MINISTRY OF EDUCATION

National Education Strategic Plan: 2011-2020

July, 2012

Revised Draft based on feedback from
the National Oversight Committee and Nationl Consultations on the Plan:
Education System Transformation Programme

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Foreword

The role of a strong education system in a country's economic development is no longer a matter for debate. In fact, several governments have been re-examining their education systems in an effort to better position their countries to respond to developments in the changing global marketplace. Jamaica must also engage in this process if it is to achieve desired levels of development. This National Education Strategic Plan challenges the system to embark on initiatives to improve educational outcomes and to realize the goals articulated in Vision 2030, Jamaica's National Development Plan.

The National Education Strategic Plan takes into account much of the policies that have been developed or implemented before my appointment as Minister of Education in January, 2012. A renewed emphasis on accountability, security and safety in schools, early childhood development, information and communication technology (ICT) and media in education, and national literacy and numeracy thrusts are among the main elements of this plan. I must also acknowledge that this document takes into account the recommendations of the 2004 Task Force on Educational Reform, Jamaica. Some of the recommendations have already been implemented, while others are at varying stages of implementation. The modernisation of the Ministry of Education is advanced and generally in keeping with the Public Sector Modernisation Programme.

Our educational institutions must deliver better results, and to achieve this we need all stakeholders, including the Ministry of Education, our educators, students and parents to fulfill their responsibilities. The Ministry of Education must lead the process and has identified the strategic priorities which will guide our efforts. The priorities are:

- Improvement in processes and systems to enhance efficiency and service delivery
- Enhancement of educational outcomes
- Building leadership capacity at all levels of the system
- Creating an environment which fosters positive social interactions
- Improvement in facilities and infrastructure
- The strengthening and expansion of partnerships
- Strengthening the policy, legislative and regulatory framework

We must express our appreciation to all those who through their tireless efforts contributed to the development of this National Education Strategic Plan. We are grateful to the Director, Education System Transformation Programme (ESTP), Jean Hastings, Chair of the Working Group; Group Members: Barbara Allen Senior, Director Planning and Development; Grace McLean, Permanent Secretary (Acting); Sharon Neil, DCEO Curriculum Support Services; Ruth Morris, Consultant Education Specialist; Steven Kerr, Planning Institute of Jamaica (PIOJ); Charles Clayton, PIOJ; Dr. Allison Cross, Jamaican Foundation for Lifelong Learning; Conrad Hamilton, former Communications Specialist (ESTP); the late John Beman, Consultant Financial Specialist and Dr. Nancy George, Editor in Chief and Education Specialist. We also recognise the contribution from the sub-group participants from the Ministry and its Agencies, the PIOJ, Ministry of Labour, the members of the National Oversight Committee (NOC), and Ruel Reid, former Chair of the National Council on Education (NCE), who led the islandwide consultation on the plan.

We entreat all Jamaicans, both at home and in the diaspora, to embrace this effort and to support us as we transform Jamaica's Education System.

Authorised by:

The Hon. Rev. Ronald Thwaites MP, JP
Minister of Education

Approved by:

Elaine Foster-Allen
Permanent Secretary

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List of Acronyms

ASTEP	Alternate Secondary Transition Education Programme
ASIP	Adjustment for Social Integration Programme
BYOND	Building Youth for National Development
CAP	Career Advancement Programme
CARICOM	Caribbean Community
CBET	Competency-based Education and Training
CCCJ	Council of Community Colleges of Jamaica
CEE	Common Entrance Examination
CEP	Compulsory Education Policy/ Citizenship Education Programme
CPM	Central Policy Ministry (of Education)
CREM	Central Repository of Educational Materials
CSEC	Caribbean Secondary Education Certificate
CSME	CARICOM Single Market & Economy
CVQ	Caribbean Vocational Qualification
DSS	Department of School Services
EC	Early Childhood
ECC	Early Childhood Commission
ECD	Early Childhood Development
ECE	Early Childhood Education
ECI	Early Childhood Institution
EMIS	Education Management Information System
ESTP	Education System Transformation Programme
FBO	Faith-based Organisations
GATS	General Agreement on Trade in Services
GNAT	Grade Nine Achievement Test
GOJ	Government of Jamaica
GSAT	Grade Six Achievement Test
HAC	Health Advisor Committee
HEART/NTA	Human Employment and Resource Training Trust/National Training Agency
HFLE	Health and Family Life Education
HISEP	High School Equivalency Programme
HIV & AIDS	Human Immunodeficiency Virus and Acquired Immune Deficiency Syndrome
ICT	Information and Communication Technology
JAMAL	Jamaican Movement for the Advancement of Literacy
JFLL	Jamaica Foundation for Lifelong Learning
JLS	Jamaica Library Service
JTC	Jamaica Teaching Council

