*Adult Learning encompasses both formal
and continuing education,
non-formal learning and the spectrum
of informal and incidental learning available in a multi-cultural
learning society, where theory-and practice-based approaches are
recognized"[1].*
**Hamburg Declaration on Adult Learning, 1997**

Adult Learning is extremely broad.  This report will certainly not do justice to all the national efforts and progress that have been realized since CONFINTEA V in Hamburg in 1997 for obvious reasons including unavailability/inaccessibility of data from some of the small private sector providers and disaggregated data by age bands.  What you will find here are highlights of the efforts of the main players in adult learning representing over 90% participation from both private and public sectors in Saint Lucia.  The difficulty in providing a comprehensive report is compounded by the large number of persons who participate in 'unintentional learning at home, work, from friends or the mass media' on which data is not available. In this review, adult learners take the international age definition of 19 through 64 years.

# **INTRODUCTION**

A cross-sectoral approach to the collection of data and reporting was utilized for the national report on the Mid-Term review of the status and future prospects of Adult Learning in order to present a holistic view on the issues of adult learning in Saint Lucia.  That approach is in sinc with the CONFINTEA "new vision of adult learning" expectations developed at the CONFINTEA V in Hamburg in 1997.

Adult Learning is more than education for the illiterate.  It is a critical pillar of human development worldwide.  In today's Education for All and Lifelong Learning frameworks and trans-border trade in services, adult learning provides not only high-level skills necessary for the labour market but also the training essential for educators, researchers, business managers, doctors, taxi-drivers, personnel in industry , agriculture, health and a myriad of others workers to function productively.  It is the trained and retrained individuals who develop the capacity and analytical skills that drive local economics, support initiatives, lead effective governments and make effective decisions.

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[1] UNESCO Institute of Education, The Hamburg Declaration On Adult Learning, Hamburg 1997

Adult Learning is also a key part of national human resource development. In recent time, the Government of Saint Lucia and a number of private institutions have placed adult learning high on the agenda of national human capacity building. Knowledge is becoming, more than ever, a primary supporter of production in the national economy. The pace of change and innovation on the global front has necessitated mass education of the working population to keep abreast with and adapt to far-reaching changes.

Saint Lucia, like the rest of the Caribbean is at the risk of exclusion from the dynamics of the world economy, a consequence of smallness and lack of authentic data on key economic factors including adult learning. This marginalization not only promotes intellectual flight (brain drain) but also raises the likelihood that national concerns, such as illiteracy, HIV/AIDS, crime prevention and control, special education for male student and adults and conditions of the physically challenged students will be overlooked, ignored or postponed.

This report examines and reviews the status of adult learning over the five year period 1997-2002, makes recommendations to guide future activities in the area and further emphasizes that life long learning is imperative for empowerment, improved life styles, economic growth and problem solving.

A number of stakeholders including Ministry of Education officials and representatives from line ministries, private providers, educators/facilitators, academics and practitioners were consulted in the preparation of this report. Table 1 gives an indication of provision by mission and category. The ministries are government organizations by nature. They provide or assist in training of staff and facilitate training through cost-sharing, sponsorships and otherwise. The two quasi-public institutions Sir Arthur Lewis Community College (SALCC)– Department of Continuing Education and National Enrichment and Learning Unit (NELP) are heavily subsidized by the Government of Saint Lucia and as a result do not qualify as profit-making institutions although they charge minimum fees. SALCC is under the management of its own board and enjoy some degree of autonomy. The Ministry of Education, Human Resource Development, Youth and Sports manages NELP. The asterisks indicate the stakeholders participating in the adult education report.

Table 1: Main Providers of Adult Learning For Profit
and For Non-Profit from Public and Private Sectors

| Providers For Profit Public /Private | | Public Ministry Providers for Non-Profit |
|---|---|---|
| 1. Institute of Professional Training and Development (IPTD) | Private | Education, Human Resource Development, Youth and Sports* |
| 2. Intramacs Caribbean | | Agriculture, Forestry and Fisheries* |
| 3. Institute of Self Improvement System (ISIS)* | | Commerce, International Financial Services and Consumer Affairs |
| 4. Sir Arthur Lewis Community College – | Quasi-Public | Social Transformation, Culture and |

| Providers For Profit Public /Private | | Public Ministry Providers for Non-Profit |
|---|---|---|
| Department of Continuing Educations (SALCC)* | | Local Government |
| 5. Cable and Wireless in the Caribbean | Private | Communications, Works, Transport and Labour |
| 6. National Research and Development Foundation* | | Finance and Economic Affairs |
| 7. General Business and Technical Services Limited | | Planning, Development Environment and Housing |
| 8. Computer Centre Limited | Private | Health, Human Services, Family Affairs and Gender Relations* |
| 9. National Enrichment and Learning Unit* | Quasi-Public | Foreign Affairs and International Trade |
| 10. Island Secretarial School | | Legal Affairs, Home Affairs, Labour and Judiciary |
| 11. Caribbean Education Company Limited | | Public Service |
| 12. Caribbean Computer Literacy Institute | | Tourism and Civil Aviation |
| 1. School of Music | | Office of the Prime Minister |

**Source: Providers' Institutional memory through Phone-In Survey, 2003**

National efforts are being complemented by Education Reform Strategies developed by an Education Reform Working Group and approved by Ministers of Education of the OECS in October 1991 in the Commonwealth of Dominica and they are still relevant today. The strategies below as outlined in the ***Educational Reform in the Commonwealth Caribbean*** by Errol Miller (Editor) 1999, pages 272-275 relate to the OECS region.

Working Group Objectives of the Reform
- To transform tertiary education (adult learning) into the engine of human resource development and of knowledge generation in the sub-region.
- To facilitate the consolidation of technology transfer to the sub-region
- To provide the opportunity for educational renewal and advancement for all citizens with relevant educational background

Rationale

The variegated character of tertiary and adult education demand that these embrace a wide diversity of outcomes including:

- Specialization within the context of vocational interest
- Integration of education with specialized skills training and consequently their articulation within the working world
- The lifelong education and training of the Eastern Caribbean citizenry as technologies change, society is transformed, and other related developments occur that will require education and training responses
- Provide educational chances for individuals who did not capitalize on earlier education and training opportunities

Strategies:

- Increase tertiary education by expanding existing institutions and adding new institutions where necessary
- Rethink and reorganize Technical and Vocational Education (TVET) to produce a standardized system which functions as a partnership with the private sector and which is intimately integrated into the working world
- Facilitate and provide ongoing professional training for educators in adult education, TVET and the formal tertiary system
- Mandate tertiary institutions to establish more intensive and extensive working relationships with the sectors, occupations and individuals they serve
- Revise legislation to give tertiary a sound legal basis
- Restructure the governance of tertiary institutions to allow for greater autonomy and wider national representation, and require greater accountability
- Rationalize the existing programmes in terms of their relevance, costs, demand, and maximal utilization of the available qualified teachers
- Encourage private and public sector initiatives in providing continuing education for adults through programmes with are self-financing
- Articulate programmes at the tertiary level with those at the University of the West Indies and other universities within the Caribbean region
- Upgrade the modes of delivery of tertiary education of students from poor homes, females and rural residents
- Ensure equity in the access to tertiary education from poor homes, females and rural residents

There is also a need to create an Eastern Caribbean College council under the aegis of the OECS secretariat to:
- coordinate programmes and specializations in all government tertiary institutions in the OECS
- monitor the development of tertiary education and liaise with regional and extra-regional tertiary institutions to ensure accreditation of programmes done in the OECS
- determine and validate costs in tertiary education
- act as a clearing house for the transfer of funds from countries to institutions for support of their students

Conclusion

Several meetings in the region and some held under the auspices of UNESCO as recent as the Sub-regional Meeting for Central America, the Caribbean, and Mexico in Patzcuaro, March 1999 have echoed the findings of the Education Reform Working Group (Errol Miller, Chairman). The need to empower learners and make learning relevant to real live has repeatedly been underscored. In terms of where Saint Lucia is in relation to the Working Group strategies as well as recommendations emanating from other sources will be explored in the report. At this point, it is appropriate to suggest that if Saint Lucia appear to be sluggish in its implementation of any strategy to improve the status of the adult learner, lack of resources is the main contributing factor.

# 1

# STRUCTURES AND INSTITUTIONAL FRAMEWORKS

> *Adult and Continuing Education will be made a development imperative rather than a remedial necessity. The National Enrichment and Learning programme will be expanded to full coverage in all major communities and the range of subjects offered will be broadened. We will introduce a credit accumulation system, certification, and a national examination to accredit functional literacy and numeracy. Access to post-compulsory school age education will be increased. Moreover we will introduce voluntary work and attachments to social institutions.*
>
> *Saint LuciaLabour Party:: Our Vision for Saint Lucia: Elections 2001 Manifesto.*

The period 1997-2003 saw significant changes in the national adult learning landscape. The meaning of adult literacy has changed to *literacies* and embedded in a range of life and livelihood situations according to purpose, context, use, script and institutional framework. New commitments and the development of a Blue Paper to redefine the concept and charter the direction of adult learning in Saint Lucia came to fruition. An unprecedented number of private providers came on the scene in response to rising educational, social and economic demands.

Chapter One provides a summary of the key issues in relation to the policies, legal provisions, delivery systems and innovations in the area of adult learning. Attempts at integration of education policies with economic, social, health, and employment will be examined along with impressions of policy objectives and management systems.

**Policies**

Key adult learning partners including representatives of the Ministry of Education, the National Commission for UNESCO and NGOs conceded that formal national policies for delivery and accreditation for adult learning in Saint Lucia are articulated by way of

pronouncements in Parliament and the Government Manifestos of 1997 and 2001. Institutional frameworks are developed by each sub-sector on their own initiatives to include organizational flowcharts, annual and quarterly programmes to coincide with each fiscal year, contractual arrangements to govern procurement of creditable services to ensure that and marketable strategies for accessibility to a wide cross-section of the public. Expansion of the private adult learning providers sub-sector has brought about increased competition, greater diversity and choice to learners and has served as a powerful incentive for providers to innovate and modernize.

*Context of Formal Adult Learning*

1.  Quasi-public Institutions, Sir Arthur Lewis Community College (SALCC) Continuing Education Programme and the Ministry of Education National Enrichment and Learning Programme are the leading institutions of adult learning and both are recognized at the national and international levels. The Policy guiding the National Enrichment and Learning Programme is a Concept Document[2] prepared by the Permanent Secretary, Education and Human Resource Development, Dr. Didacus Jules, in collaboration with the Adult Education Officer, Mr. Patrick Felix and three technical staff and supported by the Government of St. Lucia in 2000. The document outlined the new paradigm of learning required and the rethinking of the literacy programme so that its form and content were more responsive to the challenges facing our society and developments in a dynamic global environment.

A National Education Council on Continuing Education–appointed by the Minister of Education, Human Resource Development, Youth and Sports and accountable to him and comprising experienced educators, representative of private, public and NGO sectors, and other stakeholders play an advisory role to the National Enrichment and Learning programme. In addition to its advisory role, an expert working group from that council spearheaded the development and revision of training modules in 2001 and reviewed programme offerings and determined appropriate credit designation for each module. The training modules were piloted the following year, revised and adopted in 2002. The final decisions on the credit systems have not been finalized.

The Human Resource Development Unit of the Ministry of Education oversees human resource development at the national level. The ruling St. Lucia Labour Party's Manifesto, 2001 articulated its policy on human resource development, (see insert). The number of scholarships from various sources for human resource development in Saint Lucia has increased over the period: 1997-2001. Previously scholarships were tied to various projects and ceased when the projects came to an end. During the said period, the Commonwealth Secretariat, the Organization of American States, Canada and New Zealand have increased

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[2] Adult and Continuing Education in St. Lucia: Addressing Global Transformation and the New Millennium; Ministry of Education, Human Resource Development, Youth and Sports, St. Lucia April 1999

scholarships to Saint Lucians by 100%.  While scholarships from  Britain and Australia have cease, Cuba has increased its annual scholarship allocation  from 5 to 35.

