

**EDUCATION FOR ALL IN THE CARIBBEAN: ASSESSMENT 2000  
MONOGRAPH SERIES 24**

**Series Editor: Lynda Quamina-Aiyejina**

**Beginning Again  
Approaches to Education for Rehabilitation in Caribbean Prisons**

**Bradley Niles  
and  
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## **FOREWORD**

*Education for All in the Caribbean: Assessment 2000* is a remarkable output, which is the culmination of intensive collaborative efforts between the countries of the Caribbean sub-region, the Regional Advisory Technical Group and the EFA Forum Secretariat, and relevant agencies and institutions.

The Country Reports, Monograph Series, and Case Studies highlight and pinpoint, in an extremely effective manner, some of the issues and concerns that drive education policy and action in the Caribbean. At the same time, the documentation presents a balanced and informed overview of the rich and varied educational and cultural experience of the sub-region; a knowledge which is critical to the understanding of the unfolding social and economic developments.

UNESCO is pleased to have been associated with this endeavour, particularly through our regional office in Kingston, Jamaica which, as co-ordinator of the Regional Advisory Group for the Caribbean Sub-region, was integrally involved in every aspect of the exercise. We look forward to continued collaboration with the Caribbean on activities of a mutually rewarding nature as the consequences and implications of the EFA Assessment become manifest.

Colin Power  
Deputy Director-General for Education  
UNESCO

## SERIES INTRODUCTION

At Jomtien in 1990, member states of the United Nations adopted the *Framework for Action to Meet Basic Learning Needs* and created the International Consultative Forum on Education for All (EFA Forum). One decade later, the EFA Forum embarked on an assessment of this initiative, intended to assist member states in examining their education provisions to inform the formulation of policy. Once the Caribbean EFA Regional Advisory Group had embarked seriously on the assessment, it was quickly realised that it would be difficult to capture, in any one place, an assessment of all that had transpired in education in the Caribbean during the period 1990-1999. Moreover, the technical guidelines constrained assessors to specifics within quantitative and qualitative frames. However, because it was felt that education in the Caribbean is too dynamic to be circumscribed, the idea of a more wide-ranging monograph series was conceived.

Researchers, education practitioners, and other stakeholders in education were invited to contribute to the series. Our expectations were that the response would be quite moderate, given the short time-frame within which we had to work. Instead, we were overwhelmed by the response, both in terms of the number of enthusiastic contributors and the range of topics represented.

Caribbean governments and peoples have invested in the *hardware* for education--buildings, furniture, equipment; in the *software*, in terms of parent support and counselling services; and they have attended to *inputs* like books and other teaching/learning resources. They have wrestled with ways to evaluate, having gone through rounds of different national examinations, and modifications of ways to assess both primary and secondary education.

But, as the efforts to complete the country reports show, it has been more difficult to assess the impacts, if we take the eventual aim of education as improving the quality of life--we have had mixed successes. That the sub-region has maintained relative peace despite its violent past and contemporary upheavals may be cited as a measure of success; that the environment is threatened in several ways may be one of the indicators of how chequered the success has been.

Writers in the monograph/case study series have been able to document, in descriptive and analytic modes, some of the attempts, and to capture several of the impacts. That this series of monographs on Education for All in the Caribbean has been written, edited, and published in nine months (from first call for papers to issue of the published titles) is itself an indication of the impact of education, in terms of human capability and capacity.

It reflects, too, the interest in education of a number of stakeholders without whom the series would not have been possible. Firstly, the work of the writers is acknowledged. All worked willingly, hard, well, and, in most cases, without material reward. The sterling contribution of the editor, who identified writers and stayed with them to the end of the process, is also recognised, as is the work of the printer, who came through on time despite the severe time constraints. The financial contribution of the following agencies also made the EFA assessment process and the publication of the monograph/case study series possible: Caribbean Development Bank (CDB), Commonwealth of Learning (COL), Department for International Development (DFID), International Labour Organization (ILO), Sub-Regional Headquarters for the Caribbean of the United Nations Economic Commission for Latin America and the Caribbean (UNECLAC), United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Population Fund (UNFPA), the United Nations Children's Fund (UNICEF), The University of the West Indies, Cave Hill; the World Bank, and the UN country teams based in Barbados, Guyana, Haiti, Jamaica, and Trinidad and Tobago.

We invite you to peruse individual titles or the entire series as, together, we assess Caribbean progress in education to date, and determine strategies to correct imbalances and sustain positive impacts, as we move towards and through the first decade of the new millennium.

Claudia Harvey

UNESCO Representative and Coordinator, Regional Technical Advisory Group (RTAG)

EFA in the Caribbean: Assessment 2000

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## LIST OF ACRONYMS AND ABBREVIATIONS

ADP	Adolescent Development Programme
AIDS	Acquired Immune Deficiency Syndrome
ALTA	Adult Literacy Tutors Association
CONFINTEA V	Fifth International Conference on Adult Education
COSPROD	Correctional Services Production Company
CXC	Caribbean Examinations Council
ECOSOC	Economic and Social Council of the United Nations
EFA	Education for All
FEFFIK	Foundation for Vocational Education
GCE	General Certificate of Education
HEART Trust	Human Employment and Resource Training Trust
HIV	Human Immuno-Deficiency Virus
JAMAL	Jamaica Movement for the Advancement of Literacy
JSC	Jamaica School Certificate
NGO	Non-Governmental Organisation
OAS	Organization of American States
OECS	Organisation of Eastern Caribbean States
OJT	On-the-Job Training
SDC	Social Development Commission
SERVOL	Service Volunteered for All
STATIN	Statistical Institute of Jamaica
STD	Sexually Transmitted Disease
STEP	Special Training and Empowerment Programme
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UWI	The University of the West Indies
YEA	Youth Enhancement Academy
YTEPP	Youth Training and Employment Partnership Programme



## **ABSTRACT**

This monograph reviews education offerings in the prison systems of seven Caribbean countries. It specifically describes literacy and skills training programmes; initiatives for the development of positive values and attitudes towards the self, others, and the community; and health education drives within Caribbean prisons. It also examines differences in the policies of the various governments with respect to these programmes. The main sources for the information presented were the country reports produced as part of the Education For All (EFA) 2000 assessment process; research conducted on prison education; and the report of the UNESCO Workshop on “Fostering a Culture of Peace through Education, Rehabilitation and Empowerment.” It is concluded that Caribbean countries are moving towards providing education for all, including the region’s prisoners. However, it is necessary to place much more emphasis on the various programmes in the prison systems. The major constraint seems to be the fact that Caribbean governments, due to their ever-increasing debt burden and economic woes, are not able to provide the necessary resources to do this adequately. The main recommendation is that Caribbean states pool their resources, technology, knowledge, and expertise in order to combat the numerous obstacles to the expansion and advancement of education in prisons.

## About the Authors

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## Introduction

This monograph reviews prison education in selected Caribbean countries at the end of the 20<sup>th</sup> century, within the context of Education for All (EFA) in the Caribbean. It seeks to examine the growth and development of educational programmes within the prison systems of the selected countries; the thrust toward rehabilitation of all inmates through education; and adherence to the general standards of EFA in the Caribbean, within the context of the *World Declaration on Education for All* and the *Framework for Action to Meet Basic Learning Needs* adopted in Jomtien (Final report, 1990).

It is the ultimate goal of the EFA movement to educate all peoples; providing every child with formal education, as well as providing opportunities for the education of all adults within any given population. It highlights the need to enhance the skills, knowledge, and attitudes possessed by both adults and children, in order to make them more conscious and constructive in achieving and promoting their society's development. This, the EFA movement feels, will be best achieved through the enhancement and utilisation of programmes geared towards the development of literacy skills; vocational or employment skills; and positive attitudes and values towards the self, the community, and others. The monograph thus seeks to examine adult education within the context of the prison system, often seen as merely penal institutions.

At a workshop on "Fostering a Culture of Peace through Education, Rehabilitation and Empowerment" held in Jamaica in 1998, Senator, the Honourable Burchell Whiteman, the Jamaican Minister of Education Youth and Culture, expressed the view that it is only through rehabilitation and education that the incarcerated can find peace and have the skills for successful reintegration into society. He stressed the need for the participants in the workshop (individuals involved with prisons in the Caribbean) to find creative ways to re-educate and retool inmates in keeping with the general thrust of EFA. It is with this thought in mind that this monograph seeks to assess the various prison systems in the Caribbean as a medium for EFA, as a subset of the general goal of adult education.

## Methodology

In preparing this assessment, there was heavy reliance on secondary data from the following sources:

- The country reports produced for the EFA in the Caribbean Assessment 2000.
- Monographs submitted as a part of the EFA in the Caribbean Assessment 2000 process.
- The report of the workshop on "Fostering a Culture of Peace Through Education, Rehabilitation and Empowerment," Kingston, Jamaica, November 30 - December 4, 1998.
- The final report of the Fifth International Conference on Adult Education, Hamburg, Germany, 14-18 July, 1997.
- The United Nations (UN) and UNESCO manual on basic education in prisons (1995)

Seven countries were selected for review based on their participation in the 1998 workshop in Jamaica: The Bahamas, Barbados, Belize, Curaçao (Netherlands Antilles), Jamaica, St. Lucia, and Trinidad and Tobago. Primary research was specifically conducted on Barbados for this monograph, so that the data presented on Barbados do not reflect the general pattern of review. In this pattern, data are presented on the educational programmes geared towards, and available to, adults in the wider society in the following categories: literacy training; skills training; and values, attitudes, and health education,

followed by a similar presentation of the programmes available in prisons, in order to see if there was consistency and if the EFA guidelines were being followed.

