 17 years and over.	√				√		Male/Female 17yrs and over Urban/ Rural	4.6B	GOJ
3. Professional Training Teacher Training, Health, Justice, Maritime, Police & Correctional, Agriculture, Tourism, Military, Financial Services	√				√		Male/Female 17yrs and over Urban/ Rural	3B	GOJ
4a. Higher Level Training Institutions (The University of the West Indies, The University of Technology, Jamaica, The Mico University College) Institutions geared at developing the skills of senior professional, senior officials and technicians for the labour force.	√			√	√	√	Male/Female 17yrs and over Urban/ Rural	7.4B	GOJ
4b. Higher Level Training Institutions (University College of the Caribbean, Northern Caribbean University, International University of the Caribbean, B&B University College,)			√	√	√	√	Male/Female 17yrs and over Urban/ Rural	Unavailable	Fees and Private Funding
4c. Community Colleges and Multidisciplinary Colleges (Excelsior Community College, Knox Community College, Portmore Community College, Edna Manley College of Visual and Performing Arts, GC Foster College of Physical Education, Browns Town Community College, Moneague College, Montego Bay Community College and Bethlehem Moravian College) Community Colleges provide pre-university, general education, professional and para-professional training opportunities.	√			√	√	√	Male/Female 17yrs and over Urban/ Rural	974.8 M	GOJ
5. Public Sector Management Training (Management Institute of National Development)	√			√			Male/Female 17yrs and over Urban/ Rural	107M	GOJ
6. Information Communications Technology Training	√				√		Male/Female 17yrs and over Urban/ Rural	4M	GOJ

2.1.3. Linkages Existing Between Formal and Non-Formal Sectors

These are three examples of linkages between formal and non-formal sectors;

The Technical and Vocational Rationalization Project

This project affords the exposure to technical/vocational programmes in well-equipped laboratories and workshops. This has greatly increased access to quality programmes not only for students in the formal system but also for the wider community, through after school programmes.

Work Experience Programme

Under this programme, students in secondary level schools pursuing technical/vocational subjects are required to engage in on-the-job training relating to their career choice. This activity is undertaken under the supervision of qualified individuals. Flexible learning opportunities are also offered to young people.

The High School Equivalency Programme

This programme is geared towards providing opportunity for persons who for one reason or another were not able to complete their high school education and receive certification. Unlike traditional mode of classroom delivery in a five-year secondary education programme, HISEP is a programme of self-instruction.

2.1.4. Certification of ALE

In Jamaica, all ALE programmes lead to formal certification. Examples are shown in Table 8.

Table 8: Awards and Certifications granted by selected ALE institutions

Programme	CERTIFICATION
1. **Adult Literacy and Life-Skills** Jamaican Foundation for Lifelong Learning	High School Equivalency Programme Literacy Competency Levels I to IV
2. **Work Place Training** **Certification** HEART Trust/ NTA	National Vocational Qualification Jamaica, Certificate of Competence Level 1-5, Caribbean Vocational Qualification, Technical Vocational Education.
3. **Community Colleges and Multidisciplinary Colleges** Excelsior Community College, Knox Community College, Portmore Community College, Edna Manley College of Visual and Performing Arts, GC Foster College of Physical Education, Browns Town Community College, Moneague College, Montego Bay Community College and Bethlehem Moravian College	Certificate, Diploma, Associate Degree, Bachelors Degree
4. **Professional Training** Teacher Training Colleges, Ministries of Health, Justice, National Security, Agriculture, Commerce and Technology. Caribbean Maritime Institute, Management Institute of National Development Caribbean Institute of Technology, Vocational Training Development Institute	Diploma/ Certificates in Specific Vocations: Teaching, Nursing, Military, Constabulary, Maritime, Agriculture, Hospitality, Finance and Public Sector Management.
5. **Universities** The University of the West Indies, University of Technology Jamaica, The Mico University College, University College of the Caribbean, Northern Caribbean University, International University of the Caribbean, B&B University College,	Bachelors Degree, Master Degree, Doctorate , Postgraduate Diploma and Certificate

2.2. Participation in ALE

The following institutions provide training to build capacity in a variety of vocations**.**

a) Technical training is regulated and delivered largely by the Human Employment and Resource

Training Trust/ National Training Agency, described in Box 2.

Box 2   The Human Employment and Resource Training Trust/ National Training Agency (HEART Trust/NTA)

The HEART Trust/NTA is mandated to enable public and private technical and vocational education and training institutions to efficiently produce adequate numbers of skilled and semi-skilled workers largely for the productive sectors of the economy. The short term aim is to reduce the number of uncertified workers by 50 per cent by 2008. The Agency is dependent on the involvement of Private Sector Employers for financing (via contributions)[1] and providing on-the-job skill training opportunities. The organization also sets standards, develops curricula, administers examinations and accredits training programmes for the country through the National Council on Technical Vocational Education and Training (NCTVET).

The HEART Tax has proven to be an effective mechanism for financing the development and administration of the training system in Jamaica. As a consequence, the organisation is viewed globally as a world class organisation and has been used as a bench mark throughout the English speaking Caribbean and elsewhere in the world. HEART Trust/NTA has received approval from the Caribbean Community (CARICOM) to issue the Caribbean Vocational Qualification, a Technical Vocational Education and Training certification usable across the region.

Delivery Modes
Delivery modes include institution based, community based and firm based training. The organisation has been focusing on broadening the modalities and number of training opportunities available and on the standardisation of the training system in the island. The organisation finances the Technical High School Programme, the TVET Rationalization Project[1] and directly administers training in over 18 institutions island-wide and over 40 special church-based and community-based training institutions. They also administer the Apprenticeship Programme and the School Leavers Training Opportunities Programme (SLTOPS) under which school leavers are placed in firms where they may receive job experience and training. The organisation has been focusing on broadening the modalities and number of training opportunities available and on the standardisation of the training system in the island. To this end, the HEART Trust/NTA has sought to streamline the certification of all training programmes it accredits to ensure that programmes certified at a particular level may be at the same standard regardless of the modality of delivery. Included is the provision of support to school-based TVET programmes to facilitate the acquisition of vocational certification at the secondary level. It has also added to their institution-based programmes, with the introduction of the Enterprise Based Training Programme (EBT). Under this programme, HEART Trust/NTA certifies training delivered within firms in approved skill areas and offers financial assistance to the firms for the delivery of training. The HEART Trust has also sought to broaden the level of certification of Jamaican workers by the introduction of a scheme for recognising prior learning. Under this scheme, experienced workers may be tested and certified at the level of skill demonstrated by them.

ENROLMENT AND OUTPUT OF SKILLED AND SEMI-SKILLED MANPOWER FROM NON-FORMAL HUMAN EMPLOYMENT AND RESOURCE TRAINING/ NATIONAL TRAINING AGENCY PROGRAMMES 2005 – 2006

SKILL AREAS	2005						2006					
	ENROLMENT			OUTPUT			ENROLMENT			OUTPUT		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
Agricultural	694	848	1 542	500	534	1 034	472	595	1 067	277	316	593
Apparel and Sewn Products	130	2 757	2 887	67	1 894	1 961	116	2 736	2 852	63	1 853	1 916
Art & Craft	132	192	324	35	141	176	192	241	433	88	170	258
Beauty Care Services	36	1 164	1 200	17	727	744	73	1 708	1 781	24	1 253	1 277
Building Construction	6 787	679	7 466	3 828	143	3 971	10 892	598	11 490	7 748	418	8 166
Cabinet Making	532	20	552	239	9	248	673	20	693	526	15	541
Commercial Skills	2 075	6 000	8 075	1 543	4 192	5 735	6 394	13 019	19 413	3 791	7 133	10 924
Early Childhood Care and Other Education/Training Skills	47	1 842	1 889	36	898	934	148	2 613	2 761	79	1 422	1 501
Hospitality	2 764	8 611	11 375	1 698	5 438	7 136	4 581	12 461	17 042	3 000	7 788	10 788
Information & Communication Technology	3 111	5 728	8 839	1 714	3 780	5 494	5 629	9 569	15 198	4 174	7 710	11 884
Machine& Appliance Maintenance/ Repair	2 205	186	2 391	1 299	125	1 424	2 867	128	2 995	1 712	80	1 792
Transportation/Automotive Trade	2 727	240	2 967	1 361	184	1 545	3 268	152	3 420	2 282	111	2 393
Other Skills	2 114	2 522	4 636	1 244	1 381	2 625	1 951	2 318	4 269	1 408	1 413	2 821
TOTAL	23 354	30 789	54 143	13 581	19 446	33 027	37 256	46 158	83 414	25 172	29 682	54 854

Does not include Remedial and Continuing Education Programmes

Source: Planning and Projects Division, Human Employment and Resource Training/ National Training Agency

b) Tertiary level programmes are offered by the following institutions:

Community Colleges provided pre-university, general education, professional and para-professional training opportunities. There are eight community colleges: Moneague and Brown's Town in St. Ann, Bethlehem in St. Elizabeth, Montego Bay in St. James, Portmore in St. Catherine, Brown's Town, Knox, in St Ann, Excelsior Community College (EXED) in Kingston and the College of Agriculture, Science and Education (CASE) in Portland. Moneague College, Bethlehem and CASE are multi-disciplinary institutions as they also serve as teacher training institutions.

Teacher Training Institutions include nine public institutions, the education departments at the three universities, the Vocational Training Development Institute (VTDI) of HEART/Trust NTA and the College of Agriculture, Science and Education. The public institutions which offer certification in education are the Mico University College, Shortwood Teachers' College, G.C. Foster College of Physical Education and Sport, Moneague College, Sam Sharpe Teachers' College, Edna Manley College of the Visual and Performing Arts, St. Joseph's Teachers' College, Church Teachers' College and Bethlehem College. The Teacher Training Institutions have created a Consortium of teacher education institutions and applied to the MOE to be registered to offer undergraduate degrees. The Consortium concept facilitates the colleges' strengthening and supporting each other in a well regulated way, including the use of ICT for cross registration and on-line delivery to offer the first degree in education and other postgraduate courses in keeping with the demands for continuous upgrading of teachers.

The Mico University College is a teachers' college that is remaking itself into a University College offering degree programmes. In mid-2006, it was accorded University College status by the Jamaican government.

The University of the West Indies (UWI) began teaching in 1948 at Mona in Jamaica as a University College affiliated with the University of London, and became independent in 1962. UWI is now a dual mode institution offering teaching by distance education as well as face-to-face teaching

The University has campuses at Cave Hill in Barbados, Mona in Jamaica and St. Augustine in the Republic of Trinidad and Tobago. The total student body, which numbers over 35, 000, is distributed among the various faculties on these campuses. The Faculties are Humanities & Education, Law, Pure & Applied Science, Social Sciences and School of Clinical Medicine & Research at Cave Hill; Humanities and Education (including a School of Education), Medical Sciences, Pure and Applied Sciences, Social

Sciences and at Mona; and Engineering, Humanities & Education, Medical Sciences, Science & Agriculture and Social Sciences at St. Augustine. The University also has University Centers, each with a Head, in the contributing countries.

