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ABSTRACT

A survey designed to elicit factual information about the provisions for adult education currently being made in Jamaica is presented. A questionnaire was designed for this purpose. It is intended that the survey be presented to a Conference of representatives of the Adult Education Agencies for their consideration. The questionnaire was divided into the following sections: Introduction, Affiliation, Finance, Staff, Subject Areas and Activities, Facilities, and The Future. The Agencies to whom the questionnaire was sent included governmental organizations, statutory bodies, independent and voluntary organizations, and university agencies. The agencies on the list numbered 66, and of these, 41 completed and returned questionnaires in time to be included in this report. In the appendix a list of the agencies which completed and returned the questionnaire is given. The best returns were from the statutory agencies, most of whom returned the questionnaires. Conclusions include: (1) A large number of agencies are engaged in one aspect or other of adult education; (2) Not all of these agencies are involved exclusively in adult education; (3) The adult education effort in Jamaica is fragmented; (4) An appropriately oriented co-ordinating machinery can serve to give more dynamism to the adult education movement; and (5) A properly constituted co-ordinating machinery would serve to identify areas where there are deficiencies in the provision of adult education. (CK)

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R E P O R T

on

A S U R V E Y

of

ADULT EDUCATION IN JAMAICA

SPONSORED BY:

MINISTRY OF YOUTH & COMMUNITY DEVELOPMENT

NATIONAL COUNCIL OF JAMAICAN ORGANIZATIONS

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DECEMBER 1971

AC012339

A SURVEY OF ADULT EDUCATION IN JAMAICA

by

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and

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1. INTRODUCTION:

We have long suspected that there is much adult education activity in Jamaica, but so far, no one has ever put on record in one place a comprehensive survey of such activity. This Survey is an attempt to make good this deficiency. Thus the main object of this Survey is merely to record what is being done in the field of adult education in Jamaica, to find out who is doing such work and in what part of the island and, hopefully, how it is being financed. At the same time we hope to reveal the areas of inadequacy.

In order to conduct this Survey, a Questionnaire was designed to elicit factual information about the provisions for adult education currently being made in the island. From the outset it is intended that the Survey in addition to doing just this, would be presented to a Conference of representatives of the Adult Education Agencies for their consideration.

First of all we had to decide just what Agencies we would regard as "Adult Education Agencies" and in order to do this, we had to agree on a working definition of "adult education" itself. Inspired by a recent UNESCO Questionnaire, we opted for a very broad definition of "adult education" embracing all training and education of adults outside the formal educational system.

We were conscious all along of the definition offered by "The International Congress of Adult Education" published in 1952.

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We were conscious all along of the definition offered by "The International Congress of Adult Education" published in the Exeter Papers in 1969 which reads as follows:

"Adult Education is a process whereby persons who no longer attend school on a regular and full-time basis (unless full-time programmes are specially designed for adults) undertake sequential and organised activities with the conscious intention of bringing about changes in the information, knowledge, understanding or skills, appreciations and attitudes; all for the purpose of identifying and solving personal or community problems".

Thus with the intention of providing a comprehensive guide to what is being done in the field of "Adult Education" in Jamaica,

↳the Questionnaire

the Questionnaire was divided into the following sections each including not more than five questions:

- (i) Introduction
- (ii) Affiliation
- (iii) Finance
- (iv) Staff
- (v) Subject areas and activities
- (vi) Facilities
- (vii) The Future.

Once a provisional format had been designed, it was necessary to compile a list or "Providing Agencies" in order to be able to adjust the questions to cover all eventualities. This list was then circulated to some of the key Agencies for suggestions as to possible additions and alterations and was finally approved by the Planning Committee after a few minor changes. It is compiled in four categories:-

- (i) Governmental Organisations
- (ii) Statutory Bodies
- (iii) Independent and Voluntary Organisations
- (iv) University Agencies.

The Agencies on the list numbered Sixtysix (66) and of these Fortyone (41) completed and returned Questionnaires in time to be included in this Report. Six Agencies considered the Questionnaire to be inapplicable to their work. All the remainder were either unwilling or unable to complete it.

In the Appendix a list of the Agencies which completed and returned the Questionnaire is given. The best returns were from the Statutory Agencies most of whom returned the Questionnaires. This needs to be remembered in considering this Report.

2. AFFILIATIONS:

We included this section in the questionnaire in order to gather information about the relationship of the various agencies to government, to the community within Jamaica and to international organisations. While other information given by the agencies concerned has been treated confidentially we consider it not only useful but necessary to give exact details here of how each agency is set up. These details are grouped in tabular form, for easy reference. The categories of responsibility according to the questionnaire are:-

- (i) Department of Government
- (ii) Board of Governors/Directors
- (iii) Advisory Committee
- (iv) Other Body.

This section is intended to be used as a source of reference for the reader, so that the data compiled in the other sections can be considered in the light of the structure of each type of organisation.

TABLE Ia.

GOVERNMENT AGENCIES:

Agency:	Responsible to:	Linked with religious and/or secular organs.	International Affiliations
Agricultural Information Service	Ministry of Agriculture & Fisheries	No	No
Registrar of Co-Operatives	Ministry of Agriculture & Fisheries	Co-Operative Movement in Jamaica	1. Organisation of Co-Ops. U.S.A. 2. International Co-Op Alliance
Bureau of Health Education	Ministry of Health	Both, in an advisory capacity	No
Educational Materials & Arts	Ministry of Education	No	No
Training Division	Ministry of Rural Land Development	No	No
Industrial Training	Ministry of Labour & Nat. Insurance	No	No
Land Valuation Division	Ministry of Agriculture & Fisheries	No	Royal Institut of Chartered Surveyors.

TABLE Ib.

STATUTORY BODIES:

Agency:	Responsible to:	Linked with religious and/or secular organs.	International Affiliations
4 - H Clubs	Statutory Board, Advisory Committee & Govt. Ministry	No	International Farm Youth Exchange
Sugar Industry Labour Welfare Board	Statutory Board, Min. of Labour	No	No
National Family Planning Board	Statutory Board, Min. of Health	No	Contact with similar organisations in population control
Youth Development Agency	Board of Directors, Ministry of Youth & Community Devt.	No	No
Literacy Sect., Social Dev. Commission	Social Development Commission, under Ministry of Youth & Community Devt.	No	UNESCO
Basic Education & Crafts Training, Social Devt. Commission	Board of Directors, Ministry of Youth & Community Devt.	No	No
Ja. Industrial Development Corporation - Productivity & Training Centres	Board of Governors, Ministry of Trade & Industry	No	No
National Volunteers Organisation	Attached to Ministry of Youth & Community Development	No	No
National Industrial Training Board	Statutory Board, Min. of Labour etc.	No	UNDP, ILO
Apprenticeship Board	Statutory Board, Min. of Labour etc.	No	No

TABLE Ic

VOLUNTARY & INDEPENDENT ORGANISATIONS:

Agency:	Responsible to:	Linked with religious and/or secular organs.	International Affiliations
National Council of Jamaican Organisations	Co-ordinating & promotional body with own Executive Committee	No	No

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TABLE Ic Cont'd.