2.   The Sir Arthur Lewis Community College established under an Act No. 8 of 1985 provides training for adults and youth in the following key areas. A detailed list of programmes offered by SALCC is in Annex II.

- Agriculture
- Arts, Science and General Studies
- Health
- Teacher Education and Educational Administration
- Technical Education and Management Studies

The total enrolment of the institution was 1962 (excluding the Department of Continuing Education). The percentage of female students has remained at 61% from the last academic year. Excluding the Department of Continuing Education, the Division of Technical Education and Management studies makes up the largest share of the total enrolment, followed by the Division of Arts, Science and General Studies.

The Continuing Education Department of the Sir Arthur Lewis Community College established under an Act No. 8 of 1985 delivers Continuing Education as part of its mandate to address the continuing learning needs of the general public, to assist adults to broaden their knowledge, skills and attitudes through the provision of structured, learning experiences.

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**Box 1: Scholarships**

*We will seek to continue to expand the number of scholarships sourced from external institutions.*

*A system of registration for providers of training will be introduced to ensure quality of credentials, and we will introduce a modular accreditation system for vocational education.*

*Distance Education providers will be regulated to ensure the availability of world-class education opportunities.*

*Saint Lucia Labour Party: Our Vision for Saint Lucia: Elections 2001 Manifesto*

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Adult learning policies have not translated into a **National Development Plan** for the management and delivery of adult learning.  Providers while being guided by general policy pronouncements have control over content, cost, and quality including delivery and awards, and entry requirements.  As a result, a great deal of singularity (differentiation) exists in the modes of delivery.  Some providers have taken the initiative to establish articulation with renowned regional and international universities or institutions for accreditation and awards. For instance, the University of the West Indies accredits most of the programmes and courses

delivered by Sir Arthur Lewis Community College with the exception of those of the Continuing Education component.

**Scope of Adult Learning: Formal Sector**

In the Public sector, line ministries have taken the lead in creating learning organizations, where learning whether done by individuals, groups, or the organization as a whole is a central, valued and integral part of organizational life. Public sector employees are allowed opportunities to critique the operations and activities and create and examine new ways of solving organizational problems and means of operating. The process requires that employees at all levels of the organization be willing to think within a systems framework, with the emphasis on collective inquiry, dialogue, and action. Creating learning organizations facilitate adult learning in the formal setting, develop learning communities in which change is accepted as a norm and innovative practices are embraced.

**Scope of Adult Learning: Non-Formal Sector**

The scope of adult learning has increased considerably especially in the non-formal sector. A number of traditional companies and line ministries such as Cable and Wireless Telecommunications, National Research Development Foundation (NRDF), Institute of Self Improvement Systems (ISIS) and Ministries of Health, Agriculture and Fisheries are providing access to adult learning programmes through organized in-house training.

Business Houses, such as J.Q. Charles Ltd., A.F. Valmont and Courts Saint Lucia Ltd. are providing incentives in cost-sharing in the form of payment of tuition fees to middle managers and staff to pursue short courses locally and overseas as part of their development programmes geared towards improved adult learning and participation in decision making and economic improvement.

Community-based and indigenous learning in the non-formal sector are growing in importance and take many forms: citizens gathered at town hall meetings to address issues in their communities; workshops in cooperative extension programmes, seminars on male parenting literacy, and attachments on job skills. Indigenous learning on the culture and history of Saint Lucia organized by the National Trust and NRDF provide much needed information to nationals and visitors alike on oral traditions and indigenous arts. That area of non-formal learning complements the education of taxi-drivers, personnel who manage nature trails and sectors of the general public who come into contact with the tourists and other visitors to Saint Lucia.

Learning on one's own, that is, being self- directed in one's learning is a critical form of non-formal learning that cuts across all organizations, groups and persons. Information

Communication Technology (ICT) has opened new avenues for self-directed learning. Many employees, by nature of their roles and responsibilities must engage in self-directed learning to keep up-to-date on research to validate their ideas, insights and knowledge in order to contribute meaningfully to the educational process and progress of their organizations.

**Education Policies and the Labour Market**

Rapid expansion of enrolment and increased programme diversification in adult learning have not been directed only by the State but by the social demand and changing market forces. With emphasis on Education for All, efficient customer service, work ethics, quality deliverables, and knowledge generation and management, the priority is to intensify efforts to train competent and responsible professionals for a system of sound innovative macroeconomic and public sector management.

Academic and research activities by educators in both the formal and non-formal sectors provide crucial support for the national innovation system. Sir Arthur Lewis Community College, the national primer tertiary education institution is taking steps in fostering innovations and launching meaningful reforms for the long term national growth in the context of a globally articulated knowledge-based economy.

**AIDS/HIV Education**

There is increasing evidence that education and information sharing on the AIDS/HIV pandemic will go a long way in arresting the spread of the disease nationwide. Training programmes are being developed for health professionals in order to provide the highest quality care and counseling for all users of health services. Health teams are organizing group discussions addressing various issues with regards to AIDS/HIV.

The Education Sector is providing a great deal of support through the observance of an annual World AIDS Day on December 1 and Aids research is being undertaken by students of secondary schools and the Sir Arthur Lewis Community College. The Caribbean AIDS Telecommunications Information Network (CATIN) of which Saint Lucia is a part is a support electronic information storage and retrieval system specific to work in HIV/AIDS Prevention and Control in the Caribbean and with reference to wider international related efforts.

It is a well-known fact that despite the level of education available some persons affected with the disease escape the health system. The AIDS Hotline, a voluntary organization was set up in 2000 with a mandate to provide Effective AIDS Prevention Education and Awareness to the general public. Over 5,000 have participated in call-in programmes and

workshops. A methodology to work with adult education life skills programmes in an effort to reach the wider population is in process.

**Integration of Efforts**

There is a great deal of cross-fertilization of efforts among adult learning providers by way of sharing of knowledge, skills and expertise. Technical personnel from all walks of like assist the national adult learning thrust through the provision of expert assistance to private and public providers across disciplines and organizations.

**National Continuing Education Efforts**

*1. Sir Arthur Lewis Community College*: The Department of Continuing Education organizes, administers and coordinates evening part-time courses, programmes, workshops, seminars, day-release courses for employed persons, and other modes of formal learning designed for career enhancement or general interest.

Department of Continuing Education offers a variety of courses and activities designed to meet the general and specific educational needs of the participants – having clear goals and learning outcomes; employing appropriate content and delivery methods; having effective evaluation procedures; and supported by administrative unit consisting of a Coordinator, an assistant Coordinator, and two Secretaries.

The Distance Education/Open Learning Systems facilitated and supported by the University of the West Indies are designed to provide educational opportunities and tailor education to suit individual needs. The Distance modality attempts to make tertiary level education more democratic and provides access to a section of the public who wish to pursue higher learning but has no access to the traditional mode.

**Box 2: Registered Adult Learners in the Department of Continuing Education at the Sir Arthur Lewis Community College**

| YEARS & TOTALS | | | | | |
|---|---|---|---|---|---|
| YEARS | 1997 | 1998 | 1999 | 2000 | 2001 |
| TOTALS | 3, 154 | 2,227 | 2,422 | 2,371 | 1,291 |

**Statistical digest, Ministry of Education, 1997-2001**

The data in Box 2 reflect the number of learners registered in adult learning who completed and graduated from courses and programmes over a five-year period. The department registered over three thousand learners in 1997 but during the period under review it has experienced declining enrollments because learners are finding it increasingly difficult to allocate resources in the pursuit of education.

*2. Ministry of Education:* The National Enrichment and Learning Programme (NELP), under the umbrella of the Ministry of Education was launched in October 2001 and many new courses were introduced including literacy in Technical and Vocational disciplines such as Computer technology, Woodwork, Electricity (A complete compendium of possible courses is attached in Appendix A). The learning paradigm refocuses the process of accumulation, transmission and creation of knowledge. The NELP is open to all learners and persons wishing to become literate in any area may enroll at the nearest centre. It is anticipated that the literacy programme will increase the literacy rate by 30% by 2006.

Courses are offered in two phases: Phase one – October to February; Phase 2 - March to June. Currently 8 centres distributed in five communities provide adult learning. A total of 958 learners are enrolled in phase 2 of the programme, 85% of which are females. A total of 527 learners have graduated from the first phase programme where a number of technical vocational courses were offered.

*3. National Skills Development Centre:* The Nation Skills Development Centre (NSDC) emerged from the Youth Skills Development Training programme of 1996 and the STEP initiative in 1997 with an expanded vision as a long term solution to employability Skills Training. NSDC provides services and programmes to complement those offered by the private sector and thus dramatically impact on the skills development of Saint Lucia.

The Skills Training programme was launched in February 2001 with Vocational and Technical Vocational Courses. From February 2001 to February 2002 a total of 845 persons have been trained in general education courses. A total of 764 persons have graduated from technical vocational courses and in 2003, 81 trainees have enrolled in various technical vocational courses at the Centre. Courses being offered by NSDC include Cosmetology, Culinary Skills, Computer Repairs/ networking, Health Aide. A full compendium of courses is included in Chapter 6 where a critical review of the adult learners curriculum will be done.

*4. National Research and Development Foundation:*   The Research Development and Training Unit of the National Research and Development Foundation in 1997 was given the mandate to sensitize persons to the aims and objectives of the Foundation.  A brochure was produced highlighting the various services being provided by the Foundation, namely: Micro Business Support, Credit and Research, Management Service and Training. During the period, February to December 1997, the Unit engaged approximately 279 persons from the Business and Service Sectors in a wide variety of training sessions in Accounting, communication, Food and Beverage Supervision, Dining Room Service and others. The trend continued in 1998 but with some new courses and higher level of participation. That year, the unit registered 435 participants and new courses were added including Human Resource Management and Contractor Manufacturer.

The following year, 262 participants accessed training with NRDF and efforts to provide courses and programmes accredited by international standards intensified with UWI institute of Business, Certified General Accountants of Canada (CGA) and the Association of Business Executives of the United Kingdom.  In 2000, the NRDF continued its quest to offer courses from internationally accredited institutions and is still awaiting confirmations from a number of such institutions.  Meanwhile, that year 410 persons pursued courses in traditional and non-traditional areas including Protocol, Customer Procedures and Law, Security and Loan Portfolio Management.   In 2001, 248 persons were trained and in 2002, trained persons catapulted to 816 representing an increase of over 300% when compared with the previous year.  Of the 816, women comprised 621 and men 195.  Additionally NRDF facilitates the Association of Business Executive Programme at the Certificate and Diploma levels and the Leicester University Masters Programme on line and 289 persons have registered in the latter through the Foundation.

*5. Ministry of Agriculture:* The Agricultural sector has been adversely affected by external developments, and no industry has suffered more from trade liberalization than the banana industry.  During the period under review efforts at increasing production in the non-banana sub-sectors and penetrating all available domestic and external markets were doubled.  In the past five years, 1997-2002, Saint Lucia made great strides in expanding the range and volume of non-banana output.

The period 2001-2002 as highlighted in Table 1 saw the implementation and achievement of the Ministry of Agriculture, Forestry and Fisheries in extensive short training activities for farmers in several areas of need. Farmers received training in Vegetables Production, Fruit and Tree Crops, Food and Root Crop Production and Cut Flower Production as part of their adult education drive.  To complement such training the Ministry engaged farmers in a number of demonstration tours to various technological options. The previous year recorded training for over 585 farmers in Agriculture and Livestock Production practices, Soil and Water Management, Rabbit Production and Agri Business Management.

