



Starter Kit for Volunteers Handbook

'A candle loses nothing of its light by lighting another candle'

-Father James Keller



Preface

I Believe... We Can... We Must!

“I believe that in the crisis of contemporary experiences lie the seeds of opportunity and renewal. All of us should act...It is at this time that Jamaica needs the service of all its citizen.’

‘There is nothing wrong with Jamaica that cannot be fixed by what is right with Jamaica.’

‘Every Jamaican must know, think, internalize, personalize, and actualize the theme “I believe”. It must echo from the Blue Mountains to the Dolphin Head Mountains. It must ring from the Liguanea Plains of Kingston to the St. George’s Plains of Westmoreland’

“I believe must be etched in every classroom, the screen saver on every computer and cell phone; it must be internalized in the heart of every student, until dreams are born in the hearts of our children as to who they can become and the contribution they can make to the development of their nation.”

“I believe must adorn the t-shirts we wear, the sports gear that we brand, the cups from which we drink; It must be the theme in the morning papers, and the optimism of the evening news until the waves wash away our shame and we evolve into a nation destined for greatness.”

*Excerpts of inspiration from the Inaugural address by
His Excellency the Most Honourable Sir Patrick Linton Allen ON, GCMG, CD, Governor General*

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Welcome to the JFLL Family!

VOLUNTEERISM – A high and noble calling

It is a fact that the spirit of volunteerism in Jamaica is alive and well. The Jamaican Foundation of Lifelong Learning is seeking to mobilize and harness the energies and social consciousness of all well-thinking Jamaicans to assist in one of the main planks of national development – education.

National development is the ability of a country to improve the social wellbeing of its people and is anchored on three critical factors: Labour supply, Production and Savings.

Developing nations like ours are more prone to hemispheric and global turbulent economic conditions than developed states. No proud, self-respecting country such as Jamaica would want, or rely in large part, on the kindness of our friends in the international community. Volunteerism is conducive to economic and social gains as it reduces the burden on government spending and, by extension, fosters personal and national growth.

The positive effects of Volunteerism are widely known. However, the JFLL suggests that the vast potential inherent in community- and nation-building, as well as the along with the personal, unquantifiable sense of contribution and achievement may warrant more focus, at this time.

“Everyone can be great because anyone can serve. You don’t have to have a college degree to serve. You don’t even have to make your subject and verb agree to serve...You only need a heart full of grace. A soul generated by love...”

--- Dr. Martin Luther King, Jr.

WHO WE ARE

The Jamaican Foundation for Lifelong Learning (JFLL) began as JAMAL Foundation in 1973, which had one noble goal: the eradication of illiteracy in Jamaica. Our objectives and programmes are much broader so as to engender a balanced approach to national educational policies.

Today, the JFLL is an agency of the Ministry of Education, and supports the UNESCO goal of basic Education for All by 2015, as well as the national drive towards the achievement of universal secondary education (Grade 11).

Enhancing basic literacy and numeracy remains at the heart of what we do. As we have transformed into a lifelong learning organisation in keeping with changing global demands. This recognition of, and dedication to, the enhancement of traditional methods of education has caused the JFLL to play a pivotal role in the hub of non-formal continuing education for Jamaicans 15 years and older.

The Jamaican workforce must be able to adapt to the rapid changes that are evident in the workplace – and the wider global community – to better ensure economic growth and prosperity. This dynamism in the international arena is driven largely by technological advances. This, by extension, has created the ongoing demand for lifelong learning.

Lifelong Learning is a process; it does not stop when one leaves the official school system it continues throughout life. Education is life...it is continuous....as long as one has life one should continue to learn and be educated.

The sustained development that we wish for our beloved nation, cannot be achieved in isolation...it must be done with co-operation any collaboration...let that fire of volunteerism be alight in your hearts...'

Hon. Bruce Golding, M.P, Prime Minister

The JFLL Compass

OUR VISION

An educated, knowledge-based adult population empowered through lifelong learning opportunities to take responsibility for their lives and contribute positively to the social moral and economic development of the country.

