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SUMMARY REPORT

The Role of Transnational, Private, and For-Profit Provision in Meeting Global Demand for Tertiary Education: Mapping, Regulation and Impact

CASE STUDY JAMAICA

Professor Robin Middlehurst and Steve Woodfield

Centre for Policy and Change in Tertiary Education, University of Surrey, United Kingdom



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Research authors:

Professor Robin Middlehurst
Centre for Policy and Change in Tertiary Education
University of Surrey
United Kingdom

Mr. Steve Woodfield
Centre for Policy and Change in Tertiary Education
University of Surrey
United Kingdom

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Commonwealth of Learning
1285 West Broadway, Suite 600
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CANADA

Telephone: 604 775 8200
Facsimile: 604 775 8210
Email: info@col.org
Web: <http://www.col.org>

Case Study: Jamaica

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Section 1. Country overview

1. Geography

- 1.1. Jamaica is the third largest island in the Caribbean Sea. The island is 146 miles long and 51 miles wide. It is located 898 km south-east of Miami, 145 km south of Cuba and 161 km south west of Haiti. The island has an area of 11,420 square km. In 2002, the population was around 2.6m with an annual growth rate of 0.5% (PIOJ web site).
- 1.2. Jamaica is divided into 3 counties and 14 parishes. Around half of Jamaica's population live in rural areas and 1 million people live in the capital and major commercial centre, Kingston, situated on the southeast coast. The rest of the urban population is located in the other major population centres, Montego Bay and Mandeville, and in other towns around the island. Over 90% of the population are of African descent and the rest are of East Indian, Chinese, European and other origins. Thirty per cent of Jamaicans are under 14 years old and 75% are under 25 (PIOJ web site).
- 1.3. Most of the population is Christian, although other beliefs are represented in Jamaica. The official language is English, although most people speak an English based on 'creole patois' (PIOJ web site).
- 1.4. The Jamaican Movement for the Advancement of Learning (JAMAL) was established in 1974 to tackle the problems of literacy and numeracy amongst young people and adults (GPI, 2002). A literacy test is administered annually at Grade 4 (at 9 years of age). In the 2000/1 school year, 56% of students were literate. The last literacy survey (1999) found that the literacy rate was 79.9% for adults aged 15 and over, while adults in the 15-19 age bracket showed a literacy rate of 92.6%. The overall literacy rate in 2001 was officially around 80% (Hamilton, 2001).

2. Political Structure

- 2.1. Jamaica became independent from the UK in 1962 following the demise of the Federation of the West Indies.
- 2.2. Jamaica's government is organised on the Westminster model. Legislative power is vested in the Parliament comprised of a House of Representatives with 60 members, and a Senate with 21 members. General elections usually take place every five years. The Government is headed by the Prime Minister who is assisted by a Cabinet of Ministers. The Queen in the UK is formally recognised as head of state. She is represented by the Governor General whose duties are mostly ceremonial but which also include some executive functions.
- 2.3. The political situation is relatively stable in Jamaica and, since independence, political power has alternated between the social-democratic People's National Party and the conservative Jamaica Labour Party. In October 2002 Prime Minister P.J. Patterson's governing People's National Party won a fourth successive term in office.
- 2.4. Although elections have often been marred by violence, results have always been accepted and political institutions have managed to retain their legitimacy (British Council, 2002).

3. Economics

- 3.1. Jamaica, as with other Caribbean countries, demonstrates characteristics common to small island nations, such as a limited natural and population resource base, and relatively undeveloped social and technological infrastructures.

- 3.2. In the 1970's and 1980's Jamaica went through a long period of economic decline and stagnation, and by the end of the 1980's inflation was running at more than 20% per annum, the public sector was overextended, and the external debt was claiming over half of public expenditure. In 1989, the Jamaican government adopted a reform program consisting of macroeconomic stabilisation, structural adjustment, and the privatisation and rationalisation of the public sector.
- 3.3. However, despite government reforms, growth has been slow and, in recent years, Jamaica has undergone a major economic recession. In the late 1990's, inflation was running at 5-10%, and in 2002, Jamaica had a trade deficit of around USD 0.6bn (GPI, 2002). However, the economy grew by 1.7% in the year 2000 and by 0.7 per cent in 2001, representing the first periods of positive growth in more than a decade (investjamaica.com). In the last 5-6 years, the Jamaican government has sought to achieve macroeconomic stability through reducing inflation (now 5-8%) and by protecting the Jamaican Dollar's exchange rate. The effect of these policy changes has been to increase exchange rates, which has reduced investment in productive activities.
- 3.4. Although relatively stable, the economy is dependent on relatively volatile market sectors such as agriculture, mining and tourism (GPI, 2002).
- 3.5. The Community, Social and Personal Services sector is the largest employer in Jamaica. Tourism has had a great impact in the Caribbean, and now represents the main source of economic activity, overseas investment, and foreign exchange throughout the region, and has been extremely important to economic and social infrastructure development (GPI, 2002). Jamaica receives more than 1.2m tourists per year.
- 3.6. Bauxite mining (for aluminium) has historically been an important export sector, and some processing for 'alumina' is still carried out in Jamaica in partnership with an alliance of North American companies. (GPI, 2002). In 1999, plummeting commodity prices hit the bauxite industry and forced the government to raise fuel prices, sparking widespread riots (BBC, 2002).
- 3.7. The use of Information and Communications Technology (ICT) is relatively poorly developed in Jamaica, apart from in certain areas of government administration, professional, and business life, especially those enjoying working in association with American or European corporations and networks (GPI, 2002). Home use of the Internet is low, although usage is expected to increase with the growth of cable and broadband (British Council, 2002). However, most tertiary level education institutions have a reasonable ICT infrastructure. The University of Technology (UTECH) has a modern data network and fibre optic cabling and the UWI Distance Education Centre uses a variety of multimedia applications to support its distance-based courses.
- 3.8. Jamaica has the potential to act as a regional economic hub, although there is little political synergy in the islands, and economic links are loose (British Council, 2001). Regional associations are not particularly influential in the Caribbean, although both CARICOM and OECS extend their political and economic interests into the worlds of social development, literacy and education. (GPI, 2002).
- 3.9. CARICOM is a regional common market with the objective of promoting the integration of the economies of member states. It co-ordinates member states' foreign policies and engages in functional co-operation for the provision of services including education, health, and transportation among its 15 member countries (PIOJ web site).
- 3.10. Jamaica is a member of the International Monetary Fund and the World Bank, The Inter-American Development Bank, and the Caribbean Development Bank. Jamaica is also a signatory to the Lome IV Convention between the European Economic Community countries and the developing countries of Africa, the Caribbean and the Pacific.

Section 2. Education System

1. Context

- 1.1. Jamaica's education system is based on the British model, although there is an increasing amount of US influence on the education sector. Education in Jamaica is becoming increasingly centralised, mainly due to policies that seek to improve equalities in access and opportunity. This has been highlighted by two policies: the introduction of a new system of assessment, the National Assessment Programme (NAP) and the upgrading in the status of many secondary schools (British Council, 2001).
- 1.2. The Jamaican schools system consists of a 3-year pre-primary cycle and a primary cycle of six years followed by a secondary cycle of five years. The education system includes a variety of public and some private schools (mainly at primary level). All studies are taught in English. (PIOJ web site).
- 1.3. At the tertiary level, Roberts (2003) describes three phases of the development of tertiary education in the Anglophone Caribbean. The first phase (from the late 19th Century to the 2nd World War) was characterised by specialist Teachers and Theological Colleges. In the aftermath of the 2nd World War, The Irvine Committee of the Asquith Commission, examining higher education in the British colonies, made recommendations for a federal approach in the Caribbean region. This led to the establishment of The University College of the West Indies (UCWI) in 1948, having a special relationship with the University of London, which provided the degree qualifications. The UCWI became the University of the West Indies (UWI) in 1962 (GPI, 2002). The third phase began in the 1990's when tertiary education expanded to include a range of national universities and community and multidisciplinary colleges to meet technical and vocational skills needs.

2. Levels in the Education System

Primary education

- 2.1. Primary level education, which covers the six years from ages 6 to 11, is the only compulsory level of education in Jamaica. At the end of the primary level, students take the Grade Six Achievement Test (GSAT), which is used to place students at the secondary level and is part of the NAP. In 1999, Jamaica changed its system of school transfer at 11+ by introducing the GSAT. These tests assess pupils in their understanding of language, mathematics, social studies and science.

Secondary education

- 2.2. There are three levels of secondary education in Jamaica, covering five years from the ages of 12 to 18. The first level covers the ages of 12 to 14 (lower secondary), and the second from 15 to 16 leading to the Caribbean Examinations Council Secondary Education Certificate (CSEC) or General Certificate of Education (GCE) 'O' Level. The third (or higher level) covers a further two years (grades 12 and 13) for the Caribbean Advanced Proficiency Examination (CAPE) or the GCE Advanced 'A' level qualification of the CXC, both of which allow access to university education.
- 2.3. Up until 1970, only about 20–35 per cent of children obtained any level of secondary schooling as their highest level of education in the Commonwealth Caribbean. However, by 2001 it was estimated that around 80% of the population had received at least some secondary education (GPI, 2002).

