Follow-up of CONFINTEA VI:

Reporting template for National progress reports in preparation of the
Global Report on Adult Learning and Education (GRALE)
and the end of the
United Nations Literacy Decade (UNLD)

National progress report submitted by
the Government of Jamaica

This report is submitted on behalf of the Government of Jamaica in accordance with the commitments made at the Sixth International Conference on Adult Education (CONFINTEA VI)[1] as laid down in the *Belém Framework for Action*[2], specifically with regard to monitoring its follow-up.

This report is organised in different sections according to the key areas of CONFINTEA VI. Accompanying this are the explanatory notes[3], which are meant to provide further clarification.

Institution responsible for submitting this report	Jamaican Foundation for Lifelong Learning
Submission date	18 May 2012

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[1] For more information about CONFINTEA VI see: http://www.unesco.org/en/confinteavi/

[2] Available in nine languages at http://www.unesco.org/en/confinteavi/belem-framework-for-action/

[3] The explanatory notes are intended to be a reference material to clarify the scope and background of the reporting template and explain some basic terms.

Report elaboration process

Which institutions and stakeholders provided input to this report?	*Mark all that apply*
Government Ministries	
Agriculture	☐
Defence	☐
Education	☒
Foreign Affairs	☐
Health	☐
Interior/Home affairs	☐
Labour	☐
Others *(please mark and specify below)*	☐
Civil society organisations	☐
National non-governmental organisations	☐
International non-governmental organisations	☐
Educational or research institutions/Universities	☐
Private sector companies	☐
United Nations agencies	☐
Non-UN bilateral or multilateral organisations	☐
Others *(please mark and specify below)*	☐

Briefly provide any additional information on the process by which this report has been produced, including information on: 1) which types of public authorities were consulted or contributed to its preparation; 2) how the stakeholders were consulted and how the outcomes of this consultation were taken into account; and 3) the types of references used as a basis for reporting.
The Ministry of Education's National Education Strategic Plan and the Governement of Jamaica's Vision 2030 National Development Plan were critical references for this report. These documents provide the most recent data on the HEART Trust National Training Agency responsible for adult technical and vocational education, along with other critical indicators in Government and Non Governmental organizations.

1. Definitions and data collection on adult learning and education		
	Yes	*No*
1.1 Does your country have an official definition of **adult education**? *If Yes, please provide it in the space below:* Non-formal education, learning and skills training for youth 15+ and adults	☒	☐
1.1.1 Are other definitions used in practice? *If Yes, please provide them in the space below:*	☐	☒
1.2 Has your country adopted or developed an official definition of **literacy**? *If Yes, please provide it in the space below:* Jamaica has no "official" definition of literacy, but has adopted the United Nations Educational, Scientific and Cultural Organization's (UNESCO) definition of literacy as the definition to be used in all contexts. UNESCO defines literacy as the "ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society	☐	☐
1.2.1 Are other definitions used in practice? *If Yes, please provide them in the space below:* The definitions of literacy within the Jamaican context has moved from that of mere functional literacy- the ability to read and write in order to carry out simple but essential tasks e.g., reading and completing forms, reading road signs and other everyday tasks to a more dynamic definition of literacy - that acknowledges current global trends and the fact that there are multiplicities of literacy within today's society. Therefore, individuals are required to possess more literacy competencies in today's society.	☒	☐

1.3 How is literacy data obtained in your country? *Please select the option(s) below* National census School administrative data (years of schooling completed/primary certificate) Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP) Household surveys Other methodology (*please describe below*): Inferred from the Ministry of Education (MOE) formal school system Grade 4 Literacy Test, Grade 6 Achievement test and Grade 9 Achievement Test and the Grade 11 CXC English passes. Jamaica is also in the initial stages of beginning the process of gathering literacy data through the use of the Literacy Assessmentand Monitoring Programme (LAMP).	☐ ☒ ☐ ☒ ☒	
1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006?	☒	☐
If Yes, please select the option(s) below that best describe the change(s) New conceptual definition on literacy in place (for policy) New conceptual definition on literacy in place (for data collection only) New assessment of youth and/or adults' literacy skills Increase in the periodicity without significant conceptual changes Other changes (*please provide details below*): Jamaica is in the initial stages of partnering with UNESCO to roll out the Literacy Assessment and Monitoring Programme (LAMP).	☒ ☐ ☒ ☐ ☐	
1.5 Has your country faced challenges in collecting literacy data? *If Yes, please describe them briefly in the space below:* To date we have used household surveys which may not have provided the most accurate statistical data.	☒	☐