OUR MISSION

To provide in partnership with other organisations, adult education programmes which will establish a culture of lifelong learning that will empower individuals and contribute to national development

OUR VALUES

Our interaction with customers, stakeholders, employees and the wider community, will be governed by a commitment to excellence and quality service , and our conduct will reflect the highest levels of professionalism and integrity.

“The more we stress education from (age) zero to 100, the better our chances are of improving our efficiency along with equity in our society.” ---The Hon. Andrew Holness, M.P, Minister of Education

How does the JFLL enhance lives?

Here is a brief description of our current core suite of products:

The Foundation LENS (**L**essons in **E**nglish, **N**umeracy and **S**urvival): This takes the adult learner from basic literacy and numeracy up to Grade 6 level. The learner is placed at one of four levels and guided to advancement at their natural pace.

The BRIDGE to SKILLS: We help bridge the gaps to Grade 9 level to facilitate the transition to Technical and Vocational Training at HEART-NTA.

AUTO SKILLS: A computer-aided reading and mathematics programme that takes the learner from the most basic level to Grade 12 proficiency. The JFLL provides a live facilitator to render any assistance that the learner may require.

CASE: (**C**omputer **A**pplication **S**oftware for **E**mpowerment): Basic, Intermediary and Advanced training in the use of computers at selected locations across the island.

"In the realities of the 21st century, you must ensure that you are on the cutting edge - forget the old notions of talk and chalk - get on the Internet, challenge your charges by stimulating them in new ways. You MUST do everything within your power to impact the students across the country and so empower them to play a more active role in nation building." --- Senator Hyacinth Bennett, Chairman - JFLL

Enhancing Lives cont'd

WELLS (**W**orkplace **E**ducation in **L**iteracies and **L**ife **S**kills): Industry-specific and designed to increase productivity in commercial, for-profit businesses. The risks to downtime and damage to capital equipment through ignorance are minimised.

HISEP¹ (The **H**igh **S**chool **E**quivalency **P**rogramme): This programme, geared towards providing Jamaicans who did not complete high school with the necessary tools, has the full support of the Ministry of Education. HISEP is available to persons 18 years old and over, who are interested in acquiring training and mentorship in five subjects:

- Language & Communication
- Literature, Culture and the Arts
- Mathematics
- Science & Technology
- Society & Citizenship

You must never stop learning. The world's greatest men and women were people who educated themselves outside of the university with all the knowledge that the university gives, as [and?] you have the opportunity of doing the same thing the university student does---read and study. One must never stop reading. Read everything that you can that is of standard knowledge. Don't waste time reading trashy literature. ---H.E. Marcus Mosiah Garvey, National Hero

¹ The HISEP Diploma is equivalent to five CSEC subjects, providing a pathway to tertiary level education. The curriculum and testing mechanisms were developed by the National Council for Technical/Vocational Education and Training (NCT/VET).

Driving the Development Agenda

Partnerships: The goals of the Jamaican Foundation for Lifelong Learning cannot be achieved by the agency itself; neither has been the successes it has realised to date. Our main partners covers several sections of social and economic endeavours across the nation, including:

- Economic Sectors (Agriculture, Mining, Tourism, etc)
- Economic Partners (Employers, Chambers of Commerce)
- Social Sectors (Health, Education, Youth and Vulnerable Groups)
- Social Partners (Churches, Community Development Committees)

Securing our Future: There is an estimated 700,000 Jamaicans who are either illiterate or lack a high school education. The fact that there is some 127,000 Jamaican youngsters between the ages 14-24 are not in school and are either unemployed, or outside the labour force, is also cause for national concern. There are the “unattached” youth whose educational standard must be strengthened in the interest of national development.

The JFLL aims to bring targeted interventions in continuing education to approximately 25,000 Jamaicans by the year 2010. These lives, this much human resource potential should not be allowed to be wasted away.