**Table 2: Programme Implementation and Achievement**
**for 2001-2002**

| Areas | Components | No. of Farmers Trained |
|---|---|---|
| Hot Pepper production | Seedling; nursery management; pert and disease management; fertilization and irrigation, marketing and management | 65 |
| Pesticide Use and Safety | Standards, food safety; disease management | 253 |
| Record Keeping and production scheduling | Farm record keeping; seedling production | 66 |
| Tree and Fruit Crops | Various species | 107 |
| Producers Knowledge Base | Handling and packaging of breadfruit; care of young plants etc. | 81 |
| Food and Root Crop Production | Cassava production and processing and capacity building | 412 |
| Cut Flower | Use of agronomic practices; development of cut flowers | 127 |

**Source: Ministry of Agriculture, Forestry and Fisheries: 2003**

The Ministry of Agriculture is confident that Saint Lucian farmers are equipped with the required skills to take farming practices to a higher level. Diversification of the industry is needed for survival of Agriculture on the Caribbean and European Markets. The impact of training over the period under review is needed and funding the research is being sought from agencies to realize that objective. The Government is seeking to explore the feasibility of developing public-private partnerships and other alternative service delivery mechanisms that will make extension service delivery more relevant and readily accessible to the needs of farmers.

References:

1. Ministry of Agriculture, Forestry and Fisheries Extension and Advisory Services: Programme Implementation and Achievement: April 2001-March 2002

2. Sir Arthur Lewis Community College: Prospectus 2002-2003

3. Saint Lucia Labour Party: Our Vision for Saint Lucia: Manifesto Elections 2001

4. UNESCO: Fifth International Conference: CONFINTEA V: Hamburg, Germany 1997

5. UNESCO: Follow-Up Report to the General Conference, November 1999

# 2

# INVESTMENT IN ADULT LEARNING

*In light of public budget constraints, it is often argued that efforts to expand systems can only move ahead with greater cost-sharing and the wider implementations of "user fees" for educational services. It is also often argued that, from the perspective of equity, greater cost recovery should be sought at higher levels of education where individual returns are the highest.*
**OECD: Financing Education-Investments and Returns:**
**UNESCO Institute for Statistics 2002**

## The Private Sector as a Funder of Adult Training

Tangible investments in adult learning are evident and manifest in different forms. Private providers invest large sums in the development of web sites for advertising their programmes, in the production of course outlines and pamphlets and for in-house training. Strategic linkages are being forged with facilities and institutions such as the Belfund and Small Business Development Unit (SEDU) to build capacity to offer a wide range of educational services targeting adults with the prerequisites to benefit from such services.

The private sector relies heavily on user fees. Though the extension of user fees is a highly debated subject, the sector can ill afford to operate successfully without it. Concerns over user-fees are well founded. Opponents view the practice as a hindrance to equitable access to adult education and learning among poorer households and individuals, and a strategy to create barriers to participation and commitment to equal education opportunity, a commitment that is also important to national economic and social developmental objectives.

In the absence of a policy on fee structure, user fees are subjective. Tuition and other fees make up the largest part of private education costs. Fees are charged to cover the costs of examinations and learners also pay miscellaneous fees in order to participate in extra curricular activities. Learners in Skills Centres are expected to meet costs of materials for projects in Cake Decorating or Floral Arrangements.

Indicators governing user fees are mainly traditional. The physical plant where training is being undertaken, facilitators' qualifications and experience, and perceptions of output are key indicators influencing cost. In relation to the physical plant, a programme being offered by the Sir Arthur Lewis Community College, Continuing Education Department (tertiary) would cost a learner XCD$600.00. The same programme would cost XCD$400.00 if offered by the National Development and Research Foundation.

**Financing Adult Learning in the Public Sector**

*1. National Enrichment and Learning Pprogramme*
Disaggregating the total amount of funding towards adult learning offered by NELP reveals a considerable increase in the Ministry of Education budget to adult education over the years. NELP has moved from a budgetary allocation of less than twelve thousand dollars 10 years ago to that of XCD$1,081,464.00 in 2003 towards training and payment of its facilitators. While its learners pay a minimal fee for instruction, the Ministry of Education meets 89% of the cost of running that programme and also vigorously pursues the sourcing of additional funds from various.

**Table 3:  Percentage Distribution of Current Educational Expenditure by levels of Education and Programmes, 1887/98 to 2002/03**

| Level of Continuing Education Programme | Percentage Distribution | | | | | |
|---|---|---|---|---|---|---|
| | 1997/98 | 1998/99 | 1999/00 | 2000/01 | 2001/02 | 2002/03 |
| SALCC | 14.24 | 14.4 | 13.3 | 12.9 | 12.34 | 11.84 |
| NELP | N/A | 0.3 | 0.6 | 0.6 | 0.72 | 0.85 |
| Human Resource Development | N/A | 3.9 | 3.6 | 2.2 | 2.81 | 3.90 |
| Total | 14.24 | 18.6 | 17.5 | 15.7 | 15.87 | 16.59 |

**Source: Ministry of Education Statistical Digest: 2003**

The data in Table 3 reflect all sub-sectors experiencing financial difficulties in 2000-2001 and percentage decreases in distribution for sub-sectors except for human resource development, which enjoyed a 1.09% increase in 2002-2003.  SALCC received lower rates of expenditure throughout the period. The trend in percentage distribution from 2000-2001 shows an overall increase expenditure for the period 2001 to 2003.

*2. Ministry of Education*
In 1999-2002, a total 220 Principals/Senior Teachers, Education Officers and Programme Managers of the Ministry of Education of Education received much sought after Management Development Training in a number of key areas such as Education Law and Ethics, Information Management Systems, Finance and Resource Management, Human Resource Management.  The training was undertaken to boost the morale and expertise of middle management personnel and to provide a certain level of empowerment for

decentralized decision-making. The cost of that initiative to the Government of Saint Lucia was over XCD$2M. The impact on the formal education system was phenomenal. Middle managers developed and sharpened their computer skills and most schools consequently have designed and implemented School Development Plans as an offshoot of the training received. A study to assess the impact of that training on the system is in the formative stage. Findings should inform decisions on future training activities for principals and other categories of middle management.

The Ministry has increased the human capacity of the Adult Education Unit renamed National Enrichment and Learning Unit (NELU) from **one** in 1988 to **15** in 2003. Currently more than 75% of the staff is trained. The Unit has a structure in place for material development, and transportation is available to officers wishing to travel to out- districts to deliver services.

*3. Sir Arthur Lewis Community College*

In the absence of disaggregated data for Sir Arthur Lewis Community College the Allocation Pattern and Percentage Distribution of Educational Expenditure for 1997-2003 are presented in the figure below.

**Figure 1: Allocation Pattern of Educational Expenditure for SALCC**
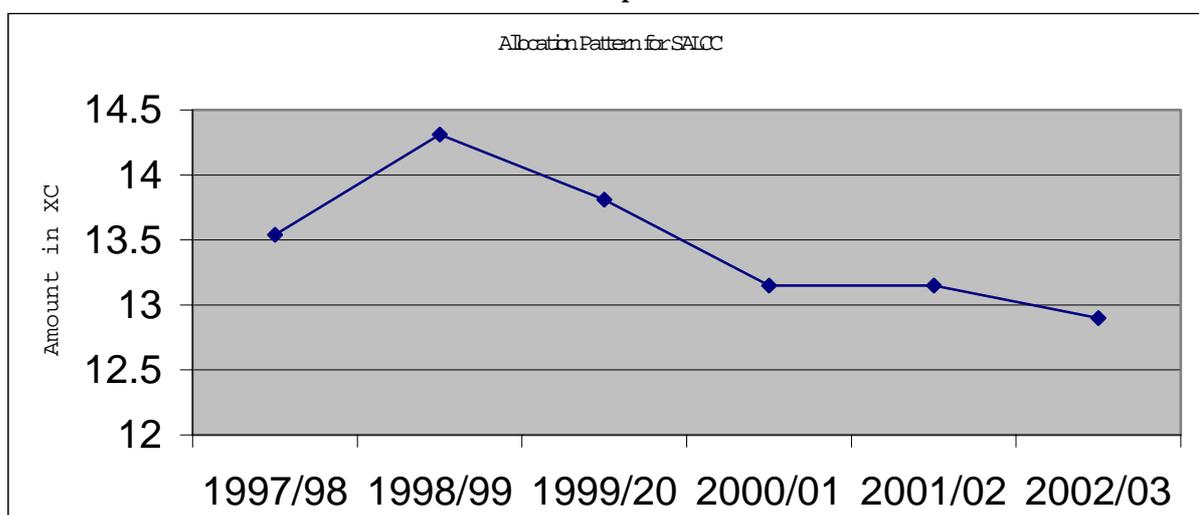


**Source: Ministry of Education Statistical Digest, 2002**

**Figure 2: Percentage Allocation of Educational Expenditure for SALCC**
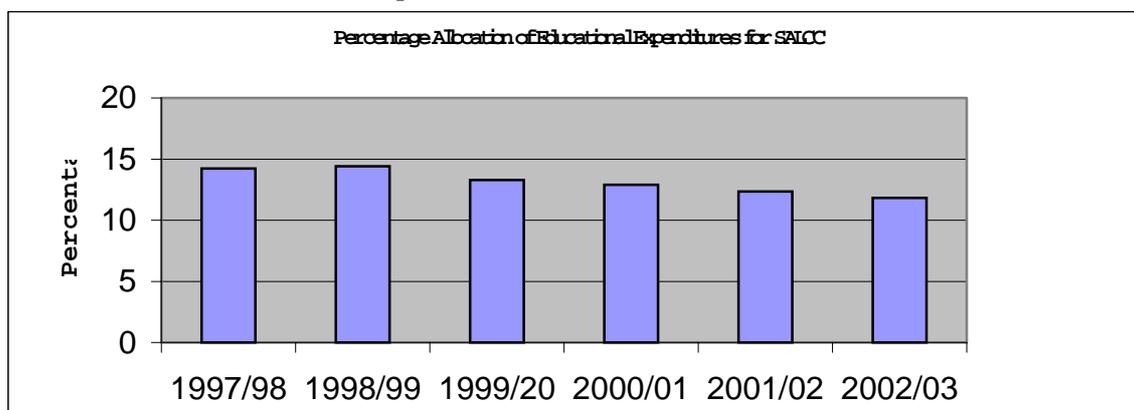


Source: Ministry of Education Statistical Digest, 2002

By all indication, the SALCC revenue from the Government of Saint Lucia in recent past has been on the decline, a factor that the College has addressed by increasing the cost of training. Increased cost may be contributing to the decline in enrolment reflected in Box 2. Although no actual data is available on revenue generated from adult learners in the Continuing Education Department there appears to be a relationship between declining allocations, expenditures and declining enrolment.

*5. UNESCO Investments*

UNESCO investment in adult training from 1998 to 2001 was US$62,000.00. More than 200 participants including early childhood educations, principals and ASPnet Coordinators benefited in the areas indicated below:

**Table 4: Investment in Adult Learning By National Commission for UNESCO**

| AREA | Year | No. of Participants | Cost in US$ |
|---|---|---|---|
| Regional Teacher Training to launch Caribbean Sea Project | 2000/01 | 50 | 15,000.00 |
| Training for National Commission | 2000/01 | 80 | 5,000.00 |
| Training for ASP Coordinators | 2000/01 | 70 | 5,000.00 |
| Development of Life Skills | 1998/99 | N/a | 20,000.00 |
| Intervention Care of Disadvantaged Youth | 1998/99 | N/a | 10,000.00 |
| Early Childhood Educators | 1998/99 | N/a | 7,800.00 |

**Source: National Commission for UNESCO Records: 2003**

*6. National Research Development Foundation*

**Table 5: Revenue from Training and
Technical Assistance for the Period: 1998-2000**

| Services | 1998 | 1999 | 2000 |
|---|---|---|---|
| | Actual Amounts in XCD$ | | |
| **Training and Technical Assistance** | 147, 472 | 53,836 | 171,013 |

Available data from NRDF for the period 1999-2000 show the revenue generated by the Training Unit in the areas of training and technical assistance and highlighted in Table 5. The data show the revenue of the Unit increasing from $53,836 in 1999 to $171,013 in 2000, an increase of over 217%.

**HIV/AIDS and Finance**

The HIV/AIDS pandemic also has implications for the level of resources needed for education. This epidemic is likely to reduce the overall resource allocation within the sector. It has cost implications for learners, for educators and the development of new education programmes responsive to HIV/AIDS. Additional costs are likely to be incurred from the training of teachers and the salaries of additional teachers, the provision of death benefits, development of curriculum, and counseling. AIDS Hotline has indicated its intention to submit a proposal to UNESCO seeking funding for its Life Skills Initiatives in AIDS/HIV Education.

