

VISION 2030 JAMAICA NATIONAL DEVELOPMENT PLAN

EDUCATION DRAFT SECTOR PLAN FINAL DRAFT

“Every child can learn ... Every child must learn”

“Children entering school today will engage in careers that have not yet been invented, but will become obsolete within their lifetime”



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VISION 2030 JAMAICA

EDUCATION

SECTOR PLAN 2009 - 2030

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SECTION 1- INTRODUCTION

Education and training are emerging as key drivers of a country's competitiveness¹.

The world is characterised by rapid change, increasing globalisation and growing complexity in terms of economic and socio-cultural relations. The speed of these changes provides a context within which the future objectives of education and training systems must be placed. Globally, many countries are transforming their education systems and establishing increasingly ambitious and challenging goals. For example, Cuba has decided to aim for university level education for its entire population, while in Trinidad every child has access to free education at all levels, and the vision for Barbados is to have one tertiary trained person in every household by 2020. In New Zealand education has moved from a mainly centralized structure to one in which individual schools and tertiary institutions are largely responsible for their own governance and management, working within the framework of guidelines, requirements and funding arrangements set by central government and administered through its agencies.

The educational level of a country is a determinant of the stage of its economic development and potential for future growth. Investment in education is important, enabling the development of each person's full potential and consequently creating a competitive workforce. Education is therefore a social indicator of a country's economic development and the stock and quality of its human capital. On an individual level, formal education is one of several important contributors to the skills and socialisation of an individual and helps citizens to learn how to function in society and be successful in life.

The Sector Plan for Education is influenced by the guiding principles in the *Vision 2030 Jamaica -National Development Plan* and is based on a shared vision of placing Jamaica prominently on the global map in terms of excellence in education. The Plan will build on work already undertaken by the Task Force on Education Transformation. It recognizes the importance of the integration between education and training. However, the analysis

¹ World Economic Forum, Global Competitiveness Report 2006

in this plan focuses on the formal and non-formal educational programmes from pre-primary to tertiary. Another plan, focusing on Training and Workforce Development, targets the training institutions and programmes including training activities of secondary schools, post-secondary and tertiary institutions in preparation for the labour market.

This Sector Plan is one of thirty one that form the foundation for the development of Vision 2030 Jamaica National Development Plan - a long term Plan designed to put Jamaica in a position to achieve developed country status by 2030. Vision 2030 Jamaica is based on a fundamental vision to make “*Jamaica the place of choice to, live, work, raise families and do business*”, and on guiding principles which put ‘people’ at the centre of Jamaica’s transformation. Twelve strategic priorities have been identified as critical elements in fulfilling the objectives of the plan. The Vision statement for this Sector Plan is: “*Well resourced, internationally recognised, values based system that develops critical thinking, life-long learners who are productive and successful and effectively contribute to an improved quality of life at the personal, national and global levels*”. This Vision focuses on facilitating equality of opportunities, social cohesion and partnerships. The Plan envisages that the average beneficiary of our education and training system will have completed the secondary level of education, acquired a vocational skill, be proficient in the English Language, a foreign language, Mathematics, a science subject, Information Technology, participated in sports and the arts, be aware and proud of our local culture and possess excellent interpersonal skills and workplace attitudes.

The preparation of the Education Sector Plan has been supported by a quantitative systems dynamics model – Threshold 21 Jamaica (T21 Jamaica) – which supports comprehensive, integrated planning that enables the integration of a broad range of interconnected factors inclusive of economic, social and environmental considerations. The T21 Jamaica is able to project future consequences of different strategies across a range of indicators. In addition, it will enable planners to trace causes of changes in any variable or indicator back to the assumptions.

The first draft of this Sector Plan was developed using the following processes:

1. Task Force Meetings to solicit ideas and views from members² on issues and challenges facing the educational sector in Jamaica as well as identifying a vision for Education in Jamaica, and determining key goals, objectives and strategies for the sector;
2. building on the work undertaken by the Education Transformation Task Force and adopting the goals and objectives contained therein - the initiatives of the transformation programme are centred on improving quality, equity and access. The activities include the modernization of the Ministry of Education (MOE), the decentralising of the administration of the school system, improvement in teacher quality, provision of additional school spaces, reduction in teacher-pupil ratio, improvement in quality assurance and increased stakeholder participation. These activities are scheduled to be accomplished by 2016;
3. research on international best practices and experiences from other developed and developing countries including Australia, New Zealand, Japan, Cuba, the United Kingdom and the United States of America in education that could be adopted in the Jamaican context;
4. a strategic meeting between the Chair of the Task Force, Chairman of the PAG, the consultant and the Technical Secretary of the PIOJ;
5. a strategic meeting with the Chair of the Education Task Force and the Chair of the Training & Workforce Development Task Force towards identifying cross-cutting issues and synchronization of the planning process; and
6. a strategic meeting with the Executive Director of the Transformation Team and his work stream leaders as well as members of the PIOJ's National Development Planning team towards integrating activities of the Education Transformation programme with the National Development planning process.

This document includes the primary elements listed below:

- Situational Analysis
- SWOT Analysis
- Strategic Vision and Planning Framework (including vision, goals, Outcomes and

² See Appendix 1 for List of Members of the Education Task Force.

Indicators)

- Implementation Framework and Action Plan
- Monitoring and Evaluation Framework

SECTION 2 - SITUATIONAL ANALYSIS

Background and Context

The Government has recognized the responsibility to ensure that every Jamaican child has a right to education to the level and extent possible within the resources of the State. Demands on education are growing. Rapid technological change and the move towards a knowledge-based society has necessitated a reassessment of the content and delivery of education to better face the challenges of the 21st century. Demands for educational opportunities also are growing – participation in education has been increasing steadily due to population growth, higher rates of primary completion, demands from industry for a higher trained workforce; and a perception of the positive gains from progressing to and completing secondary- and tertiary-level programmes.

Education in Jamaica is administered primarily by the Ministry of Education (MOE), through its head office and six regional offices. Formal education is provided mainly by the government, solely or in partnerships with churches and trusts. Formal education also is provided by private schools. Based on the stipulation of the Education Act (1980), the education system consists of four levels:



1. Early Childhood
2. Primary
3. Secondary
4. Tertiary

The education system caters to approximately 788,000 students in public and private institutions at the early childhood, primary, secondary and tertiary levels.

The current education system is pursuing the following seven strategic objectives to:

1. devise and support initiatives that are directed towards literacy for all, and in this way, extend personal opportunities and contribute to national development;
2. secure teaching and learning opportunities that will optimize access, equity and relevance throughout the education system;
3. support student achievement and improve institutional performance in order to ensure that national targets are met;
4. maximize opportunities within the Ministry's purview that promote cultural development, awareness and self-esteem for individuals, communities and the nation as a whole;
5. devise and implement systems of accountability and performance management to improve performance and win public confidence and trust;
6. optimize the effectiveness and efficiency of staff in all aspects of the service to ensure continuous improvement in performance;
7. enhance student learning by increasing the use of information and communication technology in preparation for life in the national and global communities.

Funding for education is provided primarily by the Government of Jamaica through allocations from the budget. According to GLOBUS, in 2001 Jamaica had the 8th highest education expenditure (6.8%) as a percentage of GDP worldwide. Only two developed countries – New Zealand & Sweden – ranked higher than Jamaica in this regard. As a percentage of the National budget, Jamaica ranks below Caribbean countries such as Trinidad and Tobago and Barbados.

In 2006, the Government began implementation of the recommendations of the National Education Task Force as well as introducing a number of programmes and projects towards improving quality, equity and access in the education system. This reform is expected to improve Jamaica's human capital and produce the skills necessary for

Jamaican citizens to compete in the global economy. The Task Education Task Force included the establishment of Regional Education Authorities and the Restructuring of the Ministry of Education as one of its main recommendations.

Major Achievements in Education

Many initiatives and policies have been implemented at all levels of the education system in order to improve the offering and outcomes of educational achievements in Jamaica.

Some of these include:

1. universal access to early childhood, primary and the early grades (7-9) of the secondary level;
2. development of standards to guide the delivery of early childhood education, including the establishment of the Early Childhood Commission;
3. national standardized textbooks and workbooks, provided free of cost at the primary level;
4. addressing some of the demand for spaces in the secondary schools by constructing over 17 schools during the period 2005 – 2007, to generate over 16,000 spaces;
5. a highly subsidized and accessible book rental scheme at the secondary level;
6. a highly subsidized lunch programme;
7. a standardized national primary curriculum;
8. the heightening of participation by civil society in the education process, resulting in additional funds being provided for the system;
9. a revolving loan scheme (J\$600-million) for professional development of teachers;
10. production and delivery of student and teacher furniture amounting to over 250,000 units over the period 2005-2007;
11. development and building standards for the school infrastructure system for over 400 schools;
12. refunding of tuition to teachers;
13. training of principals in Principles of Management at UWI;
14. repairs to over 400 schools over the period 2005-2007;

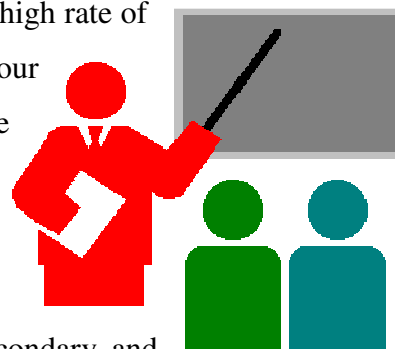
15. development and implementation of a series of educational policies including an ICT policy for Education, a Language Education Policy, a Mathematics and Numeracy Policy, a National Policy for HIV/AIDS Management in Schools and a Special Education Policy (see Appendix 4 for ICT Policy); and
16. execution of the JET programme centred on improving the surroundings of schools at all levels while educating the students of the need to take care of their environment. (The Jamaica Environment Trust programme is a non-governmental organisation which has become a part of the school environmental plan in over 200 schools island-wide. Currently, JET is financed by the Education Transformation Project, the MOE and the Private Sector).

Despite all these achievements, the system's performance is well below acceptable standards, manifested in low student performance. Data from the PIOJ reveal that in 2006, some 35 per cent of primary school leavers were illiterate, and only about 26 per cent³ of secondary graduates had the requisite qualification for meaningful employment and/or entry to post secondary programmes.

Key Issues and Challenges

The educational system has been heavily criticised. The criticisms centre around the quality of graduates from government funded or co-funded institutions; the examination success rate of students at all levels of the system; and the high rate of illiteracy among individuals who have benefited from our school system. These outcomes have been linked to a range of weaknesses in the system including:

- insufficient access to quality facilities particularly at the pre-primary, primary and secondary levels;
- inadequacy of space particularly at the upper secondary and more so, tertiary levels;



³ CXC Statistical Bulletin, 2006.

- performance targets, set in the Ministry, are not sufficiently cascaded throughout the system which results in little or no accountability for performance at the various levels;
- inadequate number of university trained teachers for all levels;
- inadequate number of trained teachers at the pre-primary level;
- negligible use of educational technology at all levels;
- use of teacher-centred teaching methods at the early levels;
- the inability of some parents to afford the fees charged under the Cost Sharing scheme, despite the “no child should be left behind” policy⁴;
- inadequate facilities to accommodate students with special needs (e.g. physically and mentally challenged students as well as the gifted);
- inadequate involvement of parents⁵ in the education of their children;
- the under performance of boys compared to girls at all levels of the school system;
- anti-social behaviour and increased violence in schools; and
- inadequate managerial training among school leaders.

Government continues to grapple with the aforementioned issues and how to correct the failings. Other issues being considered include: how to recruit and retain the best teachers in the face of the recruitment of highly skilled teaching professionals in overseas jurisdictions; and the country’s inability to pay competitive salaries.

Financing Education

Widening participation at higher levels of education as well as maintaining equity and education quality have important implications for education spending⁶. The Government of Jamaica currently spends over \$40 billion (2006/07 fiscal year, representing 11.4 % of

⁴ Under this policy, no child attending a government funded institution should be refused entry on the basis of inability to pay the shared cost.

⁵ In school based (PTAs); and home-based (homework etc.) involvement.

⁶ At the primary level, the rationale for public support of education appears quite strong. Unit costs are low compared to other levels of education and investment in primary education has been shown, through benefit incidence analysis, to favour the poor (World Bank, 2001). Similar equity-based arguments can be made for secondary education. However, at the tertiary level, unit costs are considerably higher and the composition of students tends to be over-represented by those from higher income households. Since tertiary education has been shown to provide greater returns to the individual, governments may assign greater responsibility for funding tertiary and even secondary education to individuals and households to reflect this shift in benefits.

the budget or 28.0 % of the non-debt portion of the budget) on education, with households estimated to spend an additional \$19 billion. Household expenditure on education include payments for tuition, exam and other fees, extra lessons, books, transportation, lunch & snacks and uniforms. According to the Jamaica Survey of Living Conditions (JSLC) 2006, each household was spending an average of \$67,591.56 on education expenses. The Table below presents a breakdown of annual education expenditure of households between 2002 and 2006.

Table 1: ANNUAL EDUCATION EXPENDITURE (\$), 2002- 2006

Category	2002		2004 ^r		2006	
	Nominal	Real (1990 prices)	Nominal	Real (1990 prices)	Nominal	Real (1990 prices)
Tuition	7,379.93	641.72	7,294.18	323.60	9,317.17	327.10
Exam and other Fees	7,040.2	6,12.2	8,315.10	285.80	6,009.54	211.00
Extra Lessons	7,545.20	406.3	10,585.20	441.78	12,155.33	426.72
Books	2,344.00	126.2	2,759.50	115.17	3,692.88	129.64
Transportation	9,219.80	847.6	11,805.20	829.83	13,265.73	715.32
Lunch & Snacks	13,023.00	1,189.30	15,463.00	1,302.90	18,688.76	1,249.97
Uniforms	2,231.90	215.2	2,601.40	235.68	3,140.54	251.65
Other	1,281.90	122.5	1,241.90	94.69	1,321.61	80.47
Total	50,065.93	4,161.02	60,065.48	3,629.36	67,591.56	3,391.82

r - revised data. Adapted from the Estimates of Expenditure, 2002-2006

There also is substantial private investment in education from institutions, particularly the Church. This budget for education is supplemented by other Government expenditure such as deferred financing for school building and funding from the Jamaica Social Investment Fund (JSIF), as well as the Culture, Health, Arts, Sports and Education (CHASE) Fund. In addition, the Government has begun to foster new private and public sector partnerships using deferred financing to create new school places at all levels. This arrangement is currently initiated with private companies such as WHICON and Gore Developments Ltd.

The Budgetary allocation for Government funded secondary and tertiary institutions is supplemented by fees charged under Cost Sharing schemes. Institutions at the Early Childhood Level, apart from the public funded “Infant Schools”, are largely financed through tuition fees and non-government support⁷. Over the period 2002/03 to 2006/07, actual expenditure exceeded the approved budget by an average of 9.3 per cent (Table 2). With respect to the allocations in the budget by programmes, the largest proportion went to Primary Education (31.8 %) and Secondary Education (28.0 %). Early Childhood was allocated 3.3 per cent, while Tertiary received 17.0 per cent of the budget (the third highest allocation). Approximately \$1B per annum is paid as subsidy to basic school teachers.

Table 2: Approved and Actual Recurrent and Capital Budget for Education (J\$ 000') 2002/03 – 2007/08							
	Approved			Actual			
	Recurrent	Capital	Total	Recurrent	Capital	Total	Difference between Actual and Approved (Percentage)
2002/2003	20,734,800	1,000,000	21,734,800	23,065,094	650,000	23,715,094	9.1
2003/2004	22,800,000	874,453	23,674,453	28,772,528	381,325	29,153,853	23.1
2004/2005	29,560,000	170,800	29,730,800	30,508,511	470,497	30,979,008	4.2
2005/2006	34,000,000	3,489,780	37,489,780	34,000,000	3,926,680	37,926,680	1.2
2006/2007	35,944,425	4,911,415	40,855,840	41,417,336	2,996,484	44,413,820	8.7
2007/2008	47,784,160	5,822,876	53,607,036	n/a	n/a	n/a	n/a

Adapted from the Estimates of Expenditure, 2002-2009

According to UNESCO’s “Teachers for Tomorrow’s Schools”, the funding of a national education system should be equitably distributed across the population, with private expenditure playing an important role in financing secondary and tertiary education.