Agency:	Responsible to:	Linked with religious and/or secular organs.	International Affiliations
Jamaica Agricultural Society	Board of Directors	No	International Federation of Agricultural Producers; Royal Agricultural Societies of the Commonwealth
United Manchester Association	No	Church Teachers College, Mandeville	Literacy International
Political Academy	No	NACJO	No
Friends Educational Council	Board of Governors Board of Managers	Society of Friends in Jamaica	No
Jamaican Institute of Management	Council of 45, Executive Committee of 15	No	British Institute of Management; Industrial Society American Management Association
Jamaica Citizens' Bank Ltd.	Board of Directors	No	Citizens & Southern Training Department; American Bankers Assoc.
Bank of Jamaica	Board of Directors, Portfolio of Ministry of Finance	No	No
Jamaica Teachers Association	No	Caribbean Union of Teachers	WCOTP
Y.M.C.A.	Board of Governors	Christian - Interdenominational	International Body of YMCA
Jamaica Co-operative Credit Union League Ltd.	No	No	World Council of Credit Unions; Cuna

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Bank of Jamaica	Board of Directors, Portfolio of Ministry of Finance	No	No
Jamaica Teachers Association	No	Caribbean Union of Teachers	WCOTP
Y.M.C.A.	Board of Governors	Christian - Interdenominational	International Body of YMCA
Jamaica Co-operative Credit Union League Ltd.	No	No	World Council of Credit Unions; Cuna Mutual Insurance Society
Social Action Centre	Advisory Committee	Society of Jesuits in Jamaica	Society of Jesus, Roman Catholic Church
Operation Friendship	Board of Directors	No	Literacy International
Sales & Marketing Executives (Jamaica Chapter)	Affiliated Membership to SME International	No	SME International
Jamaica Youth Council	Standing Committee, Council of Voluntary Social Services	Members of Council of Voluntary Social Services	Caribbean Assembly of Youth; World Assembly of Youth

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10

TABLE Ic Cont'd

Agency:	Responsible to:	Linked with religious and/or secular organs.	International Affiliations
St. Georges Extension School	School Board, run by Society of Jesus	Society of Jesus	Society of Jesus, Roman Catholic Church
Scout Association of Jamaica	National Council, Executive Commissioner	Work in conjunction with churches, schools, community groups and service clubs	World Scout Committee
Girl Guides Association of Jamaica	Advisory Committee, Executive Commissioner	Council of Voluntary Social Services; Jamaica Youth Council	World Association of Girl Guides & Girl Scouts; Caribbean Girl Guides Commonwealth Girl Guides Association
National Workers' Union	No	No	Most of International Unions in free World.
Jamaica Family Planning Association	Board of Directors	No	International Planned Parenthood Federation

TABLE Id

UNIVERSITY AGENCIES:

Agency:	Responsible to:	Linked with religious and/or secular organs.	International Affiliations
Resident Tutor-Eastern Division Department of Extra-Mural Studies	Advisory Committee appointed by University	No	No
Social Welfare Training Centre Dept. of Extra-Mural Studies	Advisory Committee appointed by University	No	No
Creative Arts Centre, U.W.I.	Advisory Committee from Students and Tutors in Arts	No	No
Trade Union Education Institute, Dept. of Extra-Mural Studies	Advisory Committee appointed by University	No	No

11

3. FINANCE:

This section of the questionnaire was originally intended to elicit information about the proportions of income which were obtained by grant from government, by fees from participants, by overseas aid or by any other source. The reasons for these questions are as follows:

- (i) The resources available often control the volume of provision;
- (ii) The kind of resources often control the kind of provision.

We had hoped to draw parallels between this section and "Subject Areas and Activities", in order to prove these two points. However eighteen (18) of the agencies who returned the questionnaires did not give all the appropriate details, so we shall merely consider what details we do have under the headings of the four types of agency and compare the trends between them.

A. GOVERNMENT AGENCIES:

The agencies from this group were unanimous in receiving all their financial aid from government grant, none from fees or overseas and only one from another source. All would finance future development from increased budgetary allocations.

TABLE IIa:

Total Income	Grant	Fees	Overseas Aid	Other Sources
(i) \$ 191,791	All	None	None	None
(ii) (not given)	All	None	None	None
(iii) \$ 58,104	All	None	None	None
(iv) \$ 139,148	All	None	None	None
(v) (not given)	All	None	None	None
(vi) \$1026,954	All	None	None	Yes- Donations

B. STATUTORY BODIES:

As is expected from a statutory body or board set up by the

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B. STATUTORY BODIES:

As is expected from a statutory body or board set up by the government, all the agencies in this group receive a grant from central government, with one exception, which is, we understand, a special case. Two of the ten agencies receive a small proportion of their income through fees from their participants, the rest none at all. On the other hand, all except three receive overseas aid, which comprises assistance from international organisations such as USAID, Volunteers' Services, UNESCO, UNDP, ILO and the Canadian, British and German Governments. Other sources of income, claimed by two agencies, consist of donations from local business

∟firms, banks,

firms, banks, service clubs, etc. Suggestions for future financing are listed in the table below:

TABLE IIb:

Total Income	Grant	Fees	Overseas	Other	Future
(i) \$ 165,000	Yes	Yes	Yes	Yes	Foundation and Fund/Raising
(ii) (not given)	Yes	No	No	No	-
(iii) (not given)	Yes	No	Yes	No	-
(iv) \$1485,580	Yes	No	Yes	No	Make Youth Camps self-sufficient
(v) not given)	Yes	No	Yes	No	Government Grant
(vi) \$1092,561	Yes	No	Yes	No	Government Grant
(vii) \$ 870,000	Yes	Yes	Yes	No	Government & Overseas
(viii) \$ 275,042	No	No	No	Yes	Internal (Sugar Industry)
(ix) \$ 30,302	Yes	No	No	No	-
(x) \$ 110,737	Yes	No	Yes	Yes	-

C. VOLUNTARY & INDEPENDENT ORGANISATIONS:

The list of these organisations to which the questionnaire was circulated is many and varied, as the appendix will show, and consequently the answers in this section do not lend themselves very successfully to formal tabulation, much less to distinguishing overall trends. There are, however, some salient points in the table below which should be stressed.