In a major initiative to expand the student population and service the widely dispersed needs of country partners, The University has launched the Open Campus, an entity that is built on The University's success in distance education via the UWI Distance Education Centre (UWIDEC) and continuing studies throughout the Caribbean. The current population of distance students and continuing education students is over 20, 000 today and it is hoped to increase to over 40, 000 Open Campus students by 2012. The Open Campus currently employs a wide variety of distance delivery methods and has 52 education centers in 16 different English speaking countries.

The UWI's *School of Continuing Studies* (SCS) is responsible for a variety of outreach activity through programmes of continuing education, public education and adult education in all contributing countries. Its programmes seek to enhance academic, professional and vocational skills for persons outside the formal structures of UWI and to provide opportunities for them to pursue further education, including higher education. SCS also focuses on the development and nurturing of cultural knowledge and skills and the provision of research and technical assistance in specialized areas. Where there is no Registry in country, the staff of the SCS assures the delivery of university programmes in distance mode in collaboration with the UWI Distance Education Centre and the faculties of The University. The School of Continuing Studies will be integrated into the Open Campus.

The work of the SCS currently involves the following activities:
(a) The offering of UWI associate degree programmes developed by the School;
(b) The offering of professional and vocational development programmes certified by the school itself or by other recognized certifying agencies;
(c) The offering of programmes leading to fulfillment of university entrance requirements;
(d) The stimulation of public discourse on matters pertinent to the country of location and to the Caribbean by organizing relevant seminars, conferences, lectures and discussions, and hosting appropriate visitors;
(e) The provision of technical assistance to governments and national and international institutions;
(f) The stimulation of cultural and artistic activities; and
(g) Facilitation of the delivery of UWI programmes.

The University of Tec*hnology, Jamaica* (UTech, Jamaica*),* the only public university in Jamaica and one of two technological universities in the English-speaking Caribbean, prides itself on offering outcomes-based programmes built on a polytechnic model. It offers over 100 programmes at the certificate, diploma, undergraduate and postgraduate degree levels, including several programmes offered nowhere else in the English-speaking Caribbean - e.g. Architecture, the Health Sciences, and Technical and Vocational Education. It also offers postgraduate degrees in Architecture, Workforce Education, Educational Leadership, Business Administration and Engineering Management. These programmes are delivered through five faculties: Faculties of the Built Environment, Health and Applied Science, Engineering and Computing, Education and Liberal Studies and Business and Management.

One important feature of UTech's programmes is that they expose students to real-world learning experiences through internships, study tours, field exercises, site visits, work-related and community-related projects.

In keeping with global trends in education, in 2002 the office of Continuing Education and Distance Learning (CEODL) was established with the mandate to facilitate the expansion of learning opportunities, increase enrolment through flexible access to diverse lifelong learning options and multi-modal delivery options, including offerings by open and distance learning and continuing education.

In an interview in the print media, UTech's president indicated that there is a plan to forge partnerships with a number of institutions – e.g. the Caribbean Maritime Institute (CMI), the University College of the Caribbean, Management Institute for National Development --- to facilitate collaboration under one umbrella, The National University of Jamaica, with the overarching aim of improving the efficiency and effectiveness of the tertiary education system in Jamaica.(The Sunday Gleaner, March 30, 2008)

Northern Caribbean University (NCU) is a private Seventh Day Adventist institution offering undergraduate and graduate degrees in Education, Pharmacy, Business and Liberal Arts. Allied to St. Andrews University in the USA, its graduate programmes are heavily supported through its sister university.

Other providers of tertiary training include University College of the Caribbean, International University of the Caribbean, Dental Auxillary School, Schools of Nursing and Midwifery, Caribbean Maritime Institute, University of New Orleans, Jamaica Theological Seminary, the Jamaica Institute of

Management, the Mandeville Catholic College and the Nova South Eastern University. In addition, a number of local universities and colleges partner with extra-regional institutions to offer programmes. Table 8 shows several of these institutions. Information provided by the University Council of Jamaica shows that seven overseas institutions are operating with full accreditation status. A listing is provided below:

- Florida International University/Institute of Management Sciences (United States of America, (USA)) -*Master of Business Administration(MBA)*

- Manchester Business School/Jamaica Institute of Bankers (United Kingdom) - *(MBA)* Mount Saint Vincent University/JACAE –(Canada) -*Master of Education (MED)* in Studies in Lifelong Learning, formerly Adult Education; *Bachelor of Education (BED)* in association with St. Joseph's Teachers'   College; *Bachelor of Education* in association with the College of Agriculture, Science and Education

- Nova Southeastern University (NSU) - U.S.A.- *(MBA); B.Sc. in Professional Management; Master of Science in Human Resource Management (M.Sc./HRM); M.Sc. in Instructional Technology and Distance Education***;** *Ed.D. in Instructional Technology and Distance Education; Master of Science in Education* with Specializations in Teaching and Learning and Exceptional Student Education (formerly Varying Exceptionalities and/or Special Education) and *B.Sc. in Applied Professional Studies (Concentration in Teaching and Learning)*

- Temple University /Church Teachers College (USA)- *Bachelor of Science in Education*

- University of New Orleans (U.S.A*.)*- ***Master of Business Administration (Executive MBA)***

- University of South Florida (USF)/Shortwood Teachers' College (USA)- *Masters in Early Childhood Education*

- Eastern Connecticut State University/Hanover Education Foundation (USA)- *Bachelor of Arts in Sociology and Applied Social Relations*

Two of the major extra-regional institutions are the **University College of the Caribbean (UCC)** and the **International University of the Caribbean (IUC).** The UCC operates centres in Kingston, Mandeville, Manchester Montego Bay, St. James; Savanna-La-Mar, Westmoreland; and Ocho Rios, St. Ann. Total enrolment at the end of the calendar year 2007 stood at 6 084, a 15.6 per cent increase compared with 2005/06. Output data for the same period totaled 1 010, a decline of 12.7 per cent compared to the previous year's figure of 1 157.

UCC offers professional training mainly in business-related courses including Management Studies, Business Administration, Management Information Systems, Accounting, Law and Human Resource

Management. In 2007, the local UCC franchised programme offered diplomas in 16 areas of study and Bachelor's and Associate degrees in three areas. The College also offered nine additional programmes at the Baccalaureate and Master's level in conjunction with overseas universities. These institutions included the Florida International University (FIU), the University of London and the University of Northern Florida.

The IUC which consists of three institutions: the Institute for Theological and Leadership Development (ITLD), the Mel Nathan College, and Knox Community College was officially launched in 2005. The IUC has a central campus in Kingston and three regional centres in Mandeville, Manchester; Montego Bay; St. James; and Tower Isle, St. Mary as well as satellites within the regions. There were 1 815 students enrolled for the academic year 2006/07.

Programmes offered in ITLD included undergraduate degrees in Education, Psychology, General Studies, Guidance and Counselling as well as Theology. Guidance and Counselling and Theology were both accredited by the UCJ during the year. The postgraduate degrees offered were in Pastoral Psychology and Counselling (MAPPC), Counselling and Consulting Psychology (MCCP) and Missiology (MA and MPhil).

The undergraduate degrees offered at Mel Nathan College included Community Development, Programme and Project Management, Business Administration, and Nursing. The Early Childhood Diploma initiated in September 2006, was offered in partnership with the Joint Board of Teacher Education. In addition, Mel Nathan College offered a Master of Education (MEd) and a Doctor of Education (EdD) in collaboration with the School of Education at the University of Sheffield, England.

2.2.1 (a) Overall Participation

Participation rate at Adult Learning and Education programmes has improved, climbing from 64, 919 person and a 3.7 per cent participation rate in 1997 to 148, 353 person and a doubling of participation rate to 7.7 per cent in 2007 (see Table 9). Data provided by the Planning Institute of Jamaica indicates that females accounted for approximately 59.0 per cent of total enrolment. Enrolment at the tertiary level was estimated at 65 872 students (66.4 per cent female), an improvement in gross enrolment rate to 31.5 per cent compared with 26.0 per cent in 2005/06. (Table 12)

Table 9: Participation in Adult Learning and Education Programmes, 1997-2007

Institutions	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Teachers' College	4,560	4,858	5,724	7,034	6,921	7,311	8,366	8,717	7,435	8,966	6,071
The University of the West Indies	8,824	9,645	10,387	10,513	10,486	10,644	11,168	12,676	13,790	14,631	14,287
University of Technology, Jamaica	7,102	6,579	5,993	7,550	7,375	7,466	7,911	9,677	8,412	8,803	9,326
Private Universities	5,599	5,694	3,599	5,968	4,912	3,953	7,456	8,324	6,395	9,232	9,601
Community Colleges	4,213	6,007	7,025	5,476	5,488	3,850	7,686	5,573	8,375	6,749	8,481
VTDI	1,401	1,665	1,589	503	1,293	1,652	1,403	2,979	3,804	3,753	3,687
Nursing	296	285	297	287	383	439	630	380	1,170	742	855
CASE	536	329	342	346	811	444	430	489	428	769	1,087
HEART	14,242	19,742	22,766	22,894	23,363	24,550	26,243	34,235	54,143	83,414	85,607
In-Service	18,146	20,038	16,234	2,352	4,483	15,890	9,837	17,263	8,211	9,325	9,351
TOTAL	**64,919**	**74,842**	**73,956**	**62,923**	**65,515**	**76,199**	**81,130**	**100,313**	**112,163**	**146,384**	**148,353**
Population	**1,742,090**	**1,764,740**	**1,783,400**	**1,805,700**	**1,764,100**	**1,789,600**	**1,815,800**	**1,848,000**	**1,878,100**	**1,907,200**	**1,923,238**
Participation Rate	**3.7**	**4.2**	**4.1**	**3.5**	**3.7**	**4.3**	**4.5**	**5.4**	**6.0**	**7.7**	**7.7**

Source: Economic and Social Survey Jamaica, 1997-2007

Enrolment by Skills Area

In 2007, approximately 87,037 adults were enrolled in non-formal training programmes offered by the HEART Trust/NTA. The data indicates that the most popular areas of training were Hospitality, Commercial, Construction and Education and Training skills which accounted for 54.1 per cent of all trainees (see Table 10).
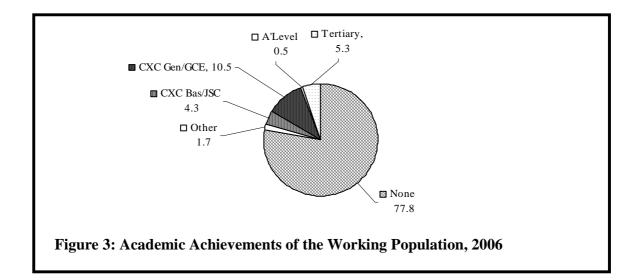
Enrolment by Age

Data provided by tertiary institutions indicated that some 20.0 per cent of students were under 20 years of age; 50.0 per cent, 20-29 years; 20.0 per cent, 30-39 per cent; 12.0 per cent 40-49 years and 5.0 per cent, 50+ years.