## **Adult Education**

*The Hamburg Declaration on Adult Learning* adopted at the Fifth International Conference on Adult Education (CONFINTEA V), held in Hamburg, Germany in 1997, described adult education as more than just a right. It states that: "...it is a key to the twenty-first century. It is both a consequence of active citizenship and a condition for full participation in society." It represents an ongoing learning process, formal or otherwise, whereby people regarded as adults, depending on their society, enrich their knowledge and technical or professional qualifications. It involves both formal, continuing education and non-formal, incidental learning.

The major objectives of adult education programmes may be identified as follows:

### *General:*

1. To develop autonomy and the sense of responsibility of people and communities.
2. To promote coexistence, tolerance, and the informed and creative participation of citizens in their communities.

### *Specific:*

1. To give late developers a second chance to realise their potential and so remove deficiencies of earlier schooling.
2. To enable adults to enhance their qualifications in order to satisfy basic job entry requirements.
3. To assist adults who wish to learn a technical skill or craft to do so.
4. To provide opportunities for individuals to participate in educational or cultural activity for personal or community development purposes.

The *World Declaration on Education for All*, in addressing adult education (as will be seen in its six target dimensions), states that it seeks to expand the provisions of basic education in order to assist in the reduction of adult illiteracy rates. Article 1 states: Every person - child, youth and adult - shall be able to benefit from educational opportunities designed to meet their basic learning needs (Final report, 1990, p. 43). The term "basic learning needs," according to *The Hamburg Declaration on Adult Learning*, means that people, whatever their ages, have an opportunity, individually and collectively, to realise their potential as a right, a duty, and a response both to others and to society on a whole. More specifically, Article 1 of the *World Declaration on Education for All* states:

[Basic learning] needs comprise both essential learning tools (such as literacy, oral, expression, numeracy, and problem solving) and the basic learning content (such as knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions and to continue learning. (p. 43)

It is thus obvious that basic learning needs, as stipulated by the EFA programme, are essential for the rehabilitation and re-socialisation of offenders, in the specific context of prison education.

## **General Overview of EFA in the Caribbean**

The *Framework for Action to Meet Basic Learning Needs* proposed six dimensions within which countries might wish to set their targets for the achievement of EFA:

1. Expansion of early childhood care and developmental activities, ... **especially** for poor, disadvantaged and disabled children;
2. Universal access to, and completion of, primary education (or whatever higher level of education is considered “basic”) by the year 2000;
3. Improvement in learning achievement such that an agreed percentage of an appropriate age cohort (e.g., 80 percent of 14 year-olds) attains or surpasses a defined level of necessary learning achievement;
4. Reduction of the adult illiteracy rate ... to, say, one-half its 1990 level by the year 2000, with sufficient emphasis on female literacy to significantly reduce the current disparity between male and female illiteracy rates;
5. Expansion of provisions of basic education and training in other essential skills required by youths and adults...;
6. Increased acquisition by individuals and families of the knowledge, skills and values required for better living and sound and sustainable development, made available through all educational channels including the mass media, other forms of modern and traditional communication, and social action.... (Final report, 1990, p. 53)

Professor Errol Miller (1999), in his monograph *Education for All in the Caribbean in the 1990s: Retrospect and Prospect*, points out that Caribbean countries did not deal with educational reform under the umbrella of the EFA as a separate entity, but rather dealt with their EFA obligations under the umbrella of their educational reform programmes. Miller noted that some countries (The Bahamas, Barbados, St. Lucia, and Trinidad and Tobago) used comprehensive reform strategies, while others (Belize, Curaçao, and Jamaica) used a project-driven approach.

For analytical purposes, the categories posited by Miller will be used in the final chapter, in order to ascertain whether or not there is a significant difference in the approaches of these two groups of countries to prison education. The two groupings, according to their responses to the EFA programme, are as follows:

- Category 1 - countries that have developed comprehensive education reform strategies and plans and have established national commissions, task forces, or working groups in order to do this.
- Category 2 - countries that have adopted a project-driven approach to educational reform and have chosen to reform only specific aspects of their education system.

Prison education will be examined in the different countries under the following headings, deduced from the six target dimensions of EFA:

1. Literacy training (introducing and reinforcing basic education and beyond).
2. Skills training/Productivity targeting.
3. Programmes to effect a positive approach towards health, attitudes, and values.

It is also important to highlight the programmes (under these headings) available to the general adult population in the target countries, so that there is a standard against which their prison education programmes can be measured.

## **Prison Education in Selected Caribbean Countries**

### **The Bahamas**

In 1991, the Ministry of Education of The Bahamas, after examining the six target dimensions of the EFA programme, embarked upon a programme of comprehensive educational reform. It undertook the development of a five-year development plan, which resulted in the commissioning of a national task force to undertake the review of the education system. The task force was required to make recommendations to bring about improved efficiency and effectiveness in the system. It conducted investigations for one year, ensuring that the views of the general population with respect to the areas stipulated by the EFA guidelines were heard. Subsequently, there has been significant activity in these areas. For the purpose of this monograph, however, the focus will be on activities in the areas of adult literacy and basic education; training in the essential skills required by adults; and the acquisition of positive attitudes and values towards health, the self, others, and the wider community.

#### **Literacy Programmes in the General Adult Population**

A survey conducted on behalf of UNICEF in 1996 (Bahamas. National Task Force on Education, 1999) found that 98.2% of the Bahamian population was able to read and write at a functional level, that is, they were functionally literate according to EFA standards. However, the Bahamian government is aiming to have a fully literate population; it desires a situation in which the entire population would have a level of comprehension above the present level. There has thus been a growing interest in adult literacy and continuing education programmes within The Bahamas. However, the focus is on non-formal programmes such as the following:

- **Let's Read Bahamas**, established in 1994 by the Ministry of Education, which is aimed at tutoring adults in an environment in which they are most comfortable, be it the home, school, or community centre. It has over 100 participants, mostly women and has facilitated the training of over 100 tutors to ensure wide dispersion island-wide.
- **Project Read**, run by the Rotary Club, which has also been successful in assisting more than 100 adults, most of whom are females.
- **The Centre for Continuing Education and Extension Services**, run by the College of The Bahamas, which offers the "Basic Workers Programme" and the "Over-Forty Programmes." These have given adults who did not get the chance to complete secondary school the opportunity to do so.

These programmes show that The Bahamas has lived up to the EFA guidelines with regards to literacy training for adults. Its achievement with respect to the target of reducing the adult illiteracy rate has been in line with the its EFA obligations, as there has been a 1.2% increase in the adult literacy rate since the last statistics in 1990, which showed a 97% rate in comparison to the present rate of 98.2%. In addition, there have been more female participants, as stipulated by the EFA guidelines.

#### **Introduction to the Prison System**

The prison system in The Bahamas is comprised of various lockups in the islands' districts. All individuals sentenced to terms exceeding three months are sent to the Central Prison in New Providence. The present population of that prison is 800, with most of the inmates being in the 16-35 age range. This means that the majority of the imprisoned population are in the prime of their productive and formative years. It is thus necessary to educate and equip them to be contributing members of the society, and to enhance their productivity and creativity as individuals and adults, as is being done in the general population and according to the EFA guidelines.

This is especially necessary in The Bahamas because of the high rate of repeat offenders, a rise from 38.8% in 1987 to 64% in 1998 (UNESCO, 1998). In 1998, the government appointed a Commissioner of Crime and, at the same time, expressed the opinion that the harsh legislation enacted in the past did not have any positive effects on either the individuals or the institution. A change was, therefore, required towards a rehabilitative rather than a punitive approach, using the penal system itself, the families of the inmates, the communities, and the government to effect this change.

### **Literacy Programmes in the Prison Population**

In 1994, a pilot programme consisting of the core subjects: Literacy, Language, Mathematics, and Health Science, began in the maximum-security unit of the Central Lock-up. This facilitates the participation of inmates in the national examinations and, although statistics have not been provided on its success rate, it was stated at the 1998 UNESCO workshop that there has been a credible amount of success. Volunteers originally ran the programme but the government recently appointed four instructors to facilitate the courses.

The shortcoming of this programme is that it is only available to 86 of the 800 inmates, which is approximately 10.75% of the total population. Thus, while it may be a start, it is not equivalent to the emphasis placed on literacy training within the general adult population. Therefore, it is not in harmony with EFA standards, since it appears that not everyone within the confines of the prison system who needs literacy training has access to it.

Despite this drawback, however, plans are being put in place to bring literacy training in prisons on par with the wider society and the EFA guidelines. The following are the plans for academic expansion:

- The Bahamian government is planning to launch a public education drive, targeting prison staff, support groups, families, and communities to sell the concept of rehabilitation for penal reform. This is in order to obtain the assistance needed to make the rehabilitative plan of action a reality.
- As a subset of this plan, there are plans for the education of prison personnel with respect to the concept of "Corrections," which is to include team-building programmes and instruction in the methodology of the various courses that are slated to be offered within the new system.
- There are plans to expand the literacy programmes to include other prisoners that are not in the Maximum Security Unit, that is, education for *all* prisoners.

Only if these plans are put in place will the Bahamian prison system be in line with the programmes offered in the wider society and, thus, capable of meeting the EFA standards in terms of literacy training.

### **Skills Training in the General Adult Population**

Skills training in The Bahamas is mainly geared towards young people between the ages of 16-24. This situation became more entrenched with the establishment of the 1994 Youth Commission, organised to prepare Bahamian youths for the technologically-driven world of the 21<sup>st</sup> century. In the late 1990s, the Ministry of Youth and Culture became involved in the following training initiatives involving youths, some of which have been institutionalised:



- Junior Achievement Bahamas, designed to give young people the opportunity to experience the business world outside of the formal school system; essentially an on-the-job, hands-on training mechanism.
- The Youth Enterprise Project, designed to equip young people with the necessary skills for self-employment and entrepreneurship.
- The Fresh Start Programme, which provides training for employment. This involves training in good work ethics, job application skills, and overall, basic attitudinal skills for employment.
- Volunteers 2000, which trains volunteers to develop and undertake community-based projects, matching volunteers with organisations that need their assistance.
- YEAST, a programme that is designed specifically to assist young men who have had a history of low secondary performance or dropout to develop technical skills and a concept of self worth.