In a number of countries around the world, parents and communities help to cover costs by directly or indirectly subsidising teachers’ salaries in state-run schools, or by directly employing and paying teachers. The extent of private funding of education reaches high levels in some countries, accounting for more than 40 per cent of total educational expenditure in Chile, Peru, the Philippines and Thailand.

⁷ Infant Schools and departments of public primary schools are supported from GOJ budget.

With respect to higher education, data from OECD countries indicate that within private finance as a whole, households spend almost twice as much as all other private entities on higher education. Through a combination of tuition and indirect expenses, households in 2003 contributed 16 per cent of total expenditure on higher education, while other private entities (e.g., businesses, charities, and labour organizations) contributed 9 per cent. In contrast, the Jamaican Government finances between 65 per cent and 80 per cent of the cost of higher education.

Although Jamaica spends a fairly high percentage of its resources on education, it is clear that the present levels of expenditure are inadequate and that innovative approaches to financing education are not fully explored. Approximately 80 per cent of the budgetary allocation is to recurrent expenditures as opposed to learning resources. This could partly contribute to poor student performance and quality outcomes. There is a growing view that investment in education is most efficiently allocated using students as the focus rather than institutions. International best practice indicates that policy, practice and adequate resources must be aligned to support not only academic learning for each child, but also the experiences that encourage development of a whole child – one who is knowledgeable, healthy, motivated and engaged.

Table 3 compares the expenditure per student at the various levels of the education system for Jamaica, Barbados and Trinidad and Tobago. The results indicate that Jamaica lags behind its CARICOM partners at all three levels.

Table 3: Expenditure per Student for Selected Countries (US\$) for year 2000 and CXC Performance for Three Key Subjects - 2003

Country	Primary	Secondary	Tertiary	GDP per Capita	Literacy Rate	English (%)	Maths (%)	Physics (%)
Jamaica	323	508	1,703	3,561	86.4	45	36	59
Trinidad	816	734	-	8,176	93.5	55.3	50.3	60.7
Barbados	1,871	2,432	5,634	14,553	97	68.3	53.3	67.3

Source: UNESCO

The high level of literacy in Barbados as well as its economic performance vis-à-vis Trinidad & Tobago and Jamaica suggest some relationship between educational expenditure, on the one hand, and educational and economic performance on the other. However, despite the fact that Barbados spends three times as much per student as Jamaica, the performance of Barbadian students at CXC is not proportionately higher than that of Jamaican students in these examinations.

Population and Demographics of the Education System

Enrolment

An estimated 72.9 per cent of the 3-24 year old (school-age cohort) were enrolled in educational institutions in 2006. The total number of students enrolled in the public education system at the pre-primary, primary and secondary levels stood at 788,490, with primary education accounting for 38.0 per cent of the total. By 2007, the percentage of the eligible cohort enrolled in school had risen to 74.2 per cent. Just under 86 per cent were enrolled in public schools. The Gross enrolment rates for the Pre-Primary, Primary, Secondary and Tertiary level educational institutions were 95 per cent, 95 per cent, 90.7 per cent and 29.0 per cent respectively in 2005. These figures, except for pre-primary and primary, do not compare favourably with developed countries such as the United Kingdom and Japan and with some Caribbean countries such as Barbados (see Table 4 below). It should be noted that while enrolment rates are relatively high, it does not speak to important differences in the quality of education. The target for the system is the achievement of universal enrolment at the upper secondary level and improved attendance at all levels. It should be noted that by 2007, the respective outputs had risen (except for primary which declined marginally) to 99.4 per cent (Pre-Primary), 94.5 per cent (Primary), 93.4 per cent (Secondary), and 29.5 per cent (Tertiary).

Table 4: Educational Indicators for Selected Countries, 2005

Indicators (2005)	Countries					
	Jamaica	Singapore	Barbados	Japan	UK	Trinidad
Enrolment (Gross)						
Pre-Primary	95%	43%	93%	85%	59%	87%

Indicators (2005)	Countries					
	Jamaica	Singapore	Barbados	Japan	UK	Trinidad
Primary	95%	110%	108%	100%	107%	100%
Secondary	90.7%	74%	113%	102%	105%	81%
Tertiary	29%	24%	46%	55%	60%	12%
% of Gov't spending that goes to education	9%	18.2%	16.4%	9.8%	12.1%	13.4%
Length of School Year (Days)	190	280	200	243	192	195
Pupil/Teacher Ratio	28	26	15	19	17	17

Source: UNESCO

Attendance and Contact Time

Information garnered from the MOE estimates an 80.5 per cent average daily attendance rate for the period 2003-2005 with males averaging 78.8 per cent and females 82.1 per cent. As shown in Table 5, in 2005, the average daily attendance have improved compared with previous years and was highest in Technical High Schools, 84.8 per cent and lowest in All-Age schools at 75.9 per cent. The implication is that achieving quality education is negatively impacted as on any given day some 19.1 per cent of the students were absent from school.

TABLE 5: Percentage Attendance by School Type and Sex, Academic Year 2003 to 2005

School Type	Percentage								
	2003/2004			2004/2005			2005/2006		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Infant	74.8	78.4	76.5	75.5	74.5	75.0	76.1	77.6	76.8
Primary	80.3	83.0	81.7	80.3	82.8	81.6	81.1	83.3	82.2
All Age	73.4	77.6	75.3	73.5	77.2	75.1	74.3	77.9	75.9
Primary & Junior High	76.7	79.5	77.9	74.9	78.9	76.7	75.7	79.6	77.4
Secondary High	80.2	83.7	82.0	80.2	83.2	81.8	80.4	84.5	82.5
Technical High	85.6	82.8	84.2	83.3	85.7	84.5	84.1	85.5	84.8
Agricultural High	94.2	90.9	92.9	90.5	92.5	91.3	84.6	84.0	84.4
Grand Total	78.7	82.1	80.4	78.5	81.7	80.1	79.1	82.6	80.9

Source: Ministry of Education, Statistics Unit

The impact of the length of instructional time on student performance also has been the focus of attention in education systems globally. In contrast to many countries where 12 or 13 years of formal schooling is provided, Jamaica provides 11 years from Grades 1-11. However, research indicates that extending time without improved teaching methods does not add value. With respect to the length of the school year, Table 4 shows that

Jamaica has the shortest number of days per school year compared to all the other countries – Japan for example has 22 per cent more days and Barbados has 5 per cent more days. In Jamaica the number of instructional hours per school day as stipulated by the Regulations should be no less than 4 ½ at the Primary, All Age and Secondary schools on a shift system, and 5 hours for whole-day schools. One recommendation would be to increase the number of instructional hours to compare with those of the United States, for example, which is 6 hours per day. The hours of instruction refer to the hours that a teacher and students are present together imparting and receiving educational instruction respectively⁸.

Teacher Complement

The public education system currently employs over 25,000 teachers in over 1,000 schools (see Table 6).

TABLE 6: SUMMARY OF TEACHING STAFF BY TYPE OF EDUCATIONAL INSTITUTION

SCHOOL TYPE		TRAINED TEACHERS	UNTRAINED TEACHERS	NUMBER OF TEACHERS
PUBLIC INSTITUTIONS	INSTITUTIONS*			
INFANT SCHOOLS	30	322	25	347
PRIMARY (Inclusive of Infant Departments)	445	6,639	728	77,367
ALL AGE (Grades 1-9 & Inclusive of Infant Departments)	261	2,472	312	2,784
JUNIOR HIGH and PRIMARY & JUNIOR HIGH (Grades 1-9 & Inclusive of Infant Departments)	87	2,501	287	2,788
SPECIAL SCHOOLS (Government Owned & Aided and Units)	17	229	117	346
SECONDARY HIGH	146	8,085	1,800	9,885
TECHNICAL HIGH	14	847	223	1,070
AGRICULTURAL HIGH	2	26	9	35
COMMUNITY CENTRES	5	270	127	397
TEACHERS' COLLEGES	5	312	21	333
BETHLEHEM	1	56	8	64
MONEAGUE COLLEGE	1	58	13	71
EDNA MANLEY COLLEGE OF THE VISUAL & PERFORMING ARTS	1	22	90	112
COLLEGE OF AGRICULTURE, SCIENCE & EDUCATION	1	50	26	76
G.C. FOSTER COLLEGE PF PHYSICAL EDUCATION & SPORTS	1	....	....	....
UNIVERSITY OF TECHNOLOGY	1	....	....	....
UNIVERSITY OF THE WEST INDIES (MONA)	1	283	266	549
SUBTOTAL	1,019	22,172	4,052	26,224
INDEPENDENT INSTITUTIONS				
BASIC SCHOOLS (RECOGNISED)	....	....	....	....
BASIC SCHOOLS (UNRECOGNISED)	....	....	....	....
KINDERGARTEN/ PREPARATORY	185	....	....	....
SECONDARY HIGH with PREPARATORY DEPARTMENT	31	....	....	....
SECONDARY HIGH	17	....	....	....
VOCATIONAL HIGH	62	....	....	....
COMMERCIAL/BUSINESS COLLEGE	103	....	....	....
SPECIAL	29	36	78	114
SUB-TOTAL	427	36	78	114
<i>Source: Adapted from Jamaica Education Statistics 2006- 2007 p.9</i>				

Rising enrolment rates will increase the demand for new and competent teachers in the future. Pupil/teacher ratios are currently high when compared to other countries (see Table 4). The ratio of students to teaching staff, which needs to be distinguished from class size, is an important indicator of the resources which countries devote to education. As countries face increasing constraints on education budgets, the decision to decrease student-teacher ratios needs to be weighed against the goals of increased access to education, competitive salaries for teachers, and investment in school infrastructure, equipment and supplies.

The teaching profession is dominated at all levels by females and more so at the primary level where they account for 89 per cent of the total. Eighty-three percent are college trained and 20 per cent university trained. There is a programme to place at least one trained teacher in each recognized basic school. There is no legislated requirement for teachers to continue to improve their learning once they have received their teaching qualifications at the teacher training colleges. Table 6 provides a summary of educational institutions by type and teaching cadre at each level of the educational system. Where the gaps are shown, no data were available.

The Institutional and Legislative Framework

The Ministry of Education (MOE) is at the centre of the framework providing the institutional framework supporting schools and institutions. The MOEY comprises a central administrative body and six administrative regions.

Below are the key pieces of legislation which govern the education system in Jamaica.

1. The Education Act, 1965.
2. The Education Regulations, 1980 (commonly called the Education Code), an extension of the Act, prescribe the details of administration. Regulations are being reviewed (since 1989).
3. The National Council on Education Act, 1993, establishing the National Council on Education (NCE), which has among its functions; the nomination of persons

for appointment to Boards, the orientation and training of Board Members and advice to the Minister on policy matters, and management of the Education Trust Fund.

4. The Financial Management Regulations, 1996 which prescribe the rules for the management of Government assets and funds and is an extension of the Financial Administration and Audit Act (FAAA) and Instructions 1977.
5. The University Council of Jamaica Act 1987.
6. The Human Employment and Resource Training (HEART) Act, 1982.
7. The Early Childhood Commission Act, 2003.

Analysis of the Education System by Level

The Education Act, 1980 stipulated that the public education system should consist of four levels:

1. Early Childhood
2. Primary
3. Secondary
4. Tertiary

The Ministry also provides special education programmes for children between the ages of four and 20 years. This is considered another educational level.

Early Childhood Education

Early Childhood Education is concerned with the development of children up to age five. The early childhood level is considered to be the most critical stage of the development of the child and also is the stage where the foundation is laid for future development. Children enter educational institutions from ages three to four, while those from birth to three access services at Day Care Centres. Early Childhood programmes are delivered in:

- Day Care Centres (0-3 years old);
- recognized/unrecognized Basic schools⁹;

⁹ Recognized Basic schools are those which have achieved the minimum standards set by the Ministry of Education for teaching children in the above age cohort while the unrecognized schools are those which are considered to be below the minimum standards.

- Infant Schools/Departments; and
- Kindergarten departments of Preparatory Schools (3-5 years old).

Basic Schools are predominantly community operated institutions. Infant schools and Infant departments are publicly operated entities. The infant schools are stand-alone institutions while the department are attached to schools offering primary level education. Registration in public and private Early Childhood Education (ECE) institutions stood at 111,050 in 2008. Data from the Jamaica Survey of Living Conditions 2007 estimated that the 3-5 age cohort had a gross enrolment rate of 99.4 per cent (boys, 100.0 %; girls, 98.6 per cent). The gender distribution at this level had males accounting for 50.3 per cent of the total. The ECE level was served by some 4,191 early childhood teachers. The average teacher to pupil ratio was 1:23 compared to 1:21 in 2006.

Key Initiatives in Early Childhood Development

Some initiatives currently being pursued or recently implemented are stated below.

1. An ***Early Childhood Commission***, established in March 2003 by an Act of Parliament with a mission to ensure “an integrated and coordinated delivery of quality early childhood programmes and services, which provide equity and access for children zero to eight years within healthy, safe and nurturing environments.” Among the functions of the Commission which consists of 20 members from varying sectors of the society, are to:
 - i. advise the Cabinet (through the Minister of Education) on policy matters relating to early childhood care, education and development in Jamaica, including initiatives and actions to achieve national early childhood development goals;
 - ii. monitor and evaluate implementation of the plans in respect of early childhood care, education and development and make recommendations to the Government through the Minister of education;
 - iii. regulate prescribed early childhood institutions; and
 - iv. assess and rate Early Childhood Education (ECE) institutions.

2. The *Early Childhood Act*, brought into being in 2005. The Act and its attendant regulations address issues such as:
 - the character and capabilities of individuals applying for authorization to deliver programmes in early childhood;
 - the physical surroundings of these institutions;
 - the safety within them;
 - the delivery programmes; and
 - qualifications of staff
 - the placement of college trained teachers in ECE institutions;
 - parenting education;
 - curriculum Development
 - development assessment of “At Risk” children.
3. The *Early Childhood Commission Registration Drive* which commenced on the 30 November, 2007 through which all Early Childhood Institutions may apply for the Certificate of Registration. This certificate provides indication that an institution has met the requirements for operating as an early childhood institution as stipulated under the law.
4. The Enhancement of Basic Schools Project 2002-2006 (subsequently extended to 2008). The Project involves aspects such as:
 - the development of Model Learning Environment (Civil Works);
 - strengthening institutional capacity through measures such as the provision of early childhood standards, the training of assessors and the development of the legal and regulatory framework;
 - residential workshops for ECE practitioners under the NCTVET Level I and II certification training.
5. A pilot school-feeding programme in 24 basic schools in the parish of St. Mary implemented and evaluated as preparatory to the introduction of a National School-Feeding Programme at the Early Childhood level.

The Government proposes to phase out all basic schools that are below the required standard. It also will introduce a pre-primary section (five year olds) in a number of Primary Schools with the requisite capacity.

Key Issues Impacting Early Childhood Education

The uneven delivery of early childhood education and development programmes has been attributed to factors such as those listed below.

1. Disparity between the quality of teachers in community Basic Schools versus the public Infant Schools/Departments and the better supported preparatory schools. The public Infant Schools/Departments and the better supported Preparatory Schools have had trained teachers who have been able to deliver education and training at an acceptable standard. However, many of the basic schools are staffed by teachers who have received no formal training with the result that delivery of educational programmes is below the required standard.
2. Lack of the required physical infrastructure, equipment and support materials in some of these institutions, hampering the delivery of an acceptable standard of education to support the intellectual development of the child. For many of them, financing is an issue despite a subvention for teacher salaries from the government for required basic schools.
3. Poor nutritional support which impairs intellectual and physical development. In this regard, research indicates that children under-perform academically when they lack the necessary nutritional support.
4. Absence of adequate parenting support for the children and the schools.

Primary Education

Primary education programmes are delivered in Primary, Primary and Junior High, All Age and Preparatory Schools covering children ages 6-11. Primary school enrolment in 2007/08 was 315,130, 1.6 per cent higher than the number enrolled in 2006/07. Enrolment in public schools was 292,417 and an estimated 26,317 or 9.0 per cent¹⁰ were enrolled in 217 private schools. The MOE reported that the gross enrolment rate for the

¹⁰ 2006 JSLC.

primary level was 94.5 per cent - 96.3 per cent for males and 92.8 per cent for females. In the public school system, males accounted for 51.2 per cent of total enrolment. The average teacher to pupil ratio was 1:30 compared to 1:27 in 2006/07. This compares with the Education Task Force recommendation of 1:20 for Kindergarten to Grade Three and 1:30 for Grades Four to Six.