- 2.4. There are two main types of secondary institutions in Jamaica: high schools, and a range of secondary schools (High, Technical High, Junior High departments of primary schools, and secondary departments of All-age schools). High schools offer education up to grade 11 for the Caribbean Examinations Council Secondary Education Certificate (CSEC) and some also offer a further two years for 'A' Level or CAPE. The secondary schools offer courses ranging from the basic Junior High curriculum to more academic and vocational courses. Technical and vocational schools also exist in relatively small numbers.
- 2.5. Qualifications taken by students in secondary level education are as follows:
1. Caribbean Examinations Council (CXC) Caribbean Secondary Education Certificate (CSEC)
 2. Caribbean Examinations Council (CXC) Caribbean Advanced Proficiency Examination (CAPE)
 3. General Certificate of Education 'O' Level
 4. General Certificate of Education 'A' Level
- 2.6. The English-speaking countries in the Caribbean administer their own examination board, the Caribbean Examinations Council (CXC). The Caribbean Secondary Education Certificate is more often referred to by its Council's name, 'CXC'. CSEC can be taken at Basic, Technical and General Proficiency Levels, and is becoming the norm – with 'O' levels the exception. The CSEC is equivalent to UK-style GCSE, requiring pass marks in five subjects. In 1970, only 4% of all school students achieved the 'five subject' standard; in 1980 the figure was 5.25%; in 1990, 6.25%; and in 2000, nearly 10%.

Caribbean Examinations Council (CXC) Caribbean Advanced Proficiency Examination (CAPE)

- 2.7. Since 1997, CXC has also offered a Caribbean Advanced Proficiency Examination (CAPE), which is currently voluntary in all English-speaking Caribbean secondary schools, although an increasing number of schools are choosing to adopt the qualification. CAPE is intended to be a regionally relevant alternative to 'A' Levels, but its international status is not yet proven, although it is recognised by the region's universities and by overseas examinations bodies. Most private schools, private tutors, and locally prestigious schools still offer 'A' levels and their North American equivalents as more popular options.

Private schools

- 2.8. Private education in the Commonwealth Caribbean is largely seen as complementary rather than an alternative to the state system. Private providers focus mainly on private tuition (to help with exams and entrance examinations) and religiously oriented provision. The profile of private education in Jamaica is low, is concentrated almost entirely in the primary sector, and is dominated by individual teachers and small organisations. There is little evidence of any growth in private education, mainly due to the lack of disposable income, and the improvements in public (especially denominational) schools. If parents seek an alternative to the local system, they are more likely to send their children to relatives in Britain or North America.

Tertiary education

- 2.9. The term 'tertiary education' is used in Jamaica to describe institutions which require students to have a minimum of four (4) passes in GCE 'O' Levels/CXC subjects or their equivalent for admission to most courses. This corresponds with the definition of a tertiary institution as given by the Sherlock Report on Restructuring Tertiary Education in Jamaica, June 1991. The Sherlock Report defines a tertiary institution as "an institution, which requires four (4) CXC passes or their equivalent as its major criterion of student admission and admits most of its students with reference to this criterion." (UCJ, 2003). The term 'Higher Education' is used in Jamaica, but mainly with reference to university education.

2.10. Within this broad definition, there are 44 tertiary level institutions in Jamaica (and around 60 in the rest of the Anglophone Caribbean) (Roberts 2003). The main types are:

- Universities (1 public, 1 private, 1 regional)
- Dental Auxiliary School
- Private Colleges/Institutes
- Teacher Training Colleges
- Community Colleges
- Multi-disciplinary Colleges
- Public Sector Training Institutes

Universities

Universities

2.11. There are currently three universities operating in Jamaica. The University of Technology, Jamaica (UTECH), formerly the College of Arts and Technology (CAST), is Jamaica's only public national university. UTECH achieved university status in September 1995, and expanded its courses and facilities significantly as a result (GPI, 2002). There is also one private university in Jamaica, the Northern Caribbean University, established in 2001 (it was formerly the West Indies College).

The University of the West Indies (UWI)

2.12. UWI is a regional institution with 3 main campuses: Mona (Jamaica), St Augustine (Trinidad), and Cave Hill (Barbados) with network of centres throughout the Caribbean. UWI sees itself as an international university, and recruits most of its students from the Commonwealth Caribbean, although it is facing stiff competition in an expanding and increasingly competitive international context. UWI has around 20,000 students enrolled at its three campuses, although a disproportionate number of students come from countries where it has its main campuses (GPI, 2002, Roberts 2003).

2.13. Major faculties are shared around the three UWI campuses, especially for the first year of degree courses or placement training, but each also has its own range of speciality faculties and courses. Mona Campus specialises in Medicine and the Medical Sciences. UWI annexes, schools, distance learning (DECs) and other centres attached to the University are located in each island and mainland country. UWI is funded and underwritten by the states of the English-speaking Caribbean.

Further and Continuing Education

2.14. The Further Education (FE) sub-sector in the Caribbean developed in the 1960's in response to demands for a 'second chance' at both primary (basic) and secondary education, although many specialist colleges (e.g. Theological and Teachers) had already been in existence for over a century. The development of FE has been *ad hoc* although the government has promoted educational validation and accreditation. Institutions offer both government-sponsored courses (in priority areas such as tourism and hospitality) and chargeable tuition. Many non-government supported courses are sponsored by commercial and non-commercial bodies. The status of these institutions often attracts students from other Caribbean countries (GPI, 2002).

2.15. The majority of non-degree level courses are at the Certificate, Diploma, and Associate Degree level and take place in private specialist, or community colleges. In addition, some colleges interact with the universities' sector through ad hoc collaborations and franchising agreements (e.g. via the UWI's Tertiary Level Institutions Unit (TLIU)). The UCJ is working towards a credit transfer system that would facilitate greater interaction between HE and FE, improving access to higher-level study. In theory, Community Colleges can offer degree courses under the jurisdiction of the UCJ, although there are few colleges that have taken up this option.

- 2.16. Colleges do not offer postgraduate courses, although some Teachers Colleges offer postgraduate programmes in collaboration with offshore (mostly US) universities that are accredited by the UCJ. Currently, Certificate and franchised sub-degree courses in the college sector are not accredited by the UCJ, although accreditation is on the agenda.

Community (and multidisciplinary) Colleges

- 2.17. Community (and multidisciplinary) colleges developed in the 1990s' in response to demand for more technically and vocationally orientated study below the degree level. They are not mini-universities but rather organisations with their own missions, governance systems, and purposes. Community colleges see their remit as including a community-focussed dimension, e.g. in identifying and responding to community needs in terms of the courses and activities they provide.

- 2.18. Public community colleges offer a range of Certificate courses including:

1. Certificate in Management Studies (CMS)
2. Certificate in Public Administration (CPA)
3. Certificate in Public Administration – Special (CPA Special). (Designed specifically for the Jamaica Constabulary Force and delivered by Jamaica Constabulary Staff College (JCSC).)
4. Certificate in Social Services (CSS)

- 2.19. Additionally, selected Community Colleges also offer franchised sub-degree courses with UWI, including:

1. Preliminary components (N1) of UWI's BSc. programmes in the Natural Sciences
2. 1st year of Tourism & Hospitality Joint BSc. Degree between UWI and the University of Technology

Public Sector Training Institutes

- 2.20. These include institutions such as the Management Institute for National Development (MIND) and the Jamaica Constabulary Staff College (JCSC).

Technical/vocational education

- 2.21. Specialised vocational and technical training is offered at various tertiary-level institutions at both the Diploma and Degree level. These courses last for 2-3 years. The major agency in this area is the HEART Trust/NTA (Human Employment and Resource and Training/National Training Agency), a national training agency in technical and vocational fields, and an agency of the MoEYC. In the 1990's, the scope of technical, vocational, and business education was broadened in an attempt to address skills shortages in fields such as Accounting, Computing, and Commerce. According to the HEART Trust web site, today there is a network of 13 Vocational Training Centres (community oriented training centres), 10 Academies (sector specific training institutions), the Jamaican German Automotive School (JAGAS), the National Tool and Engineering Institute (NTEI), and numerous community-based and NGO-operated training programmes. These offer technical, vocational, and training throughout Jamaica.

- 2.22. The development of further and continuing education (see above) has apparently reduced the profile of vocational and technical education, although this type of training is strongly encouraged and supported by government (GPI, 2002).

Teacher education

- 2.23. There is also a range of courses in dedicated Teacher Training Colleges at both diploma and degree level, training teachers to teach at primary and high schools. Degree-level training is

offered in the School of Education at the University of the West Indies and the G. C. Foster College of Physical Education and Sports. Graduate teachers are usually employed in high schools.

- 2.24. The government is seeking to increase the amount of teacher training available, as existing colleges are not designed to produce as many teachers as the system requires. High-school teaching has also attracted much inter-Caribbean movement of professionals, as the more highly qualified from one area compensate for the lack of teachers elsewhere (GPI, 2002). The Ministry of Education, Youth and Culture has contracted the UWI to upgrade secondary school teacher qualifications from diploma to degree level by utilising a number of modalities, including distance education (British Council, 2001).