1.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

The question of the (Il)literacy rate in Jamaica continues to be controversial. While the World Bank reports literacy rates in the high 80%, the Ministry of Education and selected stakeholders have expressed dissatisfaction with both the literacy rate of primary school leavers and also the tendency to accept functional literacy as an acceptable target for the Jamaican primary school leaver. In the face of this discontent and concern for the literacy levels a National Literacy Initiative committee was formed by the Chief Education Officer, which involved local and international stakeholders. The consensus of the group was to seek national consensus on a definition of literacy. The National Literacy Initiative committee was formed with a view to make sense of the literacy situation in Jamaica, find innovative ways of addressing the literacy situation in schools and consolidating existing efforts to improve literacy

in Jamaican schools.

Successive policy makers have viewed primary education as the chief focal point for promoting literacy among the Jamaican populace. Despite the existence of Adult literacy programmes and heavy investments in education at other levels of the system it is the consensus that improved literacy performance at the early primary grades will positively influence the literacy rates in Jamaica over a longer period of time. The emphasis has therefore been in this area rather than on adult literacy and education programmes.

2. Policy: political commitment to adult education and adult literacy

2.1 Does your country have laws, legal regulations or other public policy measures/initiatives with a primary focus of supporting lifelong learning, adult education and adult literacy? Please name them, giving the year in which they were enacted and adding documentation/evidence, if possible.

	Yes	No	If Yes: name of legal/policy instrument and references (add as many lines as needed)	Year
Lifelong learning	☒	☐	The Jamaican Foundation for Lifelong Learning (JFLL) is charged to promulgate a culture of lifelong learning in Jamaica.	2006
			National Lifelong Learning Policy (Legislation in development to support the National Education Strategic Plan)	2011
			The Human Employment and Resource Training Act (HEART NTA)	1982
Adult education	☒	☐	National Council on Technical and Vocational Training (NCTVET),	1994
			The Jamaican Movement for the Advancement of Literacy (JAMAL) , an offshoot of the National Literacy Board, which was set up in 1972.	1974
Adult literacy	☒	☐	The Jamaican Foundation for Lifelong Learning (JFLL) established to build on the successes of JAMAL and deploy a broader suite of interventions at the policy and classroom level as a more all-inclusive adult learning organization, providing both nonformal and adult basic and continuing education, and facilitating lifelong learning.	2006

2.2 Which target groups of learners do current national adult education and/or adult literacy policies address? Examples could include women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others (please specify). Which age groups are targeted? What is the size of the target group?

	Specific target groups, including age range (add as many lines as needed)	Total number of individuals in the group
Adult education	HEART Trust NTA: Youth and adults 17+, JFLL - youth and adults 15+ -Youth and adults 15 +, who are unattached (not working and not in school) - Youth and adults who are in remand centres or who are in correctional facilities, - Youth 16-19 in the formal school system who have completed Grade 11 and who are reading below the Grade 9 level (Career Advancement Progamme - CAP)	uncertain
Adult literacy		uncertain

	Yes	No	Specify goal	Specify timeframe

2.3 Has your country set any goals and deadlines that national policy/ies in adult education and/or adult literacy are expected to reach? If yes, please specify the goal and, if applicable, relevant timeframe.

	Yes	No	Specify goal	Specify timeframe
Adult education	☒	☐	60%+ of population to have 5+ CXC subjects (National Education Strategic Plan (NESP))	2030
Adult literacy	☒	☐	Universal Literacy	2030

2.4 Does your country have a policy on the language of instruction in adult education?	Yes	No
	☐	☒

If Yes, please provide a brief explanation and references in the space below including when it was put in place:
The Ministry of Education mandated the formulation of a language education policy that sought to position the Jamaican languages and suggest ways of evoking positive literacy outcomes because of and not in spite of the Jamaican language milieu.