Performance

Available data on the Grade One Readiness Inventory showed that in May 2002 some 28,895 students (51.1%) sat the examination. Of the total sitting, some 31.4 per cent of the students mastered all four of the Cognitive Skill areas. The proportion of girls mastering all four was 36.9 per cent compared to 26.3 per cent of boys. By 2006, a total of 44,865 students sat the examination, (51.8 % males) and females continued to outperform males. The score for girls was 49.1 per cent compared to 36.1 per cent for boys. In 2007/2008, the Grade One Individual Learning Profile was introduced to replace the Grade One Readiness Inventory. Of the six tests administered under the new assessment, 18.5 per cent (22.8 % of males and 13.9 % of females) of the students showed no mastery of any area. The highest rate of mastery was 29 per cent of females for the Writing and Drawing Test (18.3 % of males).

**TABLE 7: PERFORMANCE AT THE MASTERY LEVEL Grade Three
Diagnostic Test, 2004-006**

Language Arts	2004	2005	2006
Phonics <i>S</i>	53.1	37	39.6
Structure & Mechanics	27.5	48	39.7
Vocabulary	39.6	40.4	42.4
Study Skills	28.8	41.3	34.8
Reading & Listening	30.6	49.5	42.5
Mathematics			
Numbers	22.5	40.4	35.9
Estimation & Measurement	15.5	41.3	25.1
Geometry	36.5	49.5	56.1
Algebra	16.3	22.8	56.8
Statistics	20.9	30.1	57.5

Source: Ministry of Education Statistics Unit

Mastery of key subjects (Language Arts, Mathematics and Communication Tasks) is tested at two levels, Grade Three (for diagnostic purposes) and Grade Four (to test for progress). The *Grade Three Diagnostic Test* in the National Assessment Programme was taken by 42,464 students (21,856 males) in 2006. As shown in Table 7, less than 58 per cent of males and female students at grade three achieved mastery in any of the core subjects. For the period beginning academic year 2004 to 2006, girls had higher scores than boys in all the sub-tests.

Table 8 shows the performance of students in the Grade Four Literacy Test over the period 2004 - 2008. In May 2006, 47,325 students or 93.7 per cent of the cohort sat the test. Of the total, 30,674 or 64.8 per cent mastered all three subjects (17,926 females and 12,748 males) compared with the 63.9 per cent in 2005. Although the percentage that mastered literacy at the grade four level declined in 2007, the number increased to 48,289 or 99 per cent of the eligible cohort in 2008, and the percentage that gained mastery increased to 68.9.

TABLE 8: PERFORMANCE AT THE MASTERY LEVEL Grade Four Literacy Test 2004-2008

Years	2004	2005	2006	2007	2008
Percentage achieving mastery	57	63.9	64.8	63.5	68.9

The Grade Six Achievement Test (GSAT) is designed to measure the academic development of children at the primary level and serves as a mechanism to facilitate the placement of students at secondary level schools (Table 9). This curriculum-based examination had 53,017 (26,599 females) students registered with 96.5 per cent sitting in 2006. The mean percentage scores were Mathematics 53.0 (57.8 in 2005); Language Arts 54.0 (53.9 in 2005); Social Studies 51.0 (56.9 in 2005); Science 55.0 (51.6 in 2005); and Communication Tasks 50.0 per cent (40.0 per cent in 2005). Girls outperformed boys in all subject areas and on average students from preparatory schools did better than those from public schools at the primary level. In the succeeding years 2007 and 2008, despite fluctuations (lower performance in 2007 and improved performance in 2008), a relatively low percentage of students showed mastery in the critical areas of Mathematics, Science, Language Arts, Communication Tasks and Social Studies. The

success rate for Language Arts and Mathematics never exceeded 58 per cent in any year. The highest success rate for any area was 66 per cent for Communication Tasks in 2007.

**Table 9: PERFORMANCE AT THE MASTERY LEVEL
Grade Six Achievement Test (GSAT) 2004-2008**

SUBJECTS	2004	2005	2006	2007	2008
Mathematics	44.19	57.8	53	46	55
Science	46.09	51.6	55	52	56
Language Arts	47.98	53.9	54	48	53
Communication Tasks	64.1	40	50	66	58.3
Social Studies	50.24	56.9	51	51	56

Source Ministry of Education Statistics Unit

Special Projects/Programmes at the Primary Level¹¹:

The Primary Education programme is currently being enhanced by the supporting programmes/projects listed below.

- ***GOJ/Inter-American Development Bank (IDB) Primary Education Support Programme (PESP)*** - The PESP is targeting improvement of the Literacy and general language capabilities of students in the Primary School system. The goal is to contribute to improved performance, efficiency and equity of the primary education system.
- ***The Caribbean Centre of Excellence Project (2002-2009)*** – aims at improving the teaching of reading and ultimately improve student literacy in the first three grades of primary schools. The project emphasizes differentiated instruction in reading in response to the varying needs of students. It is currently implemented in 43 schools in Jamaica.
- ***Expanding Educational Horizon (EEH) Project (2005-2009)*** – is a continuation of the previous New Horizons Project, with the principal objective of enhancing the numeracy and literacy performance of Jamaican students in 71 primary schools. The project also will focus on improving the performance of boys in

¹¹ See Appendix 2 for details on these four special projects.

Mathematics and English Language and increased stakeholder support for educational transformation.

- **MOE Primary School Textbook Programme** - the Government of Jamaica provides all students with textbooks.
- **National School Feeding Programme** - The Government supports the primary level through a nutrition programme. The objectives of this programme include: encouraging greater and more regular school attendance, and enhancing the learning capacity of the students; and supplying at least a third of the child's daily nutritional requirements.
- **A PATH Grant** to provide nutritional assistance is given to all categories of schools (infant to high).

Key Issues Impacting Negatively on Primary Education

1. Pronounced gender differentiation in the participation rate of boys and girls after grade 6 and in their general performance levels.
2. Inequality between schools with respect to facilities provided and delivery of programmes.
3. Generally poor performance in key areas such as numeracy and literacy.
4. Inadequacy of transportation for children especially in rural areas.
5. Inadequate funding for schools.
6. Inadequacy of some schools to ensure fully qualified staff, particularly in the rural areas largely due to incongruence between training and deployment of teachers.
7. Poor parental support.
8. Under-nourished and poorly nourished children.
9. Inadequate financial support for children (bus fares, meals, study materials etc.).
10. Overcrowding, particularly in urban schools.
11. Under-enrolment for some rural schools.

According to UNESCO and the WHO, 10% – 12% of each age cohort has a disability.

This would imply that of the approximately 723,000 enrolled in early childhood, primary and secondary high in Jamaica, approximately 72,300 (10%) to 86,760 (12%) are at risk and in need of formal assessment and intervention programmes.

Special Education

Special education programmes are provided mainly through private voluntary organizations in collaboration with the Government and cater to individuals from 4-20 years who are challenged mentally, physically and intellectually. Within the system there are:

- six schools and 21 statistical departments attached to primary and secondary level institutions catering to students with mental retardation and multiple disabilities;
- seven schools and five departments serving the hearing impaired - four of these schools are privately operated while three are grant-aided, that is, government is responsible for the operational cost of these institutions; and
- one school that caters to children who are blind or visually impaired.

In 2004, some 2,500 special needs students were enrolled in government and government-aided special education programmes. This represented only 0.34 per cent of the school population. The remaining students were enrolled in the mainstream education school system and were therefore at risk.

The system also caters to children with mild disabilities through special units attached to regular primary schools.

The Mico College Child Assessment and Research in Education Centre (CARE) was established to provide services for early detection of disabilities which affect the development of children, including prescribing corrective programmes to address the problem.

Special Education is delivered through two types of programmes to a population which stood at 5,786 students in formal school-based Programmes and home/community-based programmes in 2005/06 (See Table 10). The programmes had a total of 368 teachers and 208 Teachers' Aides/Community Rehabilitation Workers with a daily student attendance rate of 90.0 per cent in the formal programmes.

Key Initiatives in Special Education

Initiatives undertaken to improve the outcomes for persons with special needs include the following:

- the contracting of the UWI to conduct research in St. Catherine and Clarendon to identify students at the Primary level with specific learning disabilities;
- approval for the construction of a special school on the grounds of the Sam Sharpe Teacher's College in St. James for the provision of early stimulation and vocational training for students with special needs;
- accreditation from the NCTVET for the Lister Mair Gilby High School for the Deaf in four of its vocational programmes;
- the Caribbean Council for the Blind and its partner Sight Savers International received 12 new computers to be used in the training of teachers working with students with exceptionalities in 2006; and
- the integration of 25 visually impaired students into High Schools, while special arrangements were made for students with specific challenges to sit the 2006
- GSAT examinations;

Table 10:			
ENROLMENT IN GOVERNMENT AND NON-GOVERNMENT SPECIAL EDUCATION PROGRAMMES, 2005/06			
PROGRAMMES	Male	Female	TOTAL
Schools for the Mentally Challenged	836	469	1 305
Schools for the Blind	72	53	125
Schools for the Deaf	227	230	457
Government Special Education Unit	237	110	347
Resource Room Programme	1 442	717	2 159
Centre-based Programmes	352	137	489
Home-based Programmes	259	202	461
Total number of children seen in Clinics			443
Total number of children in Special Schools and Programmes	3 425	1 918	5 786
<i>Source: Special Education Unit, MOE</i>			

Key Issues Negatively Impacting Special Education:

1. Inadequate number and distribution of institutions to support the variation in special needs across the island.
2. Inadequate number of trained individuals to service the number of individuals with varying special needs.
3. Inadequate equipment to support training for some special needs.
4. Inadequate financing to support the varying needs.
5. Inadequate support in the homes of individuals with special needs.
6. Inadequate programmes to support the gifted.

Secondary Education

Student enrolment in public secondary institutions in 2007/08 was 250,837, 1.4 per cent higher than in 2006/2007. An estimated 11,789 students were enrolled in private secondary schools. Gross enrolment was 99.7 per cent in the lower cycle (Grades 7- 9), while enrolment at the upper cycle (Grades 10-11) was 83.6 per cent. For the combined age groups, gross enrolment for Grades 7-11 was 93.4 per cent (90.4 per cent in 2006/07). Females accounted for 50.4 per cent of student enrolment. The number of teachers employed in the 414 public schools offering secondary level education stood at 13,255, 1.9 per cent above 2006/07. Females accounted for 69.2 per cent of the total number. Approximately 87 per cent of the teachers were trained, 54 per cent college trained teachers/instructors, and 32 per cent trained university graduates. The average teacher to pupil ratio was 1:19, down from 1:22 in 2004/05.

Performance

In June 2008, a total of 31,604 public school candidates sat the Caribbean Secondary Education Certificate (CSEC) Examination administered by the Caribbean Examination Council (CXC). This represented 81.5 per cent of the 2007/08 Grade 11 cohort (38,778 students). Grades I – III are considered passing grades in the examination. Over the years 2005, 2006, and 2008, performance has gradually improved. The proportions of students who sat the examinations and passed five or more subjects were 26.4 per cent, 28.4 per cent, and 30.4 per cent respectively. The percentage of students with passes in 1-3

subjects was 58.1 per cent compared with 40.1 per cent in 2006. In June 2006, 22.1 per cent did not pass any subject, compared with 23.9 per cent in 2005. The proportion fell to 19 per cent in 2008. The performance in the core subjects of Mathematics and English Language has continued to be poor despite fluctuations.

Table 11 shows the performance of children by subject for the period 2003 to 2007. In 2006 the proportion that passed English Language fell to 50.1 per cent from a high of 60.2 per cent in 2005. In Mathematics, the percentage of students who attained passing grades also fell to 35.7 per cent from 39.4 per cent. The basic requirement for tertiary institutions is five CSEC subjects including English Language and Mathematics. Of the 30,063 Jamaican students who sat the 2006 CSEC examination, 7,901 (26.0 %) attained Grades 1-III in five or more subjects including Mathematics and English Language. In 2007, the number fell to 5,060 and then rose to 5,866 (18.6 %) in 2008 (data for years 2003 to 2007 shown in Table 11).

Table 11: Performance of Public Secondary School Students in the CSEC Examination by Subject (General and Technical Proficiency) 2003-2007

Subjects	Number Sitting					Percentage Attaining Grades 1-III				
	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
Arts										
English Language	20596	18872	19956	22282	22702	45	40.6	60.2	50.1	51.6
English Literature	6677	5678	6917	7193	7228	63.4	56.8	66	46.6	67.4
Spanish	2685	2305	3077	3628	3614	69	59.7	63	71.6	67.9
French	530	384	592	802	811	62.7	54.2	69.1	78.8	78.2
Caribbean History	4930	4149	5101	5368	5356	74.2	62.3	61.3	71.1	69.2
Geography	3619	3174	3728	3903	3826	58.6	52.4	57.1	52.9	69.2
Social Studies	9199	8933	10484	12622	13311	79.4	72	77.7	72	72.1
Religious Education	2006	1901	2211	2512	2539	75.4	82.1	78.5	78.3	78.9
Music	69	49	77	85	83	62.3	73.5	70.1	43.5	66.3
Sciences										
Biology	4069	3698	4661	4697	4467	61.2	47.6	62	72.8	71.9
Human & Social Biology	n/a	n/a	2627	4839	6404	n/a	n/a	31.8	43.3	47.8
Chemistry	2905	2575	3597	3762	3866	57.1	35.6	51.8	60.7	60.9
Integrated Science	3941	4015	4914	6057	5882	65.6	66.4	72	67.6	64.9
Physics	2613	2196	3071	3306	3638	53	47.4	59.4	52.1	48.8
Mathematics	16983	15489	15958	19241	18823	36	23.5	39.4	35.7	35.3
Technical/Vocational										
Agri. Science (DA)	295	324	358	338	434	77.6	83.3	91.9	85.8	91.2
Agri. Science (AS)	594	653	676	828	1887	95.1	89.3	74.1	79	54.5
Agri. Science (CS)	583	720	946	925	-	89.9	84.9	63.7	75.9	-

Subjects	Number Sitting					Percentage Attaining Grades 1-III				
Visual Arts	1831	1762	1685	1766	2074	57.8	47	62.9	68.3	73.9
Building Technology Construction	428	451	462	441	551	85.3	80.7	79.2	79.1	70.2
Building Technology Woods	740	775	818	778	732	74.6	73	27.8	55.5	56.6
Clothing & Textiles	1265	1212	1115	1265	1381	92.6	80	81.6	83.0	79.6
Electrical Technology	1744	1565	1786	1754	1779	67.7	83.1	49.8	39.1	66.7
Electronic Document Prep. & Mgmt.			814	1819	2282	n/a	n/a	89.2	94.6	92.9
Food & Nutrition	3282	3350	3523	3878	4154	84.1	82.8	84.9	83.3	87.2
Home Management	2291	2548	2837	2799	2918	86.8	96.2	88.6	87.5	87.8
Information Technology	6018	5360	6545	7466	8134	58.9	46.2	69	58.4	72.4
Mech. Eng. Technology	740	718	818	856	952	65.3	68.2	41.2	46.3	51.2
Phys. Ed. & Sports	n/a	n/a	44	408	743	n/a	n/a	86.2	93.1	91.4
Technical Drawing	2727	2344	2569	2669	2844	47.4	51.3	51	65.5	62.0
Theatre Arts	87	91	212	226	281	83.9	75.8	87.7	62.4	81.1
Business										
Office Administration	3598	3280	3715	4011	4379	83.5	79.7	85.2	86.8	81.0
Principles of Accounts	6345	5694	6408	6813	7043	74.1	64.1	69.8	70.5	69.3
Principles of Business	6967	6607	7366	7993	8019	75.6	76.3	74.8	67.7	75.7
Typewriting	1406	1125	435	56	24	40.8	33.8	46.7	48.2	12.5
Economics	n/a	n/a	n/a	n/a	378	n/a	n/a	n/a	n/a	53.2
<i>Source: Adapted from data included in the Economic and Social Survey Jamaica, 2003-2008</i>										

The foregoing data illustrate that despite improvement in the general performance of students from the Primary to Secondary levels and in some instances, marginal improvements, the performance of our children, particularly in public schools, continues to be below the desired level.