Table 10: Enrolment in Non-Formal Training Programmes by Skill Areas and Gender, 2007			
		YTD Enrolment	
Sector	**M**	**F**	**Total**
Agricultural	409	356	765
Apparel and Sewn Products	87	2294	2381
Art and Craft	164	87	251
Beauty Care Services	93	1734	1827
Building Construction	9714	615	10329
Cabinet Making	237	44	281
Commercial	3499	7232	10731
Education & Training	1026	5777	6803
Hospitality	5215	13930	19145
Information And Communication Technology	4641	7560	12201
Machine and Appliance Maintenance /Repair	3050	251	3301
Multi-Skilled	84	11	95
Not Categorised	927	750	2777
Other	4755	7867	12618
Pre-Vocational/Continuing Education	203	131	334
Transportation/Automotive Trade	3104	94	3198
Grand Total	**37208**	**48733**	**87037**

Source: HEART Trust/NTA

Educational Background of the Working Age Population (14 Years +)

In 2006 the Jamaica Survey of Living Conditions canvassed households to determine the academic achievement of the working population 14+ years. Analysis of the data revealed that the proportion of the population not certified at any level was 77.8 per cent. (Figure 3) Socio-economic status and the age-group of respondents were closely related to this indicator. Approximately 90.0 per cent of the poorest compared with 57.3 per cent of the wealthiest was not certified. Analysis by age group indicated that non-certification was most apparent (92.8 per cent) among persons 60 years and over. The 65.5 per cent and 60.6 per cent non-certification observed among the 14 - 19 and the 20 – 24 age groups respectively was the lowest.

Figure 3: Academic Achievements of the Working Population, 2006

The quality of employed persons in the Jamaican labour market was assessed through an analysis of labour force data by training received. Persons employed in the vocational area that have certificate and professionals with degrees or diplomas comprised less than one-fifth of the employed labour force in 2006. Those who participated in apprenticeship programmes or received on-the-job training constituted less than one-tenth of the employed labour force. An analysis of the data by gender suggests that employed men had less training, as women consistently comprised more than half of the persons with vocational certificates, degrees and diplomas. The proportion of persons without any training was close to 70.0 per cent of the labour force and some 142 000 youth were outside of the education system and labour force, of which 5.0 per cent of these youth did not go beyond Grade 9[1].

2.2.1. (b)   Participation for Target Groups

Participation of Special Needs Group

The GOJ provides financial support to institutions that are catering to some of the most vulnerable in the society. This assistance is provided for direction and supervision of educational and training. Some of the programmes include:

- o   Alpha Boys' Home
- o   3D Projects
- o   Rural Services for Persons with Disabilities
- o   Clarendon Group for the Disabled

---

[1] Fox, Kristin (2003) Mapping Unttached Youth in Jamaica (Draft) IADB

Approximately 2,045 persons (74.9 per cent males) were enrolled in programmes offered by these centres.

Participation in Literacy/ Numeracy programmes

In 2007, some 7 615 students (51.2 per cent, male) were enrolled in programmes directed by the **Jamaican Foundation for Lifelong Learning** with some 93.1 per cent (59.6 per cent male) enrolled in Adult Literacy programmes. Some 4 782 graduated from these programmes. (Table 11)

Table 11: Enrolment Data, Jamaican Foundation for Lifelong Learning, 2007

Programme	Male	Female	Total	Graduates
Adult Literacy	4 226	2 867	7 093	4 614
Information Technology	37	24	61	45
HISEP	49	202	251	-
Workplace	104	69	173	123
Computer-Aided Literacy and Numeracy	20	17	37	-
TOTAL	**4 436**	**3 179**	**7 615**	**4782**

2.2. PARTICIPATION IN ALE

2.2.1. Statistical Data on Participation

TABLE 12
ENROLMENT IN SELECTED TERTIARY INSTITUTIONS BY GENDER, 2006/07

INSTITUTION	MALE	FEMALE	TOTAL
B & B Institute	11	149	160
Bethlehem Moravian College	111	691	802
Brown's Town Community College	241	577	818
College of Agriculture, Science and Education	308	779	1 087
Caribbean Graduate School of Theology	32	104	136
Caribbean Institute of Technology	605	365	970
Caribbean Maritime Institute	378	101	479
Church Teachers' College	69	334	403
Dental Auxillary School	0	13	13
Edna Manley College of Visual and Performing Arts	269	210	479
Excelsior Community College	595	1 049	1 644
Franciscan College of Jamaica	0	2	2
G.C. Foster College of Physical Education and Sport	293	240	533
International University of the Caribbean	545	1 270	1 815
Institute of Chartered Accountants of Jamaica	1 059	3 006	4 065
Jamaica Theological Seminary	140	323	463
Knox Community College	375	685	1060
Mico University College	355	1 126	1 481
Moneague Multi-Disciplinary College	263	1 177	1 440
Management Institute of National Development	2 466	1 057	3 523
Montego Bay Community College	496	956	1 452
Northern Caribbean University	1 125	3 677	4 802
Nursing Schools	7	474	481
Portmore Community College	819	1 548	2 367
Sam Sharpe Teachers' College	47	589	636
School of Physical Therapy	8	27	35
Shortwood Teachers' College	10	676	686
St. Michael's Theological College	14	6	20
St. Joseph's Teachers' College	21	615	636
University of Technology	4 225	5 101	9 326
University College of the Caribbean	1 825	4 259	6 084
University of the West Indies	3 844	10 443	14 287
Vocational Training Development Institute	1 565	2 122	3 687
TOTAL	**22 121**	**43 751**	**65 872**
Population 20-24 Years (Tertiary Cohort)	**101 453**	**107 761**	**209 214**
Tertiary Gross Enrolment Rate	21.8	40.6	31.5

Source: Tertiary Institutions

2.2.2. Surveys on Non-participation

Currently, there are two national surveys undertaken annually to ascertain participation levels. Both are conducted by the Statistical Institute of Jamaica's (STATIN), namely the Labour Force Survey and the Jamaica Survey of Living Conditions. Below is an analysis of research findings provided by STATIN on the cohort of persons that exist outside of the labour force in 2007.

Persons outside the Labour Force are defined by STATIN as individuals 14 years and over who were not classified as being employed or unemployed in the survey. A total of 684 800 persons were outside the labour force, 63.3 per cent of which were female. These persons were primarily in the 14–19 age group (38.7 per cent) and the 65 years and over age group (21.9 per cent). The number of persons who were "At school full time" increased by 1.4 per cent to 259 600, while those who "Did not want to work" increased by 3.7 per cent to 350 500. These two categories, at 37.9 per cent and 51.2 per cent, respectively, represented the main reasons for persons being outside the labour force. Other reasons included "Incapable of working" (4.7 per cent), "Staying home with dependents" (2.7 per cent) and "Illness" (1.4 per cent).

Reasons for Exclusion

- Early Teenage Pregnancy
- Disenchanted Adults - unable to find jobs after repeated attempts
- Discrimination because of their area of residence
- Lack of Certifications/Qualifications
- Economy is static- limited employment opportunities
- Lack of Finances
- A 'Western Union Culture' – heavy dependency on remittances, anti-work and anti-education sentiments developed

Recommendations

- Government and Private sector-Provision of child care support-Education Institutions/Workplace
- Targeted training programmes for excluded groups
- Loans/ grants/ bursaries/scholarships provided
- Education of the public about the importance of education
- Transformation of the education system to provide quality education
- Investment led-economic growth to create employment opportunities

- Government and Private sector support required for entrepreneurial development.

2.2.3. Surveys on Learner Motivation

While, there are no national studies conducted on Learner Motivation. The University of the West Indies School of Education has done research studies on this issue at the post-graduate level.

2.2.4. Mobilizing Learners and Increasing Participation

For the most part, the GOJ has relied on public education programmes, using the mass media, public consultations, regional dialogue for discussion series and round-table discussions. The programmes have targeted males, youth, the elderly and the un-employed.

2.2.5. Groups Targeted by ALE Provisions

Specific groups are targeted by the ALE provisions in Jamaica. These groups include persons with disabilities,
prisoners, youth and women.

- The **High School Equivalency Programme** is one programme of the Jamaican Foundation for Lifelong Learning which is designed to provide additional opportunities for adults, 18 years and over, who are outside of the formal educational system.
- The **Jamaica Youth Employment Network (JYEN)** was launched by JEF to promote youth employment opportunities and includes the launching of regional cyber centres, employment fairs, entrepreneurship and employability workshops, and a JYEN website.
- **National Youth Service** provides youth (17 – 24 years) with an opportunity to participate in community service and the world of work. In the Corps Programme, participants are exposed to a core curriculum at a residential training centre, which includes courses in English, Social Studies, Information Technology, Behavioural Development, Personal Development and Leadership. In addition, participants receive specialized training that prepares them for the following areas: Early Childhood Education, Customer Service, Uniformed Service, Sales and Administration or Micro-Entrepreneurship.
- The **IADB/ HEART Non-Traditional Skills Training Programme** focuses on the training of women from low-income levels. The main objective of the programme was to increase the employment of women in non-traditional occupations. They are exposed to courses.
- The **Enabling the Disabled, through Information Technology Project** aims to train and equip members of the disabled community with the skills needed to access employment in the Information Technology field.

- Another target group is **inmates of correctional facilities** under the Ministry of Justice and its Department of Correctional Services (DCS). The DCS provides education and training in seven adult, three juvenile correctional centres and two remand centres. The aim of its National Rehabilitation Strategy is to help inmates at the end of their sentence to acquire a skill, trade or education so that they contribute to society in a positive and productive manner.

2.2.6 Benchmarks for Participation

Benchmark for Post-Secondary level

During the financial year 2003/04, the HEART Trust/NTA introduced a new technical and business model called "Unit Competency Standards" that enabled more flexibility and portability of qualifications while increasing opportunities for part-time study and certification of the workforce[21].

This new framework will allow for an increase in HEART-financed enrolment in training, and the participation of other training providers in a new national qualification framework for employment.

The short term aim is to reduce the number of uncertified workers by 50 per cent by 2008.

Benchmark for Tertiary level

At the tertiary level, the Government has achieved the established target of 15.0 per cent gross enrolment rate by Caribbean Communities (CARICOM) Heads of State to be attained by 2002. At current, the enrolment has increased to 26.0 per cent.

2.3. MONITORING AND EVALUATION PROGRAMMES

2.3.1. The Assessment of Learning Outcomes

This is a fundamental principle of the ALE provision. The four main agencies with the responsibility of assessing learning outcomes are NCTVET, JBTE, the Caribbean Examination Council and High School Equivalency Programme.

The **NCTVET** has the mandate to promote improvement in the technical competence and productive capacity of the labour force. The NCTVET has overall responsibility, to assess individual competencies (measured against the standards) leading to the awarding of the National Vocational Qualifications of

---

[21] This is part of a new business plan introduced in 2003 to expand access points for training programmes and empower some 100 000 Jamaicans annually over the next three years.