References:

1. Ministry of Education, Human Resource Development, Youth and Sports: National Commission for UNESCO Priorities, 1998 to 2003

2. Ministry of Education, Human Resource Development, Youth and Sports: Adult and Continuing Education in Saint Lucia (Addressing Global Transformation and the New Millennium, Saint Lucia 1999

3. OECD: Financing Education-Investments and Returns 2nd Edition, (Analysis of the World Education Indicators UNESCO-UIS/OECD, 2002

# 3

# INCREASING PARTICIPATON

*As individuals and nations increasingly recognize that high levels of knowledge and skills are essential to their success, spending on education is considered an investment in the collective as well as individual future. Investment in human capital has thus moved to centre stage in the strategies of all countries promoting economic prosperity, better skilled labour forces and social cohesion.*

**Financing Education-Investments and Returns: OECD, 2002**

## Persons and Groups in Adult Learning

Though a comprehensive analysis of adult learning is not yet possible since there are still unresolved issues on data-sharing by providers of adult learning for profit an analysis of available data indicate increasing participation of adults in learning for sustainable livelihoods and acquisition of generic skills including communication, problem-solving and *Learning to live together*.

The latter part of the last century into the early 21$^{st}$ century saw an unprecedented number of Regional and International agencies such as the World Bank (WB), Caribbean Development Bank (CDB), University of the West Indies (UWI), Caribbean Environmental Health Institute (CEHI), UNESCO, International Institute for Educational Planning (IIEP), Organization of American States (OAS) and at the local level, the Small Enterprise Development Unit (SEDU) all coming together to provide small grants and/or technical assistance in short term training to complement adult learning at the regional and local levels. A great proportion of the training is tied to on-going projects.

Traditionally, secondary, tertiary leavers and government workers were the groups accessing higher education. Workers in the private sector, in the Service Industry, Manufacturing and Agriculture did not perceive education as a priority for gainful employment. The old adage "Students who do poorly in school could always turn to their parents' farms" held true in the 1960s and 1970s when the Banana Industry in Saint Lucia received preferential treatment on the European Market. Bananas no longer enjoy such treatment; consequently farmers and all levels of management of the industry are upgrading their knowledge base. The expansion of

adult learning institutions and the increased demand to fulfill people wishes to lead more fulfilling and productive lives have placed adult learning on the platform of priority areas for national development.

**Women in Education**

On average women form 75-80% of participants in adult learning courses and programmes. Women continue to dominate classes because they perceive such opportunities as a way to offset the gender imbalance in high-paid position in both the private and public sectors. In 1997, Saint Lucia registered two female Permanent Secretaries-the second highest position in the Government Service. That number has not changed since. The gender inequalities in top positions in the public sector continue to favour males in spite of the availability of qualified and competent females.

Participation of women in the National Enrichment and Learning Programme over the four-year period 1998 to 2002 showed slight increases in percentages in 1999-2001(68%, 70%, 69%, respectively) and a record increased percentage (85%) in 2002.

**Table 6: Percentage Share of Female Adult Education in NELP: 1997/2003**

| Year | Enrolment | No. of Females | % of Females |
|------|-----------|----------------|--------------|
| 1997/98 | 1045 | n/a | n/a |
| 1998/99 | 766 | 522 | 68 |
| 1999/00 | 662 | 463 | 70 |
| 2000/01 | 729 | 500 | 69 |
| 2001/02 | 1485 | 1268 | 85 |

Source: NELP Statistical Records, 1997-2003

**Benefits of Increasing Women's Education**

As is the norm for the rest of the Caribbean, female-headed households are on the increase (42.8%). Within that category are the uneducated and illiterate (in literacy and numeracy) and the low-income families. Motivation of women to participate and the private sector to facilitate financial planning that encourage adult learning will go a long way in building better pathways for the nation's children and a higher level of production from women in the labour force.