‘Who, with blood in his veins and pride in his heart, would not give himself to service, when to serve is to help build your own country, for its own people, for your children and mine?’

---H.E. Norman Washington Manley, National Hero

Towards Education for All by 2015: Volunteerism at the heart of the MDGs

The Millennium Development Goals [MDGs] summarize the development goals agreed on at international conferences and world summits during the 1990s. At the end of the decade, world leaders distilled the key goals and targets in the Millennium Declaration (September 2000).

Based on the declaration, international development agencies, led by United Nations agencies and programmes, have agreed on a concise set of goals, numerical targets and quantifiable indicators to assess progress. The new set is known as the Millennium Development Goals, which includes 8 goals, 18 targets and over 40 indicators.

Achieving the Millennium Development Goals (MDGs) will require the ingenuity, solidarity and creativity of millions of ordinary people through voluntary action. Efforts on the part of national governments, supported by the international community, can only complement what ultimately will depend on the full involvement of people worldwide. Six billion people have something to contribute to these efforts.

Whether expressed as volunteer service, mutual aid and self-help, campaigning or other forms of voluntary participation, the willingness and ability of citizens to give freely of their time out of a sense of solidarity will have a major influence on the extent to which the MDGs are attained and sustained.

Source: <http://www.worldvolunteerweb.org/>

“How wonderful it is that nobody need wait a single moment before starting to improve the world.” Anne Frank

Corps Q & A

What are the main benefits of volunteering?

The benefits are truly wide-ranging and mostly intangible. As such, the rewards are largely rooted in the “personal values” of the volunteer. These include:

- Gaining a sense of pride, motivation and achievement
- Acquiring new experiences from assigned tasks
- Contributing to community development and, by extension, nation-building
- Broadening your network of friends and associates, and thereby being more familiar with a range of differing skill sets

There are some measurable benefits in being a JFLL volunteer. The chief among them is being able to **quantify** the number of Jamaicans who have successfully completed any of the JFLL programmes; and the implication this has on the future development of our country.

What is the role of the Volunteer?

The role of the JFLL volunteer is largely defined by the areas in which he/she chooses to serve. This is combined with the skill sets and work experience the person brings to the assigned post.

Volunteers currently serve as Teachers and on the Zone, Area and Fund-raising Advisory Committees. The list of work activities may be adjusted as deemed necessary.

“It is only in the giving of oneself to others that we truly live.” Dr. Ethel Percy Andrus, Educator

Corps Q & A cont'd

Are there different categories of Volunteers?

There are four established categories: Adult Education, Social Work; Administrative Management and Counselling. The JFLL is, however, welcomes with open arms any Jamaican or World Citizen who is willing and able to add value to any of our interventions or processes, and at any level. Just let us know how you wish to help, and we can take it from there.

How are Volunteers assessed?

The volunteer is assessed on the details he/she provides on the Volunteer Registration Form developed by the JFLL. In addition to personal data, volunteers are also asked to provide a summary of their educational and career background; and individual preference – day and time – to serve. Their performance and effectiveness are subsequently judged by the Manager to whom they are assigned.

Who is in charge of the Volunteers?

This phase of re-engagement and capacity building is, as you might expect the purview of the Public Relations Department, based as it is on the dual processes of promotion and relationship building. However, volunteers are properly registered and managed as a Human Resource function, and it is from this Division that the process will be driven once we get back up to the levels of support that we once had as an organisation. Once the volunteers have been assigned, their work will be supervised by the Managers within the Technical Services Division, which is directly responsible for the delivery of our products and services.

“Education is for improving the lives of others and for leaving your community and world better than you found it.” Marian Wright Edelman

Corps Q & A cont'd

What are the responsibilities of the Volunteer to the JFLL?

By the very nature of his/her status, there is no compulsory requirement that the JFLL can effectively levy on him/her. What we do expect however is mutual respect which will be reflected in the quality of service delivered, and the steady flow of communication, especially when the volunteer cannot for whatever reason deliver what has been promised in the short or long run.