A draft of the policy document exists. However, there have been delays in the debating and passing the language policy in parliament. Therefore, the language education policy can only be regarded as a work in progress and not the official authority on language education in Jamaica.

2.5 Does your country have a policy framework to recognise, validate and accredit non-formal and informal learning?	Yes	No
	☐	☒

If Yes, please provide a brief explanation and references in the space below, including when this policy framework was put in place:
A Prior Learning Assessment (PLA) framework is being developed. Some private sector institutions use their own PLA systems for university and other matriculation

2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level?	*Yes*	*No*
Adult education	☒	☐

If Yes, please provide a brief explanation and references:
2009: Vision 2030 Jamaica - National Development Plan which aims to put Jamaica in a position to achieve developed country status by 2030. Adult Education is a critical component of this plan.
2011: The National Education Strategic Plan (NESP) which encompasses every aspect of the Education Sector.

Adult literacy	☒	☐

If Yes, please provide a brief explanation and references:
2011: The National Education Strategic Plan (NESP) which encompsses every aspect of the Education Sector.

2.7 Have adult education and adult literacy been included in other national plans/strategies?			
Adult education:	*Mark all that apply*	*Timeframe*	*References*
National Development Plan	☒	2009 - 2030	Vision 2030 National Development Plan, www.vision2030.gov.jm/
Poverty Reduction Strategy Paper	☐		
Education strategy	☒	2011-2020	National Education Strategic Plan
Skills development (including vocational education and training) strategy	☒	2009-2030	Incorporated in the Vision 2030 National Development Plan
Education For All Fast Track Initiative (EFA FTI)			
Education Sector Plan	☒	2011- 2020	National Education Strategic Plan
Sustainable development strategy	☐	2009-2030	Vision 2030 National Development Plan
Other (specify in the space below)	☐		

Adult literacy:	*Mark all that apply*	*Timeframe*	*References*
National Development Plan	☒	2030	Vision 2030 National Development Plan www.vision2030.gov.jm/ http://www.mlss.gov.jm/pub/index.php?artid=23 - The programme includes a literacy component by JFLL
Poverty Reduction Strategy Paper	☒		
Education strategy	☒	2011-2020	National Education Strategic Plan
Skills development (including vocational education and training) strategy	☐	2011 - 2020,	Vision 2030 National Development Plan, National Education Strategic Plan

Education For All Fast Track Initiative (EFA FTI)		
Education Sector Plan	☐	
Sustainable development strategy	☐	
Other (specify in the space below)	☐	

2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and or plans?				
	Yes	*No*	*Specify policy/plan (add as many lines as needed)*	*References*
Adult education	☐	☒		
Adult literacy	☐	☒		
If Yes, please elaborate how they have been involved.				

2.9 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

3. Governance: governance and cooperation in adult education and adult literacy

3.1 Please list the names of organisations, institutions or agencies that are involved in planning, implementing and evaluating policies for adult education and adult literacy. Please mark/tick the level(s) at which they operate (national, sub-national).

Governmental:

Institution (add as many lines as needed)	Geographical scope (mark all that apply)		Is it involved in the implementation of programmes/courses? (mark all that apply)	
	National	*Sub-national*	*On adult education*	*On adult literacy*
Ministry of Education	☒	☒	☒	☒
Jamaican Foundation for Lifelong Learning	☒	☒	☒	☒
HEART Trust/ NTA	☒	☒	☒	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

Non-Governmental:

Institution (add as many lines as needed)	Geographical scope (mark all that apply)		Is it involved in the implementation of programmes/courses? (mark all that apply)	
	National	*Sub-national*	*On adult education*	*On adult literacy*
100 Volunteer JFLL AECs	☒	☒	☐	☒
JFLL Workplace and community clients	☐	☒	☒	☒
Private vocational Institutiuons	☐	☒	☒	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

3.2 Is there any entity at national level responsible for ensuring the coordination of adult education and/or adult literacy activities?	*Yes*	*No*
Adult education	☒	☐