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┌──────────┐    ┌──────────────┐    ┌──────────────────┐         ┌──────────────┐
│   More   │    │  More income │    │  Higher % female │         │    Better    │
│  women   │──▶ │   earning    │──▶ │   labour force   │         │   educated   │
│ education│    │ opportunities│    │ participation    │         │   children   │
│          │    │  for women   │    │ (formal and      │         │              │
└──────────┘    └──────────────┘    │ informal sectors │         └──────────────┘
                                     │ and positions    │
                                     └──────────────────┘
```
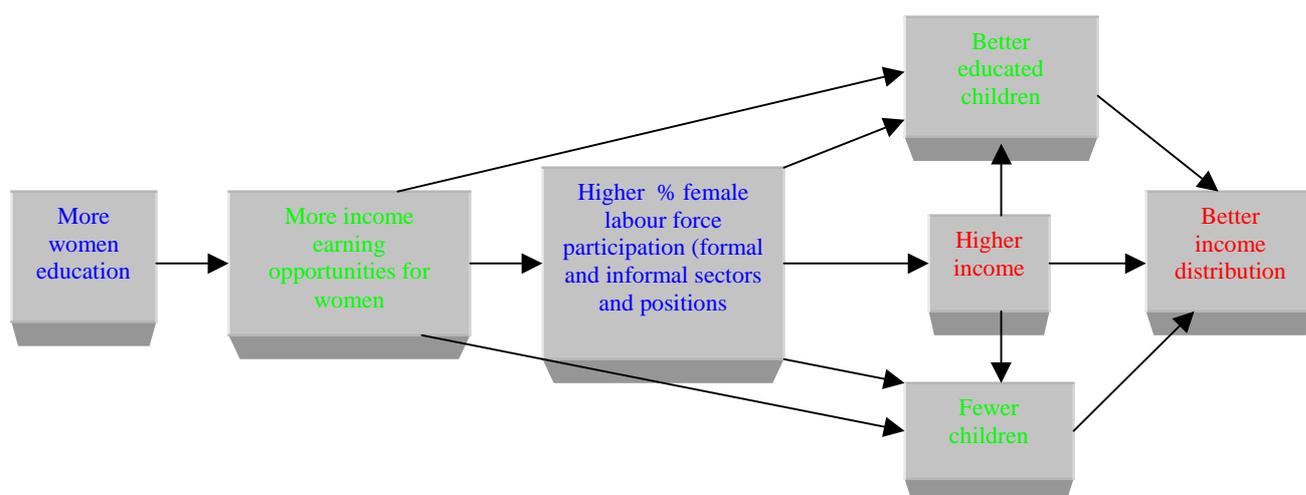
*Adapted: Education and Impact on poverty, Equity*
*And Exclusion, EFA, 2000*

## The World Bank

The Organization of Eastern Caribbean States Education Development Project (OEDP) a multi-country initiative of some islands of the OECS: Dominica, Saint Lucia Saint Kitts, Grenada and St. Vincent and co-financed by the World Bank is providing much needed access to educators in the secondary school sub-sector to benefit from on-going training in Counseling, Curriculum Development and Implementation, Management of Resource Centres and Science Laboratories commencing from 2003.

## Activities of Saint Lucia Caribbean Environmental Health Institute

**Year 2000:**   CEHI in collaboration with the Ministry of Health, Family Affairs and Gender Relations, Caribbean Development Bank, Pan American Health Organization, Health Caribbean and Centre Hospitalier Universitaire de Quebec, hosted a training course in Environmental Health Impact Assessment (EHIA).

The course was part of a planning exercise geared toward the development of a comprehensive, region-wide EHIA programme designed to develop the skills of health and planning officers and private consultants in the preparation and review of environmental health impact assessments related to both public and private sector projects.

**Year 2001:**  CEHI conducted a regional training course in Saint Lucia on "Operations and Maintenance of Sewage treatment facilities".

**Year 2002:** CEHI stepped-up its training activities and carried out a regional training workshop on Biomedical waste management in the Caribbean; a regional Training Workshop on landfill monitoring and Officers from the Ministry of Health in Saint Lucia and Saint Kitts

**The National Commission for UNESCO**

The period 1998-2003 saw a number of training initiatives by the National Commission for UNESCO undertaken towards enhancing the knowledge base of principals and teachers and other public personnel in the region and including members of the media. Training was tied to a three-year (2001-2003) Project: Focus on the Caribbean" and funded by UNESCO under five major areas: Education, Science, Culture, Social and Human Services and Communication and Information.

Training in the education component focused on *Education for All* and *Special Needs* with emphasis on:
- Reforming the Saint Lucia Adult Education Unit
- Seminars on Community and Private Primary and Secondary Education
- Teacher-training for the eradication of illiteracy in Saint Lucian Primary Schools
- Youth Empowerment and Apprenticeship Service Programme
- Special Education
- Enhancing the Education of Children with Special Needs through the Arts

Informal information sharing was facilitated to promote and popularize Science by returning scientists through a lecture Series.

Communication and Information Workshops were organized for teachers and coordinators of Information and Communication Technology (ICT) at secondary schools in Dominica and Saint Lucia along with training for media personnel in Saint Lucia.

**New Groups in Adult Learning**

1. **Professionals and para-professionals:** At least three major groups have emerged and are participating in national programmes of adult learning. A large number of professionals and para-professionals especially men are returning to the classroom in search of knowledge and skills to equip them for small-scale projects in woodwork, electricity and plumbing. With their newly acquired skills, they hope to better assist in the maintenance of equipment and appliances at home. In that group are persons seeking new challenges such as that of acquisition of Kwéyòl, and second language skills specially in French and Spanish.

2. **Researchers:** The advent of knowledge societies has created a greater demand on researchers and consultants to generate new knowledge relevant to national and global

developments in an attempt to produce a differentiate agenda in approaches to problem solving in Agriculture, Education, Commerce etc. While the skeptics still rely on institutional memory, to strengthen competitiveness and protect national interest in key economic areas, Saint Lucia must consider concentrating on the strategic development of a few targeted disciplines and raising their quality to international standards. Controlled Research and Knowledge Management have the potential to assist the government and the private sector in planning for economic growth, and efforts should be integrated into a coordinated, multi-sectoral approach to the development of the national plan for research and dissemination of knowledge.

2. Sporting Personnel: In the field of Sports, a number of initiatives have been undertaken from the early 1990's but the new decade has seen an increased number of men participating in training sessions in sporting disciplines including athletics and football. The West Indies Cricket Board in conjunction with the Department of Youth and Sports, over the years have engaged in summer workshops for coaches and teachers from primary and secondary schools. The Football International Federation Association (FIFA) as part of their national global plans for sports hold coaching workshops to train footballers, referees and track officials in the discipline. The Internal Olympics Committee (IOC) has taken on the task of qualifying officials and coaching national teams to bring netball to all communities island-wide. Two national stadiums constructed in 2001-2002 provide a further boost to the sports atmosphere.

References:

1.   Miller Errol (Editor): Educational Reform in The Commonwealth Caribbean: Interamer 54 Educational Series, © OAS, 1999

2.   Ministry of Education, Human Resource Development, Youth and Sports: Adult and Continuing Education in Saint Lucia (Addressing Global Transformation and the New Millennium, Saint Lucia 1999

3.   Ministry of Education, Human Resource Development, Youth and Sports: Education Statistical Digest: past Trends, Present Position and Projections Up to 2003, June 2002

# 4

# **<u>RESEARCH STUDIES ON</u>**
# **<u>ADULT LEARNING</u>**

Relative to other areas of education, few research studies are being undertaken on adult learning. Officials of the Ministry of Education, Human Resource Development, Youth and Sports, Castries, St. Lucia conducted studies one and two below during the period 1999-2002. A regional study on Parenting Education undertaken by Dr. Didacus Jules, a strong proponent of adult learning is relevant to the subject of this report.

1. Adult and Continuing Education in St. Lucia: Addressing Global Transformation and The New Millennium, April 1999
2. Education Statistical Digest, June 2002 captures trends in the development of adult learning in the public sector
3. Regional Framework on Parenting Education: Report and Recommendations by Dr. Didacus Jules, August 2002
4. Text Books: Bon Jou Sent Lisi and a Kwéyòl Dictionary produced by Michael Walker, © 2000 form part of the NELP

1. The key questions for reflection in the study on Adult and Continuing Education in St. Lucia: Addressing Global Transformation and The New Millennium included:

- What were the Current Trends in Adult Education Policy and Practice as they relate to Saint Lucia, the Region and the World?
- What were the new concepts and directions that should be considered in the revision and design of a new programme?
- What were the main elements for consideration in the articulation of a new strategy?
- What changes were required for consideration towards a more effective programme in relation to structure, content, delivery and assessment
- What were the needed preparatory activities?
- How would the programme be funded?

**Main Results/Findings**
- Redefinition of adult learning should consider the various arenas and spaces where learning takes place and factor these into the revised programme
- The new paradigm of provision required an expanded vision of adult learning to include skills and enrichment
- Training required for facilitators and supervisors alike

2. The Statistical Digest is an output of an annual twelve-month process that begins with extensive data collection mainly via an annual questionnaire from all levels and department including schools, Ministry and government Statistics. The nest steps include data validation involving callbacks and re-entry, data entry into a database, editing, processing and analysis.

The Statistical Digest carries data on public institutions. NGO's and other private institutions are not yet formally included in the exercise but from time to time they respond to requests from the Ministry of Education.

3. The key questions for reflection as relates to adult learning in the study on Regional Framework on Parenting Education: Report and Recommendations by Dr. Didacus Jules included:

- Which parenting and Early Childhood Development (ECD) programmes are currently being implemented? Which departments/agencies take responsibility for their implementation? What about the current scope, quality and effectiveness of these programmes? What are to be considered their major strengths and weaknesses? How is the implementation of these programmes being financed?
- What should be considered the most serious voids in the area of parenting and ECD services especially as they affect the most disadvantaged populations in countries concerned?
- What kind of support would be required in terms of planning, training, supervision and implementation processes?

**Main Results/Findings**

In the Caribbean, Ministries of Education and Health, National Parenting Association and Christian Children's Fund (Dominica), Parent Teacher Association, Early Childhood Departments and Units, NGO's, National Parenting Resource Centre (Antigua and Barbuda), Parent Education Outreach Programme (Barbados), Rural Family Support Organization (Jamaica) New Life Organization (Grenada) School for the Blind and Centre for Adolescent Renewal and Education and Planned Parenthood Association (St. Lucia) are some of the providers of parenting adult learning. A variety of organizations at the governmental and non-governmental levels take responsibility at the national level for adult parenting learning.

The restructured adult education programme-the National Enrichment and Learning programme will be offering a module in Parenting at a later stage. Notwithstanding the number of providers in the field, provision is still somewhat limited but a strong regulatory framework establishing standards is in place.

A main weakness is that of approach to adult parenting learning. It is highly uncoordinated and specific to certain groups for instance, expectant mothers or parents patronizing a church organization. There is no national monitoring structure to assess content and supervise delivery. The learner must bear the cost of training, if any. Support strategies required:

- Establish a coordinating framework for planning
- Adopt a multi-disciplinary approach to delivery (supplement content with experience)
- Utilise multi-media for relevance and greater outreach
- Build inter-sectorial cooperation
- Include the whole family in outreach as support to the learner

4. Text Books BON JOU Sent Lisi Palé, Li èk   kwi Kwéyòl provide the opportunity to read and write Kwéyòl which previously has been an oral tradition of Saint Lucians.

References:

1. Jules, Dr. Didacus: A Regional Framework on Parenting Education: Report and Recommendations, August 2002

2. Ministry of Education, Human Resource Development, Youth and Sports: Adult and Continuing Education in Saint Lucia (Addressing Global Transformation and the New Millennium, Saint Lucia 1999

3. Ministry of Education, Human Resource Development, Youth and Sports: Education Statistical Digest: past Trends, Present Position and Projections Up to 2003, June 2002

4. Walker, Michael: Bon Jou Sent Lisi: Mayers Printing Company Ltd. Saint Lucia, 2000

# 5

# ADULT EDUCATORS/FACILITATORS' STATUS AND TRAINING

Adult Educators and facilitators originate from all walks of life. They fall into the general knowledge categories of teacher-graduates and technical personnel from renowned regional and international universities.

NELP facilitators, in addition to formal training, receive preparatory training from SALCC and are exposed to periodic refresher courses carried out by the National Enrichment Unit (NELU) to ensure that they are fully equipped to deliver the best instruction. An annual day-long congress of facilitators provides a forum for sharing best practices of various centres and an opportunity for self-evaluation and improved performance.

Technical experts from line ministries and the private sector also provide support to adult learning especially in local and in-house training and short-term workshops and seminars. Technical experts from the region and beyond are sourced for formal training as needs arise.

*1. Providers for Profit:* Providers of adult learning fall into two main categories: For profit and Non-Profit. Providers for profit employ on a contractual basis, the most qualified and experienced educators/facilitators to conduct courses and deliver programmes for the institutes.

2. *Providers for Non-Profit:* Providers of adult learning for non-profit normally select the most competent among administrative and technical experts from units and sub-units within each Ministry to conduct in-house training for staff. Training takes the form of professional development workshops, and sharing of information at Staff meetings. Providers in this category may source funding from agencies, such as UNESCO, DFID, OAS and experts from various fields relevant to training needs identified to run seminars and workshops for staff.

**Table 7: Data on Status of Categories of Facilitators
of 4 Main Providers**

| Institution | Category | No. of Facilitators | Salaries XCD | Approximate Duration of Programmes | Place of Training |
|---|---|---|---|---|---|
| **National Research Development Foundation (NRDF)** | Technical | 30-Part Time | 50-60 per hour | 2-4 years Associate Degree to Masters | Regional and International Institutes and Universities |
| **National Enrichment & Learning Programme (NELP)** | 1. Teacher Graduates 2. Technical Graduates | 80+ Part Time | 50-60 per hour | 2-4 years Associate Degree to Masters | University/ Teachers' Colleges |
| **National Skills Development Centre (NSDC)** | Technical | 10 - Full Time | 2,500.00 | 2-4 years Associate Degree to Masters | Regional and International Institutes and Universities |
| **Sir Arthur Lewis Community College- Department of Continuing Education** | Technical and Academic | **N/a** | N/a | 2-4 years Associate Degree to Masters | Regional and International Institutes and Universities; Teachers' Colleges |

Source: Providers' Institutional memory through Phone-In Survey, 2003

## Activities at Improving Conditions of Adult Learners

Adult Learning Courses are being offered full time and part time and duration of provision varies across courses, levels and medium. There are also variances in educational background of educators and salaries received. Most facilitators are university graduates and skilled personnel with a minimum of an Associated degree in addition to experience in the field.

Efforts are underway towards (forging greater collaboration among) the amalgamation of the three adult learning institutions, NSDC and NELP with the Centre for Adolescent, Renewal and Education (CARE) in order to encourage facility sharing and greater resource utilization. It is anticipated that main outcomes of the merger would:
- Improve the physical conditions under which facilitators work
- Facilitate bulk procurement of material and resources, thus capitalizing on cheaper freight and unit cost and less damage