Firstly, three (3) out of the twenty (20) returned did not deal with the section on Finance and so are not included here. Secondly, out of the remaining seventeen (17) seven (7) gave details of the distribution of their finances but no figures, so the order is not necessarily according to financial size, although we have tried insofar as is possible. Contrary to the situation found in the first two groups, where almost

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is their....

is their particular area of interest, and three (3) others finance their services by membership subscriptions and donations.

On the question of overseas aid, less than half (eight) the organisations claimed assistance from foreign sources, these being named as ILO, Canadian sponsorship, Co-operative and Credit Union groups in the United States and Canada, books and technical assistance from U.S.A. and Canada, Banks in the U.S.A., the Volunteer Development Corps of the U.S. Agricultural Co-Operative Development International. Various other sources of income were mentioned: six (6) agencies received donations; four (4) use membership subscriptions to finance their activities; two (2) receive help from local business groups; three (3) derive considerable income from real estate and investments, an interesting example which more could follow; only two (2) named fund-raising as a source of income; and one (1) agency supports itself exclusively by the sale of its produce, being a vocational training organisation. Six (6) agencies had no other source of income than grant, fees and/or overseas aid.

Proposals for the financing of future developments are listed in the right-hand column beside the agencies which make them, and, as can be seen, do not include any new suggestions, but rather concentrate on increasing the present resources.

TABLE IIc:

Total Income	Grant	Fees	Overseas	Other	Future
(i) \$350	No	ca. 30%	No	Donations	Grant from Foundations etc.
(ii) \$494,109	Yes	Yes- (small)	Yes	Local business	Grants from Govern- ment & private groups
(iii) \$ 25,000	No	ca. 50%	No	Subscript- ions and Donations	Increase member- ship- increase staff - service - revenue
(iv) \$ 4,821	No	No	No	Sales of produce	Continued Sales
(v) \$268,834	No	No	Yes	No	Provision in bud- get for staff training

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(v) \$268,834	No	No	Yes	No	Provision in budget for staff training
(vi) \$ 21,000	Yes	ca.50%	No	Local business & inter-ested indivs.	Investment in property
(vii) \$ 9,200	Yes	ca.80%	Yes	No	Overseas Foundation grant
(viii) \$ 19,700	Yes	ca.15%	No	Investment	Fund-raising
(ix) \$ 7,045	Yes	No	No	Fund-raising, Subscriptions and Donations	UNESCO sponsorship, Fund-raising, increase in Government grant

TABLE IIc Cont'd:

Total Income	Grant	Fees	Overseas	Other	Future
(x) (not given)	No	Yes	Yes	Real Estate	Expansion in business
(xi) (not given)	No	No	No	Subscriptions	Training part of budget
(xii) (not given)	Yes	No	Yes	Donations	Continuing Donations
(xiii) (not given)	No	All	No	No	Self-supporting Course
(xiv) (not given)	No	ca. 01%	Yes	No	Fund-raising & local business
(xv) (not given)	No	All	No	No	Increase in fees
(xvi) (not given)	No	No	Yes	No	Increased use of Overseas Aid
(xvii) \$155,000	No	0.5%	Donations- Investments & Grants from I.P.P.F. etc.	fees from members and fundraising	-

D. UNIVERSITY AGENCIES:

It will be seen from the table below that the agencies in this group differ so considerably in almost every respect that not only is it impossible to make predictions about the other five (5), but it is difficult to discern any overall trends in these four (4). All except one (1) receive grants from central and local government, but these vary in size; all except one (1) derive some income from participants' fees, again in varying proportions; two (2) receive Overseas Aid from UNICEF and the Nuffield Foundation; and two (2) obtain income from rental of their facilities. Proposals for future developments were concerned mainly with increasing the present resources, and one agency which has not yet done so proposes to rent its physical facilities.

TABLE IIId:

Total Income	Grant	Fees	Overseas	Other	Future
(i) \$27,163	Small	54%	No	No	Increase in Local Government subsidy
(ii) \$25,000	Almost all	4%	No	No	Increase in present arrangement & dona-

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(xvi) (not given)	No	No	Yes	No	Increased use of Overseas Aid
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(i) \$27,163	Small	54%	No	No	Increase in Local Government subsidy
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(iii) \$ 6,000	Yes	Small	Nuffield-Donation by JPS & rental of theatre		Do not know
(iv) (not given)	No	No	UNICEF	Rental of facilities	U.W.I., international & bi-lateral sources

D. COMMENTS:

Apart from the government agencies which, as one would expect, are provided for entirely by budgetary allocations, the other groups diverge so much under each heading that there are only a few generally applicable comments to be made. These are as follows:

- (i) Statutory Bodies (one exception) and University Agencies (one exception) receive government grants, whereas only six (6) out of seventyone (71) Voluntary and Independent agencies do. So the sector in adult education turns to sources other than government for aid. Reasons for this are not within the scope of this survey, but deserve examination.
- (ii) Fifteen (15) out of thirtyeight (38) agencies receive income from fees, the majority of these being in the Voluntary and Independent sector, so we may conclude that this sector has to be, at least in part, self-supporting in order to exist; whereas the other sectors can afford to provide a service which does not need to depend on returns from participants. This difference has repercussions in the kind of programmes offered, as will become clear in the next section. In general we may say that Voluntary and Independent agencies have to cater for the felt needs of their participants, while the other three (3) sectors are freer to meet the real needs of the community if such a distinction is valid in this context.
- (iii) The majority of Statutory Bodies and University agencies receive assistance from overseas, of varying kinds and in varying proportions, but less than half the Voluntary and Independent agencies mention help from this source. This may be due to lack of information available to these agencies as to the "willing sources"; or, on the other hand, it may be an unwillingness on the part of these sources to lend tangible support to other than government or government-assisted organisations.