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J-TEC	Jamaica Tertiary Education Commission
LAN	Local Area Network (IT)
LMIS	Labour Market Information System
MDGs	Millennium Development Goals
MLSS	Ministry of Labour and Social Security
MOE	Ministry of Education
MOU	Memorandum of Understanding
NAP	National Assessment Programme
NCE	National Council on Education
NEI	National Education Inspectorate
NEQAA	National Education Quality Assurance Authority
NESP	National Education Strategic Plan
NET	National Education Trust
NGO	Non-Governmental Organisation
NOC	National Oversight Committee
NPL	Nutrition Products Limited
NPSC	National Parenting Support Commission
NPSP	National Parenting Support Policy
NQF	National Qualifications Framework
NVQ-J	National Vocational Qualification for Jamaica
NRS	National Registration Service (for students)
NWJP	North West Jamaica Project
NYS	National Youth Service
OEC	Overseas Examination Commission
PAHO	Pan American Health Organisation
PASS	Programme for Alternative Student Support
PATH	Programme of Advancement Through Health and Education
PBMA	Programme Budgeting and Marginal Analysis
PDD	Planning and Development Division
PEAP	Primary Education Assistance Project
PEIP	Primary Education Improvement Project
PMAS	Performance Management Appraisal System
PMEU	Programme Monitoring and Evaluation Unit
PPP	Public /Private Partnership
QAU	Quality Assurance Unit
REA	Regional Education Authority
REE	Regional Education Entity
ROSE	Reform of Secondary Education
RPC	Revised Primary Curriculum
SAM	School Accountability Matrix
SLS	Schools Library Service
SSA	Safe Schools Act
SSP	Safe Schools Policy
TCA	Technical Co-operation Agreements
TLI	Tertiary Level Institution
TVET	Technical Vocational Education and Training
UDC	Urban Development Commission
UNESCO	United National Educational Scientific and Cultural Organisation
USAID	United States Agency for International Development
UTech	University of Technology, Jamaica
UWI	University of the West Indies
YEP	Young Entrepreneurs Programme

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Chapter1

BACKGROUND AND SECTOR TARGETS FOR THE MINISTRY OF EDUCATION NATIONAL EDUCATION STRATEGIC PLAN 2011-2020

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1.0 BACKGROUND AND CONTEXT

Since Independence, Jamaica's education system has undergone several changes, evolving from a church-owned school system offering education to the elite, to a predominantly government-owned and operated system catering for all children irrespective of socio- economic status, colour, or class. In 1953, several Ministries and Departments of Government, including the Ministry of Education, were established, as part of the process of gradual internal autonomy. The Ministry of Education, headed by the Minister of Education was given the ultimate statutory responsibility and authority for the provision and development of education in Jamaica. Consistent with this direction, the Ministry of Education became the driving force for change, growth and development in education, providing the legislative framework, policies, strategies, plans, and resources to enable educational institutions, related agencies and other bodies to achieve their agreed mandate.

The Education Act 1965 was the first post-Independence legislation governing the statutory and operational aspects of Jamaica's education system. The Act (Section 7) makes provision for a statutory system of public education organised in four stages: early childhood, primary, secondary and tertiary. In accordance with the Education Act, the Minister of Education is empowered to:

- Promote the education of the people of Jamaica and the progressive development of institutions devoted to that purpose.
- Frame an educational policy designed to provide a varied and comprehensive educational service in Jamaica.
- Secure the effective execution of the educational policy of the government of Jamaica.
- Establish a coordinated educational system which contributes towards the spiritual, moral, mental and physical development of the community by ensuring that quality education shall be available to meet the needs of the island.