If Yes, please provide name and contact details: Ministry of Education- Permanent Secretary, 4 Heroes Circle, Kingston 4 HEART Trust / NTA - Oxford Road			
	Adult literacy	☒	☐
If Yes, please provide name and contact details: Ministry of Education- Permanent Secretary, 4 Heroes Circle, Kingston 4 Jamaican Foundation for Lifelong Learning, 47b South Camp Road, Kingston 4			

3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in...	*Yes*	*No*
...adult education?	☒	☐

If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:
The establishment of specific educational steering committees chaired by senior members of the Ministry of Education with stakeholders from other Government Ministries, Agencies, NGO's, Mulit-lateral Agencies etc

...adult literacy?	☒	☐

If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:
The establishment of specific educational steering committees chaired by senior members of the Ministry of Education with stakeholders from other Government Ministries, Agencies, NGO's, Multilateral Agencies etc

3.4 Does the national government provide capacity-building to ensure that the different stakeholders are able to participate in policy and programme development, implementation and evaluation in…	*Yes*	*No*
...adult education?	☒	☐

If Yes, please indicate what activities are undertaken and provide references:
Ongoing seminars, workshops, training with different stakeholders

...adult literacy?	☒	☐

If Yes, please indicate what activities are undertaken and provide references:
Ongoing seminars, workshops, training with different stakeholders

3.5 Do local communities play a role in the planning, implementation and evaluation of programmes in ...	*Yes*	*No*
...adult education?	☒	☐
...adult literacy?	☒	☐

3.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.
The Government, NGO's, Private Sector and key stakeholders from communities across Jamaica have established many initiatives in order to empower adult education and adult literacy as part of Jamaica's Community Renewal Projects - both formal and informal.

4. Financing: investment in adult education and adult literacy

4.1 Data on public expenditure provided in this questionnaire should refer to actual expenditure. If actual expenditure is not available, please provide budget allocation.
Please indicate which data are reported:

Actual expenditure	Budget allocation
☐	☒

4.2 Please indicate the name of the currency used for reporting:

Jamaican Dollars

4.3 Please indicate the monetary unit used in the following tables:

Units	Hundreds	Thousands	Millions
	☐	☐	☒

4.4 What was the overall public expenditure on education and training in the financial years ending in 2009 and 2010 (in nominal local currency)?[4]

	Amount (2009)	Amount (2010)	Source
National government			
Sub-national governments[5]			
Total			

4.5 Are equivalent figures on the financial contributions to adult education by the following agents available?

	Amount (2009)	Amount (2010)	Not available
National government	164.0	164.0	☐
Sub-national governments[5]			☒
Civil society organisations			☒
Donors/international aid (not loans)			☒
Private companies			☒
Learners/households			☒

4.6 Are equivalent figures on the financial contributions to adult literacy by the following agents available?

	Amount (2009)	Amount (2010)	Not available
National government	164.0	164.0	☐
Sub-national governments[5]			☒
Civil society organisations			☒
Donors/international aid (not loans)			☒
Private companies			☒
Learners/households			☒

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[4] Include both current and capital expenditure on education and training directly allocated to educational institutions as well as transfers and payments to students (scholarships, grants or loans for tuition fees and/or living expenses) and the private sector. Exclude expenditure other than for educational institutions (e.g. general administration at ministry level). If the information is not available, please provide the best possible estimates. In any case, attach a detailed explanation on how this amount was computed and possible anomalies (elements not covered, etc.).

[5] Control for the potential double-counting effect of transfers across different government levels.

4.7 Have new mechanisms or sources of funding for adult education and adult literacy been introduced since CONFINTEA VI (December 2009)?	*Yes*	*No*
	☒	☐

If Yes, please provide a brief description:
National Education Trust (NET) has been established

4.8 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

The National Education Trust is a Government of Jamaica (GOJ) company limited by guarantee. It is the executing agency for GOJ's strategic objectives in enabling and maintaining investments in education. NET is intended to provide a mechanism through which the GOJ will create a secure, non-recurrent fiscal space for ongoing long term capital investment thus enabling the education sector to operate and pursue important developmental and infrastructural initiatives ourside the constraints and fluctuations typical in central government funding.

5. Participation: youth and adults' access to, and participation in, education and literacy programmes

5.1 Please indicate the areas of learning that are addressed by different organisations. Identify target groups (for example women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others) and if information and communication technologies (ICTs) are used.