Special Projects/Programmes at the Secondary Level

There are a number of programmes geared towards improving the Secondary School system that are being implemented. These are:

- ***GOJ/IBRD The Reform of Secondary Education Project*** (ROSE - now in its second phase) - Components under this programme include measures to improve literacy and numeracy among students, expanded access to schools for students and institutional strengthening.
- ***The MOEY/HEART Trust/NTA Technical High School Development Project (THSDP)*** - This project seeks to improve the programmes, facilities and curricula of the 14 Technical High Schools and Papine High School. Emphasis is placed on

- improving the performance of students in Reading, the Sciences, Mathematics and English. The programme involves interventions relating to the training of teachers and school administrators.
- ***The School Feeding Programme (SFP) – Nutribun:*** Approximately 136,000 children benefit from this programme on a daily basis. The programme was feeding 195,000 in 2004 but was forced to scale down due to budgetary constraints.
 - ***Traditional/cooked lunch programme*** -This programme facilitates the daily feeding of over 175,000 beneficiaries.
 - ***The Secondary School Enhancement Programme (SSEP)*** - introduced in 2001 to address the issues of equity and access in the secondary school system. The programme is geared at providing funds to laboratories and classroom environment, purchase equipment and materials so as to enhance the teaching and learning processes and ultimately raise the performance levels of students. The primary beneficiaries of the programme are new, reclassified and upgraded high schools.
 - ***Guidance and Counselling Programmes-*** The programmes are geared towards preventing/addressing anti-social behaviour in schools. These include: The Health and Family Life Education Programme (HFLE) and National HIV AIDS Response Team; the development of a Civics and Moral Education Curriculum; the Safe Schools Programme (focussing on the reduction of violence in school); Pathways to Peace Programme (to promote peace in schools); and the Educate, Assess and Socialize the Youth (EASY) Programme delivered under the Programme for Alternative Student Support (PASS) which targets students who have been diagnosed as being seriously maladaptive.
 - ***The Technical Vocational Rationalization Project*** –Developed to rationalize existing technical and vocational programmes in secondary schools, this project involves the sharing of facilities and programmes among schools in a common geographical area.

- ***National Textbook Loan Scheme*** – in 2006, the National Textbook Loan Scheme provided approximately 590,000 free textbooks valued at \$611.9 million to students at Grade 7-11 across 270 secondary level schools island-wide.
- ***The Educate, Assess and Socialize the Youth (EASY) Programme***, a project within the Programme for Alternative Student Support (PASS), assisted schools to deal with students who display high levels of anti-social behaviour. The EASY Programme developed and delivered by a psychologist included assessment and treatment of 48 students with chronic maladaptive behaviour. Under the general guidance and counselling programmes, an additional 540 students were referred for specialized counselling.
- The ***Safe Schools' Programme (SSP)*** - which is being undertaken jointly by the MOE and the Ministry of National Security, continued activities aimed at reducing violence and anti-social behaviour in schools. These activities included, the 'Safe Bus Ride' initiative, under the theme 'Safety, Respect and Order.' The SSP initiative is designed to influence the behaviour of students from selected schools, who commute daily, to and from school. Training activities under the programme included workshops for 30 School Resource Officers (SROs). In collaboration with HEART Trust/ NTA, training also was provided to 39 parents and 200 student leaders from schools across the island who attended a peer leadership camp hosted by National Youth Service (NYS). To improve school safety, Panic Alarm systems were installed in 10 schools islandwide.
- Under the ***Pathway to Peace Project***, training was provided to 42 Peace Ambassadors, while 105 school-based teams were established for The Implementation of Peace in School Initiative (TIPS).
- Guided by the revised ***National Youth Policy***, several interventions were aimed at increasing youth training and participation. These included the expansion of the NCYD Operation Phoenix programme, through the establishment of a Youth Information Centre in Kingston; and the doubling of the number of youth under the NYS Corps Programme receiving specialized training and work experience. In the area of business promotion, the JBDC developed Jamaica Business Information Centres (JAMBICs) to improve business competitiveness.

Career Guidance – An Emerging Issue at the Secondary Level

Career development in Jamaica is a fairly new phenomenon compared with the growth and development of this discipline in other countries. The activities are generally focused on career day/career week in schools at the secondary level with some schools not having even this minimal exercise. During this period, resource persons are invited into the schools to address students on various topics related to career choices.

There are over 900 counsellors working in the school system (primary, all-age, junior high and high schools), however the focus in most schools has been on the psycho-social, as most training programmes for counsellors allot 40-50 hours to career counselling as a module or topic. Counselling in the school system is seen primarily as the function of the guidance counsellors and not that of the teacher. The ROSE Programme attempted to get the teachers involved by infusing career development concepts into the curriculum. However, in-service training in career development provided for teachers was inadequate in preparing them to deliver the curriculum.

The Guidance Unit of the Ministry of Education & Youth has been reviewing the curricula used in the guidance programme in an effort to include more career-related information and to address the lack of information on employability skills included in these documents. The plan is to have one curriculum providing information on both psycho-social and career development aspects of counselling. The Vocational Training Development Institute has been since 1999, offering training in career development through two programmes – Career Development Diploma and Degree Programmes.

Related Issues

There is a need for the development of a comprehensive Career Development policy in Jamaica; the training and placement of Career Guidance Counsellor in educational institutions and the integration and infusion of career development in academic and vocational training programmes.

Key Issues Impacting Secondary Education:

1. uneven delivery of education (Upgraded high versus traditional high Schools);
2. inadequate number of institutions to satisfy the number of spaces needed;
3. need for improvement in the standard of delivery in some institutions;
4. migration of many of the better trained teachers due to aggressive recruitment from developed and more economically strong countries;
5. need for equipment and improved building facilities in many of the secondary institutions;
6. inadequate compensation to teachers and school administrators (not competitive with alternative opportunities available to teachers);
7. inadequacy of some schools to ensure fully qualified staff, particularly in the rural areas;
8. inadequate use of technology to support learning;
9. public perception that a significant number of children are leaving the school system functionally illiterate;

10. cost of schooling unaffordable to a number of parents;
11. inadequate support in the homes for many students;
12. increase in violence schools and other forms of criminal activities in and around schools;
13. inability of government to respond to students who drop out of the education system; and
14. in some instances the quality of offerings in some private providers of secondary education is below standard;

Tertiary

In the past two decades, higher education around the globe has undergone a remarkable transformation. Tertiary education in Jamaica refers to programme offerings that provides both post-secondary and tertiary programmes. The University of the West Indies is subsidised by the Government to the tune of 80.0 per cent, teachers colleges and community colleges, 65 per cent and University of Technology, 45 per cent. It has been argued, in the Jamaican context, that the numerous public benefits of higher education continue to justify substantial government support, despite competing priorities such as health care, primary and secondary education, housing and infrastructure. Not least is the fact that the return on investment in tertiary level education is more immediate for the individual and the society than for any other level of education.

Post secondary education is provided by eight community colleges namely, Moneague, Montego Bay, Brown's Town, EXED and the College of Agriculture, Science and Education (CASE). Moneague and Bethlehem College as well as CASE are multi-disciplinary institutions that also serve as teacher training institutions. Most of these institutions are offering degrees at the bachelor's level or associate degrees in association with UTECH and the UWI under a franchised arrangement. Enrolment in Multi-disciplinary Institutions/Community Colleges decreased by 19.4 per cent to 6 749 (66.7 per cent females) and 2,211 (70.4 per cent female) graduated. A mandate from Government states that 75% of programmes offered at Community Colleges are to be at the tertiary level.

Universities

The number of recognized local based universities has grown from two to four. These include the two public institutions, namely, the University of the West Indies (UWI) and the University of Technology (UTech) and two private institutions, Northern Caribbean University (NCU), and the University College of the Caribbean (UCC). Additionally a range of overseas-based universities are operating in Jamaica delivering selected courses. Examples of these are Nova University and the University of New Orleans.

The University Council of Jamaica (UCJ) was established to ensure that the standards of delivery within local based or other tertiary institutions offering courses in Jamaica meet the minimum requirements to be considered credible. This is done through the process of accreditation and registration. The Students Loan Bureau (SLB) offers loan support to needy students to assist with expenses relating to their education.

In 2006, enrolment at the tertiary level was estimated at 61,130 students (64.1 per cent female), an improvement in gross enrolment rate to 26.0 per cent compared with 20.7 per cent in 2005 (see Table 12). By 2008, the number had risen further to 61,140 students and the proportion of females to 68.6 per cent. The number of institutions included off shore institutions that were operating in Jamaica and offering select programmes.

Enrolment of Jamaicans at the three campuses of the UWI declined by 7.0 per cent over 2007 to 13,289 (72.0 % female). Of this number, 53 per cent were enrolled full-time and 47.0 per cent in part-time programmes. UWI continued to enrol a largely female student population. Of the total number of students registered in on- and off-campus study, men comprised approximately 28.0 per cent and women 72.0 per cent. The enrolment at UWI has been affected by increased competition from local off-shore institutions. In 2008, total output of Jamaican students from the UWI was 3,225 (76.2 % females), a 1.4 per cent decline over 2007.

Enrolment at UTech for all programmes increased in 2006 by 0.80 per cent to 8,803 (53.7 % females) over 2005 and in 2008, by 4.2 per cent to 9,725 (55.3 % females) over 2007.

TABLE 12: ENROLMENT IN SELECTED TERTIARY INSTITUTIONS BY GENDER, 2005/06

INSTITUTION	MALE	FEMALE	TOTAL
B & B	21	178	199
Bethlehem	108	685	793
Brown's Town	285	498	783
CASE	258	511	769
Caribbean Institute of Technology	606	364	970
Church	33	120	153
Dental Auxillary	1	7	8
Edna Manley College	201	168	369
EXED	378	626	1,004
G.C. Foster College of Physical Education and Sport	269	255	524
Jamaica Theological Seminary	100	226	326
Jamaica Institute of Management	123	329	452
Knox	435	885	1,320
Mico	917	3,195	4,112
Moneague	163	885	1,048
MIND	931	1,397	2,328
Montego Bay	388	794	1,182
Mount St. Vincent	6	74	80
NCU	1,354	4,241	5,595
NTEI	3,017	189	3,206
Nursing Schools	5	466	471
Portmore	507	937	1,444
Sam Sharpe	593	46	639
School of Physical Therapy	10	28	38
Shortwood	26	931	957
St. Joseph's	30	609	639
Temple University	3	38	41
UTech	4,071	4,732	8,803
University College of the Caribbean	638	1,805	2,443
University of New Orleans	21	35	56
UWI	3,964	10,667	14,631
VTDI	1,765	1,989	3,754
SUBTOTAL	21,227	37,910	59,137
Foreign Universities (Number of students issued Visas to Universities abroad)			
USA	575	1,020	1,595
Britain	140	258	398
SUBTOTAL	715	1,278	1,993
TOTAL	21,942	39,188	61,130

Source: Listed Tertiary Institutions in Jamaica, United States Embassy and the Canadian High Commission

The number of graduates increased in 2008 by 19.2 per cent to 1,897 (55.1 % female). Thus while the UWI has shown decline in its enrolment, UTech has been showing some growth

Teachers Colleges

Apart from the Universities, the Government institutions offering teacher training include the Mico Teachers College, Moneague Multi-disciplinary College, College of Agriculture, Science and Education (CASE), Shortwood Teachers College, G.C. Foster College, Sam Sharpe Teachers College, Edna Manley College of the Visual and Performing Arts, St. Joseph's Teachers College, Church Teachers College and Bethlehem Moravian College.

Almost 9000 students (approximately 75 % female) were enrolled in teacher training institutions/departments. The number of graduates was just below 1500 (83.9 % female). The Teachers Colleges have established a Consortium with the main objective of upgrading the diploma in teaching programme to the degree level. The Colleges Consortium now offers the Bachelors in Education Degree. The GOJ, in support of its plan to ensure that all teachers are trained to the degree level by 2015, has provided for a pool of funds totalling \$500 million to be used to support this effort.

Nursing Schools

With respect to nursing education, the main government institutions offering training are the University of the West Indies School of Nursing, Browns Town Community College, UTech, EXED Community College, Knox Community College, Portmore Community College, Montego Bay Community College Northern Caribbean University (NCU) and the Spanish Town Hospital. The UWI School of Nursing, NCU, UTech and Browns Town Community College offer Bachelors programmes in Nursing, while UWI offers the Masters programme. Training of Enrolled Assistant Nurses is offered by EXED, Portmore Community College, Moneague College and Knox Community College. In 2006, available data (excluding the output from NCU) indicate that 471 students (five males) were enrolled in Registered Nursing programmes and 228 graduated (1 male). Some 43 midwives were enrolled.



Key Issues Negatively

Impacting Tertiary Education

As with the lower level school system, the issues arising include concerns about the range of standards of delivery offered by the various universities, and the relevance and practicality of the courses as these relate to the labour market demands. There have been calls for greater attentiveness to the demands of the labour market by the government supported institutions, particularly the UWI, and for the courses to include more practical content and encourage entrepreneurship.

Notwithstanding the additional universities operating in Jamaica, access to tertiary level education is still limited by entry requirements,

available spaces and the cost to students. The issues impacting Tertiary Education are to be addressed in the Tertiary Education Strategic Plan 2006-10. (See Textbox).

The Strategic Plan for Tertiary Education 2006-10

The purpose of the Strategic Plan 2006-10 is to enable Jamaica's tertiary system to take its rightful place in the global educational scene: to ensure that the tertiary programmes offered in Jamaica guarantee that our graduates are well prepared to meet our changing workforce needs and are able to participate fully in the new economy as well as being eligible to undertake higher levels of education or obtain employment they choose elsewhere in the world.

Following more than a year of consultation, the Strategic Plan has established the following priorities for the period 2006-10:

- Establishment of a Tertiary Commission to manage the tertiary system
- Upgrading of tertiary institutions to offer undergraduate degrees in their own right
- Improved and strengthened use of technology in instruction and management in the tertiary system
- Development of a harmonised articulation system to allow for seamless movement between and among institutions
- Focused effort placed on research and the dissemination of research results to potential users
- One-third increase in 2005/06 enrolment by 2010 in the tertiary sector
- Focus on improving entrepreneurship skills of graduates
- Improved and strengthened funding for tertiary education
- Strengthened marketing of tertiary programmes nationally, regionally and internationally

The initial priorities in implementing the Strategic Plan should be the engagement of all tertiary institutions in developing complementary Strategic Plans that address the nine Strategic Objectives in the national Plan, the establishment of the Tertiary Commission to manage the sector, and the rationalisation of accreditation bodies within the context of a streamlined system.