The GOJ/World Bank, New Deal in Education 1966, was the first major educational programme to be implemented in independent Jamaica. According to the conceptualisers of the Plan, this new direction represented a change in philosophy, change of policy and change of objectives. The New Deal embraced a new direction driven by the philosophy that:

"Opportunity for the best education that the country can afford must be open to every child, because all children are equally important. Lack of wealth should not therefore frustrate or handicap the education of any child. It is the people of a country who constitute its greatest assets and not the material things found or produced by that country. In the present day world there is little place for the illiterate and unskilled; in tomorrow's world what little place remains for the illiterate and unskilled will dwindle and eventually vanish. The need to educate all the people and continue extending educational horizons and raising general educational standards is therefore urgent and compelling if our people are to maintain a place in the world. If the law of the jungle is the survival of the fittest, the law of civilisation is the survival through ever-growing knowledge and ever-increasing skill." (New Deal in Education, 1966.p.3)

Consistent with this new thrust, the Government, supported by bilateral and multilateral funding agencies, embarked on a programme to:

- Establish 50 junior secondary schools with accommodation for 37,530 students;
- Increase the annual output of trained teachers from 350 to 1,000 in three years;
- Increase the regular day enrolment of the College of Arts Science and Technology (CAST) from 343 to 766 in three years;
- Increase the enrolment of the Jamaica School of Agriculture from 170 to 500 in three years;
- Construct 40 new primary schools to accommodate 16,800 pupils in one year;
- Expand early childhood education through the recognition of a number of basic schools administered by private individuals and institutions.

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In 1970, The Education Thrust was implemented to ensure that the reform agenda introduced earlier was being effectively implemented. Specific to the Thrust were the following:

- Reorganization of the Ministry of Education;
- Improved planning and administration at all levels of the education system;
- Free and compulsory education for all children up to age 14;
- Adoption of the newly established Caribbean Examinations Council (CXC) as the acceptable standard for the secondary school examination system;
- Introduction of a "National Service Corps of Graduates" for students educated at government expense.

In the 1980's, parallel to the developments in the formal education system, there was the establishment of the Human Employment and Resource Training (HEART) Trust. HEART offered youngsters another avenue to education and training through the National Vocational Qualification of Jamaica (NVQ-J). The later expansion of HEART Trust to include a National Training Agency (NTA) offered youngsters and adults an alternative access to post-secondary education and certification for employment.

Jamaica, seized with the imperative to raise the quality of educational outcomes at all levels, with the assistance of international donors and lenders, embarked on a number of Plans, Programmes and Projects designed to upgrade the early childhood, primary and secondary levels. The major initiatives included:

i. GOJ/CIDA/CODE Primary Textbook Programme

The Primary Textbook Programme (PTP) was a Government and private sector initiative designed to improve students' access to educational materials. Under the PTP all students at the primary level were provided with reading books, textbooks and workbooks free of cost.

ii. GOJ/USAID Primary Education Assistance Project (PEAP)

PEAP was a four-year Project designed to improve primary education, facilitated by a grant to renovate 56 primary and all-age schools; provide instructional materials; evaluate the Primary Textbook Programme; develop and implement the School Community Outreach Programme (SCOPE) aimed at the reduction of vandalism in schools.

iii. GOJ/UK-ODA Secondary Schools Textbook Project

The Secondary School Textbook Project was designed to provide secondary school textbooks in physics, chemistry, social studies, geography and history on a rental basis to students in Grades 7-11; provide textbooks for students in Grades 7-9 of all-age schools at a nominal rental cost; develop and print educational materials in four core subjects (mathematics, language arts, science and social studies) for students who were performing below minimum expected standards, and provide in-service training for teachers in the effective use of the texts.

iv. GOJ/IBRD Education Programme Preparation and Student Loan Project (World Bank1V)

The GOJ/IBRD Education Programme Preparation and Student Loan Project implemented in 1988, was the first major initiative aimed at effecting systemic change to the structure of secondary education. The Project was designed to undertake a school mapping exercise*;* convert some all-age schools to primary schools by amalgamating the Grades 7-9; design and introduce a common Grades 7-9 curriculum; undertake institutional strengthening and capacity building of the technical staff of the Ministry of Education in the areas of secondary school reform, financing secondary education and school administration and provide loans to finance tertiary education.