These are just some of the skills training programmes offered in The Bahamas, and are indicative of the fact that The Bahamas offers a wide range of skills training programmes consistent with the drive towards EFA. There is, however, one drawback; the existing programmes are all geared towards the training of young adults, and not youths and adults as is consistent with the goals of EFA. There is an age limit with respect to eligibility to access the programmes, so that while the Bahamian programmes will assist young adults in the general population, providing them with skills and improving their chances for employment and productivity, there are no similar opportunities for adults over the age of 30.

### **Skills Training in the Prison Population**

Embedded in the everyday activities of the lives of the inmates are skills training programmes aimed at enhancing their productivity and employment prospects after their release from the institution. The following are some of the programmes offered:

- The Ken Cook Programme, which represents the first formal vocational trade programme. This introduces inmates to a structured programme of small engine repair and electronic measurement. Classes are held biweekly.
- The On-the-Job Training (OJT) Programme, which is supervised by specialist prison officers, deals specifically with the maintenance of the prison system. Inmates are involved in masonry, carpentry, electrical works, plumbing, welding, auto mechanics, shoe repair, and animal husbandry geared towards the upkeep of the prison and, at the same time, acquiring and perfecting a skill.
- The Technical Vocational Centre, which is intended to expose and train the prison population in straw work, art and craft, tailoring, and horticulture.

It is evident that, at present, the Bahamian prison system is more actively involved in a skills training curriculum. This may be a factor of the existing high literacy rate, which would suggest that prisoners could have been literate on their entry to prison. Thus, the focus would be on skills training to complement their literacy skills. Skills training has the dual advantage of safeguarding the interests of both the institution and the inmate. In other words, while skills training allows for the acquisition of vocational skills in order to enhance the prisoners' productivity on release, it is also important for the general upkeep of the institution.

### **Programmes to Effect a Positive Approach Towards Health, Attitudes, and Values in the General Adult Population**

The Bahamas EFA country report (1999) states that the process of economic development has resulted in the gradual breakdown of traditional values and acceptable standards of behaviour. This emphasises the need for greater concentration on health education, values orientation, and positive attitudinal development. With the ongoing assistance of the electronic and print media, The Bahamas is seeking to make this EFA target a reality. The television and radio stations are used for public service announcements and have designated slots in which this must be done (thrice per day). These are used for social mobilisation campaigns, including campaigns against HIV; for immunisation; general health conditions; and for general motivational programmes.

From the data presented, it would appear that there is a lot of emphasis on literacy training in The Bahamas; more so than on skills training, values orientation, and health education. This does not mean that The Bahamas is not consistent with the EFA guidelines in educating the general adult population. What it means is that it has chosen to focus on literacy training in its drive to have a fully literate population. This has been successful, as is evident in the statistics which show an increase in adult literacy from 97% in 1990 to 98.2% in 1995 (Bahamas. National Task Force on Education, 1999).

### **Programmes to Effect a Positive Approach Towards Health, Attitudes, and Values in the Prison Population**

A great deal of emphasis is placed on values orientation and positive attitudinal development as a form of rehabilitation in the Bahamian prison system. Various programmes have been put in place within the prison system to facilitate this. These are:

- An extramural scheme, which allows selected inmates the opportunity to obtain external working experience during the daytime and return to the prison in the afternoons. Of the money earned from this scheme, 10% goes into an Inmate Welfare Fund and the remainder goes into the inmates' personal account, to which they have access upon their release.
- Counselling courses in living skills and parenting.
- Various recreational activities, offered under the programme managed by the Department of Welfare and Rehabilitative Services and the prisons.
- Spiritual counselling, available through the prison chaplain. There is also a system of ministering to inmates on a regular basis; training them through seminars, bible study, and fellowship, carried out by both the chaplain and a Prison Fellowship Board.
- The Inmates' Cultural Society, open to all sentenced inmates. The members present debates, lectures, and dramatic presentations and enjoy various recreational activities provided under the programme. Inmates also get the opportunity to mediate and liaise, as they are the ones who make up the executive and liaison between the administration and other inmates.

These programmes within the Bahamian prisons not only assist the offender on his return to society, but are also aimed at addressing the fundamental problem that may have caused the incarceration. They are intended to reduce the high rate of recidivism in the Bahamian society.

The information presented shows that while there may be much emphasis placed on values and attitudes within the Bahamian prison system, there is not much on health education. While there does not seem to be much emphasis on values and attitudes in the general adult population, there seems to be quite a significant amount of emphasis on these areas among the adults in prison. Therefore, the general conclusion is that, in The Bahamas, while the emphasis is on literacy training among the general adult population, among incarcerated adults the major emphasis is on skills training, followed by programmes having to do with the positive development of attitudes and values towards the self, society, and others.

## **Barbados**

The philosophy which underpins the education system of Barbados is rooted in the fundamental principle that human resource development is the key to social, economic, and political growth. Consequently, its education system seeks to enable all persons, including youths and adults, to be knowledgeable and creative; to possess positive attitudes and relevant skills; to be exemplars of good citizenship; to believe in the quality of humanity; to be self-confident in planning their future; to be thinkers, innovators, and problem solvers; to inculcate the best social values and an appreciation of the dignity in all labour; and to be committed to the preservation and enhancement of the environment. (statement made by Barbados' Ministry of Education, Youth Affairs and Culture in 1995). Inculcated in its education system is the underlying concept that learning or education is a continuous lifelong process. As a direct result, Barbados set up a National Commission on Education to hold meetings in communities all over the island, in order to adequately reform its education system, so that it could live up to its underpinning philosophy.

### **The Establishment of Prison Education in Barbados**

The Barbados prison service was established in 1945 under the Prison Act of 1945 (1), which also provided for the control and treatment of prisoners in Barbados. In addition, a new Act 1961-66 set out provisions for the establishment of the prison service. The Act also provided for rules to be made, under Section 66, for the management of the prison and other institutions.

Specific provisions were made for evening educational programmes for the inmates at Glendairy Prison, under Section 73 of the Act of 1961-66, namely:

- Programmes of evening educational classes shall be arranged and reasonable facilities, under such condition as the Officer-in-charge determines, shall be allowed to prisoners who wish in their leisure time to improve their education by private study or to practice handicrafts.
- Special attention shall be paid to the education of illiterate prisoners.
- Every prisoner able to profit by the educational facilities provided shall be encouraged to do so.
- Educational facilities shall be provided for female prisoners similarly as for male prisoners and shall, so far as possible, include instruction in homemaking and child care in all appropriate cases.
- A library shall be provided in every prison, and, subject to such conditions as the Officer-in-charge determines, every prisoner shall be allowed to borrow library books and to exchange as often as practicable.
- Prisoners may receive books or periodicals from outside the prison under such conditions as the Officer-in-charge determines.

It is noteworthy that the fourth item reflects the traditional view of women's education as, today, men and women are given equal opportunities in the choice of education courses.

Some of these learning opportunities were officially introduced in 1956. The educational programmes offered then were basic ones--English and Arithmetic. This educational programme was introduced and taught by Mr. Leslie Harris, a college teacher by profession, as well as a sports journalist and commentator on cricket and boxing, in both the print and radio media.

The following is the information available on early programmes:

- All inmates entering the prison between the ages of 17 and 25 were required to participate in educational classes.

- Classes offered were Discussion, Civics, English, and Arithmetic.
- Classes were held in the Chapel. There were no desks, just low benches. The students used their laps or sat on the floor and used the benches as desks.
- Students took overseas Oxford and Cambridge examinations and succeeded.
- The Superintendents of Prison did not always approve the educational programme.
- In the early days, women appealed to three Superintendents to have classes started for them, but this request was refused each time. (From an interview with Leslie Harris conducted by Pearl Riefter, Dec. 1994)

Despite these provisions, there were numerous problems with Barbados' prison education system: (a) there was an age limit, whereby inmates over the age of 25 years were not allowed in the programme; (b) there was the issue of limited infrastructure and a lack of variety in the programmes offered which were, at times, not recognized by those in higher authority; and (c) it was gender biased since it excluded females. This meant that there had to be some reform, in order to give quality education and universal access to all inmates regardless of age or gender.

This reform took place in 1990. The mandate of the World Conference on Education for All was adopted in Barbados, which meant that quality and equal access to education had to be provided for all. The UN Resolutions on Prison Education, which recommended that all prisoners should have access to education, including literacy, basic education, vocational training, and social education, were also adopted. Barbados also began to pay special attention, in succeeding years, to the *Hamburg Declaration on Adult Education* and its accompanying *Agenda for the Future*, which state that all prisoners have the right to learn. The *Declaration* and *Agenda* echo the importance of implementing comprehensive education programmes in prisons, which is what Barbados is attempting to do.

### **Literacy and Skills Training in Barbados' Prison System**

Reform saw the offering of the following courses at the prison, organised by the School of Continuing Studies of The University of the West Indies (UWI), Cave Hill, Barbados, which were perceived as employment oriented, providing communication skills for those who were illiterate, and seeking to expose inmates to important life skills such as human values for living:

- **Literacy Courses:** English and Mathematics, leading to the Caribbean Secondary Examination Certificate issued by the Caribbean Examinations Council (CXC).
- **Vocational Skills:** Auto mechanics, office procedures, sewing and design (textile and fashion design), developing a small business, home economics, tailoring and design, agriculture, horticulture, electronics, hat making, bag making, carpentry, electrical work, animal husbandry, a farming programme (started June 15, 1992 on 23 acres, producing yam, sweet potatoes, beans, okras, melons, cane, carrots, tomatoes, cabbage, parsley, etc.), culinary arts, and furniture making (cradles, chairs, tables, desk, stools, drawers, single beds, bunk beds, divans, and room dividers; upholstery is also done).