Jamaica (NVQ-J). The Council also certifies technical and vocational instructors, develops and applies assessment procedures, and grants certificates to successful trainees. They have also awarded thousands of individuals with our National Vocational Qualification of Jamaica (NVQ-J) Certification which is accepted in Jamaica, and all across the Commonwealth. In October 2007, it launched the CARICOM endorsed, work-based qualification, Caribbean Vocational Qualification (CVQ). The CVQ is a result of collaboration among the National Training Agencies of Jamaica, Barbados &Trinidad and Tobago under the auspices of the Caribbean Association of National Training Agencies (CANTA) and will be the 'passport' for employment across the CARICOM region.

Another agency which monitors performance is **JBTE**, which is responsible for the certification of all teachers across the island. A third is the **High School Equivalency Programme (HISEP)**, which is designed to provide high school certification for adults 18 years and over who are outside of the formal educational system. The **Caribbean Examination Council (CXC)** assesses adult learners through two examinations. These are Caribbean Secondary Education Certificate (CSEC) and the Caribbean Advanced Proficiency Examination (CAPE). In June 2007, a total of 83 615 candidates (63.9 per cent female) wrote the CSEC Examinations.

2.3.2   Monitoring and Evaluation of ALE

In Jamaica, there are three agencies with the mandate to monitor and evaluate ALE programmes. These are:

The **University Council of Jamaica (UCJ)** which is the body assuring quality at the tertiary level through the accreditation of programmes, registration of institutions, the development of standards, and the assessment of educational credentials.

Another is the **Council of Community Colleges of Jamaica (CCCJ),** which is established to supervise and coordinate the work of Community Colleges in Jamaica.

In addition, the **National Council on Technical and Vocational Education and Training (NCTVET)** which has overall responsibility to develop occupational standards, accredit and approve training programmes and institutions which meet established standards, and to assess individual competencies (measured against the standards) leading to the awarding of the National Vocational Qualifications of Jamaica (NVQ-J).

2.3.3. Legislation, Policy Formulation and Programme Development

The practice in Jamaica is to use to inform legislation, policies and programmes. Two examples are the Early Childhood Commission Act, which mandates that all Early Childhood practitioners are trained to NCTVET Level II standards for employment in the sector and the University Council of Jamaica registration and accreditation process, which requires that all extra-regional tertiary institutions are registered and accredited before operating in Jamaica.

2.3.4. Benchmarks (see 2.2.6)

2. 4. ADULT EDUCATORS/FACILITATORS' STATUS AND TRAINING

2.4.1. Educational Qualifications and Training of Adult Education Facilitators

Table 13: Academic Staff in Tertiary Institutions by Qualification, Sex and Institution, 2007/2008

INSTITUTION	DEGREE								DIPLOMA CERTIFICATE		TOTAL		GRAND TOTAL
	PHD		MASTERS		BACHELOR		ASSOCIATE						
	M	F	M	F	M	F	M	F	M	F	M	F	
Teachers Colleges													
	1	2	2	27	11		-	-	3	1	17	47	64
Bethlehem	1	1	4	22	17		-	-	1	-	10	35	45
Church	3	8	10		4	12	-	-	-		34		138
Mico	1	1			21	47	-	-	2		104		49
Sam Sharpe	-	-	47		2	11	-	-	-		8	41	72
Shortwood	-		5	28	8	23	-	-	1		13	59	35
St. Josephs	-		5	23	1	12			-	-	3	32	
			2	18					-	1			
Community Colleges													
	-	-	4	8	17		-	-	1	3	22	38	60
Brown's Town	-	3	11	26	27		3	-	3	2	50	60	110
Exed	-	1	10	39	33		-	-	6	2	43	63	106
Knox	-	1	10	23	29		1	-	-	-	35	47	82
Montego Bay	-	-	6	24	26		-	1	-	3	23	48	71
Portmore					21								
					24								
					23								
					17								
					20								
Other													
Moneague	-	-	6		19		-	-	2	-	27	45	72
G.C Foster	-	-	18		27		-	-	1	-	11	15	26
Edna Manley College	1	3	3	9	7	6	1	-	21	10	51	56	107
CASE	2	3	14		14	20	-	-	1	2	38	36	74
Utech*	-	-	23		16		-	-	-	-	-	-	-
UWI	170	134	19	14	17		-	-	3	3	264	275	539
			-	-	-	-							
			51	71	40								
					67								
TOTAL	180	158	162		260	379	5	1	42	30	649	1001	1650
			433										
GRAND TOTAL	338		595		639		6		72		1650		

2.4.2. Adult Education as a Profession

In the early nineties, following the several conferences in adult education and as a result of the on-going work of JACAE, adult education was increasingly being recognized as a specific profession.

The Jamaican Council for Adult Education (JACAE) is a voluntary, non-profit organization, whose members are individuals and organizations involved in a wide range of adult continuing education and lifelong learning activities. Formed in the early seventies, its mission is:

> ***To promote the development of adult continuing education***
> ***and lifelong learning for individual and national develop-***
> ***ment, and to unite adult educators in Jamaica.***

Adult education, as adopted from the *Hamburg Declaration on Adult Learning* by CONFINTEA V, July 1997, states:

> *"Adult education denotes the entire body of ongoing learning*
> *processes (…) whereby people regarded as adults by the*
> *society to which they belong develop their abilities, enrich their*
> *knowledge, and improve their technical or professional qualifi-*
> *cations or turn them in a new direction to meet their own needs*
> *and those of their society."*

JACAE promotes the concept that adult education *includes* **literacy education, but is not limited to literacy alone!** In fact, any form of adult educational activities, both formal, informal and non-formal, basic and continuing, fall under the rubric of adult education. The term 'lifelong learning' has been replacing the use of adult education. The use of the term discards the emphasis on the person(s)/institution that 'provides education', focuses instead on learning and the learner, and encourages people to take responsibility themselves to actively seek out opportunities for learning something. As well, the lifelong learning concept both encourages and stresses the importance of being engaged in learning throughout one's lifetime --- 'learning from the cradle to the grave'. ***In all of its various activities, JACAE tries to espouse the focus of lifelong learning.***

JACAE is a member of the **Caribbean Regional Council for Adult Education** (CARCAE), the regional organization whose members come from the English, French and Dutch-Papiamento speaking Caribbean. Both JACAE and CARCAE are members of the ICAE -- the **International Council for Adult Education.**

JACAE's activities are organized and carried out by an Executive Committee, chaired by a President, and various Sub-committees. The current President is also the Caribbean Vice-President of the ICAE. In implementing its mission, over the years, JACAE has worked with such organizations as UNESCO, ICAE, CARCAE and locally, the Jamaican Foundation for Lifelong Learning, The University of the West Indies School of Continuing Studies and the Jamaica Library Service.

Members of JACAE have always provided advice on adult continuing education to the Jamaican Government, and have also been invited by the Government to be members of Jamaica's Delegation to such conferences as CONFINTEA V held in Hamburg Germany in 1997 and the World 'Education For All' Forum held in Dakar, Senegal in 2000.Members have also been invited to share their experiences in the work related to various aspects of adult continuing education at meetings/conferences in such places as South Africa, Australia, Brazil, Canada, Kenya, the Philippines and the United Kingdom.

However, except for the summer sessions hosted by CARCAE (usually in Trinidad or Barbados) to train those interested in working in literacy and various aspects of adult

education, there were no specific programmes nor educational institutions in Jamaica dedicated entirely to providing training and certification of adult educators. Recognizing as important the training of a cadre of adult educators, in 1997, during CONFINTEA V, a meeting was held in Hamburg, Germany at which the decision to launch a formal programme of training of adult educators was cemented with the then coordinator of the Mount Saint Vincent University (MSVU) of Canada. In 1998, the **Jamaican Council for Adult Education (JACAE)** commenced its partnership with MSVU to deliver their Master of Education (non-thesis) and Master of Arts in Education degree programmes in Adult Education/ Lifelong Learning in Jamaica. Table 14 provides a brief description of the programmes.

Table 14: JACAE's ALE Programmes

Programme (name and brief description)	a) Provider	b) Area of learning	c) Target groups	d) Prog. cost	e) Funding source
Master of Education (M.Ed) Content includes the following; - Introduction to Lifelong Learning - Lifelong Learning Processes - Practicum in Lifelong Learning - Gradate Seminar in Lifelong Learning - Graduate project Seminar - Plus 2 elective unit to be determined **MA in Education/ Lifelong Learning** Content includes the first three courses above, plus the following: - MA Ed Thesis - Independent Study in Research Methods - Plus 1.5 elective units to be determined The courses utilize a critical analytical approach to prepare those concerned with lifelong learning to work and learn in a variety of lifelong learning contexts and to effectively address a range of contemporary learning challenges. (NB: JACAE was also involved in the development and delivery of a Certificate in Adult Education programme, with UWI's DES but it is now suspended.)	Private and NGO (MSVU and JACAE)	Knowledge generation, innovation	Persons involved with or interested in adult basic education, adult literacy, community development, citizenship, cross-cultural learning, women's learning, environmental education, workplace learning, formal education, popular education and continuing professional development Many are classroom teachers especially at secondary and tertiary levels, and education administrators Usually mature females, aged 25 – 35 years.	(Inform-ation to be provided!)	*Students pay tuition fee on a per course basis; Textbooks and reading materials are included in fees. *MSVU pays the lecturers and Jamaican Coordinator * JACAE and JFLL provide support in terms of a building and an Admin. Assistant

Source: JACAE and MSVU Brochure

2.4.3. Adult Educators/Facilitators in Proportion to Overall Number of Teachers

Currently, the proportion of adult educators/facilitator's in relation to the overall cohort of teaching professionals is approximately 9.8 per cent or 2,650.

2.4.4. Employment and Remuneration in ALE

The employment status and remuneration of facilitator/educators employed in public sector Adult Learning and Education institutions vary according to the level and type of institution, Table 15 presents the salary scale of employees at the second tier (Teachers' Colleges, Multi-disciplinary Colleges, Community Colleges, Training Institutes, Jamaica Foundation for Lifelong Learning)

Table 15: Salary Scale of ALE Educators Employed in the Public Sector, 2006
J$

Educators	Starting Point	Ending Point
Principal/Lecturers	$1.36 Million	$1.57 Million
Senior Lecture	$1.15 Million	$1.34 Million
Lecturer	$1 Million	$1.14 Million
Instructor	$.92 Million	$1.1 Million

Source: Ministry of Finance and Planning Compensation Unit

3. RESEARCH INNOVATIONS AND GOOD PRACTICE

3.1. RESEARCH STUDIES IN ALE

In Jamaica, there are two key studies undertaken annually to determine the status of the nation for a number of critical development indicators. The two are provided below:

3.1.1. Key Studies in ALE

(a) The Labour Force Survey of Jamaica

The first Labour Force Survey (LFS) was conducted in Jamaica in the year 1968 as it embarked on a programme of Continuous Social and Demographic Surveys (C.S.D.S.). In the initial period two surveys were carried out in April and October each year. In the late 1980's quarterly surveys were initiated in January, April, July and October each year,

58

and this continues. However, a survey may be skipped once every three or so years to facilitate a listing exercise that is carried out with a view to selecting a new sample. The reference week for the survey is fixed, and is the last full week in December, March, June and September (using a Sunday to Saturday week).