Public sector organisations	Mark all that apply	Target group(s)	Use of ICT
Literacy (reading, writing, numeracy)	☒	Out of school youth 15+, adults, in and out of workplaces	☒
Vocational (technical, income-generation-related)	☒	youth and adults 17+	☒
Life skills and/or health issues	☒	Out of school youth 15+, adults	☒
Use of information and communication technologies	☒	Out of school youth 15+, adults	☒
Official/local languages	☐		☐
Foreign languages	☐		☐
Human rights/civic education	☒	out of school youth 15+	☒
Liberal education/personal growth (i.e. artistic, cultural)	☐		☐
Other (please provide a brief description below:)	☐		☐

Private companies	Mark all that apply	Target group(s)	Use of ICT
Literacy (reading, writing, numeracy)	☒	Private Sector - Employers in the following industries : Tourism, agriculture, Broadcasting, mining Commercial, etc, Community Organizations	☒
Vocational (technical, income-generation-related)	☒	As above	☐
Life skills and/or health issues	☒	As above	☐
Use of information and communication technologies	☒	As above	☒
Official/local languages	☐		☐
Foreign languages	☐		☐
Human rights/civic education	☐		☐
Liberal education/personal growth (i.e. artistic, cultural)	☐		☐
Other (please provide a brief description below:)	☐		☐

Civil society or non-governmental organisations	Mark all that apply	Target group(s)	Use of ICT

Literacy (reading, writing, numeracy)	☒	youth and adults 15 +	☒
Vocational (technical, income-generation-related)	☒	as above	☒
Life skills and/or health issues	☒	as above	☒
Use of information and communication technologies	☒	as above	☒
Official/local languages	☐		☐
Foreign languages	☐		☐
Human rights/civic education	☒	as above	☒
Liberal education/personal growth (i.e. artistic, cultural)	☐		☐
Other (please provide a brief description below:)	☐		☐

5.2 Are there surveys on provision and demand?		
	Provision	Demand
On adult education	☒	☐
On adult literacy	☒	☐
Please provide references or attach reports that may have been produced with the information generated by these surveys (if any). There has not been a literacy survey since 1999 The Survey of Living Conditions 2008 included a chapter on Literacy		

5.3 Please list which languages are used for the provision of literacy programmes. Indicate if learning materials are available in the respective language.	
(add as many lines as needed)	*Mark if language of learning materials*
Standard Jamaican English (official Language)	☒
	☐
	☐
	☐
	☐
	☐

5.4 List and describe briefly any key challenges related to implementing literacy classes in languages other than the official/dominant language(s).
The mother tongue of most Jamaicans is a patois, which is not recognized as our official language. The formal and non-formal school system provides instruction and evaluation using Standard English. Many Jamaican's struggle to master Standard English necessary for literacy classes.

5.5 Have the languages in which literacy programmes are offered changed since the UNLD mid-term review in 2006?	*Yes*	*No*
	☐	☒
If Yes, please provide a brief description and references:		

5.6 At what administrative levels are literacy learning materials developed and who is involved in the process?		
	Mark all that	*Are local communities involved?*

	apply	Yes	No
National level	☒	☒	☐
Sub-national level	☒	☒	☐

Please provide references or attach documents on local community participation:
There is an emerging trend toward contextual delivery and material development guided by learners cisrcumstances and/or occupation

5.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.1 to 5.6. Pay particular attention to innovative practices and services for marginalised groups.

5.8 Does the government collect information on the following items...?	*Mark all that apply*
Enrolment in adult education programmes (other than literacy programmes)	☒
Attendance in adult education programmes (other than literacy programmes)	☒
Completion of adult education programmes (other than literacy programmes)	☒
Enrolment in literacy programmes	☒
Attendance in literacy programmes	☒
Completion of literacy programmes	☒

If this information is available please attach the corresponding figures and documentation, or provide the references:
Data is available from : Heart Trust / NTA