Business Education

- 2.25. As a result of worldwide trends, business education in the Caribbean has reached new levels of credibility and employment value in the past 20 years, and now attracts up to 40% of applicants to many colleges and universities in the region. Business qualifications are regarded as particularly transferable and mobile and have attracted a great deal of attention as possible routes to North American universities and prospects for emigration since professional level employment is scarce in Jamaica (GPI, 2002).
- 2.26. Leading colleges have established schools and departments of business training to attract students, many with their own specialities in tourism and local industries. The University of Technology (UTECH) in Jamaica is an example of this kind of development (GPI, 2002).
- 2.27. The Mona Institute of Business offers an Executive Masters in Business Administration, which is the only local qualification at this level in this business field.

Professional Education

- 2.28. Professional education is primarily offered by The University of the West Indies, especially at higher academic levels. The key areas of professional education are medicine and healthcare, and law. Jamaican medical education has a high profile in the Caribbean and legal occupations offer status and enable students to qualify for courses and further experience overseas. For law courses, within the Caribbean, all UWI campuses offer law courses and a significant number of private institutions and distance courses are in evidence, especially in Trinidad.
- 2.29. Most Caribbean students of the professions will see either an overseas education or a West Indian education leading to overseas training as the most desirable options (GPI, 2002).
- 2.30. IT courses provided by a small number of accredited colleges in the private sector are becoming more prevalent in Jamaica. International software houses such as Microsoft, and the UCJ accredit these courses.

Private sector tertiary education

- 2.31. There are seven privately owned higher education institutions in Jamaica that offer a limited range of degree programmes that are recognised and accredited by the UCJ. These are (UCJ, 2003):
- **The Caribbean Graduate School of Theology**, which provides Master's Degree programmes in Counselling Psychology and Theology
 - **Catholic College of Mandeville**
 - **Institute of Management & Production/Institute of Management Sciences**
 - **Institute for Theological and Leadership Development**
 - **Jamaica Institute of Management**

- **The Jamaica Theological Seminary**, which offers a four-year Bachelor of Theology course
- **The Northern Caribbean University** (formerly West Indies College), a co-educational liberal arts institution offering four-year courses administered by the West Indies Union of Seventh Day Adventists. It offers the following Associate and Bachelors Degree programmes:

1. B.Sc in Biological Sciences
2. A.Sc. in Biology
3. B.Sc. in Biology Education
4. B.Sc. in Business Administration
5. A.Sc. in Business Administration
6. B.A. in Primary Teacher Education
7. B.A./B.Sc. in Secondary Teacher Education
8. B.Sc. in Psychology
9. B.Sc. in Counselling
10. A.Sc. in School Counselling

2.32. Around 10 other private specialist or community colleges offer Certificate and Diploma education only. In addition, some private colleges also teach sub-degree courses franchised from the UWI that are not accredited by the UCJ.

2.33. The private sector's involvement in tertiary/higher education in Jamaica has traditionally been confined mainly to providing financial support to institutions and students. The main private sector input into Jamaican tertiary education has been through companies sponsoring their staff in tertiary level studies, although there are now a growing number of co-curricular activities that are increasingly being recognised as credits towards certification. In addition, the private sector has input into curricula, provides on-the-job work experience for students in relevant programmes, and private sector staff are involved in mentoring students. The private sector also sponsors Chairs in universities.

2.34. However, the private sector is becoming increasingly involved in training in business related subjects, and several executive MBAs are offered via alliances with overseas (usually US) universities (see Section 4 for more details).

Adult Education

2.35. Adult education in the Caribbean takes place mainly in community and multi-disciplinary colleges and includes a range of educational provision including professional development, basic skills education, continuing education, and lifelong education. Types of provision include: community group educational programmes; basic and remedial courses to CSEC level; family life programmes; and introductory occupational and vocational courses. Adult education is encouraged but frequently lacks resources. There are 26 adult education associations in Jamaica (GPI, 2002).

2.36. Types of provision include (UNESCO, 2000):

- A course at the College of Arts, Science, and Technology offered as a sandwich programme for the personnel of Air Jamaica.
- UTECH has partnership training schemes leading to a Diploma or Certificate with a number of private and public sector companies.

Distance education

- 2.37. Distance education is gaining popular support because of ease of access, its ability to address the continuing under-supply of FE/HE places, and because it offers the chance to develop overseas connections and obtain overseas qualifications in certain critical fields (e.g. business).
- 2.38. There is a limited amount of indigenous Caribbean distance education. The UWI is the main provider of distance education in Jamaica, particularly in teacher education, although UTECH is working to develop online courses. The number of students registered with UWI for distance courses increased from 1,573 in 1996-1997 to 2,663 in 2000-2001 (Roberts, 2003).
- 2.39. In addition, it is believed that a significant number of students are accessing distance learning through overseas universities (e.g. the University of Phoenix) although no research has been undertaken to determine its extent. Distance-based courses are also advertised in Jamaican newspapers (e.g. Writers' Bureau, Holborn College, Cambridge Tutorial College, and the University of London External Programme).
- 2.40. In Jamaica the terminology of distance learning is used to describe education where only distance learning methodology is used, although such learning is also often described as 'correspondence courses'. Therefore, although several US-based MBAs use an element of distance learning methodology, they are not termed distance learning courses. The Institute of Management Science in Kingston, Jamaica, for example, offers integrated courses up to degree level from both Florida International University and the University of North Florida, and staff from the US fly in for intensive teaching.
- 2.41. Distance learning courses in Jamaica consist primarily of self-study course material with varying degrees of student support. This takes the form of face-to-face tutorials by local or visiting staff, audio conferencing sessions (mostly at UWI), and on-line support. The UWI Distance Education Centre is planning to move to asynchronous delivery in the near future.
- 2.42. Both UTECH and UWI have (limited) expertise in developing distance provision, and UTECH offers on-line courses on developing distance education on its Intranet. It currently has only one module in virtual form, but it is considering joining a consortium to offer Harvard's pre-MBA programme on-line. UWI introduced its two-year Distance Learning Programmes in 1997; the UWI Distance Education Centre (UWIDEC) supports all UWI faculties and staff, as well as many other organisations, to develop and deliver programmes through distance methods. Courses include:
- Certificate in Education
 - Certificate in Adult Education
 - Certificate in Business Administration
 - Certificate in Public Administration

 - BSc. Agribusiness Management
 - BSc. Management Studies
 - BSc. Agribusiness and Management
 - BEd. Educational Administration
- 2.43. Currently, distance learning at UWI is mostly text-based together with teaching from local tutors, and via teleconferencing technology. Other parts of the university are setting up separate on-line initiatives for particular courses (e.g., Institute of Education) (GPI, 2002). Since 2000, the UWIDEC has also offered a Masters degree (Summer/Online).
- 2.44. At vocational level, the government seeks to use distance learning methods such as CD-ROM, Internet & Videoconferencing to deliver vocational NVQ 3 and 4 courses via the Vocational Training Development Institute (VTDI). The first NVQ3 courses were due to start in 2002, and are similar to those in the UK. The National Council of Technical and Vocational Education and

Training (NCTVET) accredits technical and vocational education courses from levels 1-4. The HEART Trust/NTA offers courses in a number of academies and vocational training centres. Community Organisations also offer courses accredited by the NCTVET.

3. Tertiary level qualifications

3.1. Qualifications at the tertiary level are:

- Certificate
- Diploma
- Associate Degree
- Bachelor's Degree
- Postgraduate Diploma
- Master's Degree
- Doctorate

3.2. There are three stages of higher education that are based on the UK and US models. The basic undergraduate level takes 3 years full time (4 years part time) depending on the course and leads to a Bachelor's degree. The second level, postgraduate, leads to a Master's degree and takes two years. The third level, a doctorate (PhD), takes three years and follows a Masters degree.

Associate Degree Courses

3.3. American-style two-year associate degree courses are apparently becoming more popular with Jamaican students. These courses are mainly foundation courses for four-year degree courses, several arranged through inter-institutional agreements with North American universities. However, there are also associate degree courses being offered independently by local institutions.

3.4. This trend towards providing associate and foundation courses demonstrates the enhanced status sought by non-university institutions in the Caribbean. Such courses have so far outstripped basic vocational and technical training courses in popularity and the status of the latter has been seriously threatened, despite direct government intervention and encouragement to develop them (GPI, 2002).

Diplomas

3.5. Professional qualifications such as a Diploma can be obtained in one year following certain degrees or qualifications. UTECH and the Teacher Colleges also offer three-year Diploma courses.

Postgraduate courses

3.6. Postgraduate courses are concentrated in the fields of Medicine, the Social Sciences, the Natural Sciences, and Business, and mainly take place in the university sector (GPI, 2002). However, they are also offered in the field of Theology by theological colleges.

4. Finance for Tertiary Education

4.1. Funding for further and higher education in the Commonwealth Caribbean is similar to the UK model. Public education is centrally financed and the government provides the majority of the funds, although students contribute to their fees.