In this same spirit of care and respect for his/her client, the volunteer is expected to complete the agreed tasks, and to be guided by the same standard of decorum that he/she would display when performing similar work for monetary reward. This will no doubt inspire and motivate JFLL learners to do likewise in all their endeavours and to strive for excellence always.

The JFLL encourages initiatives that enhance service delivery or operational efficiency. In this regard feedback from volunteers is always welcome, where practical, will be incorporated into the refinement and/or development, of the relevant areas of operation.

We rely heavily on our Volunteers to be uplifting role models for the learners in our system, and by extension the wider community. This ranges from appropriate /modest dress while discharging their assignments to guarding vigilantly against any language that may offend or de-motivate others.

"All true educators since the time of Socrates and Plato have agreed that the primary object of education is the attainment of inner harmony, or, to put it into more up-to-date language, the integration of the personality. Without such an integration learning is no more than a collection of scraps, and the accumulation of knowledge becomes a danger to mental health." --- Sir Alfred Zimmern

Corps Q & A cont'd

What are the grounds for dismissal?

This never a desired outcome...however, the agency is unwavering in its determination to protect the integrity of its people and programmes. Therefore the JFLL will have no option but to request the withdrawal of any volunteer who by his/her action compromises the integrity of the organisation.

What are the responsibilities of the JFLL to the Volunteer?

While the JFLL recognises the experience that many volunteers bring to the table, the Agency is committed to enhancing the output by hosting training and sensitization sessions from time to time.

While volunteerism does not entitle the individual to monetary compensation for services rendered, a modest gratuity is disbursed annually after three months unbroken service in the first instance. Our strongest mutual support mechanism in the relationship will be open and honest communication.

Acknowledging the truism that volunteerism cannot substitute for paid work, the JFLL respects the right of the volunteer to withdraw this service temporarily or permanently, but with the expectation that the Agency will be given reasonable notice to facilitate a replacement. Conflicts in schedule necessitating temporary withdrawal will also be treated with due respect.

The JFLL will relentlessly pursue meaningful, cost-effective methods to recognise volunteers for their contribution to this vital activity in nation building.

“Education is the most powerful tool which you can use to change the world” Nelson Mandela

Light a candle...Change a life forever!

Thousands of graduates of the Jamaican Foundation for Lifelong Learning are now in varying stages of professional development, thanks to the generous outpouring of volunteers like you. Some are currently enrolled in various tertiary institutions; others hold leadership positions in business and social organisations; still others have opted for entrepreneurial pursuits.

Imagine a woman who has successfully overcome her misgivings about re-starting her education in her 60's, but has now advanced sufficiently to take up a significant leadership role in her church, and as she approaches 'sixty-something' she has embraced the computer as a new-found friend...all this with a little help from her friends – staff and volunteers in our Manchester programme.

Then there is the self styled 'boasy, under-educated' individual from St. Mary who lands in the tourism mecca and seeing the business opportunities being missed due to this deficit sums up the courage to correct this handicap and eventually adds German and Spanish to his skill sets, carving a niche for himself in the tour guide industry! He is now giving back as a volunteer administrator on the St. James parish committee, while designing classes in conversational German.

Over in Portland a youngster decides to shun peer pressure and enrol in the programme which "gave him wings". Fresh from the conquest of an honours degree in Counselling Psychology, he now has his eyes firmly set on Doctorial studies in education. In the meantime he uses his story to inspire his students – particularly the boys, while preparing them to conquer the GSAT.

The unwavering support of JFLL volunteers has helped to turn these dreams into reality.

'Education is not the filling of a pail, but the lighting of a fire' ---William Butler Yeats

Reflections from a Pioneer

The edited version of a paper written by Dr. Franklin Johnston, who was appointed Executive Chairman of the Jamaica Movement for the Advancement of Literacy (JAMAL) to initiate a more concerted response to the harsh reality of a 45% literacy rate in independent Jamaica.