- (iv) Of the other sources named, eleven (11) out of the

are provided for entirely by budgetary allocations, and other groups diverge so much under each heading that there are only a few generally applicable comments to be made. These are as follows:

- (i) Statutory Bodies (one exception) and University Agencies (one exception) receive government grants, whereas only six (6) out of seventeen (17) Voluntary and Independent agencies do. So the sector in adult education turns to sources other than government for aid. Reasons for this are not within the scope of this survey, but deserve examination.
- (ii) Fifteen (15) out of thirtyeight (38) agencies receive income from fees, the majority of these being in the Voluntary and Independent sector, so we may conclude that this sector has to be, at least in part, self-supporting in order to exist; whereas the other sectors can afford to provide a service which does not need to depend on returns from participants. This difference has repercussions in the kind of programmes offered, as will become clear in the next section. In general we may say that Voluntary and Independent agencies have to cater for the felt needs of their participants, while the other three (3) sectors are freer to meet the real needs of the community if such a distinction is valid in this context.
- (iii) The majority of Statutory Bodies and University agencies receive assistance from overseas, of varying kinds and in varying proportions, but less than half the Voluntary and Independent agencies mention help from this source. This may be due to lack of information available to those agencies as to the "willing sources"; or, on the other hand, it may be an unwillingness on the part of those sources to lend tangible support to other than government or government-assisted organisations.
- (iv) Of the other sources named, eleven (11) out of the thirtyeight (38) agencies derive income from some kind of self-help, consisting of such methods as fund-raising, investment, sales of produce, membership subscriptions and rental of facilities. Most of these are, predictably enough in the Voluntary and Independent sector.
- (v) Very few agencies in any sector envisage change in the financing of future developments, except that almost all hoped for an increase in allocations from their present sources. Some Independent and Voluntary agencies did

mention...

(v) Cont'd:

mention the possibility of investment as a future source, and more would do well to take note of this suggestion.

4. STAFF:

The most outstanding feature of the replies in this section is that not all of the teaching personnel have had formal training in adult education. This is not to say that they have not been trained as the figures in the first table below show, a high proportion have had specialised training, especially in the government and statutory sectors. The last column, however, shows that this training has not always been geared specifically to the teaching of adults, in particular among the independent and voluntary organisations.

TABLE III :

Type of Agency	Total No. Instructors	Full-time	Part-time	No. with some form of train.	No. with some training in Ad.Ed.
Government	418	410	8	322	319
Statutory Bodies	344	324	20	308	308
Independent and Voluntary Groups	456	114	342	284	145
University Agencies	<u>56</u>	<u>4</u>	<u>52</u>	<u>32</u>	<u>1</u>
<u>TOTAL</u>	<u>1274</u>	<u>852</u>	<u>422</u>	<u>946</u>	<u>773</u>

It must be emphasised that the figures in the above table only serve as a general guideline to the trends in each type of agency, for two reasons. Firstly, the questionnaires providing information in this area were little over half the number involved in adult educational activities. Secondly, of those received, seven (7) failed to give details of their staff; one (1) government agency, one (1) statutory body and five (5) independent organisations.

The trends are none-theless quite clear-cut. The vast majority of government and statutory bodies have fully qualified full-time instructors. The independent and voluntary organisations, on the other hand, draw most of their personnel from people whose full-time work is

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The trends are none-theless quite clear-cut. The vast majority of government and statutory bodies have fully qualified full-time instructors. The independent and voluntary organisations, on the other hand, draw most of their personnel from people whose full-time work is not in adult education. This could well be because the majority of these organisations are voluntary associations which rely on the goodwill of their members to oblige by teaching in a part-time capacity. It could be, too, that the educational programmes are organised on an "ad hoc" basis, so that full-time staff would be not only uneconomic but undesirable. This also explains why such a relatively low proportion have had any training, and why so few have had any in adult education specifically, since the opportunities of obtaining any qualifications

in adult education within the island on a part-time basis are nil, and these instructors are already devoting much of their spare time to teaching anyway. As for the University agencies a large number of their instructors are part-time and a small number have had any training in adult education. In fairness, this is because these agencies call on experts from outside the University, or from other internal departments, to give the specialist courses they offer. Another reason for the comparatively small number of University staff is that their full-time staff tends to be concerned with the aspects of administration and research rather than actual teaching.

In answer to question 5(e), requesting details of training, there were a variety of forms mentioned. These included post-graduate training courses in subjects such as social work, business administration and health education; pre-service orientation; Community Development Programmes; Teacher Training College courses; short courses and workshops and in-service training. The last two seemed to be the most frequently used method, especially in the governmental and statutory sectors. In-Service training can cover anything from learning on the job to time off one day a week for seminars and workshops, but ideally it is both the most economic and most effective way of training staff. Short courses, if intensive enough, can also serve the same purpose quite effectively; the problem usually lies in lack of staff to compensate for those who have to have time off in order to attend the courses. This is the field on which the University agencies are concentrating, rather than offer an educational service direct to the public, which, however, they also do, as will be seen in the section on "Subject Areas and Activities" later in this report.

5. SUBJECT AREAS AND ACTIVITIES:

One of the most difficult tasks in adult education is to devise a formula of categorisation which will successfully embrace all kinds of activity in the field. The one which we chose, based on the International congress of University Adult Education's definition, is the most widely used and generally applicable, but even if it leaves gaps.

TABLE IV:

Type of Agency	Academic Classes	In-Service Training	Non.Acad. Classes	Ind.Tr.	Cit.Ed.	Other
Government	1	6	2	2	1	

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TABLE IV:

Type of Agency	Academic Classes	In-Service Training	Non.Acad. Classes	Ind.Tr.	Cit.Ed.	Other
Government	1	6	2	2	1	-
Statutory	4	7	6	7	7	-
Vol. & Indep.	8	11	10	5	11	3
University	2	3	2	-	3	1
<u>TOTAL</u>	<u>15</u>	<u>27</u>	<u>20</u>	<u>14</u>	<u>22</u>	<u>4</u>

First, some general conclusions. Academic classes are offered by fifteen (15) of the fortyone (41) organisations, In-Service Training by twentyseven (27), non-academic classes by twenty (20), Industrial Training by fourteen (14), Citizenship Education by twentytwo (22); others include pre-vocational training, management training and physical Education Programmes in the Voluntary and Independent sector, and action research into industrial relations in the University sector. The group which covers all areas the most comprehensively is that of the Statutory Bodies; in the others In-Service Training is at the top of the list, with Citizenship Education a close rival, then non-academic classes before academic and lastly Industrial Training. In Government agencies it is not unexpected that attention should be concentrated mainly on In-Service Training, but in University agencies one would have thought academic classes to be more predominant. This just goes to prove that the University, at least in the Extra-Mural field, is shaking off its traditional academic fetters and turning to areas of community need.

The agencies were asked to give details of the subjects offered in the academic classes, the approximate number of students enrolled and the amount of time given to each subject. To deal with the last question first, one agency did not state the time allotted, four (4) agencies offer these classes as part of a concentrated course, of length between two (2) weeks and four (4) months; and the other ten (10) provide the classes for up to eight (8) and not less than two (2) hours per week. Five (5) of the fifteen (15) agencies were unable to give exact numbers of students, so here we will merely list the different subjects and the numbers of agencies offering them.