Periodically, such as during the years when a Population Census is conducted, or when listing for a new sample, less than four surveys are done for the year, as the resources are deployed to assist in the population census exercise.

The sample design for the LFS is a two stage stratified sample with the first stage being a selection of areas called Enumeration Districts (ED's) and the second stage a selection of dwellings within the ED's. There is a system of rotation, which is employed to reduce the level of respondent fatigue. This results in identical samples in the same round of successive surveys. For example the panels in April 2003 were the same as April 2004.

The survey covers the entire country. The sample size is one per cent of dwellings across the island. Therefore, apart from the parish estimates for total employed and total unemployed, all other estimates are at the national level. The LFS covers the population fourteen (14) years and over who are non institutional, i.e. persons living in private dwellings. Persons excluded from the survey include visitors to the island, members of the Diplomatic Corps, persons resident in institutions such as Old Folks Homes, Chronic Care Hospitals, Correctional Institutions, etc. If one is admitted to hospital for less than four (4) days he/she is still treated as part of his/her private household.

3.1.1. (b) Jamaica Survey of Living Conditions (JSLC)

The JSLC is a monitoring system for evaluating the quality and coverage of the country's social services was implemented in 1988 to:

(a) provide the base-line information necessary to set priorities for socioeconomic policy and

(b) to feed back information on the effectiveness of such policies, thus allowing for corrective action where needed during the course of the programme.

The monitoring system which was started for monitoring the Human Resources Development Programme (HRDP) consists of two parts:

  (i)   institution-based and;

  (ii) household-level data.

3.1.2. (a) Questions addressed by LFS

 The objective of the survey is to provide national estimates on labour force data, employment and unemployment in Jamaica. The following topics are covered; Relationship to head of household; Education; Training; Employment Status; Economic Activity; Occupation; Industry; Hours worked; Age Group and Sex.

3.1.2(b) Questions addressed by JSLC

The household-level data has over the years provided basic information on major aspects of the population's well-being (income, employment, consumption, etc.) in relation to the social aspects (education, health, housing conditions, social security, etc.) Employment information is already being collected by STATIN through its current Labour Force Survey. Information on other socioeconomic aspects such as health, education, nutrition, consumption and housing are collected through the Jamaica Survey of Living Conditions (JSLC).

3.1.3(a) Key findings of LFS

An essential process in the labour market is the provision of an ample supply of well educated, appropriately trained persons, who form suitable candidates to take advantage of the employment opportunities that become available in the labour market. Hence an analysis of Jamaica's manpower supply is critical to this planning process.

The annual output from the education system, which is defined as schooling up to the secondary level, and from the training system, which is defined as post-secondary level is

summarized in Tables 9 and 10. In 2006/07, the total output from the terminal grades of the Secondary School system (Grades 9 and 11) was 53, 204 students. Approximately 99.0 per cent of those leaving at Grades 9 were able to gain places to Grades 9 or Grade 10 of the upper cycle of the system, through the Grade Nine Achievement Test, the Junior High School Certificate Examination, Government's purchasing of places at private schools and through parents/guardians support for their enrolment at private institutions. Approximately 62.7 per cent of the graduates of the secondary school system were deemed ill-prepared to access training or the labour market[1].

The basic matriculation to tertiary institutions/labour market is five (5) CSEC subjects including English Language and Mathematics. Of the 30 063 students in public schools who sat the 2006 CSEC examination, 7 901 (26.0 per cent) attained the requisite passes (Grades 1-lll) in five or more subjects including Mathematics and English Language. Notably 22.1 per cent of candidates in the June 2006 sitting did not pass any subject.

Table 16: Output at Secondary and Post-Secondary Levels

Programme	2004/05	2005/06	2006/07
Grade 9	11,088	9,531	11,154
Grade 11	39,333	39,920	42,050
HEART Level 1	11,165	14,757	18,826
Level 2	1,850	3,959	5,320
Level 3 & Above	1,722	2,210	2,396
Unit Competencies	17,890	28,572	32,269
Other Certificates	13,774	13,550	8,464
Source: PIOJ			

At the post-secondary and tertiary levels, the primary sources of manpower for the Jamaican labour force are the following institutions: the UWI, UTech, private institutions such as Northern Caribbean University, University College of the Caribbean, teachers colleges, community colleges, the Human Employment and Resource Training Trust/National Training Agency (HEART Trust/NTA), secretarial and business colleges, agricultural and vocational schools and technical high schools. Available data for 2006, showed that persons trained as skilled and semi-skilled manpower in these institutions

increased by 33.1 per cent over the previous year to 55 638 (53.9 per cent female). The information indicates that most persons received training as "Craftsmen Production Process and Operating" personnel (27.1 per cent). Some 21.4 per cent were trained in computing, while 20.0 per cent were trained as cooks, waiters and other hotel personnel.

HEART Trust/NTA was established by the GOJ in 1982 to administer all public sector technical/vocational training programmes and provide the regulatory framework for similar private training. Training is provided using institutional, on-the-job and community based modalities. Since 2003, HEART Trust/NTA has implemented strategies aimed at increasing access and creating a consolidated, cohesive and articulated training system. The vision is to certify one-half of the work-force with about 100,000 certifications projected by 2010. Recent output at all levels in 2006/07 stood at 67 275, an increase of 45.0 per cent compared with 2004/2005. Currently, greater emphasis is also being placed on technical/vocational training in secondary schools thereby equipping secondary students with marketable skills along with their academic education.

Table 17: Output at the Tertiary Level

OUTPUT OF PROFESSIONAL, SENIOR OFFICIALS AND TECHNICIANS, 2004 - 2006

OCCUPATION	2004			2005			2006		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
Teachers	434	2 023	**2 457**	356	1 635	**1 991**	669	2 555	**3 224**
Vocational Instructors	785	947	**1732**	1 750	2 054	**3 804**	1 220	1 491	**2 711**
Others	54	87	**141**	5	13	**18**	6	43	**49**
Medical Doctors	32	50	**82**	37	100	**137**	26	52	**78**
Nurses	1	194	**195**	0	420	**420**	6	274	**280**
Diagnostic	0	0	**0**	2	11	**13**	0	0	**0**
Radiographers (Prof. & Technicians)	1	11	**12**	2	29	**31**	0	0	**0**
Food & Nutrition (Prof. & Technicians)	20	63	**83**	1	5	**6**	12	74	**86**
Medical Technologists (Prof. & Technicians)	13	41	**54**	14	13	**27**	12	13	**25**
Laboratory Technicians	3	1	**4**	0	0	**0**	2	2	**4**
Pharmacists (Prof. & Technicians)	7	52	**59**	8	47	**55**	17	47	**64**
Physiotherapists	1	4	**5**	4	5	**9**	4	5	**9**
Dental Nurses/Assistants	0	3	**3**	4	7	**11**	0	11	**11**
Others	8	86	**94**	6	31	**37**	39	136	**175**
Accountants	131	298	**429**	159	547	**706**	403	641	**1 044**
Managers/ Administrators	650	2 343	**2993**	487	1 852	**2 339**	992	2 443	**3 435**
Engineers	148	23	**171**	98	20	**118**	157	22	**179**
Engineering Technicians	81	46	**127**	87	16	**103**	48	1	**49**
Economists	34	38	**72**	22	41	**63**	32	51	**83**
Social Scientists	43	207	**250**	46	246	**292**	71	426	**497**
Others	36	220	**256**	22	78	**100**	7	51	**58**
Physicists	2	4	**6**	4	8	**12**	1	0	**1**
Chemists	13	34	**47**	26	64	**90**	27	53	**80**
Others	89	98	**187**	37	77	**114**	93	234	**327**
Architecture (Prof. & Technician)	38	16	**54**	30	10	**40**	24	7	**31**
Land Surveyors (Prof. & Technicians)	24	9	**33**	15	72	**87**	17	7	**24**
Planning and Construction (Prof. and Technicians)	80	17	**97**	22	68	**90**	61	16	**77**
Others	1 122	50	**1172**			**0**	56	21	**77**
Attorneys	11	49	**60**	10	52	**62**	11	45	**56**
Mathematicians	15	14	**29**	14	4	**18**	4	11	**15**
Agriculturalists	57	46	**103**	94	0	**94**	71	50	**121**
Computer Operator/Programmer	158	147	**305**	255	190	**445**	125	76	**201**
Computer Technician	367	179	**546**	332	172	**504**	351	280	**631**
Theologians	56	74	**130**	40	35	**75**	19	27	**46**
Engineers/Deck Officer	74	20	**94**	129	28	**157**	83	26	**109**
Miscellaneous Occupations	87	454	**541**	150	695	**845**	271	678	**949**
GRAND TOTAL	4 675	7 948	**12 623**	4 268	8 645	**12 913**	4 937	9 869	**14 806**

Source: Compiled from data supplied by the University of the West Indies, University of Technology and other Tertiary Institutions.

The data in Table 17 indicate that the output of tertiary institutions in 2006 totaled 14 806 (66.7 per cent female) an increase of 14.6 per cent compared with 2005. A large percentage of the graduates were trained as Teacher/Instructors (40 per cent), Managers/Administrators (23.2 per cent), Accountants (7 per cent) and IT specialists (5.6 per cent).

Analysis of labour force by training received reveals that persons with vocational certificates and professionals with degrees or diplomas comprised 16.9 per cent of the labour force in 2006. This compares with 9.6 per cent a decade earlier (1996). Those who participated in apprenticeship programmes or received on-the-job training constituted 6.9 per cent of the labour force in 1996 and 4.5 per cent in 2006. The proportion of persons without any training was thus 80.9 per cent in 1996 and 75.6 per cent in 2006. These data indicate that the quality of the labour force is improving over time. However there needs to be greater improvement in the percentage of the labour force that is trained. By sex, males have shown no improvement over the last decade, as 44.8 per cent of men had no training in 1996 compared with 44.9 per cent in 2006. Females, on the other hand had 36.1 per cent without training in 1996, improving to 30.5 per cent in 2006.

Table 18 shows that the unemployment rate among those persons with vocational training (whether or not they are certified) is actually higher than any other category of persons in the labour force including persons who have received no training. This may be because persons with no training occupy low skill positions that persons with more qualifications will not accept. The presence of a pool of trained and certified but unemployed individuals is a cause for concern.

Table 18: Unemployment by Training Received (Average 2006)

Category (Level of Training)	Number	per cent
Vocational w/o certificate	4,450	25.1
Vocational w certificate	17,450	16.4
Professional w/o Degree or Diploma	425	8.3
Professional w Degree or Diploma	4,050	8.4
Apprenticeship	125	8.8
On-the-job training	3,850	7.0
None	98,025	10.4
Not stated	1025	6.0
TOTAL	129,400	10.3
Source: STATIN, 2007		

Figure 4 shows that of the trained labour force, the vast majority are professionals with degree or diploma and persons with vocational who have received certificates. The proportion of the trained labour force who have been trained through apprenticeships is trending down and in fact this is the smallest category of the trained labour force. At present, the official statistics still make a distinction between on-the-job training and apprenticeship. A merger of these two categories could actually be more practical at this time, since formal apprenticeship programmes are almost obsolete, and whereas both categories would in reality refer to training received while on the job.