Now on special assignment in London through his company Teape, Johnston – he has often expressed a longing for a return to the passion which marked the early years of Jamaica's war on ignorance. Here are edited highlights of his reflections on that period:

It was in the 1970s, I had just got my doctorate from Oxford and en route to a post at Harvard in the USA, when I received a request from the Jamaica Government to come home and assist the development process. My family was peeved but we thought it was worthwhile, so I agreed and changed direction.

I was working at the National Planning Agency reporting to Gladstone Bonnick when I was asked to attend a meeting with the (then) Prime Minister, Michael Manley.

I had a personal interest in literacy. Years before, I had visited Cuba, studied their literacy miracle and so this assignment was in sync with my interests, and a challenge which any 30 year old would relish. I studied global literacy initiatives, the efforts of the Shah of Iran – a literacy giant - education statistics and the local literacy scene. I then put my ideas on paper.

I presented my project idea to the Inter-Ministerial group, got their approval and set about developing the project.

Reflections from a Pioneer – cont'd

The day the Plan was to be presented for approval I was one hour late because the Gestetner duplicating machine had broken down – it was an old duplicating machine, the print run was long, and it took that much time for me to fix it, collate, staple; to wash the ink from my hands and scrub-up for the meeting.

I arrived at the meeting to see grim faced Ministers. They had been discussing literacy for the past hour, were in a bad mood and were about to vote fifty thousand dollars (\$50,000) for the literacy project. Youth and having job options are amazing assets that bolster one's independence and are not to be squandered. I was not fazed. I was by no means intimidated by their sounds and proceeded to tell them what I needed to accomplish the task I was given.

I apologised, quickly circulated the documents and as they scanned the pages I announced that I required five million (\$5,000,000) for implementation – a lot then. The meeting went silent for a long time and they looked at each other...subsequently they told me that I would have to go to the bar of the House to defend it.

I prepared the budgets, with assistance from Danny Williams, Chris Green of Peat Marwick/KPMG and others who knew the Civil Service ropes; prepared drafts of the Cabinet submissions for the experts to configure; presented papers to Mr Beckwith, the Financial Secretary, and justified the values to him. He was a wise, caring, prudent man and I learnt a lot. He advised me to prepare to defend my proposals before the relevant committee of the House.

Reflections from a Pioneer cont'd

The main concerns were the unprecedented expenditure on literacy - which usually got a handout of a few thousand dollars and that the salaries I asked for were higher than those of comparable Ministry of Education officials and of teachers. These were strongly opposed but I felt that the literacy project was not permanent and needed the best people to meet its targets.

Implementation was a nightmare and I hit the ground running with more energy than experience; but, I was fearless and energy was paramount in this mass mobilization literacy enterprise.

I was appointed Executive Chairman by the Services Commission. I had devised the concept, the plan and the implementation strategy and ate and slept literacy 24/7 for a year. I recommended the governance structure and the composition of the Board of Directors and the Prime Minister made his additions.

I integrated the Prime Minister's charisma into the fabric of the islandwide motivational programme and he agreed to speak at all the main meetings in all parishes. He won the hearts and minds, we signed people up and got bodies into classes. The resourcing was as important as the core programme and so tremendous effort was spent on the private sector (meetings with CEO's, lunches, breakfasts) and the other public (trainers, teachers etc) to elicit support. The PM was passionate about mass literacy and met regularly for me to report progress.

I secured good cars and gas vouchers for the key field staff and organizers who were required to do intensive islandwide mobilization in a limited time frame and needed reliable vehicles.

Reflections from a Pioneer – cont'd

While others preferred an uptown site, I chose the South Camp Road property as HQ because it gave access to the main roads to the North (Constant Spring Rd/Gordon Town), East (East Queen St to St Thomas) and West (Marcus Garvey Dr. to the mid-island). It was secure, had room to develop the multi-media complex, house the multi-disciplined teams and cater to large meetings of field staff. It was our “literacy family yard” and we made it self-sufficient even in food and drink. When you were there you were at home...everything was there. Husbands, who came to pick-up wives after work, stayed on to help to all hours, children could get a snack, nap and do home work on site. Inside South Camp Road was our self-contained world.