TABLE V:

<u>SUBJECT</u>	<u>NUMBER OF AGENCIES OFFERING</u>
English	9
Basic English	3
English Literature	2
Mathematics	6
Arithmetic	4
Basic Mathematics	2
Geography	5
Civics	5

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History	4	
Spanish	3	
Biology	3	Health Science 3
General Science	2	Physics 1
Chemistry	2	Botany 1
Zoology	2	Commerce 1
Economics	2	

As will be seen from the list the variety of subject offered is wide. Strictly speaking academic classes are those in which the student can take a recognised standard examination like G.C.E. (London or Cambridge) and J.S.C.

There will inevitably be a difference of opinion as to the categories to which certain subjects outside the academic sphere belong, and there is also an overlap in some areas, but we would like to point out that we do not intend our allocations to be definitive - they are open to individual interpretation. For this reason, we now give details of the kinds of subjects offered by one or more agency in the remaining categories of Non-academic classes, Industrial Training and Citizenship Education. Because of the difficulty experienced by most agencies in classifying the numbers of students involved and the amount of time devoted to each kind of activity, this aspect has been omitted.

TABLE VI:

Non-Academic Classes	Industrial Training	Citizenship Education
Language Arts	Industrial Relations	Social Studies
Psychology	Supervisory Management	Human Relations
Group Dynamics	Work Study	Civics
Drama	Machine Maintenance	Health Education
Painting	Financial Planning	Social & Youth Leadership
Music	Marketing Planning	Public Speaking
Creative Writing	Technical Training	Family Life Education
Home Economics	Theory of Trades	Seminars on:
Motivation & Attitudinal Orientation	Crafts Apprenticeships	Local Government
		West Ind. History
		Effects of Tourism
		Value of Bauxite Industry

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Homo Economics	Theory of Trades	Seminars on: Local Government West Ind. History Effects of Tourism Value of Bauxite Industry
Motivation & Attitudinal Orientation	Crafts Apprenticeships	

We have already mentioned that In-Service Training is the category of activity most offered by the agencies. All the Government agencies, most of the Statutory Bodies and most of the University agencies provide some kind of service in this field, the latter for other organisations and private individuals, and the first two mainly for their own staff. Of the Voluntary and Independent Organisations thirteen (13) out of twenty (20) offer some kind of training; approximately half of these to their own staff and personnel and the other

∟half as a.....

half as a service to the community. The training provided caters to such fields as:

- Agriculture - individual farmers, co-operative associations etc.
- Sugar Industry - cane farmers and families
- Education - teacher training, use of educational aids etc.
- Health Education - family planning etc.
- Banking - accounting etc.
- Advertising - sales and marketing etc.
- Social Work - guidance, child care, psychiatric social work etc.
- Trade Unions - labour/management problems etc.
- Business - administration, new methods etc.
- Local Government - Clerkship, engineering etc.
- Computing - understanding and operation.

It will by now be obvious that it is extremely difficult to categorise all these different kinds of activity. For example, health education and social work can also come under the heading of Citizenship Education, and sales, marketing and industrial relations under that of Industrial Training. The difference is made clear by the title - when these educational facilities are provided by the organisation directly concerned, that is for its own staff, they are regarded as In-Service Training.

We have already mentioned, in the section on "Staff", the popularity of short intensive courses for the training of personnel, and this seems to be borne out by the evidence here. Apart from being economic and efficient as a method of training, especially in a developing country where resources have to be spread wisely and well, it also has many advantages from the educationist's point of view. A great deal of emphasis is currently being placed on "learning by doing" - sceptics may interpret this as trial and error or hit and miss, but one learns most successfully and most completely from one's own mistakes rather than from other people's. There is also the crucial aspect of motivation: studying a subject for its own sake has always been the underlying aim of traditional Western education, especially in Britain and Western Europe, but ideas there are changing too, and prominent members of the educational aristocracy are coming round to the view that an adult will not only be more interested in a subject which will bring him some tangible benefit, for example in his daily work, but he will also learn faster and be more inspired to branch off into related subjects than if he were to study for the purely aesthetic value of the subject.

Education - teacher training, use of educational aids etc.
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COMMENTS:

There are several points arising out of the evidence in this section which are worth consideration, and some of them deserve a mention here. First, in a field of provision so widely scattered among four different kinds of agency and over sixty (60) separate agencies, it would be surprising if there were not an overlap in some areas. Obviously the very difficulty in categorisation makes it almost impossible to decide if this is the case, in particular between the areas

of Industrial and In-Service Training; but in the field of academic classes at least one cannot look at the evidence without asking whether all the agencies offering English, Mathematics, Geography and Civics are meeting a specific demand made on their particular organisation, or whether they are following the traditional lines of formal adult education. We are not suggesting that those subjects be withdrawn by some agencies - indeed the need for formal remedial education is still enormous, and will remain so for several more years. But with respect to literacy in particular, the attention of providing agencies should be turned towards its functional aspects, its relation to the daily life of this country. In other words, the providing agency should be continually examining the rationale behind the subjects it offers, and their meaningfulness in the context of the society to which they are catering.

The next point to which we would like to draw attention is the possibility of gaps in the present provision. The reader will have noticed the relatively small proportion of Industrial Training indicated by the returns: taking into account the overlap between this area and In-Service Training as well as the level of overall representation by the returns, it is nonetheless worrying that a developing country such as ours has so relatively little formal provision for training in technical, mechanical and craft skills. For successful economic development the country needs a cadre of specialists, highly-trained men who will be able to maintain and improve upon the machinery necessary to keep pace with world-wide developments in this fast-moving technological era; and more important, will impart their knowledge and skills to coming generations in high schools, trade schools and technical institutions (of which there are not nearly enough), in order that the community as a whole may become as familiar with the operation and maintenance of machines.

The last point to be considered concerns the participants in the process of adult education. Unfortunately such figures as are available from the questionnaires are not even representative of the returns, much less indicative of the total numbers involved. One fact does emerge, however, which is that the age range of participants is between fifteen (15) (school leaving age) and fiftytwo (52). This of course covers a wide variety of activities, the majority of younger participants being involved in recreational and vocational pursuits. It also gives rise to further speculation - what happens to the adult over the age of fifty

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6. FACILITIES:

Because of the varied nature of the subject areas and activities, the accommodation used by different agencies will obviously range from "ad hoc" facilities such as schools and church halls, to purpose-built training centres. Here we will outline the accommodation as described in the returned questionnaires, in the usual categories, and we will draw comparisons between the four types of agency, taking into account as far as possible the subjects offered and the numbers of students involved.