- 4.2. In the 2002/2003 financial year, the government allocated J\$7.5bn to selected ministries and agencies for training (an increase of 2.5% from 2002). In the same year the HEART Trust/NTA spent J\$2.2bn on training programmes. Also in 2002, the government allocated J\$4.1bn to the tertiary level, of which the government's contribution to the UWI was J\$1.6bn. UTECH received J\$825.1m for operational expenses, multi-disciplinary colleges received J\$604.5m and J\$606m was allocated to the Teacher Training Colleges (ESSJ 2002).
- 4.3. Public resources have been constrained in recent years, due to the economic climate, and there is pressure for public tertiary institutions to recoup their operating costs. Indeed, the government is seeking to limit the government subvention to public HE institutions to 60%, with the remaining 40% coming from student fees and entrepreneurial activities. In 2000, tuition fees contributed around 10% of operating costs at Teacher Training Colleges and 18% at the UWI (Bing Wu, 2001).
- 4.4. Fees are charged directly to students and fees are similar to UK levels. Although it is intended that students pay a maximum of 15% of the economic cost of tuition, this is still high compared to US standards, and fees are particularly high in the professional fields (e.g. J\$109,000 per annum for Humanities, J\$176,000 for pre-medical sciences, and considerably more for Medical Sciences).
- 4.5. Student contributions appear to be more acceptable in the Caribbean context than in the UK, for example. The desire to invest and pursue education as a valuable means in itself is strong at all tertiary levels (GPI, 2002). There is limited official provision of student loans (from the Students Loan Bureau on the basis of a means test) and grants, although students can also receive some financial assistance from scholarships or grants from local businesses or communities.
- 4.6. In addition, since 1996, the World Bank has supported a Student Loan Project (via the Students Loan Bureau) aimed at improving the financial options (i.e., loans) to help poorer Jamaican students gain access to higher education. The intention has been to expand and improve the efficiency and levels of public awareness of the student loan system.

5. Government education policy

- 5.1. Educational policy-making is the responsibility of the Jamaican Minister of Education Youth and Culture, in collaboration with the Cabinet of Ministers.
- 5.2. The State is closely involved in Jamaican education, although educational expenditure in Jamaica is often driven by political and professional initiatives and, as a result, can fluctuate significantly. The recent Government commitment to education is reflected in the growth in public expenditure on education from 4 percent in the early 1990s to 6.9% of GDP by the late 1990s, although public debt has put enormous pressure on education spending (World Bank, 2002). Tertiary education expenditure accounts for between 22%-25% of the total education budget.
- 5.3. The current budget allocation exceeds J\$235bn, but is mostly dedicated to certain projects, such as reforms of primary and secondary education, the upgrading of schools, or new school construction programmes (GPI, 2002).
- 5.4. The Jamaican government's overall education policy is focused on widening access and increasing the relevance of education to the national economy. Educational priorities are quite broadly stated, emphasising equality of opportunity and tackling regional and social differences in Jamaica (GPI, 2002).

- 5.5. The Government's recent White Paper on education (2001) made limited reference to higher education, and the UCJ and the UWI are currently collaborating to formulate policy guidelines for the sector for consideration by the government.

Increasing/widening access

- 5.6. The Caribbean Community (CARICOM) has a participation target of 15% of students (in the 20–24 year-old cohort) from its member countries entering tertiary education by September 2005. In Jamaica in 1999, the Green Paper on education set a target of a 1% annual increase in the number of students continuing on to tertiary education between 2000 and 2005. Enrolment in tertiary education has increased by 177.8% from 4,500 in 1996 to 12,500 in 2000. There were also significant increases in the number of people receiving professional and vocational training (Hamilton, 2001). In 2002, enrolment at the tertiary level was 33,366 (67.2% female), or 14.7% of the tertiary age cohort (ESSJ, 2002).
- 5.7. However, there are not enough full-time places available in the HE system, and in 2000, the government announced plans to double access to tertiary education by 2010, through:
- Working with UWI and UTECH to look at increasing distance learning for teacher training courses
 - Increasing the number of UWI franchised sub-degree level qualifications in local community colleges with UCJ accreditation
 - Increased collaboration with universities outside the Caribbean.
- 5.8. The Jamaican government has also planned a major initiative to help 3,000 teachers to upgrade their teaching diploma to degree level. Some are doing this with overseas providers, but the government is concerned that this should be relevant to the local education sector, and so is encouraging local provision (i.e., UWI Faculty of Arts and Education).
- 5.9. The Jamaican government sees distance learning as a low cost means of improving the quality of the teaching force and increasing participation. Distance education is being developed rapidly throughout the Commonwealth Caribbean, and significant funds are being diverted and concentrated into the sector. Distance education facilities are being provided by both British and North American suppliers, and their delivery is concentrated through The University of the West Indies (UWI) and specialised private institutions and colleges, especially in the business and commercial education sector (GPI, 2002).

Relevance to the national economy

- 5.10. The Jamaican government is seeking to encourage greater interaction between education and the productive sector. Although in recent years there has been a government strategy of increasing the number of people with academic, vocational, and professional qualifications, this has not been mirrored by an increase in jobs requiring higher skills, industrial output, or foreign investment. Therefore, education may not be a sound investment for Jamaicans wishing to work in Jamaica. However, there is high demand overseas for Jamaican nurses, teachers, and other professionals, which could increase further due to global moves towards freer trade and ageing populations world wide. (Hamilton, 2001). Despite extensive migration to the US, there are few job vacancies in the Jamaican economy. However, there is a distinct shortage of skills in a variety of areas, especially in IT, which has had a negative impact on productivity.
- 5.11. The Jamaican government has sought to take control of sub-degree education to ensure quality and further, continuing and vocational education is becoming increasingly centralised through enhanced college style institutions. Providers and students are becoming increasingly attracted to SATs (formerly Scholastic Achievement Tests), and foundation and associate degree systems which can provide access to international and North American universities and the established pattern of A-Levels and British style qualifications is weakening (GPI, 2002).

ICT

- 5.12. It is a common Caribbean government priority to develop the ICT facilities in educational institutions. In recent years, the ICT infrastructure has had inadequate supporting systems, including software, provision for continuing modernisation, and teacher training. The Internet is not yet a standard information tool in Caribbean business, professional, educational, or consumer life, although its use is increasing by young consumers, students, wealthier professional groups, and modern sector businesses. In a recent study, the UWI found that only 7% of potential students had access to the Internet (British Council, 2001).

6. Access to Tertiary Education

Non-university level

- 6.1. For non-university level studies, students require four (4) passes of either GCE O Levels or Caribbean Examinations Council Secondary Education Certificate (CXC), at grades I to III. In 2002, 32.7% (8,520) students qualified for entry via the CXC for Teachers Colleges and multidisciplinary colleges (ESSJ 2002).

University level

- 6.2. To gain entrance to universities, students generally require passes in 5 subjects at GCE O Level and 2 or 3 passes at GCE A Level for entry into Bachelors courses. An increasingly popular alternative for students is 6 CXC passes for entry into A Level courses or matriculation into the 3 universities. In 2002, 15.3% (3,995) students met eligibility requirements for 6th form and university (ESSJ 2002). Some universities also use their own entry criteria, and admit students with lower level matriculation (e.g. 1 A level or less).

Foreign students

- 6.3. Foreign students (defined as non-Jamaican citizens) are required to have qualifications equivalent to Jamaican students (e.g. 2-3 GCE A Levels) to study for a Bachelors at the University of the West Indies. For entry into Diploma programmes at the College of Arts, Science and Technology, 5 passes at O Level or CXC level are required. Students are also required to have a valid passport visa (where required) and a good knowledge of English.
- 6.4. In 2000, UNESCO reported that, at the University of the West Indies, there were specific quotas for the numbers of overseas students in Engineering, Law, and Medicine (UNESCO, 2000). These were designed to save places for Jamaican students on courses where limited places were available while at the same time ensuring full-cost fee intake sufficient to allow the programmes to remain sustainable.

Demand for Tertiary Education

- 6.5. There has been limited research into access into tertiary education in the Caribbean (see Roberts, 2003 for a discussion). However, evidence suggests that since the 1960's there has been increasing demand for tertiary education from the middle and working classes.
- 6.6. Historically, tertiary education has been relatively elitist but tertiary enrolment tripled during the 1970's and 1980's (although this was from a very small base, and participation had only reached around 8% by 1993). This expansion did not take place in the university sector however, but rather in a range of new non-university tertiary level institutions, each catering to different types of demand. Historically, the specialist colleges (Teacher's and Theological) have covered one aspect of the market, but in recent decades, a range of technical and vocational community

oriented colleges and institutes had arisen to meet other types of demand (e.g. in Management, Arts, and Sport).

- 6.7. In 2002, there were 33,200 places available in tertiary level institutions in Jamaica. Just over 60% (20,700) of these places were in the 3 universities, and the remaining 12,500 places were in other tertiary institutions such as private colleges, community colleges, and theological colleges (PIOJ, 2003). By 2002, only 15% of the relevant age group (aged 20-24) were enrolled in tertiary institutions, compared with 60% at secondary level (Bing Wu 2000, ESSJ 2002).