SECTION 3 - SWOT ANALYSIS

This SWOT Analysis presents a review and analysis of the state of the education sector, drawing on the analysis in the previous section. The SWOT is presented under the following subheads in the Table below:

1. Quality Education
2. Access and Equity
3. Policy and Legislation
4. Infrastructure
5. Capacity and Resources
6. Systemic

Quality Education	Access and Equity	Policy and Legislation	Infrastructure	Capacity and Resources	Systemic
Strengths					
<ul style="list-style-type: none"> National standardized curriculum (excluding tertiary) Existence of a quality assurance system 	<ul style="list-style-type: none"> Free education for all at the primary level Free tuition in public secondary schools Universal access at the early childhood and primary levels Subsidized Programmes – lunch (early childhood and primary) , textbooks and workbooks (free) at the primary level - lunch, textbooks and workbooks, (loan scheme), examinations (4-subjects at CSEC and CAPE) Tertiary education is heavily subsidized by the State 	<ul style="list-style-type: none"> Education Task Force Report guiding education 	<p>Network of over 1, 400 public and private sector schools in six regions covering all four levels of the system</p>	<ul style="list-style-type: none"> Funding for education is a national priority 	<ul style="list-style-type: none"> Currently a forward-thinking and responsive Ministry of Education that has developed the capacity to respond to current and future needs of the sector
Weaknesses					

Quality Education	Access and Equity	Policy and Legislation	Infrastructure	Capacity and Resources	Systemic
<ul style="list-style-type: none"> • Subsequent to 2007, there has been no formal requirement for teachers to continue to improve their learning once they receive their teaching qualifications, resulting in a teaching force with majority being college trained as opposed to being university trained • Inability of the system to properly equip some learners with the requisite skills and competencies for each stage of their schooling, resulting in unsatisfactory academic performance among some learners at all levels • The curriculum articulation between critical levels of the system, at early childhood, primary, primary and secondary, and 	<ul style="list-style-type: none"> • Insufficient access at the upper secondary and tertiary levels • Misalignment of the curriculum to the needs of students (e.g. students with special needs, boys). • Absence of a compulsory education programme 	<ul style="list-style-type: none"> • Absence of policy to ensure quality and regulate extra regional institutions 	<ul style="list-style-type: none"> • Inadequacy in physical infrastructure of school plants • 50% of schools have inadequate toilet facilities • Some schools lack specialist facilities such as science laboratories, libraries and secure computer storage area • In many cases, there is inadequate classroom space to allow for different teaching options such as mixed ability groupings, as well as inadequate staffrooms, administrative office space, sick bays and facilities for the physically challenged • In some schools there are inappropriate seating methods (seats are bonded together) • Facilities in several 	<ul style="list-style-type: none"> • There is inadequate mechanism that ensures that all the resources that are secured by secondary institutions are deployed prudently and in the best interests of the institutions • Little or no enforcement of the regulations requiring educational institutions to present comprehensive reports (including audited financial statements) on their financing to the MOE • School safety and security compromised due to lack of resources • Limited Teaching /Learning Resources • Poorly trained and inexperienced teachers in some schools • Lack of a National School Transportation system • Low remuneration 	<ul style="list-style-type: none"> • Limited parental involvement in education • Central MOE and the regional offices have a weak management structure information culture • Inadequacy of supervision system by MOE and school administrators – no systems in place to hold principal and teachers accountable for poor performance and no incentives for the opposite • Cross-curricula themes such as: career education, HIV/AIDS, values & attitudes, environmental education, and gender are not always given the level of prominence necessary for the holistic development of the child

Quality Education	Access and Equity	Policy and Legislation	Infrastructure	Capacity and Resources	Systemic
<p>lower and upper secondary appears weak, making it difficult for children to consolidate prior learning experiences</p> <ul style="list-style-type: none"> • Unsatisfactory attendance averaging below 80 per cent at all levels • Unsatisfactory academic performance of males in all national examinations • Not enough secondary school leavers having requisite certification • Pupil-teacher ratio in schools in urban is below international standards • Inadequate number of teachers trained in content area and requisite pedagogical skills • Inadequate strategies for remediation • Limited contact time, both in terms of the number 			<p>schools lack adequate ventilation lighting, water supply and space for play areas and co-curricular activities are not provided in many private and public schools</p> <ul style="list-style-type: none"> • Insufficient number of schools with clean, and green environment 	<p>packages for teachers</p> <ul style="list-style-type: none"> • Insufficient numbers of trained and qualified managerial staff in the schools' administration (principals, etc) • Absenteeism of teachers (urban/rural public/private) 	

Quality Education	Access and Equity	Policy and Legislation	Infrastructure	Capacity and Resources	Systemic
<p>of hours per day, and the length of the total schooling experience</p> <ul style="list-style-type: none"> The potency of the visual and performing arts as disciplines in their own rights, as well as vehicles for teaching and learning are undervalued in the curriculum development and delivery 					
Opportunities					
<ul style="list-style-type: none"> Articulated system which starts at Early Childhood and continues to Tertiary Strategic Planning Framework for Tertiary Education 2006-11 developed and agreed by stakeholders Planned migration programmes whereby teachers are trained in Jamaica, provided with international experience and transfer of new knowledge (social 		<ul style="list-style-type: none"> Transformation Task Force Report 		<ul style="list-style-type: none"> The increased availability of Information and Communications Technology, including Internet access in both the Ministry and in schools for student learning 	<ul style="list-style-type: none"> Restructuring of the Ministry to become a policy Ministry in tandem with the recommendations of the Education Task Force and the Public Sector Reform Programme Planned programmes for lifelong learning Globalization

Quality Education	Access and Equity	Policy and Legislation	Infrastructure	Capacity and Resources	Systemic
<ul style="list-style-type: none"> remittances) to the local classroom Recognition by the Ministry of the role of students and parents in the delivery of education 					
Threats					
<ul style="list-style-type: none"> Negative influences (anti-academic) from external such as the media 	<ul style="list-style-type: none"> Access to schools is sometimes impeded because of lack of an integrated National planning and approval process. 			<p>Poverty</p>	<ul style="list-style-type: none"> Vending of junk food and the peddling of illegal drugs on or near school premises Anti-social and violent behaviour is a social phenomenon, which has permeated all sectors of society, and the school is no exception. Insufficient male role models in schools Breakdown of families, migration and caregivers Natural Disasters, impacting contact time, attendance etc.

SECTION 4 - Strategic Vision and Planning Framework for the Education Sector

The long-term process of planning for the Education Sector is guided by a Vision that describes a future that is desirable for its stakeholders and that can be achieved through their own efforts within a realistic time frame. The Sector Plan presents an overall Vision for the Sector, and reflects the contributions of the stakeholders represented on the Education Task Force and at stakeholder consultations held during the Vision 2030 Jamaica planning process.

Proposed Vision Statement for Education

In developing the sector vision, the Education Task Force of the NDP was guided by the current imperative to create a globally competitive high quality workforce that will meet the needs of an increasingly knowledge-based economy and society. To this end, the Vision Statement was developed as follows:

“Well - resourced, internationally recognized, values-based system that develops critical thinking, life-long learners who are productive and successful and can effectively contribute to an improved quality of life at the personal, national and global levels”

This vision is consistent with the national vision statement: *“Jamaica the place of choice, to raise families, live, work and do business”*. The goals and desired outcome are listed in the matrix below.

Strategic approach

The Education Task Force recognised that there was no simple solution to the problems attendant on our education system. Consequently, in the development of this sector plan, a comprehensive overview was taken of the system starting from the earliest interventions at the early childhood level to the final stages of our formal educational processes at the tertiary level. It was recognised that development of the educational system had not been stagnant but that programmes such as the Education Transformation and the New Horizons programmes had been having positive, though

incremental impact on our educational system. The Sector Plan includes the strategies and actions that are currently being implemented under programmes such as these and introduces new strategies and actions under the broad umbrella of four goals and fifteen outcomes. These goals revolve around teaching and learning systems, the school environment in its broadest sense, the learners (taking cognizance of issues such as access and inclusiveness), and accountability and management of the school system. The Plan also recognises the importance of ensuring that children are able to experience a stimulating and balanced environment that promotes age appropriate learning at the early childhood level. It acknowledges that failure to fully support the development of children at home, in institutions and in the community is likely to result in under achievement at higher levels of the educational system. Early Childhood Development is therefore seen as a critical area for early attention under the Plan. The Goals and Outcomes under the plan are outlined in the matrix below.

Goals and Outcomes

GOALS	OUTCOMES
1. Teaching and Learning Systems that are of International Standards	<i>Quality educators are attracted and retained</i>
	<i>A standards based education system that is internationally recognized is instituted</i>
	<i>Readiness of Schools, Children and Communities for Early Childhood</i>
	<i>Each Primary School Graduate has achieved his/her fullest potential/talents and is fully prepared and ready to access Secondary Education</i>
	<i>Secondary school leavers attain standards necessary to access further education, training and/or decent work and be productive and successful Jamaicans</i>
	<i>Adequate and high quality tertiary education provided with emphasis on interface with work and school</i>
2 : World Class School Environment	<i>All schools (public and private) meet international standards</i>
	<i>School environments are safe, alcohol and drug-free, and individuals there are disciplined abhor violence, demonstrate respect for others and uphold equal rights</i>

	<i>Accountability Mechanisms are institutionalized at all levels of the education system</i>
3. Attainment of equal and inclusive access and retention to ensure completion of secondary education and continuation to the Tertiary level	<i>Adequate number of school places are available to meet all needs and reflect emerging population trends</i>
	<i>Compulsory education is enforced at three levels (early childhood, primary and secondary)</i>
4. Decentralised systems for quality leadership, management and resourcing	<i>Networking, linkages, exchange, partnerships and interaction among stakeholders in education</i>
	<i>Sustained international partnerships for supporting decentralised systems</i>
	<i>An adequately managed and financed education system assured</i>

Sector Indicators and Targets

The proposed indicators and targets for the Education Sector Plan over the period 2009 -2030 are presented in Table 13 below.

Table 13: Education Sector Plan – Proposed Indicators and Targets

Sector Indicators	Baseline	Targets			Comments
	2007 or Most Current	2012	2015	2030	
1. % of Grade 1 age cohort achieving mastery in Grade 1 readiness test	48.40 %	55%	60%	90%	
2. GSAT Mean Score in Mathematics	46%	63% (L)	70%	85%	
3. GSAT Mean Score in Language Arts	48%	60% (L)	66%	84%	
4. Primary School Completion rate (Graduates from last grade of primary schools /age cohort)	99.40 %	100%	100%	100%	
% of illiterate population enrolled in an adult literacy programmes	3%	-	-	-	

SECTION 5 - Implementation Framework and Action Plan for the Education Sector

Implementation Framework

Implementation of the Education Sector Plan is an essential component of the implementation, monitoring and evaluation framework for the Vision 2030 Jamaica – National Development Plan. The Plan is implemented at the sectoral level by ministries, departments and agencies (MDAs) of Government as well as non-state stakeholders including the private sector, NGOs and CBOs. The involvement of stakeholders is fundamental to the successful implementation of the National Development Plan and the Education Sector Plan (see Text Box).

Accountability for Implementation and Coordination

The Cabinet, as the principal body with responsibility for policy and the direction of the Government, has ultimate responsibility for implementation of the National Development Plan. Each ministry and agency will be accountable for implementing the National Development Plan (NDP) through various policies, programmes and interventions that are aligned with

Components of Vision 2030 Jamaica

The Vision 2030 Jamaica-National Development Plan has three (3) components:

- 1. Integrated National Development Plan:**
The integrated National Development Plan presents the overall plan for Vision 2030 Jamaica, integrating all 31 sector plans into a single comprehensive plan for long-term national development. The integrated National Development Plan presents the National Vision, the four National Goals and fifteen National Outcomes, and the National Strategies required to achieve the national goals and outcomes.
- 2. Medium Term Socio-Economic Policy Framework (MTF):**
The Medium Term Socio-Economic Policy Framework (MTF), is a 3-yearly plan which summarizes the national priorities and targets for the country and identifies the key actions to achieve those targets over each 3-year period from FY2009/2010 to FY2029/2030.
- 3. Thirty-one (31) Sector Plans:**
At the sectoral level Vision 2030 Jamaica will be implemented through the strategic frameworks and action plans for each sector as contained in the respective sector plans. Vision 2030 Jamaica includes a total of thirty-one (31) sector plans covering the main economic, social, environmental and governance sectors relevant to national development.

the strategies and actions of the NDP and the sector plans. A robust results-based monitoring and evaluation system will be established to ensure that goals and outcomes of the Plan are achieved. This system will build on existing national and sectoral monitoring and evaluation frameworks and will be highly participatory.

Resource Allocation for Implementation

Vision 2030 Jamaica places great emphasis on ensuring that resource allocation mechanisms are successfully aligned and integrated with the implementation phase of the National Development Plan and sector plans. The requirements to ensure resource allocation for implementation will include alignment of organizational plans in the public sector, private sector and civil society with the National Development Plan, MTF and sector plans; coherence between the various agency plans with the National Budget; rationalization of the prioritization process for public sector expenditure; and increased coordination between corporate planners, project managers and financial officers across ministries and agencies.

Action Plan

The Action Plan represents the main framework for the implementation of the Education Sector Plan for Vision 2030 Jamaica. The tracking of implementation of the Sector Plan will take place through the Action Plan as well as the framework of sector indicators and targets.

The Action Plan contains the elements presented below.

- i. Sector Goals
- ii. Sector Outcomes
- iii. Sector Strategies
- iv. Sector Actions
- v. Responsible Agencies
- vi. Timeframe

Goals, Outcomes, strategies and actions

The goals, outcomes, strategies and actions in this Sector Plan – as outlined in the matrix overleaf – are drawn from appropriate best practices and experiences of other developed and developing countries including Australia, New Zealand, Japan, Cuba, Malaysia, Singapore, Barbados, the United Kingdom and the United States of America. They are therefore designed to ensure that education plays the critical step in enabling Jamaica to achieve developed country status by 2030. They also conform to the ideals expressed by The Jamaica Social Policy Evaluation Programme (JASPEV) (see Textbox below).

*The Jamaica Social Policy Evaluation Programme (JASPEV) National Social Policy Goals for 2015 postulates that: “education is required to go beyond equipping students with appropriate occupational and academic skills.” It should mould citizens who can play an active and constructive role in society and develop educable individuals who have the creative and analytical skills, the attitudes to learning, and the emotional intelligence, that equip them for on-the-job training and lifelong learning”. **The Task Force on Educational Reform Report** speaks to a “system that will produce full literacy and numeracy, a globally competitive, quality workforce and a disciplined, culturally aware and ethical Jamaica citizenry.”*

Action Plan

OUTCOMES	STRATEGIES	SPECIFIC ACTIONS	TIMEFRAME	REPONSIBILITY
GOAL 1- A STANDARDS BASED EDUCATION SYSTEM THAT IS INTERNATIONALLY RECOGNIZED				
1.1. Quality educators are attracted and retained	1.1.1. Improve the quality of life of teachers within the work environment, including improvement of the terms and conditions of service for the teaching workforce (that is, providing a work environment that recognizes excellence in service, provides advancement opportunities, encourages professional growth, and nourishes creative thinking, scholarship, and teaching)	1.1.1.1. Institute in schools the support and conditions that teachers need to develop (teacher pupil ratio, school wide criteria for/vision of good teaching in place, mentors identified, time tabled sessions for discussion of teaching etc.)	2008-2012	MOE
		1.1.1.2. Institute collaborative systems of accountability for teachers in which all will respect the system (e.g. student outcomes, indicators of student development, portfolios showing excellence in teaching etc.)	2008 -2012	MOE
		1.1.1.3. Maintain programmes centred on the improvement of school leadership	2008 -2012	MOE/UWI/St. Joseph's T C
		1.1.1.4. Develop a cadre of teaching assistants to support teachers and enable them to focus on higher level professional tasks	2008 -2012	MOE/NYS
		1.1.1.5. Ensure that the supply, quality, speciality and distribution of teachers matches the needs of Jamaica and its students	008-2016	MOE/Teachers' Colleges
	1.1.2. Promote and emphasize teaching as a viable profession, starting at the Early Childhood Level	1.1.2.1. Implement a Performance- based system with respect to pay to foster a culture among teachers to apply the curriculum and improve the learning outcomes	2008 -2010	MOE

		1.1.2.2. Institute a rigorous performance management system for teachers	2008 -2010	MOE
	1.1.3. Establish frameworks for improving the quality stock of teachers (this would include among other actions - raising the minimum qualification requirements of teachers; all teachers will have access to pre-service teacher education and continuing professional development activities that will provide such teachers with the knowledge and skills needed to teach to an increasingly diverse student population; all teachers will have continuing opportunities to acquire additional knowledge and skills and to use emerging new methods, forms of assessment, and technologies	1.1.3.1. Continue programs to ensure quality assurance mechanisms for all teacher education programs	2008-2010	MOE/JBTE
		1.1.3.2. Enforce mechanisms for all teachers to have professional training as well as an undergraduate degree in the area of specialization	2008 -2016	MOE/JBTE
		1.1.3.3. Require that all new teachers undergo a two-year induction programme at the school which would be regularly assessed as part of quality assurance	2008 -2010 On-going	MOE
		1.1.3.4. Ensure an entitlement to high quality professional development	2008 -2010	MOE/JTA
		1.1.3.5. Operationalize the Teaching Council to continue the transformation process	2009-2011	MOE/ETT/JTC
		1.1.3.6. Maintain a comprehensive registration and licensing scheme for all teachers	2009-2012 On-going	JTC
		1.1.3.7. Create a national inspection agency, a national curriculum assessment agency and a national teaching council	2009-2012	MOE
		1.1.3.8. Build a cadre of educational innovators who work in a special forum to generate ideas and suggestions regarding teaching	2010-2011	MOE and partners
1.2. A standards-based education system that is internationally recognized is	1.2.1. Introduce a competency based approach to education at all levels based on international best	1.2.1.1. Encourage Co-operative-learning	2008-2012	Tertiary Institutions/MOE
		1.2.1.2. Determine standard competencies at	2008-2013	MOE/ETT

instituted	practices	all levels and establish clear criteria to be achieved		
		1.2.1.3. Reward outstanding schools	2008-2010 On-going	MOE/ETT
		1.2.1.4. Encourage enquiry-based learning rather than teacher - directed instruction	2008-2016	MOE/ETT
	1.2.2. Develop curricula at all levels that create well rounded, eager to learn self-driven students with inquiring minds to garner requisite skills and competencies, values and attitudes to effectively move them through each progressive stage	1.2.2.1. Build cadre of educational innovators who work in a special forum to generate ideas and suggestions regarding teaching innovations	2008-2012 On-going	MOE/ETT
		1.2.2.2. Develop Learning resource centres on subject areas that can be used for classroom instruction or can be used by students for further review and/ or understanding	2008-2016	MOE/ETT
	1.2.3. Create mechanisms to effectively utilize data from assessment tools towards continuous improvements in student's performance and learning	1.2.3.1. Build capacity for differentiated learning	2008-2016	MOE/ETT
		1.2.3.2. Provide incentives to support training and updating of educational/training profile	2008-2012 On-going	MOE/ETT
	1.2.4. Remove the school cycle system	1.2.4.1. Continue the abolition of the shift system	2008-2016	ETT
		1.2.4.2. Guarantee that all mechanisms are put in place for the extension of the school day to focus on non-academic needs. e.g. functioning for every-day living, investing, good health practices, sports, etc	2008-2016	MOE/ETT
	1.2.5. Career guidance integrated in all curricula at all levels	1.2.5.1. Integrate Career education in all subjects at every educational level	2008-2012	MOE/ETT
		1.2.5.2. Practice early career selection and regular modelling of careers	2008-2012	MOE/ETT