Jamaican Foundation for Lifelong Learning

5.9 Does the government measure the learning outcomes of the following programmes...? (mark all that apply)	Only by teachers/ facilitators	Standardised tests for statistical purposes	Standardised tests for certification purposes	Other
Adult education programmes (other than literacy)	☐	☒	☒	☐
Adult literacy programmes	☐	☒	☒	☐

If this information is available please attach the corresponding figures and documentation, or provide the references:

5.10 Are there differences between men and women in terms of their participation in adult education and/or adult literacy programmes?	*Mark all that apply*	
	Yes	*No*
Adult education	☒	☐
Adult literacy	☒	☐
If yes: Who participates more?	Adult education	Adult literacy
Women	☐	☐
Men	☒	☒
If there are differences: Have measures have been undertaken to address these differences in adult education/adult literacy programmes?	*Yes*	*No*
Adult education	☒	☐
Adult literacy	☒	☐

If measures have been undertaken please provide a brief description and references:
Teacher Training in methodologies to enhance motivation, interest, participation and retention of males in the programme.

5.11 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.8 to 5.10. Pay particular attention to equity-related issues regarding access, participation and outcomes.

6. Quality: quality assurance

6.1 Do quality criteria for adult education and adult literacy exist in the following areas: curriculum, learning materials, facilitators' training, teaching/learning methodology and assessment of learning outcomes? If yes, please specify. Since when have they been in place?

Adult education

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	☒		National Vocational Qualifications
Learning materials	☒		National Vocational Qualifications
Facilitators' training	☒		NCT VET
Teaching/ learning methods	☒		NCT VET
Assessment of learning outcomes	☒		

Adult literacy

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	☒	1974 - currently being revised	JAMAL Adult Basic Educatio Curriculum Literacy, Numeracy and Life Skills.
Learning materials	☒	1974 - currently being revised	JAMAL Learning Materials
Facilitators' training	☐		This will be factored into the roll-out of the revised Adult Literacy Curriculum
Teaching/ learning methods	☒	2011	Prescribed teaching methods surrounding lesson planning, contextual lesson development
Assessment of learning outcomes	☒	1974 - currently being revised	Minimum standard of Literacy/numeracy

6.2 Are there pre-service and in-service training programmes for educators/facilitators for adult education and adult literacy? Please mark all that apply, considering provider and type of training programme.

Adult education

Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	*Mark if yes*	Typical duration (months)
Governmental institution	☒		☒	
University	☐		☐	
Private company	☐		☐	
Non-governmental organisation	☐		☐	

Adult literacy

Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	*Mark if yes*	Typical duration (months)
Governmental institution	☐		☒	ongoing
University	☐		☐	
Private company	☐		☐	
Non-governmental organisation	☐		☐	

6.3 What is the average monthly remuneration (in nominal local currency) for a full-time educator/facilitator in the following programmes? *(academic year ending in 2010)*

Programme	Monthly average remuneration if available	*Remarks/source*
Adult education (excluding literacy programmes)		
Adult literacy		

6.4 Have any initiatives been undertaken by the government concerning the working conditions of adult educators/facilitators/volunteers? Please mark if yes.

	Mark all that apply
Adult education	☒
Adult literacy	☒

6.5 Have the national or sub-national governments implemented monitoring and evaluation mechanisms? *(If yes, mark all that apply)*

	Monitoring	Evaluation
Adult education	☒	☒
Adult literacy	☒	☒

Please provide a brief description and references:
Teacher evaluations and growth plans in place.

6.6 Have the national or sub-national governments commissioned studies in order to inform policy and programme design and implementation since 2009?

	Mark all that apply
Lifelong learning	☒
Adult education	☒
Adult literacy	☒

If one or more of the boxes is marked, please provide a brief description and references:
The Agencies responsible for Adult Education and Adult Literacy generate Annual Reports which inform programme direction. The Government of Jamaica has also mandated that each agency moves from a Strategic Plan to an Agency Strategic Business Development Plans developed along specific guidelines in order to improve programme design and implementation.