Figure 4: Trained Workforce by Type of Training, 2002-2006

Source: STATIN, the Labour Force 2002, 2004, 2006

3.1.3(b)   Findings of the JSLC 2006 in relation to ALE

The characteristics of the Out of School population continued to be largely male, rural and poor. Targeting efforts for these at-risk youth must, therefore, be specific to providing high school equivalence education, access to training and decent work employment opportunities.

An examination of the academic achievement of the working population showed a high proportion of non-certified persons in the labour force (14 years +) which was estimated at 77.8 per cent. The preparation of the labour force to global standards will require the strengthening of the on-going initiatives such as the High School Equivalency Programme and efforts by the HEART Trust/National Training Agency to certify some 50.0 per cent of the working population by 2010.

3.1.4 Policy Implications

The main LFS and JSLC indicators are planning tools which are submitted to the Minister of Finance and Planning, who has portfolio responsibility for the Statistical Institute of Jamaica (STATIN). The data is then sent to other government agencies such as the Planning Institute of Jamaica (PIOJ) and the Bank of Jamaica (BOJ) and other relevant ministries and agencies such as the Ministry of Education and HEART Trust/NTA. The findings are used by these agencies to inform national policies and programmes. Three examples are HEART Trust/NTAs policy mandate to certify half the labour force by 2010. The findings have also been used by the Ministry of Labour and Social Security to inform the development of poverty reduction strategies such as PATH and the Ministry of Education's School Feeding Programme, School Fee Assistance Programme and the Government of Jamaica's policy decision to finally abolish tuition fees at the secondary level

3.2 Innovations and Examples of Good Practice

3.2.2. Mobilization of Learners, Involvement of Learners/ Emergence of Learners as Partners

Included among JACAE's examples of innovations/good practice are the following:

- Since 1998, the **M.A and M.Ed. in Adult Education/Lifelong Learning Degree programmes** of Mount St. Vincent University, (MSVU) have been coordinated by JACAE and MSVU and delivered in Jamaica. The programmes engage students in an exploration of lifelong learning processes in a wide range of social, institutional and cultural contexts. Some 100 persons have graduated from the programme since its inception. The University Council of Jamaica provides accreditation for the delivery of the programmes in Jamaica.

- Working with CARCAE and staff of The University of the West Indies Department of Educational Studies to plan, write and distance deliver courses for the Certificate in Adult Education programme (formerly) delivered via The University of the West Indies Distance Education Centre (UWIDEC). This programme is currently suspended.

- Planning, establishing and operating the **JACAE-JFLL Adult Education Resource Centre**, which followed a feasibility research project – the Democratic Communication for Adult Education (DECADE) Project – sponsored by the ICAE as an example of how a national communication centre could be used "to democratize information and communication technologies within the context of global adult education."

- Successfully organizing **Adult Learners Week (ALW)** annually for over ten years, during which hundreds of adults and youth island-wide have participated. ALW activities have included: church services held in various parishes and hosted by different denominations, public panel discussions and symposia, exhibitions, workshops, awards to individuals and/or organizations for outstanding work in continuing adult education or involvement in lifelong learning activities and Gala Fund-raising Dinners. Participating in the writing of the '*Learning Festival Guide'*, a handbook of suggestions on how to plan and host Adult Learners Week, organized by the UNESCO Institute for Lifelong Learning (UIL) and the National Institute of Adult Continuing Education (NIACE) of England and Wales.

- Hosting an exploratory symposium (2005) followed by **an adult education conference** (2008) **on** *'The Learning City: A Vehicle for Community Transformation'* – the first of its kind to be held in Jamaica – with the aims of (a) deepening the understanding of how a community can be transformed by embracing the concept of lifelong learning and (b) examining some of the negative forces which inhibit economic and social development within communities, and showing how these forces can be reduced or eliminated through lifelong learning.

3.2.3 Why are the above examples considered as innovations in Jamaica?

- The MSVU **Masters programmes** are the only such complete programmes being delivered in Jamaica that are dedicated fully to the professional training of adult educators and facilitators. The flexible delivery methods can allow for audio-teleconferencing between lecturers in Canada and students in

Jamaica, and registered students have direct electronic access to library resources at the Canadian campus. The delivery of these programmes in Jamaica have demonstrated their ease of replication in that they could be distance delivered to any part of the world. This has also provided an excellent example of training of trainers, as a Jamaican graduate from cohort one currently coordinates the programmes and also teaches one of the courses.

- The **JACAE-JFLL Adult Education Resource Centre** is the only existing centre in Jamaica, which includes an Archive and a Documentation Unit of adult education materials, available for research and teaching purposes. It encompasses a computer laboratory that focuses on the training of senior citizens especially from the surrounding communities at a reduced rate, so providing opportunity for technological literacy among persons who other-wise might be denied access to information and technology.

  The Centre and its facilities are invaluable resources for graduate students pursuing the masters degrees in lifelong learning as well as serving for the office of JACAE and archiving documents such as the History of CARCAE and various reports of CARCAE conferences and General Assemblies.

- JACAE's involvement in hosting **Adult Learners Week in Jamaica**, in participating in and sharing best practices in ALW in countries such as Australia, South Africa and the United Kingdom and in helping to write the '*Learning Festival Guide*' are all geared towards publicizing and celebrating the joy of lifelong learning.

  Participation in International Adult Learners Week to explore and share information on how ALW helps to achieve the goals of Education for All and the Millennium Development Goals.

- The hosting of the **Adult Education Conference on *The Learning City: A Vehicle for Community Transformation*** is the initial step in the Learning City Engagement

Process. The process involves working with a selected Jamaican community, already identified, to help establish it as a Learning City to helping to prevent the "failure of empathy" among those disadvantaged educationally, socially and economically. By working with such a learning community citizens can be guided and helped to assess their learning needs and to develop strategies to address those needs especially through lifelong learning.

The concept of 'The Learning City' is in keeping with one thrust of the 1997 CONFINTEA V, in which participants "made a joint commitment to build a learning society committed to social justice and general well-being." (Hamburg Conference, Declaration Article 10), and an aim of the upcoming CONFINTEA VI "to renew international momentum for adult learning and education by highlighting the crucial role that they play in …. building knowledge economies and learning societies …" (UNESCO document on guidelines for CONFINTEA VI for the preparing a " National Report on the Development and State of the Art of Adult Learning and Education (ALE)."

As well, **Vision 2030**, recently launched in 2007 by the Planning Institute of Jamaica, speaks to the thrust towards the development of a learning society within Jamaica for our future development and viability.

The easily replicable process takes citizens through the following stages:
1. Problem identification and prioritizing in which citizens begin to:
    i. Examine the causes of the various problems within their community
    ii. Try to determine which of the causes can be solved by education and learning
2. Community Educational Asset Mapping and Resource Identification in order to:
    i. Identify what are the "hotspots of learning" within the community
    ii. Identify the structures that support learning
    iii. Identify structures that obstruct or create barriers to learning
3. Partnership Negotiations and Establishment in order to:
    i. Identify partners/local resource persons/ agencies to provide education and learning opportunities
    iii. Engage in discussions with possible partners and securing partnerships

4. Activating the focused, situated learning processes

For this to be successful, this stage of the process requires that the active involvement of members of the community be negotiated and secured, in the case of Jamaica, especially young men and what the World Bank refers to as "influencers" within the community. As well, means must be found to 'bring on board' Community Leaders from high Governmental levels as well as stakeholders such as business persons within the community who recognize as problems and deterrents to progress and increased economic development the same problems that the citizens identify and intend to overcome through lifelong learning.

4. ADULT LITERACY

4.1. HOW IS LITERACY DEFINED IN JAMAICA?

The Jamaican Movement for the Advancement of Literacy - JAMAL (Box 1) had as its main objectives the eradication of illiteracy and the implementation of programmes for the maintenance of functional literacy.

Table 19: Jamaican Literacy Rate, 1975 - 1999	
Year	Literate
1975	47.0
1981	73.1
1987	79.0
1994	75.4
1999	79.9

Source: Literacy Survey 2001

The 1999 survey on National Literacy revealed that of the adult population (1.5 million persons 15 years and over), some 80 per cent per cent was literate. Females (85.0 per cent) had a higher rate of literacy than males (74.0 per cent).   It was also noted that more persons in the younger age cohorts were more literate (92.6 per cent) than those in the older age cohort (45 per cent). Table 19 shows the Literacy Rates by Age and Gender for the year 1999 when the survey was last done.

The **Literacy Survey** of 1999 assessed the status of literacy based on the following definition:

"A person is functionally literate who can engage in all those activities in which literacy is required for effective functioning of his group and community and also for enabling him to continue to use reading, writing and calculation for his own and the community's development".

From this definition three layers of literacy were defined to differentiate between persons who had limited knowledge or no and skill and those who displayed an understanding of printed material. This was done for both literacy and numeracy. The instrument included tasks that integrated literacy and numeracy. In this way the definition of functional literacy embraced the integration of skills.

Functionally Literate: These persons have a clear understanding of the alphabetic system in order to read a wide range of more complex ideas such as words that have vowel or consonant blends, to read and understand more complex prose or documents or write a short paragraph of connected sentences. These persons were also expected to understand alphanumeric formats that were embedded in prose.

Basic Literate: These persons have a clear understanding of the alphabetic system sufficiently to recognise simple words, to read and understand simple narrative, or documents and to write a simple sentence.

Illiterate: These persons have a very limited knowledge of the alphabetic system, and so may be able to identify (read) a few frequently used words but cannot understand a group of words in a phrase or a sentence. Such persons may write a few letters of the alphabet.

New definition of Literacy

"Literacy is not just the ability to read and write, the kind of definition which for many years in the past was the norm. It is more than that. In order to live and learn in our present knowledge-based and information-intensive societies, literacy needs now to be viewed as the ability to understand and to use various types of information, in the various forms in which it is presented, in one's daily activities -- at work, at home and in our

community; it must be linked to societal and cultural practices for the definition to be meaningful.

Literacy encompasses among other things the ability to read, write and comprehend in one's native/standard language; numeracy; the ability to comprehend visual images and representations such as signs, maps and diagrams -- visual literacy; information technological literacy and the understanding of how information/communication technology impacts our every action (e.g. using bar codes on goods we purchase) and also scientific literacy.

It is recognition of the importance of these many aspects of literacy which causes a society to constantly shift its yardstick of measurement of literacy upwards. For example, information technological literacy which is so important now was not a factor thirty-forty years ago. That is true as well for scientific literacy which will enable citizens to understand such things as genetically engineered foods, disease pandemics and the deleterious effects of environmental damage.

While, Jamaica has not conducted a Literacy Survey since 1999, UNESCO Statistical Institute has projected our literacy rates to the year 2030. The following Table 20 provides a 10 year trend.