The UWI School of Continuing Studies arranged for one student to take the American General Education Diploma (high school equivalent) examination. The student was successful.

Based on these course offerings, the following overall observations could be made:

- The skills taught are very relevant to employment-oriented opportunities in the wider community.
- They provide occupation for the inmate while in prison and on release to the outside world.
- Education in prison will enable the inmates to be gainfully employed when released from prison

and, thus, reduce their dependency on welfare or state-provided funding.

- Inmates' participation in education of a practical nature, for example, in agricultural programmes, reduces the cost to the public fund as they provide food for the institution as well as income in such areas as brick-making and auto mechanics. This contributes to the self-sufficiency of the prison.

### **Values Orientation and Health Education in the Prison System**

As stated by the Barbados National Task Force on Crime Prevention in 1977, the peak age group of persons entering prisons was 26 to 29 years, with 65% of the inmates being below the age of 30 at the time of their incarceration. Persons serving time for breaking and entering and larceny constituted the largest proportion of the population (1/3). Of a survey of 110 male prisoners, 86% admitted illicit drug use, and almost 25% of the inmates committed their offences to buy drugs.

This high incidence of drug and prison related cases prompted the Barbadian government to focus heavily on values orientation and health education, as part of its rehabilitation drive. The most recent initiative in this respect is a Values Orientation course being offered to inmates on their departure from prisons. This has been made compulsory by the Ministry of Social Justice and consists of the following modules: Human development, Self esteem, Communications, Interpersonal relationships, Human sexuality, The family, Responsibility as a citizen, Morals and ethics, and Spirituality. These are supplemented by workshops and occasional lectures. Previous workshops included: Drug rehabilitation 1 & 2; Rehabilitation of sexual offenders, Preparing for re-entry into society, and Discipleship Bible courses. Topics which have been covered by lectures include: Citizen responsibility; The seven habits of highly effective people; Expounding on the seven characteristics of highly effective people; and Conflict resolution.

Three major observations can be drawn from this review: (a) the philosophy of EFA is being practised in Barbados, even among the frequently marginalised inmates of correctional institutions; (b) the categories that seem to have received the most attention from the Barbadian government are those of skills training and values education; and (c) the Barbadian government has supported the philosophy of EFA by continually expanding and improving courses offered. The prison system has picked up where the general society left off. The 1997 survey showed that of the 78 respondents who had attended secondary school, only 16 (20.5%) had received certificates. The Glendary Prison is seeking to eradicate this problem of non-certification. The first graduation was held at the prison in 1992, and was followed by a series of graduations, in which inmates received certificates of participation and progress from the UWI School of Continuing Studies.

### **Belize**

The major focus of the Belizean government in the 1990s was on the reform of its primary education system. The focus of its country assessment was, therefore, on this reform and so could not provide information on adult education. Thus, the analysis will only be based on data provided on the prison system.

### **Introduction to the Prison System**

There is a major difference between the prison system in Belize and the systems in other Caribbean countries. In Belize, over 65% of the prison population comprises youth offenders between the ages of 12-16. Thus, the emphasis is on implementing programmes in the prisons suited to the needs of these young people. There is a high rate of recidivism; 60-70% of these offenders, who become more hardened and sophisticated each time they return. The Belize Department of Corrections is, therefore, embarking on

rehabilitative programmes, facilitated by the Youth Enhancement Academy (YEA) established by the Department. Rehabilitation is facilitated through a structured programme of skills training, and a values- and attitudes-oriented development programme. The Academy has a total of 104 inmates, selected from the over 600 young inmates on the basis of their adaptability to the programme, or the degree of security risk that they pose.

### **Skills Training in the Prison Population**

The programme focuses on vocational training in woodwork, mechanics, welding, plumbing, agriculture, livestock production, and electrical wiring. Some of these skills are used as production mechanisms and income-generating projects, in order to assist in the upkeep of both the institution and the inmates.

### **Programmes to Effect a Positive Approach Towards Health, Attitudes, and Values in the Prison Population**

Inmates at the YEA are subject to a firm, disciplined, correctional environment, where there are frequent drills, exercises, and military discipline. This is aimed at creating a more disciplined individual, thus assisting in the reduction and prevention of recidivism. There are also life-training skills, facilitated by non-governmental organisations (NGOs), in order to enhance the self-development of the inmate. A community service programme is also in existence, whereby inmates assist in clean-up work in schools, hospitals, and other community institutions, as a form of restitution to society, in order to promote love and respect for the community and others who live in it. There have been no recorded programmes for health education.

Based on the information available, it appears that Belize has not placed much emphasis on prison education, nor has it made it a priority in its educational reform strategies. This may be due to the fact that it has had limited resources to do so. In 1998 and 1999, it operated on a very limited budget, all of which was utilized for administrative services and the feeding of inmates. Thus, there was heavy reliance on volunteers and NGOs in managing the programme. Nevertheless, there have been indications of success. Of more than 100 youths who have been released, only 12 have returned to prison; a recidivism rate of approximately 12.5%. This is significantly lower than the rate of 60% that obtains for several other countries.

There are also plans by the government to further expand this rehabilitative process, including the following:

- Staff training on the culture of peace and literacy in prisons, targeting 60 members of staff at all levels and 10 correctional officers. This will be conducted through regional and national workshops.
- Upgrading the infrastructure to include two fully-equipped classrooms, and providing literacy materials, for example, computers and a library.

### **CURAÇAO**

The major focus of the government of Curaçao in the area of education is on primary and secondary education. However, the government has stated, in reviewing its EFA obligation, that it is committed to the reduction of adult illiteracy rates on the island. As stated in its EFA country assessment report (Netherlands Antilles. Department of Education, 1999), the government is committed to: the further development of adult education in its diverse forms, in co-operation with private initiatives; the

combating of functional illiteracy by providing the necessary attention; the promotion of a healthy lifestyle; and the promotion of the social education of the community.

### **Literacy and Skills Training Programmes in the General Adult Population**

The following programmes which target the problem of adult illiteracy are available in Curaçao:

- The Pro Alfa Foundation, established since 1989, which targets individuals between the ages of 15 to 40 years. This Foundation initiates learning activities, in order to teach applicants to read, so that they can function more effectively in society. Much emphasis is placed on technical skills such as gardening, carpentry, mechanics, cooking, and tailoring.
- FEFFIK (Foundation for Vocational Education), which is an educational organisation for non-formal vocational education. The objectives of this programme are to improve apprenticeship and on-the-job training; and to facilitate the overall improvement of vocational training offered to less fortunate adults.
- Hope for the Unemployed, which is available to individuals who are already functionally literate but have not completed elementary education.

What this shows is that there are different programmes geared towards literacy and skills training in the general adult population, organised according to the specific needs of individuals in the adult population.

### **Literacy and Skills Training Programmes in the Prison Population**

The only prison in the Netherlands Antilles is located in Curaçao and houses 479 inmates. To reduce overcrowding and promote rehabilitation, it is possible for time served by inmates to be reduced by 10% if they participate in education rehabilitation programmes available in the prison. The following are the literacy and skills training programmes offered in the prison:

- Pro Alfa has been extended to the prison in order to assist illiterate inmates. They are taught to read and write so that they can be ready for introduction to basic education.
- Hope for the Unemployed, the next step in the learning phase, where inmates are taught basic Mathematics, English, Dutch, Reading, and Writing skills. This is to prepare them for the next step, which is the vocational training skill.
- FEFFIK is then introduced. Here, the inmate is involved in training to provide familiarity with the various industries: tourism, electronics, computer, automotive, metal, and construction.

The above programmes represent an organised programme geared towards the education of the inmates with life training, literacy, and vocational skills to assist in their rehabilitation and prepare them for their re-entry into society. It, therefore, appears that Curaçao is placing a great deal of emphasis on literacy and skills training in its prison system. What must be noted is that literacy and skills training are not taken as separate issues, but are being offered as part of a joint programme in the Curaçao prison system.

### **Programmes to Effect a Positive Approach Towards Health, Attitudes, and Values in the Prison Population**

There are no records of any organised programmes in these areas available to the general adult population. In fact, the government is now planning to organise a national programme of this nature. In the island's prison, the situation is different. There have been three major health and values programme:

- The use of Transcendental Meditation Techniques, which takes the form of 20-minute sessions, aimed at relaxing and energising the body and calming the mind.
- Rehabilitation and aftercare for inmates with drug addiction problems. A centre has been established for this purpose.
- Counselling classes for inmates who have interpersonal conflicts. They are introduced to group counselling as a peace-making technique.

The information presented shows that while there appears to be no organised and structured adult education programme available to the general adult population, the situation is the opposite for incarcerated adults. The government seems to be making a concerted effort to promote the goals of EFA within the prison system. There are, however, numerous obstacles in trying to achieve this, including the lack of proper infrastructure. There is only one room which has the capacity to hold 10 inmates at any given time, in which classes for 360 inmates are being held. In addition, staff has not been adequately trained to properly manage the rehabilitation programme. However, the government is planning to address these problems in the near future.

## **Jamaica**

### **Literacy Programmes in the General Adult Population**

The Jamaican government established an agency with a specific mandate to provide literacy training for adults over 15 years. This programme, popularly known as JAMAL (Jamaica Movement for the Advancement of Literacy), provides basic reading, writing, and numeracy skills; integrates literacy and occupational skills to make participants more marketable; provides remedial education to young adults who did not meet the entry requirements for skills training; and offers computer-assisted training programmes.