Section 3. Legal Frameworks for Tertiary Education

1. Key Organisations

- **Ministry of Education, Youth and Culture:** Administers, finances and co-ordinates public institutions, and regulates the private ones.
- **University Council of Jamaica** (<http://www.ucjamaica.com>). The University Council of Jamaica (UCJ), established in 1987, is the quality assurance body for Jamaican tertiary education. It is a statutory body reporting directly to the Ministry of Education and its main functions are as follows:
 - Registering tertiary level institutions (institutions are required to register if they wish their programmes to be accredited by the Council)
 - Establishing course/programme accreditation criteria
 - Accrediting courses
 - Awarding degrees on behalf of institutions without degree-awarding powers
 - Providing guidance on the equivalence of foreign qualifications
- **Joint Committee for Tertiary Education (JCTE)**, an umbrella association for all public and private registered institutions. Its main functions are professional development and advising the Minister of Education on relevant matters.

Regional Bodies

- **Association of Caribbean Tertiary Institutions (ACTI):** membership includes private and public universities, colleges, polytechnics, institutes, and seminaries.
- **Association of Caribbean Higher Education Administrators (ACHEA):** provides training, professional development and networking opportunities for its members
- **Caribbean Universities Network (CUN):** promotes regional collaboration and integration (e.g. through standardisation of credits, common structures for associate degrees, franchising arrangements and the development of joint programmes)
- **The Association of Caribbean Universities and Research Institutes (UNICA)**

2. Main laws/decrees governing higher education

- 2.1. The University Council of Jamaica Act (1987) created the University Council of Jamaica (UCJ), the only statutory accreditation body in the English speaking Caribbean. Other countries in the region are in the process of establishing national accreditation (e.g. Trinidad and Tobago).
- 2.2. The Human Employment And Resource Training (HEART) Act, No. 13 1982 (amended in 1989 to require most statutory bodies to contribute to the levy, and then in 1994 to authorise the National Council for Technical and Vocational Education and Training (NCTVET)). This Act established the HEART Trust, concerned with technical and vocational education and training.
- 2.3. The Council of Community Colleges of Jamaica Act No. 29 2001, established a National Council of Community Colleges (CCCJ).

3. Accreditation in Tertiary Education

- 3.1. Accreditation is defined by the UCJ as:

“...the status granted to an institution or programme that has been found, through self-study and peer review, to meet or exceed stated guidelines of

educational quality. Accreditation is a voluntary activity that promotes self-evaluation, self-regulation, and accountability. The role of the accrediting body is to ensure quality through encouraging the improvement of educational standards.”

- 3.2. In Jamaica, the term ‘registration’ applies to institutions, while the term ‘accreditation’ refers to individual programmes/courses. Currently, more than 95% of tertiary institutions are registered by the UCJ. In 2002, 13 Jamaican Tertiary and University institutions had courses accredited by the UCJ and the UCJ reports that more than 50% of programmes at Bachelors level and above are accredited and the number is increasing daily (UCJ, 2003).

Agencies involved in Accreditation

- 3.3. The UCJ establishes guidelines and procedures for tertiary level institutions seeking registration and accredited status for particular programmes.
- 3.4. In addition to the UCJ, the National Council on Technical and Vocational Education and Training (NCTVET) certifies and provides accreditation, quality assurance, certification, and standards for technical and vocational programmes up to the technician level.
- 3.5. Professional bodies exist in areas such as medicine, law, engineering, accountancy, etc., but they are mainly concerned with regulating their profession.

Accreditation Process

- 3.6. There are two types of accreditation: institutional, and programmatic.
- **Institutional accreditation** (registration) is accreditation of the whole institution and refers to the general quality of the institution.
 - **Programme accreditation** evaluates the quality of specific programmes of study offered by an institution.
- 3.7. The process of institutional registration must precede accreditation of programmes in an institution. An institution will only enjoy accredited status when all of its programmes are accredited. There are no penalties for operating without registration.
- 3.8. The registration/accreditation process consists of the following stages (from the UCJ Web Site):

Registration

- 3.9. The registration process certifies institutions that meet certain minimum operating standards required for the conduct of a tertiary institution in Jamaica. Registration provides a formal, publicly recognised relationship with the University Council of Jamaica (UCJ). It also represents a pre-accreditation status, and is the UCJ’s recommended first step towards the accreditation of programmes offered by an institution.
- 3.10. The criteria for registration are closely related to the criteria for accreditation since they are meant to provide registered institutions with a foundation for logical development towards accreditation. Registration should be achieved by the end of the first year of operation.
- 3.11. All government-funded institutions are automatically registered by The University Council of Jamaica

Guidelines for registration

- 3.12. Any institution seeking registration by the University Council of Jamaica must document its compliance with each of the following conditions:
1. The institution has a structure of governance that formulates general policies and exercises authority over the implementation of academic programmes.
 2. The institution has a clearly defined and published statement of purposes (Mission Statement).
 3. The institution has published admission policies compatible with its stated purpose.
 4. The institution offers one or more educational programmes (or curricula) consistent with its mission.
 5. The institution enrolls students in at least one tertiary/higher educational programme normally requiring at least one academic year for completion, and has students actively pursuing such a programme at the time of the Council's evaluation.
 6. The institution has an evaluation process that assists students in attaining a certificate, diploma, or degree.
 7. The institution has a plan, as well as a planning and evaluation process, which addresses its educational, physical, and financial growth.
 8. The institution has an adequate academic staff as well as administrative and technical support in terms of quality and quantity.
 9. The institution owns sufficient learning resources or, ensures the provision of access to adequate learning resources and services required to support the courses and programmes offered.
 10. The institution has adequate accommodation.
 11. The institution has available an audited statement made within the year prior to the Council's visit.

Procedures for registration

1. The Director (Principal), of the institution interested in registration should obtain application forms from the University Council of Jamaica along with a copy of the guidelines for registration.
2. The institution should provide the information requested in the application form to document its compliance with the Guidelines for Registration. This submission constitutes a primary source of information used by the Council to evaluate the institution and to decide on its status with the Council.
3. The University Council of Jamaica then reviews the application. If the review is favourable, a registration team will be formed to visit the institution at the scheduled mutually convenient date. The principal task of the registration team will be to determine whether the institution is in compliance with the Guidelines for Registration.
4. The Council will send the report of the registration team to the Principal of the institution who will be invited to review the report and submit a written response to the recommendations by a specified date.
5. The Accreditation, Curriculum and Development Committee of the Council will review the application, the registration team's report and the institution's response to the report. This Committee will make its recommendations regarding registration of the institution, to the Council who after due consideration makes a decision on the institution's registration status.
6. The institution will be informed of the Council's decision by letter stating the conditions of registration. In the first instance, institutions will normally be registered for a period of four years during which time annual status reports must be submitted to the Council. At the end of the registration period, the institution must apply for re-registration.
7. After registration, the institution should endeavour to seek accreditation for one or more of its programmes.
8. The cost incurred by the registration process including maintenance must be borne by the institution. The Council will provide the relevant fee structure.

Course/programme accreditation

- 3.13. Programme accreditation evaluates the quality of specific programmes of study offered by an institution. All institutions are accredited on a voluntary basis. However, in practice, most institutions seek accreditation to gain public confidence since accreditation is seen as a guarantee of quality by the public and by employers, and a lack of accreditation is likely to deter self-aware students from these courses (British Council, 2001).
- 3.14. The guidelines for accreditation are similar to those for registration. Firstly, an institution must submit a self-study. The UCJ then appoints an independent team of experts, including at least one overseas expert, to evaluate the programmes based on the following criteria:
1. Quality of students
 2. Quality of staff
 3. Programme quality (structure, content, assessment methods, performance management)
 4. Resources (library materials; computers; student support services)

The evaluation team then submits a report to the UCJ. This report is sent to the institution for a written response to the recommendations made. The institution's response, the team report and the Self Study are examined and discussed by the UCJ's Accreditation Committee which makes a recommendation for accreditation or otherwise, to the Council.

- 3.15. UCJ regulations state that programme accreditation for **new programmes** should be applied for as follows:
- Bachelors – within 3 years of commencement
 - Masters – within 2 years of commencement
 - Doctoral – within 2 years

Accreditation for distance learning

- 3.16. The UCJ do not register distance learning courses without any face-to-face provision in Jamaica. The UCJ contacts the British Council regarding accreditation for UK distance programmes, and courses/institutions accredited by the Open and Distance Learning Quality Council (ODLQC) are accepted, with the others are considered doubtful. Programmes accredited by recognised accrediting agencies in the US are accepted.
- 3.17. The basic criteria for the accreditation of distance learning courses are similar to those for face-to-face provision with a few additions that take into account their different structure. The accreditation system has the confidence of the public and employers and is able to deal successfully with accreditation of foreign courses. (British Council 2001, UCJ 2003).

Accreditation policy

- 3.18. The Jamaican government has vested the UCJ with responsibility for quality assurance and policy initiatives in this area. The UCJ has established working relationships with other QA bodies overseas and is a founding member of the International Network of Quality Assurance Agencies in Higher Education (INQAAHE).
- 3.19. The UCJ is currently in discussion with the Association of Professional Engineers regarding a co-operative approach to the quality assurance of engineering programmes that would satisfy the UCJ requirements for accreditation and the Association's requirements for professional registration.