Table 20: UNESCO Literacy Projections, Jamaica

Year	Literacy Rates								
	15+			15-24			25-64		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
1999	82.0	75.9	87.7	91.6	86.9	96.2	82.3	75.1	89.1
2000	82.4	76.4	88.1	92.2	87.7	96.6	82.8	75.7	89.6
2001	83.0	77.0	88.5	92.5	88.3	96.6	83.4	76.3	90.1
2002	83.5	77.6	89.0	92.8	88.5	97.1	83.8	76.8	90.4
2003	84.0	78.2	89.4	93.2	89.2	97.1	84.3	77.3	90.8
2004	84.5	78.8	89.9	93.5	89.5	97.6	84.7	77.9	91.1
2005	85.0	79.3	90.3	93.8	90.1	97.6	85.2	78.4	91.5
2006	85.5	79.9	90.7	94.0	90.3	97.6	85.8	79.1	92.0
2007	86.0	80.5	91.1	94.4	90.8	98.1	86.3	79.7	92.4
2008	86.4	81.1	91.5	94.7	91.3	98.1	86.7	80.3	92.6

Source: UNESCO Statistical Institute, 2007

4.2 . New Policy direction in Adult Literacy

The JFLL, in 2006, began a process of upgrading its suite of products, modernizing its facilities and re-training its employees, to transform itself from an organization primarily offering programmes of basic literacy and numeracy to one providing a wide range of educational opportunities for individuals 15 years and over. The intent is to provide educational opportunities for 250 000 Jamaicans over the next five years, leading to improved basic and continuing education and secondary-level certification. The High School Equivalency Programme (HISEP) will assist the JFLL to meet these targets and to promote a culture of lifelong learning in the population.

4.3 . Effective Practices and Innovative Literacy Programme

JFLL has entered into partnership with other organizations which are undertaking adult education programmes;

- Under the Continuing Education for Skills Training Project which is run in collaboration with the HEART/NTA, persons reading below the Grade 9 level, are exposed to remedial programmes;
- The Work Place Learning programme has been designed to promote on-the-job literacy and numeracy training for employees. Some 1,100 persons were enrolled in 60 classes in the Work Place Learning programme;
- The JFLL has been doing work with the penal system offering literacy training to the inmates at institutions in Kingston and in St. Catherine. In the parish of St Catherine we operate four centres namely:
  - St Catherine Adult Correctional Centre
  - Tamarind Farm Adult Correctional Centre
  - Rio Cobre Juvenile Correction Centre
  - Fort Augusta Adult correctional Centre

- Cumulatively there are 286 learners enrolled including 30 females. Most of these learners are also involved in skills training at the institutions. Additionally some of the learners at the Juvenile centre are preparing for CXC examinations. In

Kingston JFLL operate at two centres namely: South camp Road Adult Correction Centre and Tower Street Correctional Centre. The cumulative enrolment at these centres is 363 male learners.

- ▪ The JFLL through its workplace education programme has been focusing on workforce development with the aim of improving the productivity of enterprises. To this end we have been conducting training for workers engaged in the Agricultural, tourism, mining, and manufacturing and social services sectors. Specific interventions have included training of workers on banana, papaya and sugar cane farms and chicken rearing/processing; workers engaged in apparel manufacturing, workers engaged in bauxite mining; and hotel workers.

4.4   Literacy and Gender

High levels of female illiteracy, however, are not the norm in Jamaica. The explanation for this is located in the socialisation process. Females are encouraged from an early age to succeed through schooling. Males, for various socio-cultural reasons, drop-out of school earlier than females (Miller, 1986). In the society, educational statistics confirm a tendency for males to be more frequently absent from school. Truancy levels are higher among males. The education of females is valued even though better qualifications do not guarantee higher incomes (Gordon, 1986).

Contemporary concerns about male educational achievement are highlighted by examination results that show Caribbean females are now largely out-performing their male peers. In Jamaica, females are currently out-performing males at both primary and secondary levels of schooling (World Bank, 1993). Gender differences in performance are most noticeable at the first level of testing, the Common Entrance Examination (CEE), where females are gaining the larger proportion of high school places even where assessment policies have attempted to redress the gender imbalance by discriminating in favour of males (Parry, 1996).

Data indicate that 'from the pre-primary level disparities in achievement in favour of females begin to appear.' (Bailey, 2000:31). Official data also indicate that boys are

underachieving (MOEC, 2000:49). The root of the matter is outlined below:

"In this debate, references are made to the number of boys and girls who are awarded Common Entrance Examinations...p/aces for entry to secondary schools...the proportion of boys compared to girls who obtain Level 1 or 2 in the Caribbean Examinations Council (CXC) examination, and the number of men and women enrolled at the University of the West Indies and the University of Technology. For a number of years, girls' academic achievements have surpassed those of boys in nearly every subject and curricula area. In addition, more girls than boys are deciding to continue with tertiary education" (Evans, 1999:1).

Studies of reading achievement consistently show an advantage for girls over boys at a young age (Evans, 1999: 79). In the UK research entitled Crisis of the 'low can-do' boys" revealed that low self-esteem may be the key to boys' poor school performance. This presented a masculinity crisis. They dominate special needs classes, truancy and suicide figures. Further, as Chevannes (1999) points out, "as children progress through the education system, the males exhibit a higher rate of attrition … and there is a marked under-participation by males … both in terms of enrolment and attendance".

For advanced societies one report showed that girls out-performed boys in reading in all countries, and by a considerable margin in some. In most countries boys out-performed girls in mathematics, but the differences are not as large as for reading. Women did not score higher than men in all countries on the prose scale, the literacy scale most closely reflecting the tasks in the majority of school reading assessments. However, with one exception (the United States), men had higher average document scores than women, and in all countries had higher averages on quantitative literacy. Further, even when there was a female prose advantage, the difference was small - less than or close to 0.1 - except in Canada and New Zealand. In contrast, the advantage of men on the other scales was often large, especially for quantitative tasks (OECD/Statistics Canada, 1997:34).

Table 21: Adult Literacy by Gender and Parish

Parish	Levels of Literacy					
	Literate			Illiterate		
	Male	Female	Total	Male	Female	Total
ALL JAMAICA	74.1	85.9	79.9	25.9	14.1	20.1

Source: Literacy Survey 2001

Levels of Literacy by Gender

Disaggregation of the 1999 data by gender, revealed that of the approximately 750 000 females or 85.9 per cent were literate compared with 74.1 per cent of the 764,000 adult males in the population. Both sexes contributed equally (5.0 per cent) to the overall increase in the national literacy rate relative to 1994, with males and females recording a 4.7 and 4.9 percentage point increase respectively. The data further revealed that of the 20.1 per cent (303,828) illiterates, males accounted for approximately 65.2 per cent, that is, 2 illiterate males to 1 illiterate female.

This pattern of female dominance in all forms of educational endeavours has over time become the norm and is consistent with data from the Ministry of Education and Culture. According to Ministry of Education Statistics, 1999, girls attend primary schools more regularly than boys, gain higher scores in the Grade 4 Literacy and the Grade Six Achievement Tests and account for the higher proportion of the enrolment in traditional high schools. (see Table 21 for Adult Literacy by Gender and Parish)

4.5.   Policies and Programmes aimed at building Literate Environments

The Planning Institute of Jamaica in its Vision 2030 Training and Workforce Development Sector Plan has as one of its drivers the creation of a learning society . The plan entails a number of key objectives and strategies, as shown in Table 22.

Table 22: VISION 2030 Training and Workforce Development Sector Plan, Goal 1

Objectives	Strategies	
Promote the value of learning	1.1.1	Career Education programmes infused at all levels.
	1.1.2	Public Education programmes emphasizing Lifelong Learning increased
	1.1.3	Mentorship Programmes - (Big Brother/Little Brother; Big Sister/Little Sister introduced at all levels
	1.1.4	Technical Vocational Education and Training programmes expanded in all schools. Broad-based education provided
Developing appropriate policy support	1.2.1	The commitment of political directorate to foster buy-in ensured
	1.2.2	Lifelong Learning Policy adopted
	1.2.3	Promote a culture of advocacy
Increase learning opportunities	1.3.1	Use of technology driven training programmes increased
	1.3.2	Incentives for public and private sector companies to create learning opportunities provided
	1.3.3	Cooperative education work based learning including summer internship
	1.3.4	Public Educational Institutions for training fully utilized
	1.3.5	Distance education /training programmes promoted
	1.3.6.	Programmes introduced to cater to the social skills of trainees to be productive and successful human beings
	1.3.7	Increased access to funding for learning
Create an ICT literate society	1.4.1	Mandatory ICT training at all levels
	1.4.2	Promotion of NGOs and CBOs as focal points for ICT training
	1.4.3	ICT as a matriculation requirement
Integrate Career Development	1.5.1	Career education integrated in all subjects
	1.5.2	Quarterly Careers Day Symposium held –new and emerging jobs
	1.5.3	Career Development programme infused at the Teachers College and University levels
Increase employability skills and employment opportunities	1.6.1	Policy developed
	1.6.2	Build mechanisms/tools to create impact on training and orientation in the primary and secondary education system.
	1.6.3	Provision of world class entrepreneurship within Jamaica and the Caribbean incorporating education and training for all stakeholders.
	1.6.4	Develop Jamaica as a nation of entrepreneurs through education and training at all levels.
	1.6.5	International partnership for training established; Circular migration programmes introduced

Source: Vision 2030, National Development Plan, 2008

5. EXPECTAIONS OF CONFINTEA VI AND FUTURE PERSPECTIVES FOR ALE IN JAMAICA

5.1. EXPECTED OUTCOMES FROM CONFINTEA VI

1) Jamaica, while fully cognizant of cultural differences and practices, would wish to be exposed to examples of best practices in other developing/potentially developed small countries who have grappled with similar challenges of illiteracy and unattached youth to understand and analyze the policy frameworks and/or legislation that thy have put in place, the methods they utilized to successfully overcome the problems; the time period involved; the roles(s) of partners/stakeholders; the curricula or training programmes developed and implemented; the technologies used and, of tantamount importance, the budgetary allocations necessary for success.

2) UNESCO must find ways to:

a) define stronger modalities for assisting governments to undertake concrete, achievable goal-setting and to articulate explicit targets/ outcomes for achievement at national level that are within the framework of those commitments the governments had already made in international forums, being mindful always of the country's peculiar financial circumstances, the culture and the diverse global trends that impact their country;

b) continue to monitor the achievements of the commitments made by governments, help them to mobilize and share resources and to form partnerships in order to implement relevant national plans, and assist civil society and NGO's to acquire the knowledge and skills necessary for monitoring and assessing achievement;

c) help governments to articulate and develop benchmarks on adult learning and education with which to gauge their own success at implementing their plans and as well to ensure transparency and accountability to the people they are elected to serve.