OUTCOMES	STRATEGIES	SPECIFIC ACTIONS	TIMEFRAME	RESPONSIBILITY
1.2. A standards-based education system that is internationally recognized is instituted	1.2.1 Introduce a competency based approach to education at all levels based on international best practices	1.2.1.1. Encourage Co-operative-learning	2008-2012	Tertiary Institutions/MOE
		1.2.1.2 Determine standard competencies at all levels and establish clear criteria to be achieved	2008-2013	MOE/ETT
		1.2.1.3 Reward outstanding schools	2008-2010 On-going	MOE/ETT
		1.2.1.4 Encourage enquiry-based learning rather than teacher -directed instruction	2008-2016	MOE/ETT
	1.2.2. Develop curricula at all levels that create well rounded, eager to learn self-driven students with inquiring minds to garner requisite skills and competencies, values and attitudes to effectively move them through each progressive stage	1.2.2.1. Build cadre of educational innovators who work in a special forum to generate ideas and suggestions regarding teaching innovations	2008-2012 On-going	MOE/ETT
		1.2.2.2. Develop Learning resource centres on subject areas that can be used for classroom instruction or can be used by students for further review and/ or understanding	2008-2016	MOE/ETT
		1.2.3.1. Build capacity for differentiated learning	2008-2016	MOE/ETT
		1.2.3.2. Provide incentives to support training and updating of educational/training profile	2008-2012 On-going	MOE/ETT
	1.2.3. Create mechanisms to effectively utilize data from assessment tools towards continuous improvements in student's performance and learning	1.2.4.1. Continue the abolition of the shift system	2008-2016	ETT
		1.2.4.2. Guarantee that all mechanisms are put in place for the extension of the school day to focus on non-academic needs. e.g. functioning for every-day living, investing, good health practices, sports, etc	2008-2016	MOE/ETT
	1.2.4. Remove the school cycle system			

OUTCOMES	STRATEGIES	SPECIFIC ACTIONS	TIMEFRAME	RESPONSIBILITY
	1.2.5 Career guidance integrated in all curricula at all levels	1.2.5.1 Integrate Career education in all subjects at every educational level	2008-2012	MOE/ETT
		1.2.5.2 Practice early career selection and regular modelling of careers	2008-201	MOE/ETT
1.3. Schools, Communities and Children are ready for Early Childhood Development Programmes	1.3.1 Establish an environment for all children 0-8 yrs to access high quality and developmentally appropriate programs	1.3.1.1. Create a safe learner centred and well maintained Early Childhood Centre	FY 2008-2012	ECC/MOE
		1.3.1.2. Develop programmes for inspection and certification of early children at the early childhood stage	FY 2008-2012	
		1.3.1.3. Implement screening as early intervention for children (0-8yrs)	FY 2008-2012	
		1.3.1.4. Establish health and safety standards as well as improve child health care practices	FY 2008-2012	
		1.3.1.5. Ensure that institutions meet the health and safety standards	FY 2008-2012	
		1.3.1.6. Ensure each school at least one Level IV practitioner	FY 2008-2012	
		1.3.1.7. Develop a public education and awareness strategy	FY 2008-2012	

OUTCOMES	STRATEGIES	SPECIFIC ACTIONS	TIMEFRAME	RESPONSIBILITY
	1.3.2. Strengthen school/home relationships and parental involvement in early education	<p>1.3.2.1. Develop a parental involvement handbook</p> <p>1.3.2.2. Develop a parental education and support strategy (0-3yrs-Health) (4-6yrs-ECI)</p> <p>1.3.2.3. Disseminate specific information to parents about the most effective ways to support their children's development and learning</p> <p>1.3.2.4. Provide parents with feedback on the effect of their involvement in their children's success</p> <p>1.3.2.5. Encourage parent participation in child-centered activities that nurture social and emotional development</p> <p>1.3.2.6. Conduct on-going assessment of the needs of parents and the school in order to strengthen the capacity of the PTA to be more responsive to the needs of the parents and the teachers</p>	<p>FY 2008-2012</p> <p>FY 2008-2012</p> <p>FY 2008-2012</p> <p>FY 2008-2012</p> <p>FY 2008-2012</p> <p>FY 2008-2012</p>	ECC/MOE
	1.3.3. Enforce mechanisms to address the psycho-social needs of children	<p>1.3.3.1. Implement early diagnosis, and effective screening (intervention) for at-risk children and household through public education campaigns</p> <p>1.3.3.2. Develop a national policy for screening and intervention</p> <p>1.3.3.3. Develop screening and intervention for high-risk households</p> <p>1.3.3.4. Develop and Implement a Nutrition policy for Infant (0-3 yrs) and Young Children (4-6 yrs)</p>	<p>FY 2008-2012</p> <p>FY 2008-2012</p> <p>FY 2008-2012</p> <p>FY 2008-2012</p>	ECC, Early Childhood Unit (MOE)

OUTCOMES	STRATEGIES	SPECIFIC ACTIONS	TIMEFRAME	RESPONSIBILITY
		<p>1.3.3.5. Develop and implement Nutrition Support Strategy</p> <p>1.3.3.6. Ensure effective curriculum delivery</p> <p>1.3.3.7. Improve technical skills of early children practitioners</p> <p>1.3.3.8. Develop a Human Resource strategy for the sector –train teachers for the sector</p>	<p>FY 2008-2012</p> <p>FY 2008-2016</p> <p>FY 2008-2013</p> <p>FY 2008-2016</p>	
	1.3.4. Facilitate effective preventative health care	<p>1.3.4.1. Support the accreditation of Clinics and invest in Child –focused Clinics</p> <p>1.3.4.2. Promote service delivery model and manpower strategy</p> <p>1.3.4.3. Empowerment of parents to provide effective child care practices</p>	<p>FY 2008-2012</p> <p>FY 2008-2012</p> <p>FY 2008-2012</p>	ECC/MOE
	1.3.5. Improve Governance, Management, Monitoring and Evaluation system	<p>1.3.5.1. Strengthen parish and community government systems for EC</p> <p>1.3.5.2. Co-ordinate NGOs, Capacity building, systems established with support agencies</p>	<p>FY 2008-2012</p> <p>FY 2008-2012</p>	ECC/MOE
1.4. Each primary school graduate has achieved his/her fullest potential/talents and is fully prepared and ready to access Secondary Education	1.4.1 Develop an integrated and comprehensive curriculum that fosters an enquiry-based approach to learning, cultivates the skills and attitudes of reflective learning and self-disciplined study, effectively addressing new and emerging issues at both local and global levels	1.4.1.1 Encourage learning outcomes to include the skills necessary for problem solving, reflective learning and socially accepted behaviours	FY 2008/09 ongoing	MOE
	1.4.2 Institutionalize a system of support to provide services to	1.4.2.1. Remunerate competent and experienced teachers to develop and	FY 2008/09 ongoing	MOE

OUTCOMES	STRATEGIES	SPECIFIC ACTIONS	TIMEFRAME	RESPONSIBILITY
	students (public/private schools) towards addressing any deficiencies or challenges (eg., remedial programmes counselling, behaviour management and parenting education)	manage after school programmes to improve literacy and numeracy among primary level students		
	1.4.3 Eliminate streaming and introduce diagnostic testing	1.4.3.1. Implement diagnostic and summative testing as the basis on which instructions and evaluations will be carried out	FY 2009/10 ongoing	MOE
	1.4.4 Ensure that literacy and numeracy as well as scientific inquiry are core components of teacher training	1.4.4.1. Operationalize the National Literacy and Numeracy Strategies 1.4.4.2. Continue to improve the management and quality of literacy and numeracy teaching	FY 2009/10 ongoing Ongoing	MOE/ Teacher Training Institutions
1.5. Secondary school leavers attain standards necessary to access further education, training and/or decent work and be productive and successful Jamaicans	1.5.1. Establish and implement curricula to create internationally competitive Jamaican graduates with skills, competencies, values and attitudes, and interests which meet globally accepted norms (a well-rounded individual who achieves academically, has a skill and is conversant in a foreign language, is IT literate and has exposure to sports and the arts)	1.5.1.1. Equip all faculties especially science and the vocational areas with appropriate equipment.	2008 - ongoing	Ministry of Education
		1.5.1.2. Establish standards for secondary schools. For example: class size, qualifications and skill requirements of teachers, and resources to support the curriculum.	2008 ongoing	Ministry of Education
		1.5.1.3. Implement and sustain a system of early detection and referral of children with special needs	2008-2012 On-going	ECC/MOE
		1.5.1.4. Develop and implement a strategy aimed at improving performance for the lower secondary level (Grades 7-9)	2008-2016	ECC/MOE
		1.5.1.5. Create and maintain an efficient Teaching Framework to enhance CSEC performance	2008-2012	ECC/MOE

OUTCOMES	STRATEGIES	SPECIFIC ACTIONS	TIMEFRAME	RESPONSIBILITY
	<p>1.5.2. Create mechanisms that would enable the school system to integrate new and emerging technologies and ideas to improve the teaching and learning process.</p> <p>1.5.3. Create opportunities and programmes to enable students to be responsible, caring and recognize the importance for contributing to the community, committing to service in the wider community in which they live.</p>	<p>1.5.1.6. Continue the curricularization of the CSEC syllabus</p> <p>1.5.2.1. Maintain ICT training and certification programme for the secondary school community (students, teachers/administrators)</p> <p>1.5.2.2. Establish Monitoring and Evaluation and Quality Assurance measures (e.g. establish M&E services at each Regional Education Authority)</p> <p>1.5.3.1. Institutionalize a structured Citizenship Education (Character Education/Values and Attitude Programme) within the curriculum for implementation in all secondary schools</p> <p>1.5.3.2. Train and equip teachers with the necessary skill for implantation</p> <p>1.5.3.3. Provide adequate instructional and resource manuals and materials to support this programme.</p> <p>1.5.3.4. Institutionalize a Learning Mentorship programme</p>	<p>2008-2012</p> <p>2008 – ongoing</p> <p>2008 – ongoing</p> <p>2008-2012</p> <p>2008-2012</p> <p>2008-2012</p> <p>2008-2012</p>	<p>MOE</p> <p>Ministry of Education</p> <p>Ministry of Education</p> <p>ECC/MOE</p> <p>MOE/ECC</p> <p>ECC/MOE</p> <p>ECC/MOE</p>
1.6. Adequate and high quality tertiary education provided with emphasis on interface with work and school	1.6.1. Develop a broad-based, relevant curricula capturing new and emerging trends that enable the student to access the labour market (national, regional, global) readily upon completion	<p>1.6.1.1. Establish, staff and fund Tertiary Education Commission (TEC) with mandate to include the collection/analysis of institutional research data</p> <p>1.6.1.2. Integrate authentic (real world experience) into the curriculum</p> <p>1.6.1.3. Introduce standards-based curriculum design for tertiary education</p>	<p>FY 2008/09</p> <p>FY 2009/2012</p> <p>FY 2008/09</p>	<p>MOE</p> <p>MOE/Curriculum and Assessment Agency/JBTE</p> <p>TEC through Boards of Studies for areas of concentration</p>

OUTCOMES	STRATEGIES	SPECIFIC ACTIONS	TIMEFRAME	RESPONSIBILITY
		1.6.1.4. Establish and maintain ICT training and certification programme for the tertiary level (students, teachers/administrators)	FY 2008/09	TEC
	1.6.2. National Quality Assurance Mechanism enforced via legislation	1.6.2.1. Enforcement of National Quality Assurance Mechanism via legislation	FY 2008/09 ongoing	MOE,TEC
	1.6.3. Open tertiary education system to the wider world (including use of non-traditional education products, Prior Learning Assessment)	1.6.3.1. Develop education products to attract adult learners wishing to continue their education and professional development (JFLL)	FY 2009/10 ongoing	Tertiary Institutions, JFLL
	1.6.4. Create platforms to facilitate alternative methods of accessing tertiary education	1.6.4.1. Strengthen institutional capacity (infrastructure, personnel) to offer blended and on-line courses 1.6.4.2. Create platforms to facilitate alternative methods for accessing tertiary education (technology)	FY 2009/10 ongoing 2010 onwards	MOE/ Teacher Training Institutions MOE, UCJ, tertiary institutions
	1.6.5. Increase the use of co-operative education	1.6.5.1. Establish inter-institutional Working Group (tertiary institutions and business/ industry representation) to develop/ monitor/refine co-operative education in the curriculum as a means of producing graduates with employability skills and experience in their specialisations 1.6.5.2. Adopt co-operative education as component of 80% of tertiary programmes	FY 2008/10 ongoing 2008-2021	Tertiary Institutions/TEC Tertiary Institutions/TEC/UCJ
	1.6.6. Create mechanisms for provision of cost-sharing in higher education. , etc.	1.6.6.1. Develop innovative programmes for expanding institutional financing to meet national development needs 1.6.6.2. Use private finance as a conduit for investment	FY 2008/10 ongoing 2010 ongoing	Tertiary Institutions/TEC/Ministries/private sector

OUTCOMES	STRATEGIES	SPECIFIC ACTIONS	TIMEFRAME	RESPONSIBILITY
		in higher education through bond issuances, securitizations, private and public-private student loan programmes		
	1.6.7. Institutionalise entrepreneurship training	<p>1.6.7.1. Establish education/industry working group to develop system for integrating and continuously refining entrepreneurship training in tertiary programmes</p> <p>1.6.7.2. Collaborate with tertiary institutions to ensure that all tertiary programmes contain entrepreneurship criteria/ learning outcomes</p> <p>1.6.7.3. Expand/strengthen Business Incubator (TIC – UTech) targeting graduates and expand concept in TLIs</p>	<p>FY 2008/10 ongoing</p> <p>AY 2009-2020</p> <p>2009-2012</p>	<p>Tertiary Institutions/TEC/UCJ</p> <p>TLIs, MOE, UCJ</p> <p>UTECH/TLIs and public/private partnership</p>
	1.6.8. Establish mechanisms in the tertiary sector to support and encourage research initiatives and development projects	<p>1.6.8.1. Encourage tertiary institutions to expand/strengthen research capacity</p> <p>1.6.8.2. Encourage tertiary institutions to establish research resources and facilities to compete for and undertake national/regional /international development research</p>	<p>FY 2008/09 On-going</p> <p>FY 2008/09 On-going</p>	<p>GOJ/TEC</p> <p>Tertiary Institutions/SRC/ supporting partners/IFIs/private sector</p>
	1.6.9. Develop, disseminate and implement systems of successful research findings	1.6.9.3. Establish system for promoting/ advertising/marketing and implementation of useful research results from tertiary institutions	FY 2009/10	GOJ/TEC/ Tertiary Institutions
	1.6.10. Institutionalize Competency-Approach	1.6.10.1. Institutionalization of Competency Based Approach	FY 2008/09	Tertiary Institutions