We examined the national demographics, zones used by the police, post office etc. and mapped our detailed zones and strategies for the island and set targets for volunteers, trainers, teachers, students, etc. Literacy was driven by deliverables and targets.

To many people this was not a job but a calling. They were missionaries. People like Wallace Campbell did not need more work, they toiled because they loved Jamaica and wanted to help the disadvantaged. We recruited the best and most motivated people at each level and incorporated existing literacy expertise and interests; even some who did not share our vision. Some recruits came to work for less pay than they were earning and companies assigned some of their best people full-time for months at a time. We knew our employees would move on and up but that was OK as the alumni would grow and we would get help from strange quarters...wherever they found themselves.

This was our Peace Corps which brought people of all classes in touch with the other half and was part of what the (then) Prime Minister saw as the healing of Jamaica.

Reflections from a Pioneer cont'd

We had never before seen a St Andrew housewife tutor the helpers on her verandah, in the neighbourhood. Some of the upper crust, ferried to teach in Trench Town in a zone officer's car or in a convoy, saw a Jamaica they never knew. The experience changed lives! On both sides!! There is much in the model we could use today.

Mr. Audley Shaw (now Minister of Finance and Planning) was one of our best Zone managers. Every employee's car trunk was like a library of class, motivation and recruitment material. You could travel around and see an officer under a tree with his car trunk open and a crowd of people...preaching literacy, signing-up students or potential teachers. Saturdays and Sundays we were all in some pulpit somewhere...preaching literacy. **For us no one was ever off duty in the advancement of literacy.**

We sat down with the late **Dwight Whyllie** and came up with the "kitchen bitch" lamp as our symbol. It gained universal brand recognition.

The first 2 years saw an unprecedented mobilization of

- Business and the private sector entities
- Civil society organizations
- Teachers
- Civil servants
- Business, charity, church and public spaces for classes
- Funds from all sources
- Volunteer manpower and brainpower from all sources

Reflections from a Pioneer cont'd

When I left office, literacy had a mass-based, well recognized and credible brand (our key people were household faces); an organization with an islandwide network of Zone and Parish offices, several hundred high-performing employees; teacher training and graded materials specialists; volunteer and paid trainers; thousands of volunteer teachers and teaching spaces and multiple thousands of students under instruction. We also had active national motivational, registration and fundraising programmes; multi-media, and reprographic facilities; access to the boardrooms of the big companies and their active involvement in resourcing literacy.

Visiting delegations from overseas came to study our model and we were cited in publications. We had international studentships which saw dozens of foreign (USA mainly) students coming to spend their summer working in literacy and got scholarships for staff to become expert in several areas overseas.

There was tremendous cooperation and teamwork with the private sector. I don't remember all the names and details, but I am sure the records will allow you to assign the credits. The mobilization campaign was unprecedented. There were mass meetings all over the island and our eloquent and 'roots' PM brought in the crowds. We also had meetings with the Opposition leader and the support of the opposition; there was one opposition MP who demurred saying it was a politics programme. I told him that I would announce at the mass meeting in his parish that he was not interested in literacy for his constituency...he sat in the front row on the platform at that meeting and spoke strongly for literacy!

Of course there were casualties, our families also suffered. There were months of consecutive meetings – sometimes several in one night in different parishes; meetings for securing resources, problem-solving, fire fighting; it was like being married to literacy.

Reflections from a Pioneer – cont'd

There were no weekends off in the roll-out stages. The foot soldiers were different in each parish, but those of us on the core team were the same. When we were dog-tired we drank coffee, ate bully beef at the back of a volunteer's shop, washed our faces and went to meet new groups who thought we had just emerged from our beds and come to Prickly Pole to see them. Thank God for youth, enthusiasm and strength.