In 1994, a survey conducted by the Statistical Institute of Jamaica (STATIN) indicated that 24% of Jamaican adults was illiterate, with males having an illiteracy rate 12.2% higher than the female rate; 86.5% of the 15-19 age group was found to be literate in comparison to 47.9% of the 65 years and over age group. This was what contributed to the change in government strategy towards adult education in 1998, and the development of the Work Place Literacy Project (involving 386 participants, of whom 75% were males). There was more emphasis on evening and day classes at 23 locations island-wide, for over 11,000 participants. There is, therefore, a structured and organised programme geared towards the eradication of adult illiteracy among the general population. This indicates that the government of Jamaica is dedicated to following the EFA guideline on adult literacy.

### **Literacy Programmes in the Prison Population**

Ms. Ina Porter, former Deputy Commissioner of Corrections stated, at the Culture of Peace workshop, that 50% of the inmates of correctional institutions (formerly known as prisons) were unable to achieve learning goals because they lacked the necessary education or literacy skills to do so (UNESCO, 1998). Moves have been made to expand the literacy programmes, with the assistance of NGOs, government agencies, and religious and civic groups. The aim is to reduce the number of illiterate inmates and equip them to benefit from opportunities for further education wherever they might be. There is also a programme in which 60 officers are trained to teach literacy skills to adults in the institutions. Opportunities are also available for inmates to sit the Jamaica School Certificate (JSC) and CXC examinations. Thus, there are attempts to introduce literacy skills in Jamaica's correctional institutions in order to assist in the rehabilitation process.



## **Skills Training in the General Adult Population**

During the 1990s, one of the major aims of the Jamaican government, in its adult education drive, was to provide vocational skills training for the island's youths and adults outside of the formal education system. This led to much emphasis on:

- The Human Employment and Resource Training Trust/National Training Agency (HEART Trust/NTA). This is aimed at providing and producing skilled and semi-skilled workers to meet the requirements of sectors vital to the country's development. It is available to individuals over 17 years of age. Most programmes are offered at three levels: entry level, journey man level, and the technician or supervisory level. There are 30 courses offered by the programme, with an annual average annual enrolment of 12,373 individuals.
- The community training projects put on by the Social Development Commission (SDC). The popular programme offered is the Community Centre Programme which trains individuals in home-making and craft. Between 1990 and 1994, approximately 2,000 individuals benefited from this programme.
- The National Youth Service. This caters for individuals between the ages of 17-24. Approximately 9,500 individuals have benefited from this programme.
- The Special Training and Empowerment Programme (STEP I & II). This programme assists individuals between the ages of 17-35 to develop life training, hospitality, and entrepreneurial skills. To date, some 2,461 individuals have benefited from this programme.
- The Skills 2000 project. This programme assists individuals in organising small scale businesses after a period of vocational or entrepreneurial training. Some 7,500 adults have benefited from this programme.

These programmes show that the Jamaican government has a high level of commitment to skills training for adults in the general population, and is acting in accordance with the EFA guidelines on skills training in this respect.

## **Skills Training in the Prison Population**

In keeping with its aim to rehabilitate, the Correctional Services have embarked upon programmes to make inmates productive entities within the institutions. They include COSPROD, the Correctional Services Production Company, a registered company involved in the production of agricultural products, livestock, poultry, farming, and aquaculture. Vocational skills are also taught by NGOs, government agencies, and civil groups. There is, however, no set programme such as HEART Trust/NTA or STEP, as there is in the general population. It can therefore be concluded that there is less emphasis on skills training among the incarcerated than in the general population.

## **Programmes to Effect a Positive Approach Towards Health, Attitudes, and Values in the General Adult Population**

In 1993, the Prime Minister of Jamaica called for the nation to embark on a programme of values and attitudes, in order to move towards a gentler society. This change in values and attitudes was intended to reorient the population towards a more "value-based way of life," in a society that was perceived to have become an unkind and violent one. The electronic and print media were the major avenues for the promotion of this drive among the adult population. The emphasis was on tolerance, respect, self-worth,

cleanliness, co-operation, citizenship, and silence. There was, however, no structured programme aimed at promoting these values and attitudes among adults, as the government had proposed.

In terms of health, there have been various health drives aimed at educating adults in the country. There have been ongoing drives on the importance of breastfeeding and child care; and the prevention of AIDS, HIV, and other sexually-transmitted diseases (STDs), to name a few. The most recent has been the drive to get adults immunised against the dreaded rubella disease. These drives have been conducted through the use of different health centres island-wide.

What this means is that, although there has not been a structured programme administering health education and facilitating the development of positive values and attitudes, the various programmes and drives have become part of the daily lives of the Jamaican people.

### **Programmes to Effect a Positive Approach Towards Health, Attitudes, and Values in the Prison Population**

There is great emphasis in Jamaican correctional institutions on the development of positive values and attitudes among inmates. The following are some of the measures undertaken:

- A Risk Assessment Programme which assesses inmates on seven criminological factors. This makes it possible for them to receive treatment or attention according to their specific needs or their risk of recidivism.
- A programme of staff training on the handling and prevention of riots.
- A chaplaincy service focusing on spiritual and moral development, in order to promote positive attitudes and development.
- A training programme in alternative dispute resolution mounted by the Dispute Resolution Foundation. This is a process for dispute resolution, involving a third party or a mediator, that facilitates discussions between disputing inmates. Individuals are trained in the art of mediation.
- The recruitment of additional medical personnel, a psychiatrist, and two social workers, specially employed at the George Davis Centre for mentally challenged inmates, a new development.
- An education drive on AIDS/HIV, as the issue of the spread of the disease has become cause for concern in the island's correctional institutions.

It can, therefore, be concluded that education is not only available to adults in the general society but also to the inmates of the island's correctional centres. There is, however, more emphasis on literacy training in the general adult population than in the 'prison' population. The emphasis within the institutions seems to be on values and attitudes followed by skills training and health. Reports emanating from the correctional institutions suggest that there is a gap between the intent of programmes and actual results. Nonetheless, a wide variety of interventions is directed at rehabilitation.

### **St. Lucia**

In 1991, the Organisation of Eastern Caribbean States (OECS) established a Working Group which held a series of in-depth consultations on, and reviews of, the islands' education systems in order to propose adequate reform for these systems. This eventually led to the establishment of the OECS Education Reform Strategy: *Foundation for the Future* (1991), which was adopted by the Ministers of Education and Prime Ministers of the individual OECS members as the long-term policy for educational development in the sub-region. Thus, as expressed in the 1999 *Education for All: Assessment Report*, the mission statement of the St. Lucian Ministry of Education, Human Resource Development, Youth and Sports is: "To provide equity of access, increased opportunity and quality service in the areas of

education, human resource development, youth and sports for the continuous development for the people of St. Lucia.” In order to accomplish this mission, the Ministry has six major objectives, which are as follows:

1. To articulate, formulate, implement and administer education policies geared towards human resource development in St. Lucia.
2. To ensure access and deliver quality education to all students from early childhood to adult levels.
3. To ensure effective staff management and utilisation for efficient operation of the education system.
4. To develop, review and modify curriculum materials to respond to socio-economic and technological changes in the society.
5. To establish and administer minimum standards to evaluate institutional programmes.
6. To encourage and foster appreciation and pride for national and cultural values and norms.

### **Literacy Programmes in the General Adult Population**

In 1990, a National Literacy Survey was conducted using 49,620 respondents between the ages of 15-65; the sample taken from a general population of 154,020 (1999 estimate taken from the U.S. Bureau of the Census). The majority of the respondents were within the 21-25 age group (37%) and the 15-20 age group (18%). The results of the survey showed that 54.1% of St. Lucian adults were literate, 18.7% functionally literate, and 27.2% not literate. It also showed that most of the respondents in the non-literate category were between the ages of 15-24 years (St. Lucia. Ministry of Education, Human Resource Development, Youth and Sports, 1999).

The St. Lucian government, in its attempt to eradicate illiteracy, established the Adult Education and Literacy Programme in 1984. This programme aims to enhance of the potential of the disadvantaged and marginalised, so that they may also make meaningful contributions towards society’s development. In other words, assisting illiterate adults to acquire the basic knowledge and skills of numeracy and literacy.

The emphasis on numeracy and expression in the 1990s resulted in the expansion of the project; from 11 centres in 1980 to 22 at present, with an enrolment of 1,100 individuals. The key aims of the literacy programme are:

- To enable the individual to acquire basic knowledge and skills of numeracy, and understanding, speaking, writing, and reading the English language.
- To enhance the individual’s capacity and potential for personal development, and the quality of his or her contribution to the family, community, and society, through participation and response to situations demanding literacy.
- To establish literacy learning centres.

Literacy training for adults is fundamentally concerned with oral and written communication. Thus, the specific objectives are to get adults to understand the English language; effectively communicate in the language; read and comprehend materials in the language; and be able to write short paragraphs of four to five lines using simple English. At the end of the programme, participants should be able to fill out forms needed in society’s everyday activities, read labels and signs, and read and write a simple letter on their own. Adult classes are held twice weekly, run by 101 facilitators and managed by the Ministry. There are three curriculum guides: for Language Arts, Mathematics, and Continuing Education.

The above indicates that the St. Lucian government is very actively involved and committed to making adult literacy a reality. It provides a very structured and in-depth programme targeted at the reduction of adult illiteracy and meeting its EFA obligations.

## **Literacy Programmes in the Prison Population**

The main aims of the St. Lucian prison system, as presented at the 1998 UNESCO workshop, are:

- To provide security, which is its first priority.
- To treat and to train offenders so that they may return to society as better individuals.

However, the presenter stated that there were many obstacles preventing the accomplishment of these aims; an admission that these aims, in particular the rehabilitative aspects, were not being properly met.