3) To improve the quality of provision of ALE and to expand its reach ultimately depends on access to adequate public financing. Anything less means empty rhetoric about a government's commitment to ALE! Countries such as Jamaica, therefore, would require that, as a result of dialogue, commitments and alliances forged out of CONFINTEA VI, there be increased exposure to new sources of funding/resource mobilization that are coupled with realistic, workable debt relief used to stave off financing constraints. Included would be access of increased numbers of persons to training, assistance with curriculum development and implementation, provision of equipment and of technical expertise to enable the use of open and distance learning methodologies and to provide technical training for skills transfer and endogenous capacity-building in technical areas.

   CONFINTEA VI must result in:
- a redefined, realistic global policy framework for action in adult education and learning;
- clearly defined operational goals and strategic objectives proposed as 'process markers' and which will help achieve the goals;.
- clearly articulated regional and national targets /outcomes to be achieved within specified timeframe.
- commitment to assist with new initiatives at national level, being mindful of failures/challenges, and drawing on successes, since CONFINTEA V.

5.2 MAIN ISSUES THAT ALE MUST ADDRESS IN JAMAICA

As a result of the timely refocusing on the recommendations in the **Agenda for the Future** that emanated from CONFINTEA V, the recommendations of **Education for All** and the **Millennium Development Goals**, as well as the various **National Policy Frameworks** that have been articulated for and within Jamaican, there emerge several issues/challenges which Adult Learning and Education in Jamaica must address.

a) There must be a **new vision of education in the entire populace, in which lifelong learning is accepted – actively embraced – as a way of life**. Citizens must be helped to

see that lifelong learning goes beyond traditional concepts of continuing adult education, and emphasizes the need for each individual to be motivated towards taking responsibility for his/her learning – if even just engaging in "one hour a day for learning". Lifelong learning also encompasses the idea of promoting interaction between many fields of knowledge, of building on one's previous knowledge and of disregarding age, while using intergenerational learning, or place of learning such that we utilize sporting events, recreational spots and religious activities.

Such concepts are the bases for the creation of true learning societies. Adult learning and education should help communities establish themselves as learning communities/learning cities which can help build/cement partnerships between educational institutions and community stakeholders and encourage learning by all members. In this regard, JACAE, in partnership with JFLL and HEART Trust/NTA, has commenced the process by the recent hosting of the Learning City Conference and will continue the work.

b) Sections of this report have already pointed to the situation of poor **unattached youth**, especially males, who for various reasons (including poverty, disaffection from the system, lack of parental guidance because of absentee parents especially fathers, an absence of positive acceptable role models in the society while at the same time they observe persons who seem able to 'earn quick dollars' from various illegal activities and are seemingly 'doing very well') are not involved in kind of education or training whether formal or non-formal. These youth form the cadre of illiterates, who have neither appropriate skill nor qualifications and so are both unemployed and unemployable members of the society.

Means must be found to bring the unattached youth back into the mainstream of education and learning. But, training and learning must be community-based, must recognize and involve, wherever possible, cultural practices/events such as our music and entertainment; must take account of prior learning and experiences and should utilize both the older, basic technologies – e.g. posters, radio, as well as the current information and communication technologies -- such as cell phones which almost every Jamaican possesses -- in order to encourage their active involvement in their own learning.

Future perspectives involves reducing the number of poor unattached youth by facilitating their entry either into the labor market or into the formal or non-formal education/ training system that offers a package of services comprised of remedial education, specialized focused vocational training, socialization, healthy lifestyles, environmental education, and scientific and technological literacy. It will also involve the use of information and communication technology as a tool for inclusiveness in education and lifelong learning rather than for exclusion and discrimination (e.g. trough the MOEY's E-Learning Project, the work of UTech's CEODL and The UWI's Open Campus). It should also help in the administration, planning, management and assessment of education and training to ensure increased efficiency and data collection from educational research undertaken.

Among other future activities for educational/training programmes for unattached youths are:

i) HEART/NTA that offers a variety of training opportunities to youths with at least a grade 9 level of competency and the estimated stock of unattached youths for that programme is **44873**.

ii) JFLL programmes that provide basic literacy and numeracy skills to the grade 6 level and also the continuation and improvement of the High School Equivalency Programme The estimated stock of youths in need of remedial education (literacy & numeracy) is **18820** and for HISEP is **59660**.

iii) The Peoples Action for Community Transformation (PACT) an NGO project. This project provides mainly remedial education and skills training to youths 10-19 years. It also attempts to reintegrate eligible youths into the secondary school system.

Currently, the capacity of JFLL and HEART Trust to absorb the estimated 123,000 unattached youths in need of remedial education into training is strained. However, the programmes will be expanded in order to adequately provide educational and training programmes in the short-term, and it can be expected that annual demand should decrease in the long-term, as these initial needs are satisfied and as other improvements in education at the secondary level are achieved.

While recognizing the value of targeting the unattached youth for education and skills training, it is important that the unskilled, but employed youth should also be targeted. In 2001, 58% of the employed youths reported having no skill, and of those, 43% stated that they would like to learn a skill. For 2001, the estimated size of that group of youths was 65,500 persons.

c) Illiteracy contributes to conflict, environmental degradation and crime and violence, so, **efforts need to be renewed to launch a multi-pronged attack on this problem of illiteracy to raise the literacy levels among those most vulnerable and in need and to sustain high levels of literacy among the populace**. Included would be agreement among all sectors on a definition of literacy, including its many facets and in keeping with newer global trends; involvement of all relevant 'players' as partners in drafting plans for literacy education and training of literacy teachers; agreement on the teaching strategies best suited for various levels in order to avoid competition and duplication of efforts, and standardization of assessment methods at all levels of education and in the non-formal sector, so that when we plan and interact with our regional counterparts and international agencies, we speak with one voice.
Health literacy must be introduced formally and non-formally from as early as the primary level if sexually transmitted diseases such as HIV AIDS, and communicable diseases such as malaria and tuberculosis, are to be brought under control. Street children and youth starting from the preteen years, sex workers and the disabled must be included in such programmes of health literacy.

d) Attention to be given to early childhood education at the same time that the focus is on young adults**, especially in regards to promoting literacy and numeracy, instilling values and attitudes as a means of eventually eradicating these problems.**

e) Compulsory retention in formal education to the age of sixteen years is needed and efforts made to reduce grade repetition with over age students in grades and drop out because of functional illiteracy. To achieve this, the necessary infrastructures, human and financial resources have to be found for all types of schools and learning institutions.

Plans are already underway for the relevant Ministries to put in place measures to ensure the retention of youth in schools up to age eighteen years.

f) Expand opportunities for training of adult educators and facilitators drawn from such groups as agricultural extension officers, paramedics, community development officers, health care and media personnel, and church workers.

In this regard, Jamaica's universities and other tertiary level institutions are already assuming increased responsibility both for the continuing education of their graduates via open and distance learning, as well as for training and continuing the development of adult education professionals. Their involvement is expected to extend to research into adult learning needs and problems, for example those associated with mature students returning to full or part-time study

g) There is need to **enhance the interface between the various players in adult education** to reduce competition and repetition at national/local level and the consequent omissions and/or time-wasting that is could occur.

Summary

Vision 2030 is perhaps the most recent perspective for the future development of various policies in Jamaica. It is helping Jamaicans to strategize where they want their lives and country to be by the year 2030 and how to get there.

For education for all Jamaicans, Vision 2030 proposes:
Well-resourced, internationally competitive values-based system
that develops critical thinking, lifelong learners who are
productive and successful and can effectively contribute to an
improved quality of life at the personal, national and global levels.

Jamaicans hold their future in their own hands.

List of Tables

List of Appendices

REFERENCES

'An Interview with the President' in <u>The Sunday Gleaner Supplement</u> on the University of Technology, Jamaica, March 30, 2008; Page 3

Barnett, Shermaine (2008), <u>The Learning City Process: Guidelines for Group Discussion</u>, JACAE Conference on 'The Learning City: A Vehicle for Community Transformation.

Dunn-Smith, Paulette (2004), <u>Look Beyond Small States: How do we measure up in a Competency-Based Assessment-A Case Study of Jamaica.</u> Paper presented at the Conference of the Association of the Commonwealth Accreditation and Assessment of Bodies, Fiji.

Fox, Kristin (2003), <u>Mapping Unattached Youth in Jamaica</u>, Inter-American Development Bank

HEART Trust/NTA (2005), <u>Corporate Strategic Plan 2006-2008</u>

Jamaica Foundation for Lifelong Learning (2001), <u>Jamaica Adult Literacy Survey 1999,</u> JAMPRINT Limited, Kingston, Jamaica

Kerr, Steven, Knight, Pauline and Bailey, Allison (2006), <u>The Transition of Jamaican Youth to the World of Work</u>, Pear Tree Press, Kingston, Jamaica

McLennan, Vilma (2008), <u>The JACAE and Mount Saint Vincent Brochures</u>

National Council on Technical and Vocational Education and Training (2004), <u>Handbook and the Editorial for NCTVET Anniversary Supplement</u>

Planning Institute of Jamaica (2007), <u>Vision 2030 Training and Workforce Development Sector Plan, Education Sector Plan and Labour Market and Productivity Sector Plan</u>

Planning Institute of Jamaica and Statistical Institute of Jamaica (2007), <u>Jamaica Survey of Living Conditions 2006</u>, Pear Tree Press, Kingston, Jamaica

Planning Institute of Jamaica and Statistical Institute of Jamaica (2007), <u>Population projections</u>

Planning Institute of Jamaica (1997-2007)**,** <u>Economic and Social Survey,</u> Jamaica

Planning Institute of Jamaica (2002),<u> JA People Newsletter: Persons with disabilities,</u> Volume 8, Number 2, December 2002

Planning Institute of Jamaica (2005), Assessing the Coverage of Tertiary Training in Jamaica, <u>The Labour Market Information Newsletter 2005,</u> Issue Number 50

Planning Institute of Jamaica (2003), Financing Education: The Cost-Sharing Component in the <u>Labour Market Information Newsletter 2005,</u> Issue Number 44

Planning Institute of Jamaica (2006), <u>Vision 2030 Jamaica- Excerpts from the Strategic Framework</u>

Planning Institute of Jamaica (2007), Jamaica Foundation for Lifelong Learning in the <u>Labour Market Information Newsletter of Jamaica,</u> Issue Number 54, January 2007

Planning Institute of Jamaica (2008), Vision 2030 (Draft) National Development Plan

Statistical Institute of Jamaica (2007), <u>Demographics Statistics</u>

Statistical Institute of Jamaica (2004),<u> Caribbean Labour Market Information System</u> Report.

Davis, Rae et al (2004)<u> Task Force on Educational Reform (Final Report)</u>, Jamaica

UNESCO Institute for Statistics (2007), <u>Literacy projections-Jamaica 1999-2030</u>

UNESCO (1997), Working Document for <u>CONFINTEA V - Progress, Achievements and Problems: A Retrospective Review of Adult Education since 1985</u>

UNESCO (2000), <u>Education for All; Regional Conference for Europe and North America Warsaw; Regional Plan of Action</u>

UNESCO Institute for Education (1997), <u>CONFINTEA V - The Hamburg Declaration on Adult Learning: The Agenda for the Future</u>

University of the West Indies (2008), <u>Annual Report 2006-2007,</u> Mona Campus