Regional accreditation frameworks

- 3.20. The UCJ is the only statutory accreditation body in the English speaking Caribbean. Other countries in the region are in the process of establishing national accreditation.
- 3.21. Since 1997, the UWI has begun to increase its activities in relation to quality assurance under its Quality Audit Initiative and has developed Quality Assurance units in each of its three campuses. Their activities include self-assessment and quality review involving internal and external assessors.
- 3.22. Some theological colleges are also accredited regionally by the Caribbean Evangelical Theological Association (CETA). CETA is a charter member of the International Council of Evangelical Theological Education (ICETE). However, CETA is not an accrediting body recognised by the UCJ.
- 3.23. The UCJ recognises accrediting bodies that are recognised by CHEA.

Section 4. Transnational Provision

1. Terminology/Typology

- 1.1. In recent years there has been an expansion in provision by foreign tertiary providers. There are now over 60 foreign providers operating in the English speaking Caribbean (UNESCO, 2003). Fees charged by transnational providers are charged by programme, which range from US\$6,000 to US\$1,200.
- 1.2. Courses offered by these providers are mainly in business and teacher education and the qualifications include:
 - Executive Masters in Business Administration
 - Masters of Business Administration
 - Masters in Education
 - Master of Science in Human Resource Management
 - Doctorate in Instructional Design
- 1.3. The British Council (2001) has identified 3 main types of tertiary level transnational provision in Jamaica, although there is often overlap between these types. The three types are as follows:

Part-time delivery of overseas course/ Local delivery by overseas staff

- 1.4. This type of provision involves programmes developed by overseas providers and taught intensively by visiting staff from the provider's home campus, either in a local branch campus or on the campus of a local partner.

Local partner

- 1.5. In this form of part-time delivery, the Jamaican partner provides teaching accommodation, local tutor support, and an access route to the US provider's course. The students then study on their own during the week using a variety of materials and overseas staff visit for intensive teaching at weekends. Most students following this pathway are Jamaicans although some travel from Trinidad and Tobago.
- 1.6. US providers dominate this type of provision, since US degrees are often internationally accredited, and have a good reputation, and the courses tend to have a greater face-to-face dimension than other international courses (mainly due to the shorter distances involved). Many students are already in employment and want to gain prestigious qualifications to enhance their career prospects (in professional employment) in the USA.
- 1.7. An example of this type of provision is the link between the Institute of Management Science (IMS) and Florida International University and the University of North Florida for integrated courses up to degrees in Business Administration. Fees can be up to \$12,000 for a BA and \$15,000 for an MA, however there are repayment options provided by the American Loan Authority. In addition, some US providers (e.g. Florida International University) also have links with airlines and businesses to help with funding for fees and loans for subsistence, thus making these courses attractive to business students.

Branch campus

- 1.8. Nova Southeastern University from Florida offers the following degree programmes:
 - Master of Business Administration (MBA)
 - B.Sc. in Professional Management
 - Master of Science in Human Resource Management (M.Sc./HRM)

It also offers education courses that are delivered by a public teacher's college, Mico.

- 1.9. Nova Southeastern has been operating in Jamaica since 1980 and caters for students who are primarily self-financed. Nova staff visit at the weekends for intensive teaching (lectures and tutorials), and in-between times, students can access the library and other administrative information on-line as well as contact tutors via e-mail. The course remains the responsibility of the overseas provider, and there is no element of franchising.
- 1.10. Nova does offer on-line courses, but these are not as popular as the face-to-face variety.

Part-franchise

- 1.11. This form of provision involves franchising in part, the early stage of a course to a local partner, and part-time delivery by overseas staff in the later stages of the course.
- 1.12. There is one example of this type of provision in Jamaica, a partnership between the public Church Teacher's College and Temple University, Florida. The College teaches a Bachelor of Education to the diploma level, and then Temple staff teach the remainder of the course at the college.

Distance Learning

- 1.13. There are two degree-level transnational distance learning courses in Jamaica. The first is a Masters course in Adult Education and Library Studies provided by Mount Saint Vincent University in Canada (in association with the Jamaica Council on Adult Education).
- 1.14. The second course is based on a link between the Jamaican Institute of Bankers and the Institute of Financial Management (IFM) (UK) for a Master of Business Administration (MBA) course. The IFM course began in 1993 as a joint offering between the University of Wales and the University of Manchester in the UK. It is now offered solely by the University of Manchester, School of Business, and the current enrolment is over 300. The course is marketed across the Caribbean. Students work through material on their own, are supported by local tutors, and can access the UWI library. UK staff visit for workshops, but otherwise staff contact is limited. The IFM is considering gaining US accreditation for the course so as to compete with shorter US courses featuring more intensive teaching that are popular with students.
- 1.15. The Commonwealth of Learning (COL) has also been involved in distance learning provision in Jamaica in recent years. It conducted a pilot project involving the delivery of a degree in computer science by distance mode to Jamaican students, by Athabasca University in Canada. In addition, it has also supervised the delivery of a Masters in Distance Education to Caribbean students by Indira Gandhi Open University in India. The latter course is currently being repeated and 10 Jamaicans are enrolled.
- 1.16. In addition, there are a number of distance based courses that lead to professional qualifications (see below).

2. Foreign Institutions with Programmes in Jamaica

- 2.1. A number of foreign institutions have achieved local accreditation in Jamaica. These are (Source: UCJ):
 1. University of Manchester (UK)/Jamaica Institute of Bankers
 - Master of Business Administration (MBA)
 2. Nova Southeastern University (USA) (Jamaica Programme):
 - Master of Business Administration (MBA)

- BSc in Professional Management
 - Master of Science in Human Resource Management (M.Sc./HRM)
3. University of New Orleans (USA)
 - Master of Business Administration (Executive MBA)
 4. Mount Saint Vincent University (Canada)
 - Master in Education
 - Master of Arts in Education

2.2. Other overseas providers operating in Jamaica include:

1. Florida International University (USA)/ Institute of Management Science (IMS)
2. Luther Rice Seminary & Bible College
3. Temple University (in collaboration with Church Teachers' College) (USA)
4. University of South Florida (In collaboration with Shortwood Teachers' College)
5. Central Connecticut State University (in collaboration with Sam Sharpe Teachers' College)

2.3. Transnational courses are widely advertised by the local partner institution, which acts as an agent, with students registering through the local institution.

Professional courses

2.4. In 2001, in a short marketing report, the British Council described a small market for professional qualifications in Jamaica, mainly focused on MBAs offered by US providers. It was suggested that multi-national corporations tended to conduct their own training although there was strong presence of ACCA accountancy qualifications (British Council, 2001).

2.5. In recent years, the British Council reports that a number of UK organisations and HEIs have begun to enrol small numbers of Jamaican students on professionally oriented courses at a variety of levels purely on a distance basis, and these include:

- City and Guilds
- Association of Business Execs (ABE)
- British Computer Society
- Herriot-Watt University
- College of Estate Management
- Sheffield Hallam University - Statistics
- Aberdeen University - Project Management (links with local branch of an International Project Management Association)
- Brunei University – Engineering
- Leicester University (MBA, Engineering)
- Cheltenham Tutorial College (for Leicester University courses)
- Liverpool University (Law)
- IBC Global Conferences (Port Management)
- International Council on Ophthalmology (ICO)
- Leeds Metropolitan University (Facilities Management)
- Royal Statistical Society
- Leeds University and Henley Management College (Law)

Overseas students in Jamaica

2.6. There is a Commonwealth Student Exchange Programme in Jamaica for students under 35 with proficiency in English and who are Nationals of other Commonwealth countries. Students can gain grants and scholarships from the Ministry of Education and Culture (UNESCO, 2000).

Jamaican students studying overseas

- 2.7. The UWI has formal and informal exchange agreements with universities in Japan, Surinam, Canada, the UK, and the USA to allow its students to study in these countries.
- 2.8. UWI Study Abroad Fellowship Scheme: intended to promote UWI study abroad by facilitating three types of student mobility: between the UWI and selected Caribbean and Latin American universities; and between UWI and those American and Commonwealth universities with which UWI has entered cooperative agreements.

3. Status and Accreditation

Recognition and accreditation

- 3.1. Foreign institutions wishing to offer courses must have their courses taught in Jamaica (either by indigenous or foreign staff) accredited by the UCJ, even if they are accredited in their home country. The process includes an evaluation of both home-based and staff in Jamaica, support services, and a visit to the home campus (British Council, 2001). If an institution is licensed in its home country, it does not need a Jamaican license from the UCJ (British Council, 2001). The UCJ reports that the criteria for accrediting transnational courses are currently similar to those for distance based courses, although a Task Force is currently reviewing the situation.
- 3.2. All foreign institutions are required to submit a proposal outlining plans for the development and delivery of their programmes. This should include the following information:
 - Accreditation accorded the programme/institution in the country of origin.
 - The aims and objectives of the programme and the philosophy behind it in the context of national objectives.
 - The research undertaken to determine the sustainability of the programme.
 - The structure of the programme.
 - The methods and arrangements for the admission, registration, and assessment of students on the programme.
 - The curriculum and syllabuses in adequate detail to permit the assessment of the academic standard.
 - Details of the resources and facilities to support the programme.
 - Details of the qualifications and experience of all the staff who will be teaching the programme.
 - Mode(s) of programme delivery.
 - Details of the support staff required for the programme, that is, technicians, laboratory assistants, and administrative, clerical, and secretarial staff.
 - Some indication of how the staff offering the programme will ensure that students receive a balanced education and one that is of comparable standard to the offerings on the main campus.
 - Details of how the programme will be co-ordinated managed and evaluated.
 - The quality assurance measures that will be put in place to ensure that standards are maintained.
 - Some idea of the financial resources available to support the programme.