There were no recorded literacy training efforts in the St. Lucian prison system, in comparison to those available in the wider adult population. Among the obstacles cited by the presenter were: overcrowding, inadequate facilities, the mixing of remand and penal prisoners, understaffing, the unavailability of human resources, and lack of training for prison staff. The presenter indicated that although the St. Lucian administration recognised that there is need for reform, at present, it is concerned with infrastructural reform, as evidenced by the following developments throughout the 1990s:

- The 1991 Gibbard report, commissioned to make recommendations for a more effective prison administration, emphasised the need for categorisation of prisoners, security and training management for staff, and a maximum security prison farm. There were no recommendations regarding literacy training for inmates.
- The 1997 Commission of Enquiry, after a prison fire, proposed that the construction of a modern prison be the top priority of the government. Again there was no recommendation for literacy training.
- The summoning of the Penal Reform International by the government resulted in an investigation into the physical conditions and organisational structure of the prison system. There was no mention of literacy training.

This leads to the conclusion that the St. Lucian prison system has not been on target in conforming to the EFA guidelines for adult education, in terms of literacy training. It is, at present, mainly focused on addressing the physical requirements of the institution itself which, according to the government, is the beginning of in-depth reform programmes for inmates.

## **Skills Training in the General Adult Population**

From the data reviewed, skills training for St. Lucian adults, unlike literacy training, has not been a major area of focus by the government. However, some skills training courses have been initiated in collaboration with the Organization of American States (OAS). Courses offered are sewing, culinary arts, cake decorating, plumbing, carpentry/joinery skills, appliance repair, and basic electrical installation. The fact still remains, however, that this has not been targeted as a major goal under the umbrella of adult education. The 1999 country report for the EFA Assessment identified this as one of the major limitations of the adult education programme. The government is thus aiming to restructure its programme by offering modular credit-bearing courses in skills training, agriculture, and other technical/vocational skills.

## **Skills Training in the Prison Population**

While there has been mention of skills training in the St. Lucian prison system, there is no documentation on the kinds or number of programmes offered, or any other in-depth information on skills training. Therefore, a fair assessment cannot be made.

## **Programmes to Effect a Positive Approach Towards Health, Attitudes, and Values in the General Adult Population**

Data were not obtained on the programmes geared towards health education and the development of positive values and attitudes in St. Lucia. What is certain, however, is that plans are being made by the Adult Education Unit to put such programmes in place, as reflected in its plans for expansion. As stated in its EFA country report, “the proposal will include a more comprehensive, integrated adult education programme with a greater emphasis on development rather than remediation.”

## **Programmes to Effect a Positive Approach Towards Health, Attitudes, and Values in the Prison Population**

While there may not be much emphasis on values and attitude in the prison system, there has been a significantly different approach to health. In fact when, in the 1990s, the government facilitated an intense investigation into the prison system, a major focus was on “illegal drugs, HIV and AIDS and the impact on the prison population.” Some of the recommendations were, in fact, geared towards health reform and are as follows:

- Establishment of an after care centre.
- Implementation of preventive programmes.
- Implementation of a more rigorous medical system.
- Establishment of a Drug Advisory Council to deal with the prevention of illegal drug use among prisoners.
- Endorsement of the AIDS and HIV outreach programme, whereby groups working for the control of the disease are allowed to take these programmes into the prison to administer to the inmates.

From the data presented, it would appear that St. Lucia, while it may be on target with the EFA guidelines in its literacy programmes for the general adult population, is not at the same level in the prison system. This suggests that there needs to be many changes in the areas of skills training and the inculcation of values and attitudes in the St. Lucian prison system. Credit must, however, be given for the efforts with respect to health reform, proposed health reform, and health education.

## **Trinidad and Tobago**

Prior to 1989, it was commonly believed within Trinidad and Tobago that the literacy rate was as high as 98%. This was due to the fact that literacy levels were taken to be synonymous with access to schooling. Thus, it was felt that illiteracy was only concentrated among the older population, age 45 and over, who had seldom or never attended school. The reports of high failure rates in secondary schools in the 1980s brought the literacy rate into question. The Ministry of Education embarked on a programme (1989-1992) to ascertain the true level of literacy in the society. In 1994 and 1995, studies on adult literacy were also carried out by non-governmental agencies in the country (Adult Literacy Tutors Association, 1995; St. Bernard & Salim, 1995). The following information was ascertained: 78% of persons 15 years and over were literate (being able to read and write with relative ease; having very little difficulty using such skills to respond appropriately to tasks such as completing application forms and expressing thoughts in writing); 8.7% of the population was established as being peripherally literate (functionally literate according to EFA standards; being able to read and write); while 12.6% of the adult population was estimated to be illiterate (Trinidad and Tobago. Ministry of Education, 1999, p. 14). The Ministry thus sought to eradicate this problem of adult illiteracy.

## **Literacy Programmes in the General Adult Population**

There were a number of strategies used to address the problem of adult illiteracy, namely:

- Expansion of the general adult education programme (16 years and over) – The number of Adult Education Centres has been increased to 46, with an enrolment of 9,961 participants, 40 supervisors, and over 300 tutors accredited by the Ministry of Education. The literacy programme offered here is geared towards remedial education for primary school leavers and adults seeking to sit the CXC and the General Certificate of Education (GCE) examinations.
- Development of plans for the provision of more access to formal schooling, through the building and replacing of schools--a preventive mechanism. This is based on the results of the 1995 study (St.. Bernard & Salim) which showed that one of the factors that could reduce illiteracy was more exposure to formal schooling.
- Using diagnostic testing from an early stage of an individual's life This will allow school administrators to decide whether individuals need remedial assistance from the early stages of their lives, thus reducing adult illiteracy--another preventive mechanism.
- Using private organisations such as the Adult Literacy Tutors' Association (ALTA) and Moms for Literacy, which offer adult literacy classes and assist in the training of tutors for adult literacy programmes. ALTA has 50-60 centres, with enrolments ranging from 500 to 1,000 students, the majority of whom are females.

This shows that a lot of emphasis is being placed on adult literacy in Trinidad and Tobago, involving both preventive and corrective measures. It reflects a balanced approach to literacy training for adults in Trinidad and Tobago.

## **Literacy Programmes in the Prison Population**

There are three in-house education programmes available within the prison system of Trinidad and Tobago:

- The basic literacy programme, which is aimed at teaching illiterate inmates the basic skills of reading, writing, and spelling.
- The school leaving programme, in which subjects such as Mathematics, Composition, and English Language are taught at this level (50% of the inmates who have been involved in this programme have attained full passes).
- The CXC-level programme, which is tutored by prison personnel as well as retired teachers.

This shows that there is an organised programme of literacy training in the prison system of Trinidad and Tobago. There is a detailed step-by-step programme providing educational opportunity for inmates, regardless of their educational level. The quantitative and qualitative aspects of the EFA guidelines are, therefore, being followed in the prisons of Trinidad and Tobago, and is a reflection of what is occurring in the general population.

## **Skills Training in the General Adult Population**

As stated in its education policy paper (Trinidad and Tobago. Ministry of Education, 1994), skills training forms an integral part of Trinidad and Tobago's adult training programme. The following are the skills programmes offered:

- The Adult Education Programme, which offers introductory occupational courses aimed at providing basic practical training for young unemployed adults desirous of training for meaningful employment, and assisting them in discovering their potential.
- Servol, which focuses on occupational skills training and micro-entrepreneurial money management training for adolescents between the ages of 16 to 19 who live in disadvantaged areas, and who did not have access to the formal education system. There are 40 centres in operation at present, with expansion plans to include another 15.
- Youth Development and Apprenticeship Centres, which provide basic marketing skills through a two-year period of full-time training to underprivileged, unemployed, and educationally disadvantaged youths between the ages of 14 to 21. On average, 750 males and 250 females are admitted to the centres biannually. Males are taught construction and auto mechanics, while females are taught handicraft, garment construction, and cookery in line with the traditional skills training programmes. These programmes lead to the Certificate of Acquired Competencies necessary for entry to the national examination in their trade of choice.
- The Youth Training and Employment Partnership Programme (YTEPP), which was launched by the government in August, 1988 to provide quality skill and entrepreneurial training, and career enhancement to unemployed adults between the ages of 15 and 30. There are 40 centres throughout Trinidad and Tobago with trained tutors sanctioned by the Ministry of Education. There are presently 1,000 trainees per year, with each programme cycle lasting for nine months. Participants are trained to produce goods and services on a commercial basis.

This information shows that Trinidad and Tobago is not only committed to literacy training for its adult population, but also to skills training. There, however, seems to be one limitation; it does not seem to be skills training for all. With the exception of YTEPP, all skills training provided is for young adults under the age of 21 years. This limitation raises questions about the skills training programmes since there are no age limitations on adult education, as defined by the EFA target dimensions.

### **Skills Training in the Prison Population**

Two major skills training programmes have been implemented in Trinidad and Tobago's prisons:

- YTEPP, which has been extended into the prison systems, offers the following programmes: aquaculture, food preparation, large-scale vegetable production, and bee keeping. Participants obtain certificates of participation, which can assist them in gaining employment after their release from prison. The programme is also offered in the female prisons.
- The in-house education project, which offers courses in dance, craft, cake decoration, and cultural activities such as playing the cuatro and the steel pan. Skills such as auto electrical, upholstery, cabinet making, construction, animal husbandry, plumbing, electrical installation, welding, and the culinary arts are also offered.

Although these programmes are an extension of those available in the wider society, they do not appear to be as heavily emphasised as they are in the general adult population.