Many on the core team were committed professionals (some had returned from the Diaspora to help) true believers, prepared to sacrifice for the national literacy cause. They were not employees in the usual sense, they were missionaries. Their faces were recognized in all parishes just because of the exposure their work gave them. Where are they now? This is the work that built the organization I left in place. I have moved on; I know literacy is still a hard and thankless job, but I hope we are getting better at it.

It was most satisfying to me to contribute to so seminal a development in my country. I gave a lot and I learnt a lot. I know this is the feeling of many employees and volunteers who worked tirelessly alongside me to achieve the goals.

All this was not my work alone; R Danny Williams, Chris Green from KPMG and others were my reference points. There are many unsung heroes of this campaign. Your roll of honour should include an illuminated scroll with the thousands of names of those who contributed time, talent, space, money and other resources in the first blush of modern literacy interventions.

“If you want to lift yourself up, lift up someone else.” Booker T. Washington

One for the books... ‘Maas Ran was a volunteer, just like you!



Randolph Samuel Williams (our beloved Maas Ran) was born in Colon, Panama on October 26, 1912. He came to Jamaica at the age of six with his mother. He lived in Kingston for a while and the rest of his childhood was spent in Williamsfield, St. Catherine. He attended Tutorial College, Calabar High and Kingston Technical High. leaving behind a rich legacy to the Jamaican theatre. His last pantomime was *The Hon. All Purpus and the Dancing Princess*.

Ranny Williams was a dramatist and a comedian. He first started his acting career as a child reciting poetry at church, Lodge halls and schoolrooms. He achieved professional status in 1930, when he was invited by the Rt. Excellent Marcus Mosiah Garvey to become a member of the vaudeville group at Edelweiss Park and to organize entertainment for the thousands of people who attended meetings there. Several productions at the Park have been listed as having been originated by Ranny Williams. Although Maas Ran accomplished much in his lifetime, his greatest accomplishment was of the love for the people of Jamaica whom he served outside of entertainment. He was a **JAMAL worker**, founder of the Ranny Williams Youth Club and a regular on “The Nugget for the Needy Show”.

Maas Ran died on August 11, 1980, LTM Pantomime Company senior member Faith Bucknor (Centre) presented a souvenir poster of our beloved Maas Ran to his son Norman Williams on the at a special tribute hosted by the Little Theatre Movement on the occasion of the 25th anniversary of his passing.

How about starting a Ranny Williams Book Club in your community this summer? This would be a fitting tribute to pass on the reading tradition --- a generation after his passing.



Go for GOLD...let your pride show!

Awareness ribbons, due to their ubiquitous nature, have come to symbolize various concerns depending on the colours or the patterns used. The first ribbon that was represented as a meaningful object in history was the yellow ribbon that was mentioned in a marching song, which was sung by the military in the United States. In the year 1917 George A. Norton copyrighted the song for the first time. The title of the song was "Round Her Neck She Wears a Yeller Ribbon".

In the early 1970s the song Tie a Yellow Ribbon 'Round the Ole Oak Tree was released, based on this song a wife of a hostage in Iran, Penney Laingen, was the first who used the ribbon as an awareness symbol. She tied yellow ribbons around the trees, to illustrate the desire of her husband coming home. Her friends and family members followed the trend due to loyalty.

A Golden suggestion: Of our national colours, gold is not yet accounted for in the current panoply of awareness ribbons. Research on the significance of colour has revealed that gold is most appropriate to represent the movement for lifelong learning. Gold represents 'honour and loyalty', while the ancients believed that as a symbol of the sun's brilliance, golden yellow is also a fitting representation of the brightness of the mind and a reasonable symbol of the development of the intellect.