Government Agencies:

Four agencies use their own premises to provide their services, one of these having four training centres throughout the island in which it carries out, in the main, In-Service Training Programmes. Two other agencies arrange their accommodation at the various local centres, in schools, church halls, community centres etc.; one of these described the facilities as inadequate, and both made suggestions for improvements, such as the provision of electricity in some of the buildings, and the establishment of a permanent training centre for their particular work.

Statutory Bodies:

These agencies are the most widely spread of all the groups, and as a result the facilities they use include most types. All use Community Centres throughout the island, four use church halls, five use schools, three use private homes and five have their own premises ranging from conference rooms to village community centres. Only two agencies use one kind of facility to the exclusion of all others and in fact six use three or more kinds of accommodation. Only three considered their arrangements to be inadequate, and these were all agencies which provide all categories of subject area. Suggestions for improvements included electrification, better seating and sanitary conveniences, as well as landscaping of sites; and of course an increase in the number of Community Centres.

Voluntary And Independent Agencies:

Out of the twenty (20) agencies ten (10) have their own premises and four (4) of these use other facilities in addition, such as those national organisations which have headquarters in Kingston, but also do work throughout the rest of the island. Eight (8) use church halls.

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Out of the twenty (20) agencies ten (10) have their own premises and four (4) of these use other facilities in addition, such as those national organisations which have headquarters in Kingston, but also do work throughout the rest of the island. Eight (8) use church halls, nine (9) use schools and seven (7) use Community Centres. Other facilities which are mentioned by one or two agencies included private homes, hotels, and the various premises of the Department of Extra-Mural Studies, U.W.I., such as the Trade Union Education Institute, the Social Welfare Training Centre and the Extra-Mural Centre, Camp Road. Of all the agencies, only six (6) used one kind of accommodation to the exclusion

of all others, and six (6) used at least three kinds. Five agencies considered their facilities to be inadequate, although nine (9) actually offered suggestions for improvements, which included expansion of present facilities, new equipment for classroom such as audio-visual aids, new sanitary blocks, new accommodation with residential arrangements, the establishment of more Community Centres where none exist as yet, road improvements to facilitate access to rural areas and more local facilities in rural areas.

University Agencies:

All these agencies have their own premises which range from residential centres to a theatre. Only one uses facilities outside the University, but all have suggestions for improvements, such as more lecture rooms, residential and library accommodation; and additional buildings to the ones they use at present.

Out of the forty-one (41) agencies consulted, twelve considered their facilities to be inadequate, the proportionate majority (three out of four) of which were the University agencies. Whether the other agencies are genuinely satisfied with their present arrangements, or simply do not have the resources, or the possibility of them, to expand, is a moot point. In any case, most of the suggestions for improvements are relatively minor and should be easily dealt with, such as electrification and better sanitary facilities.

The Use of the Mass Media:

The wording of this question seemed to have led to some confusion in the replies, as the agencies were not sure whether the use referred to was for publicity or educational purposes. However, the majority of respondents assumed it to be for publicity, with the obvious exceptions of those involved in educational broadcasts such as school and literacy programmes on radio and television. Other organisations whose activities are reported regularly on radio, television and in the "Daily Gleaner", such as the 4-H Clubs, the Agricultural Society and the Family Planning Associations, obviously come under both headings since the programmes dealing with them serve the dual purpose of advertising their activities and providing information of educational value. In this survey, at any rate, we have assumed the use of mass media to be for publicity purposes.

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The Use of the Mass Media:

The wording of this question seemed to have led to some confusion in the replies, as the agencies were not sure whether the use referred to was for publicity or educational purposes. However, the majority of respondents assumed it to be for publicity, with the obvious exceptions of those involved in educational broadcasts such as school and literacy programmes on radio and television. Other organisations whose activities are reported regularly on radio, television and in the "Daily Gleaner", such as the 4-H Clubs, the Agricultural Society and the Family Planning Associations, obviously come under both headings since the programmes dealing with them serve the dual purpose of advertising their activities and providing information of educational value. In this survey, at any rate, we have assumed the use of mass media to be for publicity purposes. One other aspect mentioned by three (3) organisations in the Voluntary and Independent sector was that of using articles from newspapers and magazines as topics for discussion in their educational programmes.

The most commonly used of the mass media is the newspaper, being the one with the widest circulation as well as being the most economical, from the point of view of an agency seeking publicity for its activities. Radio comes next on the list, closely followed by television: it is

interesting to note that in the spheres of government agencies and Statutory bodies, these media are more widely used than newspapers, presumably because those agencies have easier access to the radio and television authorities. Magazines are also used extensively by over one-third of the agencies, but in particular by the University agencies, who of course have the use of intra-University publications. A surprisingly large proportion of all the agencies, over one-quarter, make no use of the mass media, either in the educational programmes or for publicity purposes, most notably the Government agencies. This could be because their programmes are oriented towards specialist education, such as In-Service Training, and therefore have a built-in communications system with their clientele.

TABLE VII:

Type of Agency	Radio	TV	Newspaper	Magazine	None
Government	3	3	2	2	4
Statutory Bodies	7	7	5	3	2
Voluntary & Independent	7	7	12	7	6
University	<u>3</u>	<u>2</u>	<u>3</u>	<u>3</u>	<u>1</u>
<u>TOTAL</u>	<u>20</u>	<u>19</u>	<u>22</u>	<u>15</u>	<u>13</u>

7. FUTURE:

This section consisted of two questions which were carefully worded to allow respondents to explain the philosophy of their particular work, and also to give them a chance to make general and/or specific recommendations for further improvements or development. As expected, most respondents combined the questions in an essay-type answer covering both aspects. The questions were:

"In what ways do you consider that your organisation is of use to the Jamaican Society"?

"In what ways do you consider that your organisation could be of benefit to Jamaican Society other than those you have already mentioned"?

Few organisations actually made the distinction in their replies, between what their work is and what it could be, with the result that the latter question was either ignored or incorporated into the answer to the former. In this section we have attempted to assemble the replies into a coherent whole under some general headings.

The Development of a Community Identity and Spirit:

This was the philosophy most often expressed by agencies in their replies, especially those involved in citizenship programmes from all four groups. Eleven touched on one or more aspects of community development, such as active participation in practical and self-help projects to develop a community spirit; improving public health standards and behaviour, as well as quality of family life; increasing awareness of unemployment, poverty, crime, over-population, etc.; in an effort to stimulate community action. Some agencies who are not ostensibly involved in citizenship programmes showed an awareness of the part that their specialised training can play in general community development, but the majority contented themselves with outlining their own particular fields of interest. Obviously, from the theoretical point of view all adult education programmes contribute, whether directly or indirectly, to the economic or social progress of the community, but we had hoped that more agencies would demonstrate their awareness of this contribution in this section.