OUTCOME	STRATEGIES	SPECIFIC ACTIONS	TIMEFRAME	RESPONSIBILITY
GOAL 2: WORLD CLASS SCHOOL ENVIRONMENT				
2.1. All schools (public and private) meet international standards	2.1.1. Establish a mechanism to ensure equitable distribution of resources for maintaining and improving school plants	2.1.1.1. Implement building and maintenance programmes for all schools	2008 -Ongoing	ETT
		2.1.1.2. Continue to create new spaces in schools to extend access	2008-2016	ETT
		2.1.1.3. Continue to provide adequate and appropriate furnishing for all schools	2008-2016	ETT
	2.1.2. Create and replicate nationwide a prototype standardized physical environment	2.1.2.1. Improve and maintain the aesthetics of the physical plant	2008-2016	ETT/REA/MOE
	2.1.3. Establish a Framework for improving and maintaining the quality of school plants (minimum standards for classroom sizes, playing fields, green spaces etc.)	2.1.3.1. Design learner-centred classrooms - implement and adhere to school building and facilities standards	2008-2016	ETT/IDP/MOE
		2.1.3.2. Continue the rationalization of school type (convert primary and junior high to primary or secondary)	2008-2016	ETT/MOE
	2.1.4. Create a positive, healthful, resource efficient, and sustainable physical environment at all school plants	2.1.4.1. Implement a Solid Waste Programme	2008-2016	ETT/MOE
		2.1.4.2. Implement Facilities Information Management Programme (FIMP)	2008-2012	ETT/MOE
		2.1.4.3. Develop and implement a Vending Policy in all schools	2008-2012	ETT/MOE
		2.1.5. Target international students and faculty for participation in the local system	2.1.5.1. Build on the existing framework to facilitate full participation of overseas students and faculty	FY 2010/11 – FY 2013	Tertiary Institutions/MOE/GOJ/private sector
2.2 School environments are safe, and alcohol- and drug-free and individuals there are disciplined abhor violence, demonstrate respect for others and uphold equal rights	2.2.1. Develop mechanisms that encourage team work and collaboration within the whole school family	2.2.1.1. Develop guidelines/instruments for the involvement of community in school governance to effect positive behaviour changes in students	2008-2012	ET/MOE
		2.2.1.2. Provide wide-spread support for students through mentorship and peer counselling	2008-2012	ETT/MOE

OUTCOME	STRATEGIES	SPECIFIC ACTIONS	TIMEFRAME	RESPONSIBILITY
		programmes		
	2.2.2. Expand partnerships with relevant agencies for the promotion of safety and well-being of students	2.2.2.1. Forge partnerships with teacher training institutions with a view to incorporating new and varied behaviour management techniques in training programmes	2008-2012	ETT/MOE
	2.2.3. Increase community involvement in school governance	2.2.3.1. Institutionalize the home-school agreements in all schools	2008-2012	ETT/MOE
	2.2.4. Created a platform for parents, businesses, governmental and community organizations to work together to ensure the rights of students to study in a safe and secure environment that is free of drugs and crime, and that schools provide a healthy environment and are a safe haven for all children	2.2.4.1. Develop and implement safety and security guidelines for all schools	2008-2010	MOE
		2.2.4.2. Establish and maintain projects to meet the assessed emotional needs of boys	2008-2012	MOE/IDPs
	2.2.5. Utilize alternative behaviour management techniques	2.2.5.1. Research and publicize varied behaviour management techniques for schools.	2008-2012	MOE/ETT
2.3. Accountability Mechanisms are institutionalized at all levels of the education system	2.3.1. Employ Results Based Management Systems (e.g. quality education, performance, financing, curriculum supervision) in all schools and strengthen communities of all schools to the strategic planning process	2.3.1.1. Establishment of the National Curriculum and Assessment Agency	2009-2012	Permanent Secretary, ETT, Ministry of Finance
		2.3.1.2. Strengthen Teacher Performance Appraisal System- using information to inform training needs.	2009-2012	REAs
	2.3.2. Establish National Quality Assurance Mechanisms to monitor, evaluate and disseminate information on schools (quality, performance etc.)	2.3.2.1. Setup a National Inspectorate	2009-2012	P.S., ETT
	2.3.3. Build the capacity of the P.T.As to hold schools accountable	2.3.3.1 Develop and implement training plan through the national Parent	2008-2012	ETT, REAs

OUTCOME	STRATEGIES	SPECIFIC ACTIONS	TIMEFRAME	RESPONSIBILITY
		teachers Association and the Behaviour Change and Implementation Team		
	2.3.4. Attract and retain quality administrators focusing on continuous improvement of the school	2.3.4.1. Reclassify salary scales 2.3.4.2. Improve conditions of service	2009-2016	Ministry of Finance and Planning, MOE

OUTCOMES	STRATEGIES	SPECIFIC ACTIONS	TIMEFRAME	RESPONSIBILITY
GOAL 3: ATTAINMENT OF EQUAL AND INCLUSIVE ACCESS AND RETENTION, TO ENSURE COMPLETION OF SECONDARY EDUCATION AND CONTINUATION TO TERTIARY				
3.1. Adequate number of school places available to meet all needs and reflective of emerging population trends	3.1.1. Ensure adequate number of school places for all students including those with special needs	3.1.1.1. Increase the number of special boarding facilities to cater to children experiencing severe behavioural, social and economic difficulties	2008 - 2016	MOE, NGOs
		3.1.1.2. Develop/ update standards and guidelines for operating facilities including special facilities	2008-2012	MOE/ETT
		3.1.1.3. Incorporate design of new facilities, requirements for persons with disabilities	2008-2010	MOE
	3.1.2. Create partnerships with other government entities (population, transportation planning) to facilitate access to schools	3.1.2.1. Engage private sector partnerships in the provision of school places	2008-2016	MOE, Private Sector/ETT
	3.1.3. Rationalize programme offerings in schools to reflect community/ regional needs	3.1.3.1. Continue to expand the Technical/ Vocational Rationalization Project islandwide	2008-2023	HEART TRUST/MOE/IDP
		3.1.3.2. Introduce school zoning which will allow students to attend quality neighbourhood schools (c.f. 3.2.2.1)	2008-2016	MOE
		3.1.3.3. Increase the use of existing facilities to incorporate community use for life-long learning	2008-2012	MOE/HEART
		3.1.3.4. Broaden the scope	2008-2012	MOE/ETT/PRIVAT

		of school – community outreach programmes e.g. Adopt-A-School/Classroom/Workshop etc.)		E SECTOR
	3.1.4. Ensure that schools are gender sensitive	3.1.4.1. Encourage participation of the sexes in subjects that were traditionally gender biased	2008-2012	MOE
		3.1.4.2. Introduce programmes/ activities in schools, from the primary level to improve the self-image of boys	2008-2012	MOE
	3.1.5. Have improved gender balance in teaching profession	3.1.5.1. Begin special recruitment of males for the profession at the secondary level	2008-2012 On-going	MOE
		3.1.5.2. Involve male professionals in part-time activities at schools	2008-2012	MOE/Private Sector
	3.1.6. Provide mechanisms to facilitate access for all students (e.g. economic access facilitated through student loans)	3.1.6.3. Engage the private sector in the student loan programme, which will seek to broaden its capacity	2008-2012	MOE/Private Sector

OUTCOMES	STRATEGIES	SPECIFIC ACTIONS	TIMEFRAME	RESPONSIBILITY
3.2. Enforce compulsory education at three levels (early childhood, primary and secondary)	3.2.1. Legislate and enforce compulsory education to the end of the secondary cycle with supporting mechanisms	3.2.1.1. Develop Compulsory Education Policy (Implement, Monitor and Evaluate Compulsory Education Strategies)	2008-2012	MOE with inputs from other stakeholders
		3.2.1.2. Conduct public education programmes to support compulsory education	2008-2010	MOE/ETT

OUTCOMES	STRATEGIES	SPECIFIC ACTIONS	TIMEFRAME	RESPONSIBILITY
	3.2.2. Develop and enforce Frameworks to foster national attendance, mobilizing at all levels	3.2.2.1 Introduce school zoning policy to allow students to attend quality neighbourhood schools (c.f. 3.1.2.2)	2008-2016	MOE
		3.2.2.2. Implement diagnostic and summative testing as the basis on which instructions and evaluations will be carried out.	2008-2012	National Curriculum and Assessment Agency/MOE
		3.2.2.3. Conduct public education programmes to inform and encourage use of support services available to parents and children aimed at keeping children in school (e.g. PATH and NHF)	2008-2010	MOE
		3.2.2.4. Promote the involvement of stakeholders in activities to curb anti-social behaviour and improve school attendance	2008-2020	Ministry of National Security/MOE

OUTCOMES	STRATEGIES	SPECIFIC ACTIONS	TIME FRAME	RESPONSIBILITY
GOAL 4: DECENTRALISED SYSTEMS FOR QUALITY LEADERSHIP, MANAGEMENT AND RESOURCING				
4.1. Networking, linkages, exchange, partnerships and interaction among stakeholders in Education	4.1.1. Strengthen shared approach to the use of educational plant for other purposes (for example introducing a lifelong learning programme wherein members of the community will be permitted to use the schools computer labs for their enrichment.)	4.1.1. Establish system of shared use and maintenance of School facilities with community	FY 2008/010	MOE/Schools/Community Organizations/Service Clubs
	4.1.2. Forge partnership with	4.1.2.1. Develop policy and establish linkages	FY 2008/09 ongoing	MOE,MLSS

OUTCOMES	STRATEGIES	SPECIFIC ACTIONS	TIME FRAME	RESPONSIBILITY
	relevant Government entities and programmes (for example poverty programmes) to ensure that children in need will receive the nutrition, physical activity, experiences, and health care needed to arrive at school with healthy minds and bodies	with social support agencies to co-ordinate and deliver services (counselling, nutrition, behaviour management, parent education)		
	4.1.3. Institutionalize a system of support to provide services to students (e.g. coordination and management of sports development, counselling, behaviour management and parenting education) of both public and private schools	4.1.3.1. Develop policy for the establishment of National Sports Agency for the co-ordination of sports development in public and private educational institutions	FY 2009/10 ongoing	Tertiary Institutions, JFLL
	4.1.4. Forge new public-private sector partnerships and expand existing ones by providing incentives. (e.g. tax holidays, waivers, seed funding) for the Private Sector, Church and NGO's to create new school places of quality at all levels	4.1.4.1. Partnership with other countries in providing training of educational professionals offer blended and on-line courses	FY 2009/10 ongoing	MOE/ Teacher Training Institutions
	4.1.5. Create platforms to facilitate effective parenting at all levels of the education system and in school governance and decision-making	4.1.5.1. Create a family - friendly school environment 4.1.5.2. Encourage school/parent contract to state what the school commits to deliver to parents 4.1.5.3. Facilitate school partnership with community to develop voluntary support programmes for	FY 2008/10 ongoing FY 2008/2012 FY 2008 onwards	Tertiary Institutions/TEC MOE/National Education Inspectorate/ REA/CBOs

OUTCOMES	STRATEGIES	SPECIFIC ACTIONS	TIME FRAME	RESPONSIBILITY
		motivating parents and monitoring school attendance		
	4.1.6. Partnership with stakeholders for co-operative education	4.1.6.1. Institutionalize and expand current work exposure and community service programmes to include all secondary and tertiary educational institutions	FY 2008/10 ongoing	Tertiary Institutions/TEC/ Ministries/private sector
4.2. Sustained International partnerships for supporting decentralised systems	4.2.1. Develop SWAP Approaches to finance education	4.2.1.1. Develop an Education financing policy - Education Trust developed	FY 2008/2010	MFPS/PIOJ/MOE
		4.2.1.2. Establish and implement (results-based system) performance monitoring and evaluation system	FY 2008/2009	MFPS/PIOJ/MOE
	4.2..2 Partner with other countries in developing and meeting standards established for teachers, administrators, as well as creating improvements in the learning environment	4.2.2.1. Establish bilateral agreements with other countries for circular and temporary migration of teachers and administrators	FY 2008/09 ongoing	MOE, MFA/Respective Foreign governments
		4.2.2.2. Facilitate methodology for the exchanging of ideas and the improvement of the teaching learning process through conferences, study circles, workshops and seminars	FY 2009-2030	MOE/ETT
4.3. An adequately managed and financed education system assured	4.3.1. Create a mechanism that will establish a dedicated pool of funds for education	4.3.1.1. Develop partnerships with Private Financial Entities for the establishment of Financing products to meet the needs of the education community	FY 2008/2010 On-going	MOFPS/Private Financial Companies
		4.3.1.2. Develop partnerships with International Development Partners for the speedy implementation of the	FY 2008/2009	MOFPS/PIOJ/MOE

OUTCOMES	STRATEGIES	SPECIFIC ACTIONS	TIME FRAME	RESPONSIBILITY
		SWAP approach to Educational Sector Financing		
	4.3.2. Build Capacity of School Management system to support effective and sustained school - based management, paying attention to International Standards Organisation (ISO) quality management system	<p>4.3.2.1. Systematic training in school management and (Total) ISO quality management provided for all managerial staff, - (effective school & teacher development models)</p> <p>4.3.2.2. Staff Exchange programmes and Twinning programmes established with schools in the local, regional, international arena and best practices customised</p> <p>4.3.2.3. Create REAs to bring the administration of education closer to schools and communities</p> <p>4.3.2.4. Establish 3 new support agencies to drive the transformation process (JTC, CAA and the National Inspectorate)</p> <p>4.3.2.5. Restructure and streamline the MOE to enable it to focus on policy and strategy</p>	<p>FY 2008/09 ongoing</p> <p>FY 2009-2010 On-going</p> <p>FY 2009-2010 On-going</p> <p>FY 2008-2010 On-going</p> <p>FY 2008-2010 On-going</p>	<p>MOE,MIND/ Teachers' Colleges/Training Institutions</p> <p>Industry/MOE/ Schools</p> <p>ETT/MOE</p> <p>ETT/MOE</p> <p>ETT/MOE</p>
	4.3.3. Create mechanisms to ensure the efficient use of resources	4.3.3.1. Develop programme for school community for the sensitization and implementation of environmental and conservational practices	FY 2008-2010 On-going	MOE/Educational Institutions

OUTCOMES	STRATEGIES	SPECIFIC ACTIONS	TIME FRAME	RESPONSIBILITY
		<p>4.3.3.2. Establish criteria for selection and training of members of school boards</p> <p>4.3.3.3. Establish at the school level, broad based Committees to monitor the effective use of resources</p>	<p>FY 2008-2010 On-going</p> <p>FY 2008/09</p>	<p>MOE/NCE</p> <p>MOE/Educational Institutions/REAs</p>
	<p>4.3.4. Introduce Results-Based Management System within education and build capacity for the collection and analysis of relevant data to support continuous improvement</p>	<p>4.3.4.1. All personnel in institutions trained in Results-Based Management System</p> <p>4.3.4.2. Training in Project Management and School Improvement Planning provided for all managerial staff</p> <p>4.3.4.3. Modernize the institution supporting education in Jamaica (e.g JFLL)</p> <p>4.3.4.4. Develop modern IT systems across the Ministry and REAs.</p> <p>4.3.4.5. Support institutions and schools</p> <p>4.3.4.6. Train principals to enable them to provide educational leadership and to manage new delegated responsibilities</p> <p>4.3.4.6. Implement system of self-evaluation and school improvement planning in all schools</p>	<p>FY 2008-2010 On-going</p> <p>AY 2008/2012</p> <p>FY 2008-2016</p> <p>AY 2008-2012</p> <p>FY 2008-2010 On-going</p> <p>FY 2008-2010 On-going</p> <p>FY 2008-2016</p>	<p>MOE/ETT</p> <p>MOE/Educational Institutions/REAs</p> <p>ETT/MOE</p> <p>ETT/MOE</p> <p>ETT/MOE</p> <p>ETT/MOE</p> <p>ETT/MOE</p>

OUTCOMES	STRATEGIES	SPECIFIC ACTIONS	TIME FRAME	RESPONSIBILITY
		4.3.4.7. Revise education regulations to reflect transformed education system Establish National EMIS	FY 2008-2010 On-going	ETT/MOE
	4.3.5. Establish financial planning mechanisms in all schools-Business Plan Approach	4.3.5.1. Partnerships established with Industry for the exchange of best practices, mentoring of administration and furloughing of expertise	FY 2008/09 On-going	Industry/MOE/ Schools
	4.3.6. Encourage schools of international standard to recruit students from overseas to increase earnings	4.3.6.1. Create flexibility in fee arrangements to allow schools to recruit international students and charge economic cost to them	FY 2010 onwards	MOE Cabinet Schools
		4.3.6.2. Promote export of education services under the national export strategy	FY 2009/10 – FY 2014/15	

6. Monitoring & Evaluation Framework for the Education Sector

Institutional Arrangements

A number of institutions and agencies, including the following, will be involved in the monitoring and evaluation framework for the National Development Plan and the Education Sector Plan:

1. **Parliament:** The Vision 2030 Jamaica Annual Progress Report, will be presented to the Parliament for deliberations and discussion.
2. The **Economic Development Committee (EDC)** is a committee of Cabinet chaired by the Prime Minister. The EDC will review progress and emerging policy implications on the implementation of Vision 2030 Jamaica and the relevant sector plans.
3. The **Vision 2030 Jamaica Technical Monitoring Committee (TMC)**, or Steering Committee, is to be chaired by the Office of the Prime Minister and will provide oversight for the technical coordination and monitoring of the Plan and reporting on the progress of implementation.
4. The **Vision 2030 Jamaica Technical Secretariat** to be institutionalized within the PIOJ will play a leading role in coordinating implementation, analyzing social and economic data and information, consolidating sectoral information into comprehensive reports on Vision 2030 Jamaica's achievements and results, maintaining liaisons with sectoral focal points in MDAs, and supporting the establishment and operation of Thematic Working Groups.
5. **Ministries, Departments and Agencies (MDAs)** represent very important bodies within the implementation, monitoring and evaluation system. They are the Sectoral Focal Points that will provide data/information on a timely basis on the selected sector indicators and action plans, and be responsible for the timely preparation of sector reports that will feed into the Vision 2030 Jamaica Annual Progress Report. For the Education Sector Plan, the main

MDAs comprising the relevant Sectoral Focal Point will include the Ministry of Education, the University Council of Jamaica, the various boards of tertiary institutions including universities and colleges and various examination and accreditation bodies.