"Live as if you were to die tomorrow. Learn as if you were to live forever." --Mahatma Ghandi--

Your Service Points across Jamaica

JFLL operates from dozens of learning centres [including one in every parish capital], and in scores of town halls and church halls and community across Jamaica. The key anchor points are as follows:

NORTH

10 Kings Street
Falmouth, Trelawny
Tel/Fax: 617-0687

6 Royes St.
St. Ann's Bay, St. Ann
Tel/Fax: 972-1406

c/o Emmanuel Baptist Ch
Hudson Street
Port Maria, St. Mary
Tel/Fax: 994-2068

Folly
Port Antonio, Portland
Tel/Fax: 993-3867

SOUTH

6 West Street
New Town, Black River
St. Elizabeth
Tel/Fax: 965-9830

Unit 12, Leaders Plaza
Mandeville, Manchester
Tel: 962-2134
Fax: 625-2890

c/o Denbigh Show Grounds
Clarendon
Tel: 902-5640

EA ST

47 William Street
Spanish Town, St. Catherine
Tel: 984-4150
Fax: 749-2469

124 East Street
Kingston
Tel/Fax: 922-3969

c/o Calvary Missionary Ch.
5 Highbury Crescent
Morant Bay, St. Thomas
Tel/Fax: 734-7220

WEST

Barracks Road
Savanna-la-mar
Westmoreland
Tel/Fax: 918-2218

Shops 7&8 CAP Complex
Lot #2 Millers Drive
Lucea, Hanover
Tel/Fax: 956-2567

19 Humber Avenue
Montego Bay, St. James
Tel/Fax: 979-7238

HEAD OFFICE: 47B South Camp Road, Kingston 4
Tel: 928-5181-6; 1-888-429-JFLL (5355); Fax: 928-5392 /4402
Web: <http://www.jfll.gov.jm>, E-mail: jfll.jm@cwjamaica.com

'He who opens a school door, closes a prison' ----Victor Hugo

Leadership Listing - The Board of Directors

Chairman:	Senator Hyacinth Bennett
Deputy Chairman:	Rev. Dr. Webster Edwards
Secretary:	Mr. Douglas Folkes
Directors:	Mr. Dwayne Daley Miss Trudy Deans Dr. Lloyd Eubank-Green Mr. Harold Malcolm Mr. Linton Smith Dr. Alison Cross Miss Clover Barnett Mrs. Amber Stewart Mr. Barry A. Wahrmann Mr. Robert Collie
Executive Director:	Mr. Edward Shakes

“The illiterate of the 21st century won't be those who cannot read, and write, but those who cannot learn, unlearn and re-learn.”
----- Alvin Toffler

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"We can survive and progress, only if we are committed to constantly equipping ourselves with the necessary knowledge, skills and attitude that is demanded. All of us, therefore, must be committed to the process of lifelong learning," ---Edward Shakes, Executive Director – JFLL

Volunteer's Pledge

Today, [Insert date] I, [Insert name] do solemnly pledge to be totally committed to supporting the development of my beloved country, Jamaica through service to the JAMAICAN FOUNDATION FOR LIFELONG LEARNING as a volunteer.

As a volunteer I will with my greatest endeavour seek to fulfil the volunteers mandate with honour and dignity.

I will at all times maintain the highest standards of discipline and show respect for those I serve, my fellow volunteers and to the entire community of the JAMAICAN FOUNDATION FOR LIFELONG LEARNING.

As a volunteer sworn to service, I will unselfishly and continuously serve my fellow Jamaicans, so help me God

Volunteer's Mandate

- As a volunteer I must at no time charge for the services I have pledged to give
- As a volunteer I must not use my privilege to solicit funds or favour
- As a volunteer I must maintain an acceptable level of respect towards JFLL, my peers and the team(s) I am assigned
- As a volunteer I am committed to uphold the standards of the JFLL

Feedback

*This dossier is the first draft of what is intended to be a comprehensive guide and reference tool for our treasured National Volunteer Corps. Please complete and return the following short questionnaire to help us fine-tune this publication over the next three months. **Thank You!***

1. **On a scale of 0-10, how useful do you find this document?**

[0 = useless, 10 = excellent]

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