Leadership and the Training of Trainers:

The agencies showed themselves to be aware next of the need for leadership training at all levels of the community and especially for the training of trainers in both management and technical skills. This included Industry, Commerce, Banking and Crafts and was articulated most by the government agencies and statutory bodies. In all eleven agencies touched on one or more aspect of this particular contribution to society.

Promotion of General Interest in Education:

So much can be said about education, especially by those directly involved in providing it, that one can forget that the purpose behind it is to develop the individual's mental, physical and spiritual potential. UNESCO has realised the importance of "lifelong learning", as have some of the developed countries, who have the additional advantage of an established comprehensive educational system at school level to promote interest in further development. The areas of most need in developing countries like Jamaica are those of formal and remedial education for adults who have not had the opportunity to develop their potential at school level, as well as the most pressing one of eradicating illiteracy. Of all the agencies who specifically mentioned the importance of stimulating an interest in education, three (3) are involved in providing literacy programmes in which the emphasis is on "functional literacy".

The Training and Motivation of Youth:

Four (4) of the agencies, all of which are directly involved in dealing with young people on a vocational or recreational basis, recognise the need to make young people aware of their responsibilities both to themselves and to the community. Two stressed the urgency of training young people in specialised skills, in order to equip them for employment and thus enable them to contribute more effectively to the economic development of the country.

The Use of Leisure for Recreation and Creativity:

We have already mentioned, in the section of "Subject Areas and Activities", that the problem of the use of leisure has not yet manifested itself in Jamaica to the extent, or in the way, that it has done in some of the more developed countries, where the society is geared to a formal employment schedule with structured leisure time. This is not to say that the problem does not exist, merely that it is much more difficult to identify, but at least three (3) agencies made some reference to it in their replies to this section. They are aware of the need to provide recreational and creative outlets for the community, especially for the younger and more active members.

The Revival of Interest in Agriculture:

The three (3) government agencies and Statutory Bodies directly involved in this aspect of adult education were especially concerned with the importance of agriculture in the employment situation and therefore to the economy generally. So much of the development of Jamaica's resources depends on the efficiency and level of skills in the agricultural sector, that it is essential to exploit to the fullest the existing potential, as well as to stimulate a more widespread interest, especially among young people, in making the best possible use of our natural resources.

CONCLUSIONS :

As already stated, the main object of this Survey is merely to put on record in one place the highlights of what is being done in the field of "Adult Education in Jamaica". Therefore, no one should expect any monumental conclusions. However, there are a few features to which we may appropriately draw attention here.

First of all, there is the obvious fact that a large number of agencies are engaged in one aspect or other of Adult Education. This means two things. Firstly, not all these agencies are exclusively involved in Adult Education, although they all do a certain amount of Adult Education work in pursuing their main tasks. Secondly, it means that the Adult Education effort in Jamaica is fragmented and there is a complete absence of any co-ordinating machinery. It is our opinion that some co-ordinating machinery would contribute to the effectiveness of the Adult Education Machinery in four main ways. Firstly it can make agencies aware that what they are doing or at least some of what they are doing, falls into this category of "Adult Education", a discipline which is becoming more sharply into focus in most parts of the world with its own objectives and its own methodology. Secondly, it can make each agency aware of what others are doing and in this way hopefully avoid duplication or the worse features of it, if this cannot be eliminated altogether.

Thirdly, an appropriately oriented co-ordinating machinery can serve to give more dynamism to the Adult Education Movement. This is desperately needed as there is some evidence of a flagging of spirits on the part of certain agencies who have been slogging away at it, on their own, for a number of years. Then there is the necessity to orient the Adult Education Programme in such a way that it will better serve the national objectives of this developing country. As will be seen from this Survey, there are areas where agencies have indulged in what in a poor developing country, may be regarded as mere luxuries.

Fourthly, a properly constituted co-ordinating machinery would serve to identify areas where there are deficiencies in the provision of Adult Education.

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Fourthly, a properly constituted co-ordinating machinery would serve to identify areas where there are deficiencies in the provision of Adult Education.

Now, as to what form such co-ordinating machinery should take and by whom it should be constituted, there will be many varying views. But bearing in mind the needs of this country as well as experiences elsewhere, it seems that one form which such co-ordinating machinery could take is that of a Council of Adult Education representing the main Agencies in the country and which among its other duties would be advisory to the Ministry of Youth & Community Development which is the principal portfolio responsible for the Government's efforts in the field

of Adult Education. If the Council functions satisfactorily then it could evolve into a Statutory Board with its own machinery designed to mobilise all efforts in the country into one big sustained drive to maximise the input of Adult Education into the general pool of economic, social and political development of the nation. Some writers even maintain that in a developing country such as ours a separate Ministry of Adult Education should be constituted. We are not advocating this at present, but there is no reason why this cannot be borne in mind as the ultimate form into which the Adult Education machinery could eventually be moulded if we adopt what may seem an extreme position it is due to our conclusion from this Survey that Adult Education though given much lip service is not accorded the appropriate high priority either in Government or in non-Government circles such as the University of the West Indies.

This brings us to have a look at the response of the University of the West Indies in this field in which the University started with high hopes. The Asquith Commission recommended that the now Commonwealth Universities should play "a leading role" in the development of Adult Education in their respective countries. The University of the West Indies responded well to this injunction by starting a Department of Extra-Mural Studies at the same time that the University first opened its doors. Understandably, the programme of this fledgling Department was based on the British model. Although this has in some ways evolved into something more closely related to local requirements, yet the British imprint still persists and sad to say, we are even lagging behind some of the more progressive British Institutions.

For example, this University has yet to assume its obvious primary responsibility for training and research in the field of Adult Education, quite apart from its more traditional extra-mural functions. We feel that long ago the University ought to have es-

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For example, this University has yet to assume its obvious primary responsibility for training and research in the field of Adult Education, quite apart from its more traditional extra-mural functions. We feel that long ago the University ought to have established a Department of Adult Education closely related to but separate from the Department of Extra-Mural Studies with perhaps a joint Head. This, or some similar formula, has been so successful in both certain developed and certain developing countries and would so obviously suit our local circumstances that we are distressed to realise that here in the West Indies instead of moving boldly in this direction we are still engaged in that debate which raged in some other parts of the world during the fifties and sixties as to whether "Adult Education" is a suitable discipline for a University's attention.