6. **Thematic Working Groups (TWGs)** are consultative bodies aimed at providing multi-stakeholder participation in improving the coordination, planning, implementation and monitoring of programmes and projects relevant to the NDP and sector plans, including the Education Sector Plan. TWGs will be chaired by Permanent Secretaries or senior Government officials and shall comprise technical representatives of MDAs, National Focal Points, the private sector, Civil Society Organizations and International Development Partners. TWGs will meet a minimum of twice annually.

Indicator Framework and Data Sources

Appropriate indicators are the basic building blocks of monitoring and evaluation systems. A series of results-based monitoring policy matrices will be used to monitor and track progress towards achieving the targets for the NDP and sector plans, including the Education Sector Plan. The performance monitoring and evaluation framework will be heavily dependent on line/sector ministries for quality and timely sectoral data and monitoring progress.

The results-based performance matrices at the national and sector levels comprise:

- At the national level, 60 proposed indicators aligned to the 15 National Outcomes
- At the sector level, a range of proposed indicators aligned to the sector goals and outcomes
- Baseline values for 2007 or the most recent past year
- Targets which outline the proposed values for the national and sector indicators for the years 2012, 2015 and 2030
- Data sources which identify the MDAs or institutions that are primarily responsible for the collection of data to measure and report on national and sector indicators
- Sources of targets
- Links to existing local and international monitoring frameworks such as the MDGs

Some gaps still exist within the performance matrix and a process of review to validate the proposed indicators and targets is being undertaken. This process is very technical and time consuming and requires significant cooperation and support from stakeholders and partners. The performance monitoring and evaluation framework will be heavily dependent on ministries for quality and timely sectoral data and monitoring progress. The system will benefit from our existing and relatively large and reliable statistical databases within the Statistical Institute of Jamaica (STATIN) and the PIOJ.

Reporting

The timely preparation and submission of progress reports and other monitoring and evaluation outputs form an integral part of the monitoring process.

The main reports/outputs of the performance monitoring system are listed below.

1. **The Vision 2030 Jamaica Annual Progress Report** will be the main output of the performance monitoring and evaluation system.
2. **The annual sectoral reports** compiled by the Sectoral Focal Points for submission to the Vision 2030 Jamaica Technical Monitoring Committee. These will be integrated into the Annual Progress Report.
3. **Other products** of the performance monitoring system include issues/sector briefs and research reports.

Capacity Development

There is recognition that building and strengthening technical and institutional capacity for the effective implementation, monitoring and evaluation of the NDP and the Education Sector Plan is critical for success. This calls for substantial resources, partnership and long-term commitment to training MDA staff. Training needs will have to be identified at all levels of the system; a reorientation of work processes, instruments, procedures and systems development will have to be undertaken; and staffing and institutional arrangements will need to be put in place. Partnership with

the Management Institute for National Development (MIND) and other institutions will also be required to provide training in critical areas such as results-based project management and analysis, monitoring and evaluation, and data management to public sector staff and others.

LIST OF ACRONYMS

CARE	Child Assessment and Research Education
CASE	College of Agricultural Sciences Education
CBO	Community Based Organisation
CSEC	Caribbean Secondary Education Certificate
CSM	CARICOM Single Market
CVQ	Caribbean Vocational Qualification
CXC	Caribbean Examination Council
ECC	Early Childhood Commission
ECE	Early Childhood Education
ECLAC	Economic Commission of Latin America and the Caribbean
EEH	Expanding Education Horizon
EMIS	Education Management Information System
ETT	Education Transformation Team
EXED	Excelsior Community College
FAAA	Financial Administration and Audit Act
FBO	Faith-Based Organization
GDP	Gross Domestic Product
GOJ	Government of Jamaica
GSAT	Grade Six Achievement Test
HEART Trust/NTA	Human Employment and Resource Training Trust/National Training Agency
HISEP	High School Equivalency Programme
HRD	Human Resources Development
ICT	Information Communications Technology
IDB	Inter- American Development Bank
IICD	International Institute for Communications Development
IDP	International Development Partner
IT	Information Technology
JBDC	Jamaica Business Development Centre
JBTE	Joint Board of Teacher Education
JET	Jamaica Environmental Trust
JFLL	Jamaica Foundation for Life Long Learning
JSIF	Jamaica Social Investment Fund
MIND	Management Institute for National Development
MLSS	Ministry of Labour and Social Security
MOE	Ministry of Education
NCE	National Council on Education
NCTVET	National Council on Technical Vocational Educational Training
NDP	National Development Plan

NHF	National Health Fund
NCYD	National Centre for Youth Development
NYS	National Youth Service
OECD	Organization for Economic Co-operation and Development
PAG	Plan Advisory Group
PATH	Programme for Advancement Through Health and Education
PESP	Primary Education Support Programme
PIOJ	Planning Institute of Jamaica
REA	Regional Education Authority
ROSE	Reform of Secondary Education Project
SRO	School Resource Officer
SWOT	Strengths, Weaknesses, Opportunities and Threats
TLI	Tertiary Learning Institution
TWD	Training and Workforce Development
UCJ	University Council of Jamaica
UNESCO	United Nations Educational, Scientific, and Cultural Organization
VTDI	Vocational Training Development Institute

APPENDIX 1

Members of Education Task Force

Dr. Rae Davis (Chair)
Mr. Frank Weeple (Transformation Team)
Ms Elaine Brouers (National Parent Teacher Association)
Ms Dawnett Turner (Transformation Team)
Dr. Jean Beaumont (Ministry of Education and Youth)
Ms Barbara Allen (Ministry of Education and Youth)
Mr. Michael Brown (Jessie Ripoll)
Mr. Burchell Duhaney (Edna Manley School for the Performing Arts)
Mrs Carol Wilson (Ardenne Prep and Extension High)
Dr. Nancy George (University Of Technology)
Mr. Ray Howell (Edith Dalton James High)
Mr. Jasper Lawrence (Ministry of Education and Youth)
Mr. Linton Smith (Profitable Corporate Solutions)
Mr. Patrick Smith (Jamaica Teachers Association)
Dr. Ralph Thompson (CD Alexander)
Dr. Teran Milford (Northern Caribbean University)
Ms Suzanne Williams (Liberty Academy at Priory)
Mr. Noel Stennett (Council of Community Colleges of Jamaica)
Professor Stafford Griffith (Institute of Education, University of the West Indies)
Dr. Maureen Samms-Vaughn (Early Childhood Commission)
Dr. Hyacinth Evans (UWI)
Dr. Gordon Cowan (Knox Community College)
Mr. Paolo Fontani (UNESCO)
Ms Ushio Muira (UNESCO)
Mrs Irene Walter (NCB Foundation)
Ms Ruth Morris (National Council on Education)
Mr. Robert Kerr (National Youth Service)
Mr. Charles Clayton (PIOJ)
Ms. Marsha Woolcock (PIOJ)
Ms. Grace Munroe (PIOJ)
Mr. Steven Kerr (PIOJ)
Ms. Natalie Leiba (PIOJ/UWI)

APPENDIX 2

Primary Education Support Programme (PESP)

The PESP is targeting improvement of the Literacy and general language capabilities of students in the Primary School system. Measures already implemented include:

- A new literacy intervention strategy referred to as *Language Experience Awareness*. The strategy is supporting the revision of the Primary School curriculum and targets the achievement of Mastery of language skills by 90 per cent of students at the Grade Four level. The System is being piloted in 30 schools.
- A leadership activity which targets the leadership and management capacity of principals at the primary level. The project is facilitated through a partnership between Jamaica and the Mount St. Vincent University in Halifax, Canada. The programme has been institutionalised and is being offered through St. Joseph Teachers' College. Approximately 1,006 principals had been trained up to the end of 2006. In - service and mentorship programmes were also offered to 8,542 teachers to improve their ability to deliver the Revised Primary School Curriculum.
- The Summer Literacy Programme under which reading specialists and volunteers were recruited and trained to deal with the needs of learners who had not attained mastery of reading skills.

The **GOJ/USAID Expanding Educational Horizon (EEH) Project (2005-2009)** is a continuation of the previous New Horizons Project, with the principal objective of enhancing the numeracy and literacy performance of Jamaican students in 71 primary schools. The project will also focus on improving the performance of boys in Mathematics and English Language and increased stakeholder support for educational transformation.

A *Literacy Support System* for Grade One students to identify and alleviate the problems associated with students mastering the Grade One Readiness Inventory. This has been piloted among select students in 24 schools in inner-city and rural communities. Lessons learned from this intervention will result in gradual interventions throughout the system beginning with 20 schools in each region. These interventions began in September 2006.

Primary Textbook Programme

Through this programme, the Government of Jamaica assists students in the provision of textbooks to them. Under the programme, textbooks are procured and distributed at the expense of the Ministry of Education throughout the Primary School System. In 2006, approximately 321,000 benefited from 2.5 million textbooks/workbooks valued at approximately \$313.9 million.

School Feeding Programme

The GOJ also supports the primary level through a nutrition programme. The objectives of this programme include: encouraging greater and more regular school attendance, and enhancing the learning capacity of the students; and supplying at least a third of the child's daily nutritional requirements. The Ministry's policy is that no child who was unable to pay should be refused a meal or a Nutribun snack. There are two programmes which assist in improving the nutritional status of students: the Nutribun and Milk/Drink Programme and the Traditional /Cooked Lunch Programme. In 2006, both programmes benefited some 397,000 students.

APPENDIX 3

The Caribbean Centre of Excellence in Teacher Training (CETT)

The CETT was established in 2002 under an agreement between the University of the West Indies and USAID-Washington with the Joint Board of Teacher Education (JBTE) as the Executing Agency.

The chief aims of the CETT are to:

- provide innovative leadership in inspiring, empowering and equipping teachers at Grades 1-3 of primary schools in their endeavour to teach reading (the expected outcome is the significant improvement of the number of students attaining mastery in reading by Grade 3);
- train teachers in the use of best practices in reading instructions;
- develop diagnostic tools to provide teachers with data for use in the development of reading intervention programmes to meet the needs of their students and assess reading achievement;
- produce and/or purchase, for project schools, teaching and learning materials that are appropriate and culturally sensitive;
- design, develop, implement and evaluate special interventions to improve reading in project schools and disseminate strategies of proven success to wider schools systems;
- use information and communication technology to enhance and support all aspects of the operation;
- provide in-service professional development in the teaching of reading to teachers, thus allowing them to keep abreast of the latest developments and best practices in reading instruction; and
- ensure that all graduates from the teacher education programmes acquire the skills and knowledge to enable them to become competent teachers of reading.

The CETT is currently implemented in seven Caribbean countries: Belize, Grenada, Jamaica, St. Lucia, St. Vincent and the Grenadines, and Trinidad and Tobago.

The CETT has brought notable improvements in reading in the Caribbean countries in which it is being implemented. Such improvements are pronounced in a number of schools in Jamaica. Of the 68 schools in the region in which the Caribbean CETT has operated for two school years, it is in Jamaica that the most outstanding results have been achieved with one school having 98 per cent of its Grade 3 students not at risk and 82 per cent reading at, or above, Grade level.

APPENDIX 4

ICT Policy Positions

- Equity of access is an overriding consideration. The Ministry of Education will therefore work collaboratively with educational institutions to make available facilities, equipment and personnel to permit access to ITC for all students.
- Schools will be expected to use the most effective configuration - classroom, type of equipment, networking, software - to optimize both access and quality.
- While schools are expected to make ICT facilities available to the community and to use the proceeds from the sale of services to sustain and develop their ICT facilities and programmes, outreach and commercial activities must not compromise access and quality for the students.
- Accountability for all ICT resources, as with all other school property and facilities rests with the school's administration.
- Students completing primary education should have had some exposure to ICT, and possess some awareness of its applications.
- Students leaving grade 11 after five years of secondary education must be computer literate defined as being able to use a computer safely to do the following:
 1. compose a document using word processing functions, being able to copy, cut, paste, save and print;
 2. prepare a simple spreadsheet;
 3. send and receive an electronic mail message; and
 4. access sites on the internet;
- ICT at the institutional level will serve multiple purposes, all of which contribute to the creation of a knowledge-based, information oriented, systems driven modern society. These include primarily:
 - a) supporting individual mastery of literacy and numeracy skills at the primary level
 - b) improving the general quality of learning throughout the curriculum
 - c) providing strong support for technical/vocational programmes in the upper levels of the secondary system
 - d) remediation where needed
 - e) increasing professional development opportunities for teachers and other staff
 - f) improving the efficiency of the school's administration, including student record keeping
 - g) facilitating the accurate and timely flow of data and information between institutions and the Ministry of Education and Culture
 - h) building the creative capacity and the expertise of ICT users and sharing the products with others.
- The Ministry of Education will have the responsibility of ensuring the most efficient use of all resources involved. It will expand its existing courseware evaluation committee to include a broader representation from the stakeholder community to perform a number of functions. The ICT Standards Committee will perform the following:
 - a) advising on the appropriateness of hardware;

- b) determining approved software for educational/curriculum purposes;
- c) determining management systems to ensure compatibility with the national system;
- d) actively encourage collaborative partnerships in furtherance of the national development objectives. To this end, it will -
 - work with public and private, local and foreign training institutions to expand the number of teachers equipped to work in an ICT mode within the schools
 - develop guidelines for schools to work directly with providers of goods and services required by the ICT programme in their institutions
 - remain responsive to the needs of corporations, small business enterprises and individuals in respect of ICT skills and the relevant curricula
 - encourage the sharing of skills between the schools and the workplace and
 - provide information to the private sector on partnership opportunities with individual educational institutions, including the extent of tax incentives for benefactions.

The Ministry of Education also will work with the Ministries of Finance & the Public Service, Industry Investment and Commerce, and with the Office of the Prime Minister (Information) as well as the Cabinet Office, making maximum use of the opportunities available through the Telecommunications Policy arrangements to ensure that access to the relevant services is available to the entire student population at the best possible cost.

- The staffing arrangements in the schools and the recurrent costs for approved programmes will be reviewed and modified from time to time by the MOE to ensure that the efficiency of the operations is supported.
- Financing of ICT within the education sector will remain as a partnership exercise. The partners will include:
 - ❖ The Government of Jamaica through the Ministry of Education and its agencies
 - ❖ Public Corporations and Statutory Bodies
 - ❖ Private Enterprise
 - ❖ Local and International Foundations
 - ❖ Bilateral and Multilateral Organisations
 - ❖ Community Organisations
 - ❖ The educational institutions through income-generating activities
 - ❖ Parents through the cost-sharing mechanisms in secondary and tertiary institutions
- All policies and provisions in respect of copyright, professional conduct, confidentiality, rights and responsibilities of lecturers, teachers, instructors, trainees and students will apply to the conduct of ICT programmes.

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