- Facilitate access to more learners in rural communities (part time evening courses can be held in the same buildings as full-time day courses
- Realise higher utilization rate of fixed resources

## Quality Assurance

Facilitators receive an orientation and are encouraged to use the medium most appropriate to the learner. Adult educators collaborate on development of modules. They share the technical skills of trainers, buildings and resources. For instance, most of the courses run by the

National Enrichment and Learning Unit are held in schools that are under the management of the Ministry of Education. Learners of NELP evaluate facilitators' and suggestions made are factored into the programmes.

**Libraries**

In 2001, 17 public libraries registered approximately 52,295 registered adult readers or 56% of the adult population. These libraries recorded a large number of reference books, periodicals, cassettes and past papers/syllabuses. They provide:

- Information and technical services
- Adult and children's services
- Children's vacation programmes
- Research and reference services
- Photocopying
- Story Hour
- Binding
- Microfiche, Internet

- Periodicals
- Training
- Inter-library loan
- Facility for lectures, meeting exhibitions
- Advice and assistance to other libraries

The Cunet Mode Hunter Francois Library (SALCC) in addition to 16 book facilities in small communities provides easy access to resources for self-learning. Adult educators wishing to upgrade their skills have the further advantage of the user statistics and reference statistics to enhance their information search. Individual studies and reference services provide additional information to the ardent learner.

All government ministries have libraries for internal use and there are 8 specialised Libraries/Information Centres to complement the learner's knowledge repertoire.

**Table 8: Specialised Information Centres/Libraries, 2002**

| Library/Documentation Centres | Location |
|---|---|
| CANARI library | Caribbean Natural Resources Institute |
| Caribbean Environmental Health Library | Caribbean Environmental Health Institute |
| Folk Research Centre Library | Folk Research Centre |
| NRDF Library | National Research Development Foundation |
| IICA Library | Inter-American Institute for Co-operation in Agriculture |
| OECS Documentation and Information Centre | OECS |
| St. Lucia National Trust | St. Lucia National Trust |
| St. Lucia School of Music | St. Lucia School of Music |

**Statistical Digest, 2001**

These learning avenues have certainly enhanced the quality of learning of the people of Saint Lucia and improve the literacy rate over the last 1991 census figure.

References:

1. Austin, Ian and Narrett, Christine:  Adult Education in Caribbean Universities: Multimedia Production Centre, UNESCO, © 2002

2. Ministry of Education, Human Resource Development, Youth and Sports: Education Statistical Digest: past Trends, Present Position and Projections Up to 2003, June 2002

3. World Bank: Constructing Knowledge Societies: New Challenges for Tertiary Education: Washington, 2002

4. CONFINTEA, New Information Technologies Booklet, Hamburg 1997

# 6


# <u>Empowering Adult Learners</u>


Of VanBeers, Edward J. (2001) Adult Learners' Bill of Rights is the right:

> ***"To be afforded the same opportunities***
> ***as any other learner, absent of any… individual***
> ***characteristics of race, gender, religious beliefs, learning style,***
> ***disability, ethnic or socioeconomic status."***


Chapter 6 is being written in an attempt to understand the right of learners, the curriculum they follow, evaluation of learning outcomes and impact on socio-economic development.

It is an educated guess that the majority of adult learners are not aware of their rights to learning without prejudice to condition, age, ability or content.   In the formal sector, adults over 50 are not a priority for training.  Discrimination of the basis of age is marginalizing and creating a dearth in the intellectual capacity of organizations and effecting major decisions, and strain on the few who are allowed to pursue training beyond 50.

Acconding to Messiam, S. etal (1991) in *Learning in Adulthood,* adults may be divided into three separate learning orientations:

- Goal Oriented learners use education as a means of achieving some other goal
- Activity Oriented learners participate for the sake of the activity itself and the social interaction it provides
- Learning oriented learners seek knowledge for its own sake

Messiam,S. etal (1991) continues with a longer list of reasons from Boshier, Morstain and Smart. They come up with six factors for participation:

1. Social Relationships: make friends and meet others
2. External Expectations: complying with the wishes of someone else with authority
3. Social welfare: desire to serve others and/or community
4. Professional Advancement: desire for job enhancement or professional advancement
5. Escape/Stimulation: to alleviate boredom and/or to escape home or work routine

6.   Cognitive Interest: learning for the sake of learning itself

The first group deals with factors that motivate different learners and the second group with reasons for participation that exists in the same individual.

**Non-Participation in Adult Learning**

A choice to participate in adult learning is largely influenced by early pregnancy, economic status and the education of the parent.  Other factors include not having a support system, lack of time or information, non child-care and low self-concept.  Other major conditions that limit access include:

1.   Geographic Conditions:  In the national context, the divide between urban, suburban and rural settings is great.  Adults residing in rural areas tend to have fewer resources for the pursuit of formal learning.

This should be added to Socioeconomic Conditions (Homeless and jobless people are also at a great disadvantage for receiving access to training.)

2.   Demographic Factors:  Age is a critical factor in determining who participates in adult learning and who doesn't.  A higher percentage of young and middle-age adults participate than older adults, that is, adults above 50 years. A main reason for under participation for that category is financial.  Older persons tend to have more financial commitments, such as mortgages, medicals, education of children and grand children to care for.  Contrary to general perceptions, Saint Lucian **women** tend to participate more than **men** and participation is qualitatively different from men's.  But men are more likely to hold higher and better paid positions than women, and are thus more likely to receive further and better training.

3.    Socioeconomic Conditions and Evaluation:  Saint Lucians of more affluent backgrounds tend to remain that way and also tend to participate more in adult learning.  Those with less wealth rely on sponsorships that are not readily forthcoming.  Inadequate finance and being out of sinc/not 'fitting in' with the formal education system some have forced adult learners\ to retreat to the background.  The support of the whole family is critical in pooling resources in poorer families if adults and more so women were to participate in life long learning.

4.    Cultural Determinants:  Local groups such as the Rastafarians participate on a lesser level than other groups.  That is due to some extent to majority groups explicitly prohibiting the participation of minority groups.  In the case of the Rastafarians, belonging to that group impacts on attitudes towards formal education system.  Members do not feel that they can trust the system in respect of religious beliefs, and some do not want to conform to societal

norms on appearance and habits. Additionally, immigrants in the general society tend not to avail themselves to learning opportunities on a grand scale.

**Curriculum Design and Content: Formal System**

The SALCC offers a range of programmes at the Certificate, Associate Degree, and Bachelor Degree levels. Full-time College programmes are normally completed over a two-year period, though there are some Certificate courses that are of one year's duration or less. All programmes are offered on a full-time basis with the exception of the Secondary Teacher Training In-Services programmes, offered by the Division of Teacher Education and Educational Administration. Programmes available for study are listed below.

Legend: CE – Certificate
                AL – Cambridge GCE A-Level
                AD – Associate Degree

| Division/Department | Programmes | Duration | Award |
|---|---|---|---|
| Agriculture | General Agriculture | 1 year | CE |
| | General Agriculture | 2 years | AD |
| Arts, Science and General Studies | Arts<br>    English Language<br>    French<br>    History<br>    Mathematics<br>    Spanish | 2 years | AL |
| | Natural Sciences<br>    Biology<br>    Chemistry<br>    Geography<br>    Mathematics<br>    Physics | 2 years | AL |
| | Social Sciences<br>    Accounting<br>    Economics<br>    Geography<br>    Management of Business<br>    Mathematics<br>    Sociology | 2 years | AL |
| Teacher Education and Educational Administration | Advanced Home Economics | 2 years | AL |
| | Primary Education | 2 years | AD |
| | Secondary Teacher Training In-Service (part-time) | 2 years | CE |
| | UWI Certificate in Education | 2 years | CE |
| | Department of Building Studies<br>    Architectural Technology<br>    Construction Engineering<br>    Quantity Surveying | 2 years | AD |
| |     Building Trades – Year 2<br>    Building Services – Year 2<br>    Carpentry and Joinery – Year 2 | 1 year | CE |

| | Carpentry and Joinery | 1 year | CE |
|---|---|---|---|
| | Department of Business and Secretarial Studies<br>    Applied Arts – Business Administration<br>    Applied Arts – Office Administration<br>    Applied Arts – Management | 2 years | AD |
| | Department of Electrical and Electronics Studies<br>    Computer Maintenance and Systems Engineering<br>    Electronic Service and Communication Engineering | 2 years | AD |
| | Electrical Installation | 2 years | CE |
| | Department of Hospitality<br>    Food and Beverage Management<br>    Accommodation Operations Management<br>    Travel and Tourism | 2 years | AD |
| | Department of Mechanical Engineering<br>    Automotive Engineering<br>    Mechanical Engineering | 2 years | AD |
| | Diesel Mechanics Foundations<br>Motor Vehicle Mechanics Foundations | 1 year | CE |
| | Motor Vehicle Mechanics – Year 2<br>Refrigeration and Air Conditioning - Year 2 | 1 year | CE |
| Health Sciences | General Nursing | 3 years | AD |
| | Midwifery | 1 year | CE |
| | General Nursing Transition Programme | 1 year | CE |
| | Health Aide | 1 semester | CE |

**Source: SALCC Records: 2003**

SALCC has a well- defined structure as outlined above.  The University of the West Indies validates awards, on completion of courses.

The NSDC curriculum for 2001, the year it was launched was a compendium of 12 courses. That year, 214 trainees participated.  In 2002, an additional 18 courses were introduced and a total of 547 participated.  In 2003 the previous year pattern continued with courses being dropped and new ones added. That year 553 participated. Courses were project-driven.

**Table 9: Programme of Activities: National Skills Development Centre**

| COURSE TITLE | Years and Number of Persons Trained NSDC | | | |
|---|---|---|---|---|
| | 2001 | 2002 | 2003 | Total |
| Bartending/ Hospitality Studies | 30 | 19 | 19 | 68 |
| Cake Decorating | 33 | 15 | 11 | 59 |
| Catering | 10 | | 14 | 24 |
| Cosmetology | 13 | 41 | 45 | 99 |
| Dress Making and Fabric Design/ | 11 | 43 | 12 | 62 |
| Dress Making and Tailoring | | | 16 | |
| Drapery | 5 | 9 | 13 | 27 |

| COURSE TITLE | Years and Number of Persons Trained NSDC | | | |
|---|---|---|---|---|
| | 2001 | 2002 | 2003 | Total |
| Electrical Installation | 10 | 25 | 12 | 47 |
| Floral Arrangement | 9 | 14 | 9 | 32 |
| Front Desk Management | 40 | 38 | 25 | 103 |
| Housekeeping | 18 | | 13 | 31 |
| Papermaking | 8 | | | |
| Secretarial | 27 | | | |
| Bread and Pastry Making | | 31 | 22 | 53 |
| Child Care | | 16 | 8 | 24 |
| Computer Applications for Small Business | | 22 | 13 | 35 |
| Computer Graphics | | 14 | 17 | 31 |
| Computer Networking | | 10 | 17 | 27 |
| Computer Repairs and Maintenance | | 36 | 38 | 74 |
| Conversational French | | 8 | 14 | 22 |
| Electronic Repairs | | 12 | 19 | 31 |
| Electronic Data Entry | | 31 | 16 | 47 |
| Introduction to Culinary Skills | | 28 | | |
| Massage Therapy | | 10 | 11 | 21 |
| MS Access and Database management | | 15 | 18 | 33 |
| Paper Making | | 22 | | |
| Plumbing | | 22 | 31 | 53 |
| Small Appliance Repairs | | 10 | 9 | 19 |
| Small Business Management | | 19 | 30 | 49 |
| Small Business Marketing | | 15 | | |
| Website Design | | 22 | 27 | 49 |
| Gourmet Food Preparation | | | 35 | 35 |
| Auto Body Repairs | | | 6 | 6 |
| Auto Mechanical | | | 9 | 9 |
| Welding | | | 2 | 2 |
| Heavy Equipment | | | 8 | 8 |
| Outboard Engine | | | 5 | 5 |
| Carpentry | | | 4 | 4 |
| Fish Processing | | | 5 | 5 |
| Total | 214 | 547 | 553 | 1314 |

**Source: NSDC Records. 2001-2003**

NSDC course offerings almost doubled between 2001 and 2002. Table 9 provides a complete list of courses forming the NSDC curriculum.

**Figure 3: Provision from NSDC: 2001-2003**



Comparative Analysis of Provision: 2001-2003

**Source: NDSC Records, 2001-2003**

As illustrated in Figure 3, adult learning provision more than doubled over a very short period. That same period saw a decline in the enrolment of the SALCC Continuing Education programme (Box 3). It may be concluded that NSDC was able to attract some of the SALCC Continuing Education Learners or generally more learners are selecting NSDC as a preferred institution of learning.

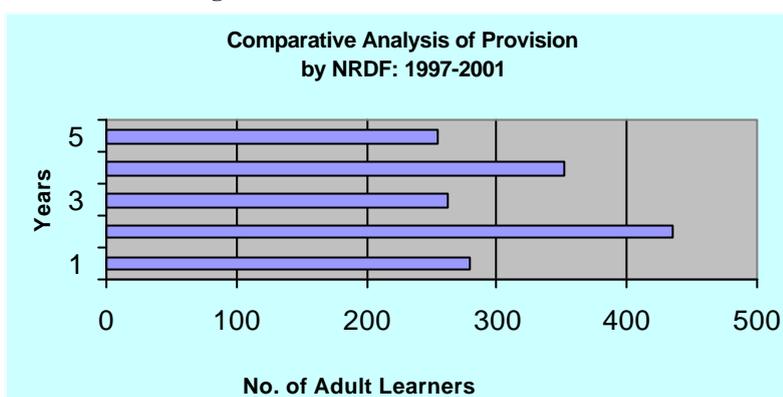**Table 10: Programme of Activities:**

National Research Development Foundation

| PROGRAMME OF TRAINING: 1997-2001 | | | | | | |
|---|---|---|---|---|---|---|
| **COURSE TITLE** | **1997** | **1998** | **1999** | **2000** | **2001** | **Total** |
| Basic Business Accounts | 26 | 61 | 24 | 27 | 21 | 159 |
| Intermediate I Business Accounts | 25 | 44 | 27 | 30 | 18 | 144 |
| Intermediate II Business Accounts | 22 | 19 | 25 | 32 | 20 | 118 |
| Hairdressing Seminar | 8 | | | 13 | 8 | 29 |
| Income Tax Seminar | 11 | | | | | 11 |
| Effective Communication Seminar | 9 | | | | | 9 |
| Harmonized System Classification Course | 17 | | | | | 17 |
| Safer Housing and Retrofitting | 15 | | | | | 15 |
| Customer Relation Seminar | 12 | | 17 | | | 29 |
| Credit Workshop | 13 | | | | | 13 |
| Basic Dining Room Service | 26 | | | | | 26 |
| Heavy Duty Truck Driving Course | 12 | 12 | | | | 24 |
| Effective Food and Beverage Supervision Course | 42 | | | | | 42 |
| Basic Income Tax | | 7 | 16 | | | 23 |
| Advanced Income Tax | | 6 | | | | 6 |
| Front Office Skills | | 17 | 14 | | | 31 |
| Security Officers Course | | 13 | | 10 | | 23 |
| Customer Relations Course | | 9 | | 16 | 11 | 36 |
| Contractor Manufacturer Course | | 40 | | | | 40 |
| Business Management | | 6 | | | | 6 |
| Basic Dining Room Course | | 13 | | | | 13 |
| Retrofitting Series | | 113 | | | | 113 |
| Sales & Marketing | | 12 | 18 | 21 | 9 | 60 |
| Public Relations | | 9 | 12 | | | 21 |
| Interpersonal Relations & Communications | | 9 | 8 | | | 17 |
| Interior Designing | | 11 | 8 | | | 19 |
| Cake Decorating | | 10 | 9 | 14 | | 33 |
| Maximizing Human Resource Management | | 8 | | | | 8 |
| Accounts for Small Business | | 8 | 10 | | | 18 |
| Communication Skills for Business | | 5 | | | | 5 |
| Protocol | | | 10 | 10 | | 20 |
| Customs Brokerage | | | 16 | | | 16 |
| Pastry Making | | | 12 | 10 | | 22 |
| Supervisory Skills | | | 22 | 18 | | 04 |
| Hair Styling | | | 9 | | | 9 |
| Child Care | | | 16 | | | 16 |
| Pricing, Costing and Record Keeping | | | | 20 | | 20 |
| Business Communication | | | | 12 | | 12 |
| Loan Portfolio Management | | | | 15 | | 15 |
| Delegation Techniques | | | | 126 | | 126 |
| Front Office Procedures | | | | 12 | 6 | 18 |
| Human Resource Management | | | | 20 | | 20 |
| Food & Beverage Supervision | | | | 34 | | 34 |
| Customs Procedures & Law | | | | 30 | | 30 |
| ABE Certificate – Hospitality Studies | | | | | 15 | 15 |
| ABE Certificate – Business Administration | | | | | 30 | 30 |