Recognition of overseas qualifications

- 3.3. The three universities operating in Jamaica, the University of Technology Jamaica, Northern Caribbean University, and the University of the West Indies, have their own procedures for recognising overseas qualifications.

4. Government policy

- 4.1. There is a government policy for overseas institutions offering programmes in Jamaica, although this is now under review in the light of the WTO GATS with respect to higher education. Currently, there appears to be no explicit government policy on transnational provision or GATS. However, the government is also working out certain international agreements with a view to implementation.
- 4.2. So far, the impact of transnational provision in Jamaica appears to be negligible, since the (mainly business oriented) courses have yet to have a significant impact on the local culture and the local education system.

Section 5. Public perceptions

1. Higher education - general

- 1.1. Education is seen to be a personal, social, and economic good in Jamaica, and this perception leads to significant demands, expectations, and expenditure on the part of students and parents. However, there are wide disparities in access to wealth and status in Jamaica, and the education system has been seen as elitist, with only the richer social groups able to access tertiary education. There is an increasing demand for tertiary education in Jamaica, but institutions do not have the capacity (resources and teachers) to provide access for all qualified students, especially in the most popular courses (GPI, 2002).
- 1.2. Political and educational developments throughout the region that have sought to improve access and equality of opportunity have been successful so far at primary and secondary level. These initiatives have largely resulted in governments beginning to take greater control over curriculum content and the use of resources (GPI, 2002).
- 1.3. However, Caribbean governments have yet to make significant changes to tertiary level education. The changes in the lower levels have led to higher social expectations and wider aspirations, and demands for increased allocation and application of resources to education (GPI, 2002).
- 1.4. Historically, distance learning has not been seen as a substitute for face-to-face education (which has higher status), but is for students seeking 'second chance education' and who have not followed the traditional educational pathways (British Council, 2001). However, this perception emanates from staff rather than students. A large proportion of academic staff in HE institutions in Jamaica still see distance education as 'second best', which affects its expansion as an alternative route to established qualifications. Nevertheless, more students are gaining ICT skills and there is a growing willingness to study via the distance mode.
- 1.5. Public employers have complained about the quality of graduates produced by local Jamaican institutions, particularly regarding their abilities in key areas such as communication skills, problem-solving, the application of knowledge, initiative, and teamwork. This is less the case with transnational courses, although these are more job-specific.
- 1.6. In the Caribbean, there is also a dichotomy between diversity and harmonisation in shared 'regional' causes. As Caribbean nations have only achieved independence relatively recently, they value their autonomy and have developed distinct systems of education, albeit with very restricted resources. There is a perception that a combined effort between nations is required to improve quality. This has so far happened with the CXC, and the OECS has developed a common core curriculum in the Eastern Caribbean (GPI, 2002).

2. Accreditation

- 2.1. The British Council reports that employers are happy to consider any degrees accredited by the UCJ, so the national origin of the provider, or the mode of delivery, is of limited importance. (British Council, 2001).
- 2.2. There is very little published information about the public perceptions on the status of, and confidence in accreditation and quality assurance.

3. Transnational provision

- 3.1. Although the reputation of each UWI campus is relatively high, many of the better-qualified Caribbean students seek to attend universities in Europe and North America (they are offered scholarships based on their scores in SAT, etc.), since they have better reputations and resources (GPI, 2002). This appears to be affecting the status of indigenous providers and the tertiary education system as a whole.
- 3.2. The UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC) notes that the impact of transnational provision on the indigenous tertiary sectors in the Caribbean will be most marked in the standards attained by students rather than the raw numbers of enrolments in transnational courses. They suggest that foreign tertiary providers, especially commercial operators, require different, and in many cases, less rigorous entry qualifications than the UWI. (UNESCO, 2003).
- 3.3. The British Council reports that they are often asked for advice on the quality and accreditation status of transnational providers, and also suggests that there is some concern amongst the public about rogue operators. Some distance-based providers simply place advertisements in newspapers to recruit students who are seeking training qualifications (particularly at FE level) and where local provision is weak. These students are attracted by 'British' or 'US' courses because courses from these countries are historically well regarded – although the courses on offer could be of questionable value, and the institution and/or programme may not be accredited by the UCJ.

Section 6. Tertiary Sector data

1. All Tertiary education institutions

Total enrolment by institution type + literacy rate

Enrolment	1997	1998	1999	2000	2001	2002
Primary Institutions	306,200	318,200	318,600	325,300	334,700	332,900
Secondary Institutions	219,300	227,200	228,500	226,400	227,500	226,500
Tertiary Institutions	4,100	10,900	12,700	12,500	12,100	12,500
Universities	15,700	16,200	15,800	18,600	20,900	20,700 ¹
<i>Tertiary + Universities</i>	19,800	27,100	28,500	31,100	33,000	33,200
Literacy						
Literacy Rate	75.4%	75.4%	75.4%	79.9%	79.9%	79.9%

Source: PIOJ web site.

¹This is likely to be an underestimate as UCJ reports (see below) total tertiary education enrolments of 54,822 (inc. 24,000 in the university sector)

Tertiary Institutions in Jamaica (registered by the UCJ)

	Institution	Ownership	Est.	FT	PT	Off Campus	Total	PG	Degree	AD	Dip.	Cert.
1	B & B Institute of Business	Private	1984	0	340		340				Y	Y
2	Bethel Bible College	Church	1943	42	161		203		Y		Y	Y
3	Bethlehem Moravian Community College	Public	1861	728	25		753			Y	Y	Y
4	Brown's Town Community College	Public	1975				0				Y	Y
5	Caribbean Graduate School of Theology	Private	1986	84	63		147	Y				
6	Caribbean Maritime Institute	Public	1990	130	92		222			Y	Y	Y
7	Catholic College of Mandeville	Private	1992	25	115		140				Y	Y
8	Church Teachers' College (CTC) (Assoc. Temple Univ)	Public	1965	379	22		401				Y	
9	College of Agriculture, Science and Education (CASE)- (Multidisciplinary)	Public	1996	744	193		937			Y	Y	
10	College of Insurance and Professional Studies	Private	1981	0	156		1560			Y	Y	Y
11	Dental Auxiliary School	Public	1970	16			16					
12	Edna Manley College of the Visual and Performing Arts (Multidisciplinary)	Public	1976	333	328		661		Y (UWI/CTC)		Y	Y
13	Excelsior Community College	Public	1974	2175	755		2930				Y	Y
14	G.C. Foster College of Physical Education and Sport	Public	1980	327	23		350		Y		Y	Y
15	Individual Systems Ltd.	Private	1985				2312				Y	Y
16	Infoserv Institute of Technology	Private	1992	0	171		171			Y	Y	
17	Institute for Theological and Leadership Development (ILTD)	Private	1989	22	534		556		Y		Y	Y
18	Institute of Computer Technology	Private	1989	30	470		500				Y	
19	Institute of Management and Production (IMP)	Private	1976	114	157		1693		Y	Y	Y	Y
20	Institute of Management Sciences (linked to IMP)	Private	1992	84	807		891	Y (FIU)	Y (UNF)	Y	Y	Y
21	Jamaica Constabulary Force Staff College (JSCC)	Public	1984	2877	0		2877					Y
22	Jamaica Institute of Bankers/University of Manchester	Private	1977	312			312					
23	Jamaica Open College	Private	1996	19	17		36				Y	Y
24	Jamaica Theological Seminary	Private	1960	110	199		309		Y			
25	Jamaican Institute of Management	Private	1967	0	156		1560				Y	Y
26	Knox Community College	Public	1975	1434	497		1931			Y	Y	Y
27	Liberal Arts College of Jamaica	Private	1997	0	282		282		Y			
28	Management Institute for National Development (MIND)	Public	1994	100	370		3800			Y	Y	Y

					0							
29	Mico Teacher's College	Public	1836		122 2		1222		Y		Y	
30	Moneague College (Multidisciplinary)	Public	1956	936	278		1214			Y	Y	Y
31	Montego Bay Community College	Public	1976	850	237		1087		Y (UTECH)	Y	Y	Y
32	Northern Caribbean University	Private	1919	2516	838		3354	Y	Y	Y	Y	Y
34	Portmore Community College	Public	1992	700	487		1187		Y (Yr 1)	Y	Y	Y
35	Sam Sharpe Teachers' College	Public	1975	474	108		582	Y (CCSU)			Y	
36	School of Medical Radiation Technology at UWI	Public	1965	37	0		37				Y	Y
37	Shortwood Teachers' College	Public	1885	607	38		645	Y	Y		Y	
38	St. Joseph's Teachers' College	Public	1897	450	150		600				Y	
39	St. Michael's Seminary	Private	1952	15	90		105		Y			Y
40	United Theological College of the West Indies (UTCWI)	Private	1966	73	5		78	Y	Y		Y	Y
41	University Hospital Of The West Indies Department Of Nursing Education at UWI	Public	1949	173	0		173					Y
42	University Hospital School Of Physical Therapy at UWI	Public	1972	32	0		32				Y	Y
43	University of Technology, Jamaica (UTECH)	Public	1995	3592	308 3		6675	Y	Y		Y	Y
44	University of the West Indies (UWI), Mona Campus	Public	1948	5585	326 9	2097	10951	Y	Y		Y	Y
45	Vector Technology Institute	Private	1993	39	414		453					
46	Vocational Training Development Institute (VTDI)	Public	1970	148	313		461				Y	Y
47	West Indies School of Public Health at UTECH	Public	1945	76	0		76				Y	