## **Programmes to Effect a Positive Approach Towards Health, Attitudes, and Values in the General Adult Population**

The following are programmes designed for the general adult population:

- Servol has been instrumental in promoting motivational and attitudinal development for adolescents between the ages of 16 to 19 through the Adolescent Development Programme (ADP), which is designed to make a significant impact on their attitude. It lasts for a period of 14 weeks and seeks to get participants to understand themselves, their attitudes, complexes, prejudices, and personalities.
- YTEPP also offers an attitudinal training programme for the development of positive self-concept.

Like with skills training, however, there remains the issue of the age limitation. These programmes are geared towards the development of young adults and there are no programmes recorded in the country reports which facilitate older adults. Health education for adults in the general population is offered largely through specific campaigns; health institutions, and the Health Education Unit of the relevant Ministry.

## **Programmes to Effect a Positive Approach Towards Health, Attitudes, and Values in the Prison Population**

Within its prison system, Trinidad and Tobago has an organised drug rehabilitation programme, co-ordinated by prison welfare officers. Participants are chosen based on the offence that brought them within the confines of the system. The programme, which is geared towards their re-entry into society, involves counselling, mediation, and physical exercises. The course is covered in 12 sessions over a 12-week period, and may be extended on the prisoners' release. There is also a programme of human spirituality, delivered through a number of religious groups that visit and carry out religious classes throughout the institution. This is geared towards making the individual a more peaceful person. Classes on stress management are also held within the prison system.

It can be observed that because of the drive to eradicate adult illiteracy in Trinidad and Tobago, there is much emphasis on literacy and skills training programmes. The aim is to produce a population that is fully literate and equipped with the necessary skills to obtain meaningful employment. Thus, Trinidad and Tobago is, in fact, targeting the EFA guidelines in the areas of literacy and skills training for its general adult population. However, there is one gap--there seems to be no specific programmes targeting the EFA goals, in that adults over 30 years are not being reached. While the present method of skills training may be a preventive method for young adults, there needs to be corrective ones for the older adults. This has been carried over into the prisons to some extent. As evidenced, there is an organised system of literacy training geared towards the rehabilitation of all prisoners. The reports show less of an emphasis on skills training programmes; there does not seem to be a concrete and organised programme of skills training, similar to the literacy programmes, in Trinidad and Tobago's prisons.

There is no report of a specific emphasis on organised health education programmes, specifically designed for adults in the general population. The situation is different in the prisons, where there seems to be more emphasis on health programmes.



## Role of UNESCO

A discussion on prison education in the Caribbean would not be complete without a discussion of the role of UNESCO, which has played a pioneering role in the promotion of EFA on a universal scale. The importance of this role is underscored by a review of CONFINTEA V in 1997. At this conference, UNESCO reasserted its commitment to adult education and made specific reference to the right to education for all prisoners. This is the essence of what this monograph seeks to address, that is, the focus on prison education as an aspect of adult education.

### International Contribution

With respect to the international contribution of UNESCO to the adult education drive, the focus will be on CONFINTEA V. This conference, which was attended by 1,507 individuals from over 130 member states, saw presentations on adult education from the following regions: Asia and the Pacific; Europe, Africa, Latin America and the Caribbean, and the Arab states. Various themes were discussed which were in accordance with the general EFA guidelines on adult education including: Women's education: The contending discourse and possibilities for changes; Health promotion and health education for adults; and Literacy education and social development. After all the discussions, the *Hamburg Declaration on Adult Learning* and the *Agenda for the Future* were adopted.

A unique feature of this conference was that it brought marginalised and minority groups into the discussions on adult education, with special reference to prisoners. This was discussed under the theme: "Adult Learning for all: The rights and aspiration of different groups," in the *Agenda for the Future*, which sets out, in detail, UNESCO's new commitment to the development of adult learning as contained in the declaration.

Article 43 states:

The right to education is a universal right of all people. While there is an agreement that adult learning must be accessible to all, the reality is that many groups are still excluded, such as the aged, migrants, gypsies, and other non-territorial and/or nomadic people, refugees, disabled people and prison inmates. These groups should have access to education programmes that accommodate them....

Article 47 further states (specifically about prisoners):

[We therefore commit ourselves to]:

Recognising the right to learn of all prison inmates:

- a. By providing prison inmates with information on and access to different levels of education and training;
- b. By developing and implementing comprehensive education programmes in prisons, with participation of inmates, to meet their needs and learning aspirations;
- c. By making it easy for Non-Governmental Organisations, teachers and other providers of educational activities to work in prisons, thereby providing prisoners with access to educational institutions and encouraging initiatives that link courses carried out inside and outside prisons.

This represents a reaffirmation of UNESCO's goal of basic education for all adults, as affirmed in the 1985 Adult Education Conference and the 1990 Jomtien Conference on Education for All. The 1997 conference presented, to the world, UNESCO's commitment to promoting adult/prison education but, prior to this conference, there were other initiatives by UNESCO to promote this kind of education. This section seeks to highlight these initiatives.

In 1990, the Economic and Social Council of the United Nations (ECOSOC) recommended that all prisoners should have access to education, including basic education; literacy programmes; vocational training; creative, religious, and cultural activities; social education; and libraries. At the same time, the Secretary General of the United Nations (UN) was urged to provide funding for the development of a manual on prison education that would act as a guiding force for states in reforming their prison systems. This objective was achieved in 1991. The UNESCO Institute for Education, the specialised agency which deals with research and development in adult education and continuing studies, was requested to investigate and promote basic education in prisons. This corresponded with the goal of ECOSOC and work began on the manual. The manual was completed and printed in 1995 after intensive investigations of various prison systems, and with the assistance of various organisations. It became what it was intended to be; a guiding force to states.

### **Contributions to the Caribbean**

UNESCO's avid interest in promoting world-wide and universal access to education, and its commitment to the UN's Culture of Peace, resulted in the organisation recommitting itself to the promotion of education in the penal systems across the islands of the region. This commitment was publicly launched with the 1998 workshop held in Jamaica. The following Caribbean countries participated: The Bahamas, Barbados, Belize, Curaçao, Jamaica, St. Lucia, and Trinidad and Tobago. This event was intended to promote change in the culture of correctional institutions; to enable them to become more peaceful milieus; and prepare inmates for productive, peace-enhancing roles on their release. The workshop had four major objectives:

- To share information on prison reform in seven countries of the Caribbean subregion.
- To consider and prepare a five-phase project on prison reforms for national and regional adaptation.
- To orient representatives of senior correctional staff of seven countries to Module one of the proposed prison reform project, that is, the self-development module for both staff and inmates of correctional institutions.
- To have senior staff make recommendations on this issue.
- To brief relevant shareholders, support groups, and the media on the goals of the prison reform projects.

The following are some of the recommendations of the workshop:

- Mounting more workshops of this nature.
- Holding regional conferences of Commissioners, Superintendents, and senior administrators to discuss the formation of the various regional policies.
- Formation of associations of Commissioners, staff, and chaplains of correctional institutions.
- Participation of the region in a correctional staff, middle managers' training programme, organised by the Barbados Correctional Service and sponsored by the British Government.
- Networking of correctional institutions to facilitate exchanges of expertise and ideas.

Since then, UNESCO has been involved in the prison systems of the Caribbean through its “Fostering of a Culture of Peace” and EFA programmes. This means that there are two intertwined goals of UNESCO: Fostering a culture of peace (in line with the UN’s Culture of Peace), and doing this through fostering education (as stipulated by the EFA, and maintaining EFA guidelines) for all inmates in the region. The foregoing illustrates UNESCO’s past and continued commitment to the promotion of prison education.

## Conclusions, Discussion, and Recommendations

### General Conclusion

The following tables summarise the findings on prison education in seven Caribbean countries.

**Table 1.1. Summary of Prison Education programmes in Category 1 Countries**

	<b>Literacy</b>	<b>Skills</b>	<b>Values and Attitudes</b>	<b>Health</b>
<b>Barbados</b>	English & Mathematics up to CXC level.	Structured programmes such as Home Economics, Computer Science, Small Business Development, Tailoring, Furniture Making.	<ul style="list-style-type: none"> <li>- Values orientation course.</li> <li>- Workshops and lectures on values and attitudes.</li> <li>- Counselling</li> </ul>	Drug rehabilitation programmes.
<b>The Bahamas</b>	Pilot programme of core literacy subjects; to include literacy, language, mathematics, and health science.	<ul style="list-style-type: none"> <li>- The Ken Cook Programme.</li> <li>- The OJT Programme.</li> <li>- The Technical Vocational Centre programmes.</li> </ul>	<ul style="list-style-type: none"> <li>- Extra Mural Scheme, allowing inmates to work outside system.</li> <li>- Counselling and courses in living and parenting skills.</li> <li>- Recreational activities.</li> <li>- Spiritual counselling.</li> <li>- Inmates Cultural Society.</li> </ul>	No record of drive or programme.
<b>St. Lucia</b>	No record of programmes.	No record of programmes.	<ul style="list-style-type: none"> <li>- Counselling programmes for drug abusers.</li> </ul>	<ul style="list-style-type: none"> <li>- Call for an aftercare centre.</li> <li>- Implementation of preventive programmes.</li> <li>- Call for a more rigorous health system.</li> <li>- Call for an AIDS/HIV outreach programme for inmates.</li> </ul>
<b>Trinidad and Tobago</b>	A structured in-house programme	- YTEPP, based on agricultural	<ul style="list-style-type: none"> <li>- Counselling and mediation through</li> </ul>	Organised drug rehabilitation

<b>Tobago</b>	offered at different levels--basic, school leaving and CXC level.	production. - In-house education project, offering courses such as plumbing and culinary arts.	rehabilitation programmes. - Focus on human spirituality, through the services of volunteer religious groups.	programme.
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**Table 1.2. Summary of Prison Education Programmes in Category 2 Countries**

	<b>Literacy</b>	<b>Skills</b>	<b>Values and Attitudes</b>	<b>Health</b>
<b>Belize</b>	No record of programmes.	No organised programme, but courses in woodwork, mechanics, welding, etc. are held.	- Drills and exercises/military style of discipline. - Life training self-development skills. - Community service to foster respectability.	No recorded programmes.
<b>Curaçao</b>	Structured learning programme: - Pro Alfa, which teaches inmates to read and write, thus allowing them to pass to the next stage of; - Hope for the Unemployed, where inmates are taught basic mathematics, English, Dutch, reading, and writing skills. This leads to; - FEFFIK, where the inmates are then introduced to a structured programme of skills training.		- The Transcendental Meditation Technique. - Counselling classes for persons with inter personal conflicts.	Rehabilitation and aftercare for drug abusers.
<b>Jamaica</b>	- The introduction of JAMAL programmes. - Increased opportunities for inmates to sit JSC & CXC exams. There is, however, no organised learning programme.	- COSPROD, promoting agricultural skills and production. - Vocational skills taught by NGOs, government agencies, and other civil groups.	- The Risk Assessment Programme on entry - Introduction of a prison chaplaincy service. - Establishment of a Dispute Resolution Foundation. - Staff training on values and attitudes.	- The offering of psychiatric assistance to inmates. - Education and prevention drive on AIDS/HIV in the institutions.