| ABE Diploma 1 | | | | | 8 | 8 |
| ABE Diploma – Business Administration | | | | | 18 | 18 |
| Pastry Making & Cake Decorating | | | | | 13 | 13 |
| Electrical Fuel Injection | | | | | 14 | 14 |
| Dress Making | | | | | 7 | 7 |
| Customs Law and Classification | | | | | 23 | 23 |
| Basic Car maintenance | | | | | 7 | 7 |
| Total: | **238** | **432** | **273** | **470** | **228** | **1641** |

**Source: NRFD Records: 1997-2001**

An additional 59 persons participated in Human Resource Management, Financial Management, Business Communications, Accounting, Economics and Travel, Tourism and Hospitality. NRDF on the other hand, during the period 1997-2001 expanded its repertoire of offerings to 53 courses having started with 13 in 1997.

**Figure 4:  Provision from NRDF: 2001-2003**



**NRDF Assessment Systems**

Assessment is course specific. Skills are evaluated by way of projects or demonstrations. Essay type tests re used for courses the require assessment of content. Continuous assessment is used frequently to inform learners of progress and identify areas for improvement.

Source: NRDF Records, 2001-2003

Self-evaluation is being encouraged. Evaluation can be by way of follow-up to a workshop, report on a seminar, and presentation on a research project.

## Quality Indicators and Outcomes

Within the framework of the fairly widespread movement towards improving the management and monitoring of the quality of adult learning programmes, to better match supply with demand, and to foster partnerships and integration of players in the public and private sectors, indicator systems are becoming more and more essential at the national level. Development and use of indicators not only improve decision making of providers but also make them aware of the importance of the use, and hence, the gathering of data.  If providers of adult learning collect accurate data on learners and programmes the quality of the census data will thus be improved.

A number of indicators on learning outcomes have been developed in collaboration with the Organization of Eastern Caribbean States Education Reform Unit (OERU), Caribbean Community and Common Market (CARICOM), Institute for International Educational Planning (IIEP) but these are yet to be used in a constructive way to measure the outcomes of adult learning.  Consequently, quantitative data for the nation is currently not available on adult learning outcomes.  Appraisals are confidential documents. The private sector, by nature of its operations is not totally open to divulging information that may damage their credibility, even when assurance is provided it does not readily comply.

Some key indicators for adult education are
- Gross enrolment rate

- Attendance rate
- Survival rate
- Adequacy of exiting education policies
- Transition rate to the world of work
- Employment rate/unemployment rate
- Adult literacy rate
- Relative earnings by level of educational attainment
- Level of employer satisfaction with NSDC/SALCC/NELP graduate employee work readiness

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# 7

# EXAMPLES OF BEST PRACTICE AND INNOVATIONS

Theme 1: Adult Learning and Democracy, Peace and Critical Citizenship

Social Equality in Inclusiveness is becoming a national phenomenon and a pacesetter for decisions at all levels. Equity of Access to Educational opportunities for the continuous development of all peoples is a well-intentioned mission but far from reality. Economic globalization continues to lead the marginalization or exclusion of certain groups and nations, especially the poor, non-literate and least developed in the OECS and CARICOM. Global economic crises and other external challenges in Europe and the United States are putting increased pressures on the region to deepen regional co-operation and promote economic viability as a precondition to attract investments and qualify for aid from international agencies and donors. Joint and co-operative regional action are being pursued in several areas including:

- Tourism Advertising and Promotion
- Banana Recovery and Agriculture
- HIV/AIDS Treatment and Prevention
- Crime and Drug Control

While globalization creates training opportunities to new technologies and possibilities for worldwide information exchange and communication, to a large extent it takes away attention from national development needs and creates social problems, greater exposure to diseases and crimes and erosion of intellectual property.

Adult learning is confronted with a wider range of social, political, economic and cultural issues that are tied to globalization and reinforces social inequality. Increasingly the poor, unskilled, and minority groups are becoming disgruntled by structures that continue to exclude them from mainstream decisions and opportunities. Peace is being seriously threatened by increased lawlessness, disregard for public health and safety, increased in the drug trade.

Strategies to Reinforce Democracy, Peace, and Critical Citizenship

The Government of Saint Lucia through the Ministry of Education, Human Resource Development, Youth and Sports in 1999 announced a new philosophy for education as a life-long process with the **learner** at the core of that process. At the national level, education is perceived as a key to global competitiveness, cultural cohesiveness and democratic governance and peaceful co-existence.

The Adult Learner:
1. To the adult learner, education is a basic right.
2. An activity that initiates, facilitates, accelerates and sustains peaceful development
3. A major force in the transmission of a common culture and common standards of citizenship

Based on the analyses in  Chapter 3, it appears that an increasing number of adults are participating in courses and programmes geared towards broad-based knowledge, selective skills and attitudes, communication and information gathering, and processing competencies as a basis for continuous learning and responding to new opportunities. The move towards free movement of skills and services has heightened the motivation retooling and acquiring the skills to qualify for opportunities overseas.

It is anticipated that adult learning within the framework of continuing education and lifelong learning will develop the capacity to manage information and scarce resources and live within a budget. The benefits of knowledge would lead to the offer of high quality service at the workplace, tolerance in the family and respect and goodwill towards fellow citizens and public property. While the working population is meeting these expectations, those outside the loop including the poor, unemployed, and financially destitute by virtue of their financial status with little or no access to adult learning may not be exhibiting the values that lead to social harmony and national unity.

The Ministry of Education has elucidated a policy of Zero Tolerance on Violence. In 1998 a baseline study on 'Violence in Schools in Saint Lucia' point to the need for employment for the young men; a higher level of police presence in the streets and increased opportunities for sporting and cultural activities. Secondary Schools are being provided with guidance counselors to assist the development of 'a culture of prevention" specific to crime, violence, drug abuse and promiscuity.

Ministry of Health, Gender Relations Department is also pursuing a similar agenda on healthy co-existence through the Saint Lucia Crisis Centre-an organization providing counseling services and shelter to battered women/men, and the Rehabilitation Centre (Turning Point) whose focus is to rehabilitate both young and older adults from the scourges caused by overuse of drugs.

The National Commission for UNESCO organized a series of activities in 2001 in observance of the "Year of Peace". Activities incorporated presentations and writings in the media, both print and electronic and geared towards educating the general public on peace.

**Need for Further Action**

Multiplication of activities and production of tools for acquisition of specific skills required for conflict management by more persons. All Ministries and organizations with interest in curbing/prevention of crimes, violence and drug usage need to collaborate and present a united front on these issues for greater impact on the nation.

The National Commission for UNESCO continues to pursue a culture of peace by organization relevant activities.

Theme 2: Improving Conditions and Quality of Adult Learning

The emergence of Open Universities, competitions among providers for-profit and providers not-for-profit, affordability of electronic devices to facilitate the adult learner, a fee-structure that matches physical facility and instructional delivery have definitely enhanced the quality of adult learning and improved the conditions under which learning takes place in Saint Lucia.

Adult learning providers, knowing that the quality of their programmes depend on the quality of the facilitators who teach the various courses, would seek assistance of world-renowned experts in the field to train prospective adult learning providers in adult teaching methodologies. The Division of Continuing Education of the Sir Arthur Lewis Community College provided technical assistance in training in adult teaching methodologies to the National Enrichment and Learning Programme in 1999 to ensure the quality of the programme is maintained.

**Need for Further Action**

National policy on training of adult educators is needed. Training, systematization of experiences, the setting of permanent forums and the establishment and formalization of indicators are still relevant activities in the future with respect to adult learning in Saint Lucia.

Theme 3: Literacy and Basic Education

Saint Lucia like many other countries in the Caribbean and beyond is striving to meet the basic learning needs of all children, youth and adults. The Caribbean Development Bank in 1994 and 1999 co-financed two education projects for increased access to students at the

primary and secondary levels, institutional strengthening with a focus on upgrading the managerial and technical skills of Principals and District Education Officers and quality improvement in the area of Curriculum Development and Implementation.

In 1985, a syllabi in Literacy and Numeracy for Adult Learners was developed by the Ministry of Education in collaboration with the NRDF and intended to address basic literacy needs of adult learners at the lower end (non-literate) of the literacy spectrum. In 1999, the national literacy programme was reconceptualised and upgraded to include skills and enrichment courses for all persons. It subscribes to the concept that regardless of educational attainment anyone wishing to develop skills for personnel development or otherwise can participate. The new paradigm views the definition of literacy as "literacies", meaning that no one is fully a literate but is only literate in the fields in which they have pursued further education. The new programme is being offered at a cost of XCD600.00 per year per learner and each registered learner is charged a minimal fee in the range of XCD50-60 per course.

The shift in emphasis plus the cost of the new adult learning programme has significantly excluded one of the main groups for which it was intended-the 'non-literate'. This is a major cause for concern and the Ministry of Education is exploring alternate strategies to provide some measure of cost-relief in order to regain the confidence and motivation of the 'non-literates' in Basic Literacy. The alternative Strategies for the 'non-literate' will include:
- Home Learning
- Radio and Television Classes

The Ministry of Education embarks on **Reading Month** in May of each year and over the years it has been a successful initiative as a strategy to improve reading literacy. Through that initiative the ministry is hoping by 2006, all 11 year-olds in the education system would reach the expected competence level in reading and writing.

The Venezuelan Institute and the Alliance Francaise De Sainte Lucie provide access to large numbers of adult learners wishing to pursue a second language in Spanish and French. The Spanish Programme consists of 8 Units, on successful completion, the learner graduates with a Diploma fully accredited by the Institute.

**Need for Further Action**

Articulation between adult learning and schoolwork is needed for a higher level of parental assistance and attention to students' homework and other school related activities. Adult Learning Week previously organized by NELP should be revived. Other activities to enhance adult learning should be encouraged including:
- Celebrate the role of adult learning to life

- Stimulate the participation of all in different forms of learning
- Increase access to information, advice and guidance
- Enhance the partnerships among all the agencies involved in providing adult learning opportunities

UNESCO should assist National Commissions in financing proposals prepared in observance of the Literacy Decade. Saint Lucia submitted a three-year proposal to UNESCO and hopes to launch the decade in November 2003.

**Need for Further Action**

"One Hour a Day" campaign created at the Hamburg Conference, 1997 created in connection to gender education should continue with a shift in focus from women to men.

Theme 4. Promoting the Empowerment of Women

The achievement of EFA is largely dependent on the intervention of NGOs at local and national levels in most countries. The close partnerships they have established with local communities whose voices are not always heard at higher levels auger well for communities attempting to influence decision-making at the national level. Through participatory partnership and training of middle managers in planning and management, many are being empowered, including a large number of women, to take on more and new responsibilities while creating an image of competence and self-reliance.

Positive development for women in the educational field has not been matched by greater empowerment of all women. Younger and newer graduates are increasingly threatening older women. In the public sector, they are favoured over older ones for training. Family responsibilities and inability to manage time effectively contribute to the postponement of further learning.

Women, more than men are affected by the national social, political and economic infrastructure. That system continues to perpetuate segregation of women. They are underrepresented in parliament, local government, business and public administration. Most women employees in the public service occupy up to middle level/ technical and managerial positions. Sadly, but true, marginalization of women in the workforce especially is being perpetuated by women managers.

Efforts in Empowerment by Women

1. During the period under review, women in Saint Lucia have taken greater advantage of education than their male counterparts. Data on participation point to higher percentages for

women in all courses. In step with the belief that a women is empowered "when she is literate, educated, talented and have productive skills"[3] knowledge women feel more confident and are more able to participate in staff meetings, participate in discussions on issues that promote social justice, human rights and gender equity.

2.  As a result of advanced learning, women are demonstrating higher levels of achievement in the workplace irrespective of social background, educational level or status.  Women Rights Movements and the Department of Gender Relations, through the non-formal medium are educating women on their rights, and helping them shape their destines.  National 'talk shows' are addressing issues of Rape/Incest and Domestic Violence and with the support of the public, women are encouraged to take actions to enhance the quality of their lives.

4.   At the community level women are acquiring much needed leadership skills through being involved in local groups that provide opportunities to make informed decisions, developing their skills and attitudes to enable them to overcome poverty, improve the quality of their lives, and attain full development.

Adult Learning and the Changing World of Work