Such an Adult Education Department should be formally based in the Faculty or the proposed new school of Education and should be responsible for equipping West Indians with the necessary Adult Education skills which are required in so many fields as this Survey so clearly demonstrates. Also, it could undertake research and examination of the Adult Education field in the West Indies and thus provide the material for meaningful advance in this field. Sad to say there is little evidence that high priority is being given to this matter within the University, although one understands that a proposal is being made to re-establish the Staff Tutorship in the field of Adult Education. This is but a small step and much more will have to be done if the University is to discharge its responsibilities to the West Indian Community in this field of Adult Education.

However, all is not yet lost, as the Survey has revealed that there are a number of new paths being opened up in Jamaica in this field of Adult Education. The University's Extra-Mural Department itself is undergoing some welcome expansion hopefully of the right sort. Thus we find that a new branch of the department has recently been opened in Montego Bay and there are plans for appointing a representative to assist with work in the Mandeville area. Then there are plans to appoint "Organisers" to work out of the Resident Tutors offices. Also, the Jamaican Programme has shown a welcome expansion of its work in the field of In-Service Training. The importance of this cannot be over-emphasised as we are now-a-days frequently reminded that it is the inadequacy of skilled personnel which limits our national development. Then there are interesting developments in the field of training of youth workers, Science Programmes and in the Creative Arts Centre, the Trade Union Education Institute and the Social Welfare Training Centre.

Also, at the University there are plans to start an External Studies Programme which would enable those who are unable to study full-time on one of the Campuses to pursue University Courses through Correspondence and other methods. At the University too, one finds the development of a Science Centre which is doing much to stimu-

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Also, at the University there are plans to start an External Studies Programme which would enable those who are unable to study full-time on one of the Campuses to pursue University Courses through Correspondence and other methods. At the University too, one finds the development of a Science Centre which is doing much to stimulate In-Service Training among Science Teachers including those in Junior Secondary Schools, All-Age Schools and Primary Schools who are the ones often neglected.

Outside the University we also find many new developments although some are still in an embryonic stage. Thus one must commend the efforts being made by NACJO to get its Citizens College Programme going. These are intended to provide pre-vocational training from

which Institutions graduates, it is hoped, will move into the more formal Training Agencies. Then there is the establishment of the National Industrial Training Board by the Ministry of Labour with plans to stimulate training in the industrial and commercial fields. Also there are plans for Junior Community Colleges being nurtured by Excelsior School, Knox College, St. Hughs High School and Campion College.

Also one must take note of the total education project being sponsored by the Jamaican Minister of Education in the Frankfield area chiefly based on the Frankfield Comprehensive School. The intention here being to provide continuous education for life-long learning. In the Ministry of Youth & Community Development we also find interesting plans. Perhaps the three most interesting of these are, first of all the re-organisation of the Social Development Commission. Secondly, the extension of the Youth Camp Programme and thirdly, the breathing of new life into the Literacy Section of the Social Development Commission.

In the Ministry of Rural Land Development, one finds the total re-organisation of the Agricultural Extension Service in order to make available their expertise to the Land Authorities which have been brought into being in each parish.

Next a word about finance. Our Survey reveals that this is frequently the limiting factor in the development of Adult Education Agencies. Most of the Government or quasi-Government Agencies were not very forthcoming in their answers to the appropriate questions in the Questionnaire. Thus it is difficult to say, from our Survey, how much Government is spending on Adult Education in Jamaica at present. However, from other sources we have been able to glean that such expenditure although not inconsiderable is nevertheless not enough and we particularly feel that most Local Government Authorities are not discharging their responsibilities to Adult Education within their own boundaries. There is no reason why Local Government Authorities should not assume major responsibilities for most types of Adult Education especially in the rural

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Another aspect....

Another aspect of the financial picture is related to the general orientation of Adult Education in the Country. That is to say, much of it resembles the traditional "Liberal Education" or at the other extreme "Craft Training", but most is not geared towards making a strong contribution to national development say, for example, in the provision of skills for specialised employment which is we are told the limiting factor in Jamaica's economic progress. We feel that all financial contributions from Government and elsewhere should be so oriented as to make Adult Education serve this need of providing skills for the development of the country. In saying this we are conscious of the thesis held by some noted economists that national development cannot proceed rapidly without much well designed expenditure in the field of Adult Education.

Little study has been made in Jamaica of this aspect and we call upon the Institute of Social and Economic Research and the Government's Planning Unit to consider making good this very obvious deficiency.

In this respect this Survey is a mere starting point in the investigation of the contribution of adult education to the process of building a viable, self-reliant Jamaican nation.

GOVERNMENT AGENCIES:

Ministry of Rural Land Development - Agricultural Extension Service
Ministry of Agriculture & Fisheries - Registrar of Co-Operatives
- Agricultural Information Service
- Land Valuation Division
Ministry of Health - Bureau of Health Education
Ministry of Labour & National Insurance - Industrial Training Section
Ministry of Education - Educational Broadcasting Service.

STATUTORY BODIES:

Jamaica Social Development Commission - Literacy Section
- Basic Education & Crafts Work Training
Jamaica Industrial Development Corporation - Training Division
- Productivity Centre
Youth Development Agency
National Volunteers Organisation
Jamaica 4-H Clubs
Sugar Industry Labour Welfare Board
National Family Planning Board
Apprenticeship Board
National Industrial Training Board.

VOLUNTARY & INDEPENDENT ORGANISATIONS:

Jamaica Family Planning Association
Jamaica Teachers Association
Jamaica Agricultural Society
St. Georges Extension School
United Manchester Association
National Workers Union
Social Action Centre
Y.M.C.A.
National Council of Jamaican Organisations
Jamaican Institute of Management
Operation Friendship
Jamaica Youth Council
Scouts Association of Jamaica
Girl Guides Association of Jamaica
Sales & Marketing Executives - Jamaica Chapter
Jamaica Co-Operative Credit Union League Ltd.

VOLUNTARY & INDEPENDENT ORGANISATIONS (Cont'd) :

Jamaica Citizens Bank
 Bank of Jamaica
 The Political Academy
 Friends Educational Council Ltd.

UNIVERSITY AGENCIES:

Resident Tutor - Jamaica (Eastern Division)	-	Department of Extra-Mural Studies, U.W.I.
Social Welfare Training Centre	-	Department of Extra-Mural Studies, U.W.I.
Trade Union Education Institute	-	Department of Extra-Mural Studies, U.W.I.
Creative Arts Centre		Department of Extra-Mural Studies, U.W.I.

NO. OF QUESTIONNAIRES RETURNED

Government	7
Statutory Bodies	10
Voluntary & Independent	20
University	4

ERIC Clearinghouse

MAR 21 1972

on Adult Education