Source: UCJ, 2002

Number of registered Jamaican Institutions offering particular subject areas

Course	Total
Computer Studies/Information Technology	18
Teacher Education/Physical Education/Special Education	14
Management	14
Business Administration	13
Accounting/Financial Management	12
Secretarial/Clerical	11
Health Professions And Medical Sciences	10
Technology/Technician Programmes	9
Hospitality Management	9
Engineering/Pre-Engineering	8
Theology	7
Pre-University Programmes	5
Natural Sciences	4
Agriculture/Farm Management	4
Architecture	3
Guidance And Counselling	3
Fine & Applied Arts	3
Arts & General Studies	2
Banking	2
Library Science	2
Clothing & Fashions	2
Visual And Performing Arts	1
Home Economics	1
Institutional Management	1
Insurance Studies	1
Law	1
Building	1
Communications	1
Marine Engineering	1
Medical Science	1
Dental Care	1
Construction Technology	1
Printing	1
Psychology	1
Estate Agents	1
Security	1
Social Sciences	1
Surveying	1
Adult Education	1
Environmental Studies	1
Foreign Languages	1

Source: UCJ, 2002

Registered Jamaican institutions with programmes accredited by the UCJ

Institution	Programmes
Caribbean Graduate School of Theology	4
Catholic College of Mandeville	1
College of Insurance & Professional Studies	1
G.C. Foster College of Physical Education & Sport	1
Institute for Theological and Leadership Development	2
Institute of Management & Production	2
Institute of Management Sciences	1
Jamaica Theological Seminary	3
Jamaican Institute of Management	1
Liberal Arts College of Jamaica	2
Management Institute for National Development	4
Northern Caribbean University	10
University of Technology, Jamaica	11
Total No of Accredited Programmes	43

Source: UCJ, 2002

2. TNE institutions

Transnational Providers Operating in Jamaica

Provider	Country	Delivery Type	Local Partner	Registered	Masters	Bachelors
Central Connecticut State University	USA		Sam Sharpe Teachers' College		Yes	
Florida International University	USA	Local Partner/Part-time delivery	Institute of Management and Production		Yes	Yes
Luther Rice Seminary & Bible College	USA					
Manchester University Business School	UK	Distance Learning	Jamaica Institute Of Bankers	Yes	Yes	
Mount Saint Vincent University	Canada	Part-franchise	Church Teachers' College	Yes		
Nova Southeastern University	USA	Branch Campus		Yes		Yes
Temple University	USA		Church Teachers' College	Yes		Yes
University of New Orleans	USA			Yes		
University of North Florida	USA	Local Partner/Part-time delivery	Institute of Management and Production			Yes
University of South Florida	USA		Shortwood Teachers' College		Yes	

Source: UCJ/BC/PIOJ (2002)

Transnational Courses in Jamaica

Programme	Institution	Level	UCJ Accredited
M.Sc. In Educational Leadership	Central Connecticut State University/Sam Sharpe Teachers College	Masters	No
Bachelors Degree in Hospitality Management	Institute of Management and Production/Florida International University	Bachelors	No
Bachelors Degree Information Technology	Institute of Management and Production/Florida International University	Bachelors	No
Executive Masters in Business Administration	Institute of Management and Production/Florida International University	Masters	No
Bachelors Degree in Business Administration	Institute of Management and Production/University of North Florida	Bachelors	No
MBA Distance Learning Programme	Jamaica Institute Of Bankers/Manchester University Business School	Masters	Yes
Masters of Arts Degree in Adult Education	Mount Saint Vincent University	Masters	Yes
Master of Education Degree in Adult Education	Mount Saint Vincent University	Masters	Yes
B.Sc. In Technology	Nova Scotia Agricultural College/CASE	Bachelors	No
Bachelors Degree in Professional Management	Nova Southeastern University	Bachelors	Yes
Bachelors Degree in Hospitality	Nova Southeastern University	Bachelors	Yes
Masters Degree in Business Administration	Nova Southeastern University	Masters	Yes
Master of Science in Human Resource Management	Nova Southeastern University	Masters	Yes
Bachelor of Science in Education	Temple University/Church Teachers' College	Bachelors	Yes
Executive Masters in Business Administration	University Of New Orleans	Masters	Yes
Masters in Early Childhood Education	University of South Florida, /Shortwood Church Teachers College	Masters	No

Source: UCJ/BC/PIOJ (2002)

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Section 8. Appendices

Appendix 1: Outstanding queries

Section 1: Country Overview

1. Information on the Jamaican economy and more detailed information if available, on the current growth rate, debt levels, and any recent national and regional economic policy initiatives.

Section 2: Education System

1. Details about the development and nature of the non-degree level sub-sector and how it interacts with university education and technical/vocational education.
2. What are multidisciplinary colleges and how are they different from community colleges?
3. More details about the involvement of the private sector in the tertiary level (especially re: professional/business education).
4. Information about current initiatives in distance-based higher education. Are there any other local or international DL courses, in addition to those described?
5. Information about the financing of higher education:
 - What are the current fees paid by students by course type?
 - How many students get scholarships?
 - How do local university fees compare with transnational and DL provision?
6. Up-to-date information on current Government education policy especially related to tertiary education. Is there any new information about the UCJ/UWI discussions on policy guidelines for the sector?
7. Detailed information on access and enrolments to HE
 - Numbers of students with qualifications to access HE
 - Numbers and % of students who enter each level of HE (e.g. universities, community colleges, private colleges, etc.)
 - % of students who enter HE, by age.
 - What are the access quotas for overseas students at the UWI, if there are any. UNESCO alluded to quotas for overseas students at UWI in Engineering, Law, and Medicine in 2000. Is this still true?

Section 3: Legal Frameworks for Higher Education

1. Up-to-date information on current government policy and initiatives in quality assurance, and details on any regional and international co-operation in this area.
2. Information about any laws related to higher education (in addition to those listed).

Section 4: Transnational provision

1. Information about other types transnational provision, if there is any, e.g.,
 - Short professional courses
 - Associate degrees
 - Professional courses
2. Information about the involvement of public sector universities in transnational education. Who are the local partners – is it only private colleges and universities?
3. Access methods for transnational courses, and whether they are different to other types of provision
4. Clarify the terminology for transnational provision in Jamaica (e.g. part franchising, branch campus, part-time delivery). We suspect that there may be overlaps
5. Information about the activities of Jamaican HE institutions overseas, if any.
6. Updated figures on the number and origins of overseas students in Jamaica, and the destinations and number of Jamaican students overseas.
7. Up-to-date information on the government's policies on recruiting overseas students and overseas students studying overseas, if any.

8. Impact of transnational provision on the local HE sector, students, and the wider society and the national economy. Is it positive, negative or both? What are the key challenges and opportunities? (E.g., US vs. UK focus, the adoption of US educational pathways, impact on expanding access.)
9. The Jamaican government's position on GATS, and how it related to transnational provision
10. Are there any issues with recognition of courses offered by overseas providers, e.g., for entry to local universities, employment, etc.?

Section 5: Public Perceptions

1. How do Jamaican parents, students and employers view the changes in the HE system in recent years? Have they benefited from increasing access and study options at the tertiary level?
2. What is the status of transnational providers in Jamaica, especially non-US providers, if any? Are there any concerns regarding low quality courses from unregistered/non-accredited providers?
3. Has public confidence in the quality assurance of private provision (both indigenous and transnational) improved (or not) in recent years?

Section 6: Tertiary Sector data

1. Exact numbers of higher education institutions by individual type (e.g. university, community college, public, private); especially whether or not there are any new private institutions. Trend data for the last 5 years would be ideal.
2. Detail about the total numbers of students enrolled in higher education by type of institution. This will give us an insight into demand and supply issues.
3. Information about fees, modes of delivery, qualification levels and subjects offered by transnational providers, compared with indigenous providers.

Appendix 2: Contributors and Contacts

Case Study Contributors

We are very grateful for the patience, time, and enthusiasm of all of all of the country experts who contributed to the development of this case study. Our contributors are listed below (in alphabetical order):

Mrs. Gloria Barrett-Sobers

President

Association of Caribbean Higher Education Administrators

Mrs. Valerie Been

Director of Planning and Development

Ministry of Education, Youth and Culture, Jamaica

The Honourable Ms. Maxine Henry-Wilson

Minister of Education and Culture

Ministry of Education, Youth and Culture, Jamaica

Dr. Dennis H. Irvine

COL Regional Adviser to the President

Ms. Nicola Johnson

Manager

British Council, Jamaica

Dr. Ethley London

Executive Director

The University Council of Jamaica (UCJ)

Ms. Cheryl Messam

Planning Institute of Jamaica (PIOJ)