6.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

7. CONFINTEA VI follow-up: additional activities

7.1 Please indicate which activities have been implemented as a follow-up to CONFINTEA VI and the implementation of the *Belém Framework for Action.*	
	Mark if taken place
Advocacy events (conference, forum, etc.)	☒
Media campaigns	☐
Publications (booklets, leaflets, posters, etc.)	☐
Creation of committees to streamline adult education and adult literacy	☒
Adult Learners Week/Learning festivals	☒
Creation of learners' networks and/or fora	☐
Translation of the *Belém Framework for Action* into the national language	☐
Presenting the *Belém Framework for Action* to parliament	☐
Elaboration of a funding plan	☐
Development of a national roadmap for the implementation of the *Belém Framework for Action*	☒
Other (*please specify below*)	☐

7.2 Is there any innovative experience in adult education and/or adult literacy that has been developed in your country since 2009 (CONFINTEA VI) that could be instructive for other countries? If yes, provide a brief description and references.
The National Education Strategic Planning Committee included stakeholder from both adult education and adult literacy. The National Education Strategic Plan 2011-2020 has critical objectives and deliverables for both adult education and adult literacy. This is a significant milestone as the focus has been on education in the formal system (K-12).

7.3 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

8. The United Nations Literacy Decade (2003-2012): specific activities under the framework of the UNLD after the mid-term review in 2006

8.1 Which specific advocacy initiatives/ activities for youth and adult literacy have been undertaken in your country in the last five years? Please rank the frequency/intensity and results or impact of such advocacy work.

	Frequency				Results			
	very frequent	often	hardly	never	excellent	good	modest	no results
Advocacy events (conference, forum, etc.)	☐	☒	☐	☐	☐	☐	☒	☐
Media campaigns	☐	☒	☐	☐	☐	☐	☒	☐
Publications (booklets, leaflets, posters, etc.)	☐	☐	☒	☐	☐	☐	☒	☐
Other (please specify below)	☐	☐	☐	☐	☐	☐	☐	☐

8.2 Have there been specific initiatives/ activities in support of...?

	Yes	*No*
... women and girls?	☐	☒

If yes, please provide a brief description and references:

	Yes	*No*
... other excluded/ under-represented/underprivileged groups?	☒	☐

If yes, please provide a brief description and reference:
Youth 15-19 yrs have been a critical area of focus in Jamaica with many National and Local initiatives and activities created to target this sector.

8.3 How would you rate the impact of the UN Literacy Decade in helping to boost your advocacy efforts for literacy?

It has been extremely helpful	It has helped a lot	It has helped a little	It has not helped
☒	☐	☐	☐

If your answer is different from "it has not helped", please provide below a brief explanation and examples of advocacy efforts, commenting on their degree of success:

UNESCO has provided a framework and support materials to guide this area. The results are modest but we continue to empower our capabilities which will impact our results more positively.

8.4 Have literacy policies changed in your country in the last five years?	Yes	No
	☒	☐

If yes, please specify how they have changed below and provide evidence.

The National Education Strategic Plan now has Universal Literacy by 2030 embedded throughout as a national strategic goal.

8.5 Have your literacy targets changed over the last five years?	Yes	No
	☒	☐

If yes, please provide below a brief explanation:

The Vision 2030 National Development Plan targets 98.3%+ adult literacy by that date. The National Education Strategic Plan also has specific dates for the achievement of Universal Literacy.

8.6 What are the country's current capacity-building needs in literacy and what are the obstacles and challenges in meeting them?
We need stronger advocacy at the level of Government and Public Sector in order to create an acceptance of the critical need to improve our literacy levels of adults and youth. We struggle with the "stigma" of the the plurality of illiteracy/literacy with many stakeholders holding on to a shallow definition of literacy, rather than embracing UNESCO's more robust definition.

8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation?
Lack of a database and limited personnel with expertise in the area of adult education and adult literacy.

8.8 Are there other obstacles or major challenges in increasing efforts in literacy? Which of these areas, or other areas, requires further research?
The stigma of illiteracy, insufficient data on literacy levels, demography and geography.

8.9 What are the prospects for sustaining efforts in literacy beyond 2013, and which steps does your government plan to take in this regard?
The GOJ is strengthening literacy efforts at the childhood and adult levels with a view to achieving Universal Literacy by 2030 and plans to sustain these efforts. The National Eduction Strategic Plan and the Vision 2030 Jamaica National Development Plan provide clear guidelines for sustainability.