Internationalization of markets, expansion and availability of new knowledge and communication technologies are leading the global competition and widening the gap between educated and non-literates, and between the rich and poor. Employment is becoming less secure and the unemployment rate is rising. More and more people are seeking jobs in the service sub-sector and creating self-employment in the informal sector.  While adult learning is being encouraged and participation is on the increase, the nation is faced with the dilemma of providing adequate work to large numbers of people in the knowledge market. As was discussed earlier, those excluded from the labour market are not able to access adequate learning especially those in large families and with other financial commitments.

**Need for Further Action**

Further action should be linked with to the follow-up of the 2[nd] International Congress on Technical and Vocational Education, with increased focus ion the needs of adult learners and further disseminating of information on the document prepared for the congress.

In order to implement the CONFINTEA commitments in the areas of adult learning and work in the future, the following actions should be taken:

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[3] UNESCO: Women's Education Confintea, Hamburg 1997

- Continue the integration of vocational content in formal and non-formal adult education to make it more responsive to daily needs of people
- Retool adult educators in line with current and future developments
- Built capacity for policy development
- Carry out action research on literacy, vocational education and the struggle against poverty

Adult Learning, Environment, Health (incl. HIV/AIDS) and Population

Adult learning for environment sustainability, compassionate health services particularly sensitivity towards the campaign to control the spread of HIV/AIDS, is being encouraged. The Government of Saint Lucia is committed to:

- promotion of peer-based support and dialogue on the subject, particularly among young adults and other at-risk
- use a prevention-care approach which makes full use of community care treatment, and which improves the quality of life of infected persons
- set up an effective epidemiological surveillance programme to measure the effectiveness of control policies and measures
- strengthen the capacity of NGOs engaging in promoting prevention and providing for high risk groups
- developing a financing mechanism for health care that is sustainable, diversified, capable of creating efficiency and achieving requisite service goals
- improving current levels of service delivery
- payments of services provided to the National Insurance Scheme contributors

The changing field of adult learning in relation to population issues must continue to occupy a place on the national agenda. In the years to come the issue of demographic transition, in particular the educational needs and expectations of older people throughout the world in the face of the growing population over 60 years of age; changing notions of masculinity in relation to sexuality and reproductive health and how this relates to population education and to gender relations; the role of NGOs in monitoring government actions and the importance of inter-generational learning are all new paradigms that must be placed on the national agenda and continue to feature in national development planning.

**Need for Further Action**

The ideas elaborated in the follow-up document to CONFINTEA are still relevant. Saint Lucia will continue work in these areas.
- Community radio and environmental adult learning

- Linking with universities
- Local training workshops using global training materials
- Literacy and environment
- Training of environment trainers
- Traditional medicine and adult education
- Support of research projects on literacy, gender education and the environment

<u>Adult Learning, Media and ICTs</u>

The knowledge explosion and invention of new media are providing increased access to information and documentation to researchers, educators, university lecturers, policy makers, community groups, businesses and anyone engaged in adult and life long learning. The OERU also serve as a dissemination centre but it is being threatened by financial elimination. The OECS is not able to sustain the work of the unit, consequently it had to cut back on staff which has seriously impaired the volume and quality of its services.

The Ministry of Education has instituted a Documentation Centre to assist the dissemination of information and acts as a depository for resources from regional international organizations including text-books, periodicals, newsletters and, video tapes for use by members of staff and the general public. Staff members are informed of all latest additions on arrival at the Documentation Centre. Line ministries have set up small libraries but mainly for internal use.

**Need for Further Action**

Increasing demand for adult learning information is placing a greater need for diversification of information to reach far beyond the boundaries of the education sector. Information in the fields of health, environment and gender as well as literacy in farming, architecture and other fields should be widely disseminated in a form easily understood to benefit a wider cross section of the general public. The sharing of documentation resources generated on the region by regional and international educators and researchers is necessary for more informed decision by leaders and policy makers at all levels. There is a need to also:

- Provide training in the **art** of information dissemination (language most suitable, audience)
- Make available publications of key policy issues relevant to adult learning
- Identify key personnel and create networks for knowledge management and dissemination

Adult Learning and Groups with Special Needs: Adult Learning for Aging Populations, Migrants, Prisoners, Persons with Disabilities, Indigenous Communities and Cultural Minorities

Improved health care and healthier life styles have resulted in an increase in the percentage of the over 60 population. By tradition this group, has been marginalized from main-stream economic activity. To keep active, most participate in the informal economy volunteering their services in the church, providing care to the elderly and siblings, and responding to the needs of family and friends. Training for the over 60 population is not a national priority to continue the path of continuing education requires meeting the cost.

Adults with disabilities enjoy few opportunities for training. Those who exhibit the ability to cope in the formal education system are accorded the opportunity for training and subsequent employment. The majority participate more in informal education and incidental learning. Intercultural education needs further attention in light of the growing population of dreadlocks/Rastafarians in the general population.

Currently, the national focus for prisoners is mainly on access although a certain level of rehabilitation towards social reintegration of inmates is being done. But a more holistic social reintegration programme could be guided by the CONFINTEA 1999, Agenda for the Future which states that 'prisoners should be perceived as having the right to learn and they should be provided with information on and access to different levels of education and training; that provision be made for prison inmates to participate in the development of comprehensive education programmes, to meet their needs and aspirations; that educators and providers of educational activities be allowed to work in prisons and that prisoners be granted access to educational institutions and encouraging initiatives that link courses carried inside and outside the prisons'.

Economies of Adult Learning: Adult Learning seen as an Investment

Investment in adult learning is a prerequisite for economic growth. Although no evidence from developing countries exists to validate the belief that high literacy rates lead to actual economic improvements, it is a generally acceptable conviction that the educational level of the workforce accounts to at least 25% of economic growth. A UNESCO report on Adult Basic Education Investment (1997) indicated a positive correlation between adult literacy rates and Gross national product (GNP) per capita in developing countries. The report concluded that payoffs are highest in low-income agricultural economies and those still in the early stages of industrial development.

Notwithstanding the significant progress in access and participation in adult learning achieved in the past five years as evidenced by trends in enrolment (Tables 1 and 5), programmes being pursued and quality of life, such progress in educational participation, completion and attainment, comes at a significant cost to the national economy. A large percentage of education investments are coming mainly from the public purse, and thus places a heavy burden on public budgets, and indirectly on taxpayers. As seen in Table 3, the government of Saint Lucia allocates 12% of the education budget to tertiary education and .85% to adult education. The additional demands on the public budgets faced as a result of globalization and demographic trends, the goals of further improving adult education attainment and participation to include the elderly and persons in prisons would be quite a challenge.

Enhancing International Co-operation, Solidarity and Networking for and through Adult Learning

The achievement of EFA especially for small states would depend on the extent to which international co-operations are will to assist in making it a reality. Multilateral organizations must be willing to, not only point to deficiencies but investing in adult and continuing education for life-long learning.

**Need for Future Action**

The Worldwide Adult Learning Documentation and Information network (ALADIN) will certainly make the adult education community more interconnected and this should be vigorously pursued at the national level.

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# 8

# FUTURE ACTIONS AND CONCRETE TARGETS FOR 2009

This chapter provides information on future actions planned and concrete targets for 2009. It also indicates to what extent national targets coincide with EFA targets and how Millennium Development Goals and other international targets are aimed at and met though adult learning.

The future strategies are drawn from work in progress and new issues to be addressed in adult learning:

Six series of strategies are proposed for the period 2004-2009:

1. Development and/ or reinforcement of adult learning policies at the national level
2. Promotion of development of adult learning and liaise with regional and extra-regional institutions to ensure accreditation of programmes done in the OECS
3. Promotion of a culture of peace and healthy co-existence through interest in curbing/prevention of crimes, violence and drug usage need to collaborate and present a united front on these issues for greater impact on the nation
4. Monitoring of provision and participation in adult learning
5. Intensification of national cooperation among providers, and strengthening links for sustainability
6. Open University, Distance Education are keys to the Future

**1. Development and/ or reinforcement of adult learning policies at the National Level**

1.1 Research into existing policies and use of the information in guiding management and delivery
1.2 Build capacity for the development and implementation of new and existing policies
1.3 Facilitation of direct communication of policies and exchange of information with

national and regional providers

1.4 Creation of a national directory of existing expertise in policy formulation, development and sharing with regional providers

1.5 Promotion of joint policies for adult learning

1.6 Reinforce cooperation among private and public sectors

**2. Promotion of development of adult learning and liaise with regional and extra-regional institutions to ensure accreditation of programmes done in the OECS**

Two actions are being proposed to promote development in the field and ensure learning outputs have valid currency.

1. Publish the broader concept of adult learner for greater recognition and acceptance. Currently there is a great distinction between tertiary education and adult learning. While both cater for adults (young and older), the younger adults are applauded for participation in tertiary education. Adult learners are still viewed in synonymous with illiterates.

2. Consolidation of work of regional and international agencies such as Jamaica, NCTVET and CARICOM on accreditation is long overdue. Globalization and transfer of services across borders must be supported by valid currency in knowledge and skills. While much effort has be placed on increased access to adult learning opportunities, certification and accreditation have not received the attention that they should to the detriment of the learner. Adult learners are uncertain of the validity of certificates granted on completion of short-term skills programmes.

**3. Promotion of a culture of peace and healthy co-existence through interest in curbing/prevention of crimes, violence and drug usage and collaborate and present a united front on these issues for greater impact on the nation**

Efforts on these issues have taken a national front but are fragmented and consequently the impact is not being felt nation wide. There is a dire need for all interest groups to work together for the national good.

It is proposed that a consultative forum is formed to develop a national plan for proposals on the issues of generating a culture of peace and healthy co-existence, crime prevention, non-violence and drug usage for a safer, healthier life style. The proposals should represent national consensus and give a high degree of publicity. Implementation should take on a national outlook and should include activities for all groups including preschoolers and minorities.

**4. Monitoring of provision and participation in adult learning**

No mechanism is currently in place to monitor adult learning on a national level. Individual providers do internal monitoring and the Ministry of Education limits its monitoring activities to SALCC, NSDC and NELP by way of requests for statistical information on registered learners, leavers (graduates and dropouts) and number of centres and facilitators. These are mainly the well-known providers.

1. New methodologies need to be introduced for monitoring adult learning provision and participation at the national level to include all private and public provisions.

2. Parallel qualitative monitoring is required for reporting of innovations and changes in policies, programmes, interests, demand and approaches.

3. Proposals for adoption of new strategies for gender sensitive monitoring at the national level should be made and disseminated

4. Adoption of monitoring initiatives of the OERU, CARICOM and UNESCO are also needed

**5. Intensification of national cooperation among providers, and strengthening links for sustainability and development of a National Development Plan**

Review the ongoing agenda of adult learning providers and intensify efforts to harness a collaborative approach to the provision and delivery of programmes to complement and avoid duplication and conflict. Advocacy for a national adult learning plan dealing with all areas of need and deficiencies should be encouraged. The areas of still greater need are:
- Adult learning and peace
- Adult learning, people in remote communities
- Development of new literacy policies
- Healthy lifestyles
- Promotion of research and knowledge management and dissemination
- Adult learning among retirees (60+ population)
- Adult learning for prisoners
- Adult learning for the poor and unemployed
- Training of adult educators/facilitators
- Making adult learning accessible to the physically challenged

## 6. Open University, Distance Education are keys to the Future

Open Universities are becoming extremely importance in an age where most people must juggle career, family, and education. It provides flexibility in terms of choice and duration of courses/programmes and are adaptable to the learners' needs. Expansion in access to technology and the internet will facilitate a higher level of independent home study and participation in Distance Open Learning.

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