**Table 2.1. Strength in Targeting EFA Guidelines in the Prison Systems of Category 1 Countries**

	Literacy	Skills	Values and Attitudes	Health
<b>Barbados</b>	++	+++	+++	+
<b>The Bahamas</b>	++	+++	+++	-
<b>St. Lucia</b>	-	-	+	+++
<b>Trinidad and Tobago</b>	+++	++	++	+

**Table 2.2. Strength in Targeting EFA Guidelines in the Prison Systems of Category 2 Countries**

	Literacy	Skills	Values and Attitudes	HEALTH
<b>Belize</b>	-	++	++	-
<b>Curaçao</b>	+++		++	+
<b>Jamaica</b>	++	++	+++	++

**Key**

- +++ Strong
- ++ Relatively Strong (Needs improvement)
- + Weak (Needs major improvement)
- No Record

*Note.* The levels of strength for these tables were determined by two or more of the following criteria:

- The number of programmes available.
- The structure or format of the programme.
- The prison programmes in comparison with programmes in the wider society.

The findings summarised in the tables led to the following conclusions:

1. The different approaches to educational reform, as posited by Miller, do not determine the approach to prison education. It is evident that both categories of countries have education plans or project approaches that are actively involved in prison education. In addition, countries with low participation rates were found throughout both groups. The explanation for this may be that even though these countries embarked upon different strategies for educational reform, there was never an application of these strategies to prison education and thus both categories of countries basically had similar approaches to prison education.

2. In the category of countries that had a comprehensive strategy towards education reform, the following observations were made about the prison systems:

- Trinidad and Tobago was nearest to meeting the EFA standards in the area of literacy training. This was so because it not only met the quantitative aspect of the EFA guidelines (the availability of the programmes) but also the qualitative aspect (the structured and organised nature of its programmes). Trinidad and Tobago was followed by Barbados, The Bahamas, and St. Lucia.
- Barbados and The Bahamas seemed to offer the most in terms of skills training programmes and the approach towards facilitating the development of positive values and attitudes. This conclusion is drawn because of the variety of programmes offered and the organised nature of these programmes. These countries were followed by Trinidad and Tobago and St. Lucia in order of strongest to weakest.
- In terms of provisions for health and health education in prisons, St. Lucia was the closest to meeting the EFA standards, as it had the widest range of programmes recorded for health education and the drive towards a healthy population.
- In this category, Barbados appeared to be closest to meeting the EFA standards with respect to prison education.

3. In the category of countries with a project-driven approach towards education, the following observations were made:

- In the area of literacy training, Curaçao appeared to be the country closest to achieving the EFA standards. This was mainly due to the structure of its literacy programme, geared towards the gradual development of inmates' literacy skills. Curaçao was followed by Jamaica and Belize.
- In the area of skills training, Jamaica and Curaçao were also the leading countries in promoting EFA.
- In terms of facilitating the promotion of positive values and attitudes and health, Jamaica appeared to be the leading country in promoting EFA. This was mainly due to the establishment of the Dispute Resolution Foundation and the fact that, in terms of health, it had a wider focus area on mental health and physical health (HIV/AIDS) than the other countries in its category.

4. Overall, Trinidad and Tobago, and Curaçao seemed to be the countries closest to meeting the EFA target in terms of literacy training in prisons. Barbados, The Bahamas, and Curaçao seemed to offer the most programmes in terms of skills training, while Barbados, The Bahamas, and Jamaica seemed to offer the most programmes in terms of the promotion of values and attitudes in prisons. The data showed that St. Lucia offered the most programmes in the area of health.

5. The general trend is that there is a lot of emphasis on values and attitudes in Caribbean prison systems, followed by skills training and literacy training, with the least emphasis on health education.

## **Discussion and Recommendations**

The Human Rights Watch states that, in any given year, tens of millions of persons are confined or incarcerated. Most of these individuals have no higher vocational or advanced education, even in

countries with high recorded rates of access to schooling, literacy, and basic education. A number of these incarcerated individuals, commonly between 25-40%, are unable to read or write, or possess numerical skills below a functional level. If the EFA goals are to be met and there is universal access to education for all, including adults, then this section of the population must be targeted and allowed to exercise the right to basic education, as stated in the *Agenda for the Future* developed at CONFINTEA V.

The 1990 Jomtien Conference on Education for All stressed the need for universal access to quality education for all. Since then, various states have placed more emphasis on education programmes specific to the needs of different groups in the society, such as adults. However, as expressed in the *Agenda for the Future*, there are various groups who have been excluded from this right because of their situations. These groups include the world's prisoners, who have often been excluded from this right as adults. This monograph sought to determine whether this is the situation in the Caribbean. It was found that although the philosophy of EFA is being practised in the prison systems of the Caribbean, there are numerous limitations:

1. Even though the data show that the area receiving most attention in the Caribbean is the promotion of positive values and attitudes, there is still some cause for concern because some countries are not placing enough emphasis on this aspect of EFA. The development of positive values and attitudes is an important aspect of the rehabilitation process, since education, without values and attitudinal change, will only produce skilled criminals, resulting in a rise in crime and a greater chance of recidivism. This social change is, therefore, quite necessary, and it is recommended that more emphasis be placed on developing positive values and attitudes within Caribbean prisons. It is proposed that this be done through networking among Caribbean states. There is no need for external help since the Caribbean contains a great deal of expertise which can be utilised. The proposed solution is the creation of a Caribbean Committee, mandated to train prison administrators and implement programmes (specific to the needs of the individual systems) on effective methods of promoting positive values and attitudes among inmates. Among the methods which can be considered are those utilised by the Dispute Resolution Foundation of Jamaica, the counselling methods which were pilot tested in Trinidad and Tobago, and the various drug rehabilitation programmes and other methods used by other Caribbean states.
2. There is need for more emphasis to be placed on the areas of literacy and skills training in the prison systems. Recent statistics show that approximately 70% of the inmates entering prisons in the Caribbean were functionally illiterate (UNESCO, 1998). This means that literacy and skills training cannot be overemphasised. It is recommended that Caribbean governments adopt the literacy models used by Trinidad and Tobago and Curaçao, with a detailed, step-by-step programme which caters for every need, from remedial to CXC. It is also recommended that inmates in the Caribbean be given the opportunity to study beyond the CXC level through distance education, and that their place of "residence" not be revealed on certificates gained. In the area of skills training, the Barbados model, with the many different courses offered, could be utilised, but there is need for a centralised programme of skills training in each institution.
3. Health promotion and education for inmates seems to be a weak area in the Caribbean, thus there is need for a serious re-evaluation of the Caribbean approach to health education. St. Lucia and Jamaica are the only two Caribbean countries which the data show as having a somewhat diversified health promotion drive. There is need for greater emphasis on healthy lifestyles in Caribbean prisons. This is critically important in the area of HIV/AIDS, a growing threat in the region.



4. It is recommended that new education programmes be established to accommodate already “educated” prisoners, for example, provisions would need to be made even if the prisoner has a university degree. It is not only illiterate and functionally literate people that are being imprisoned. The relevant authorities may need to begin the introduction of distance education through the Internet in Caribbean prisons in order to ensure that “good brains” do not rot away while in prison.
5. It is recommended that the initiative be taken by the various Caribbean governments and organisations such as UNESCO to assess the impact of education on the prison system, in order to provide evidence and support for the value of prison education to both the inmate and society.

Consideration has been given to the obstacles presented by lack of resources and the cultural differences that are inherent in the region. But even these are not insurmountable. There is need for a re-education drive in the Caribbean; educating people on the importance of prison education to both the inmate and society. A plan to implement the above recommendations will only be possible if there is public support. With this re-education drive, financial and infrastructural assistance can be sought, through the contribution of various private entities and organisations, in order to make prison education a reality.

The analysis shows that Caribbean countries are making progress in achieving EFA in the prisons as a means of rehabilitation. The next EFA assessment will be in the year 2010. If the Caribbean addresses the issue of prison education as a region, and the above recommendations are followed, then the assessment should reflect a significant reduction in the number of illiterate and functionally illiterate inmates; a significant increase in the number of skilled inmates after release from the region’s prisons and; most of all, a significant reduction in the rate of recidivism among the region’s adult prison population, since they will be equipped with the necessary skills to make positive contributions to their society.

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## **LIST OF COUNTRIES**

Anguilla  
Antigua-Barbuda  
Aruba  
The Bahamas  
Barbados  
Belize  
Bermuda  
The British Virgin Islands  
The Cayman Islands  
Dominica  
Grenada  
Guyana  
Haiti  
Jamaica  
Montserrat  
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