v. GOJ/IBRD Reform of Secondary Education (ROSE)

The Reform of Secondary Education (ROSE) implemented in 1989, was follow-on to the Education Programme

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Support and Student Loan Project and was designed to effect qualitative improvement and equity in the educational offerings at the first cycle of secondary education. The aim of the Project was to improve the quality and equity of educational provision at the secondary level through the establishment of a common national curriculum for all students in Grades 7-9.

vi. GOJ/IBRD Reform of Secondary Education (ROSE II)

The GOJ/IBRD Reform of Secondary Education (ROSE II) was implemented in 2001 as a complementary activity to Jamaica's fifteen-year program of secondary reform. ROSE II was designed to improve the quality of, and equity to secondary education, as well as the expansion of access to upper secondary education. ROSE II also included a component focussed on institutional strengthening and capacity building of the central Ministry, and its six Regional Offices to manage, and monitor the reform.

vii. The GOJ/IADB Primary Education Improvement Project (PEIP I & II)

The Primary Education Improvement Project (PEIP II) implemented in 1993, was a five-year project designed to improve the quality of primary education. Specific objectives were to revise the primary curriculum, continue the development of the National Assessment Programme (NAP) to include a Grade Six Achievement Test to replace the Common Entrance Examination, refurbish or extend 26 primary and all-age schools and construct two new primary schools. The PEIP II cemented the gains of the PEIP I (1983-88) which were implemented in the previous decade. Both programmes had similar objectives, with the PEIP I targeting construction activity in 42 primary and all-age schools island-wide. The impact of Hurricane Gilbert resulted in not all of the schools planned for construction being completed. Those not constructed were carried over to PEIP II.

viii. GOJ/USAID New Horizons for Primary Schools

The New Horizons for Primary Schools (NHP) implemented in 1998, was a seven-year, joint initiative of the Government of Jamaica (GOJ) in partnership with the USAID, other donor/lender communities, non-governmental organizations and private sector entities. The project was designed to assist in increasing the literacy and numeracy levels of students in 72 selected primary schools throughout Jamaica. The NHP employed a holistic, student-centered approach to improvement of instruction and learning in mathematics and reading.

ix. GOJ/ White Paper on Education – "Education: The Way Upward"

Jamaica, in recognition of the challenges of globalization and the consequent competition in trade, the free movement of skills, the ease of information transfer, the reliance on information and ideas for increased productivity and economic growth, resulting in the need for a population much better educated and trained, made a commitment to harness its creativity by seeking to discover new knowledge, new products, new markets, new possibilities and new ways of living and working together. The White Paper on Education was formulated and presented as the road map for the new millennium after extensive island-wide consultations on the Green Paper (1999). Accordingly the document stated inter alia:

" ... to *engage the nation* in *the strongest possible partnership in the development of its human resources as the primary tool for personal, social and economic development. Education and training is our overriding priority. It is the key ingredient in the nation's overall development of a creative, productive, democratic and caring society and should prepare citizens for changing roles in a social, economic and global environment that is also constantly changing. This partnership is based on the recognition that it is in the building of human and social capital that resides our best hope for the development of each individual and the society and for the attainment of economic growth and social peace, which are the major requirements for an improved and sustainable quality of life in Jamaica. Education and training must not only be better but different. It must seek to create a literate, skilled, democratic and patriotic society. It must also create a productive workforce and functional and caring communities."*

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x. GOJ/IADB Primary Education Support Project (PESP)

The Primary Education Support Project (PESP), implemented in 2001, was funded by a loan of US$31.5 million from the Inter-American Development Bank (IDB), and counterpart funds of US$8 million, US$4 million of which was supported by an additional loan from the Organisation of Petroleum Exporting Countries (OPEC). The Project was designed to support the gains that were achieved under the Primary Education Improvement Projects I and II (PEIP I and PEIP II) and targeted improved performance, efficiency and equity of the primary education system. PESP was designed as a package of improvements for the development of the qualitative, civil works and institutional strengthening aspects of primary education. The objectives of the Project were:

- Improved performance through the effective implementation of the Revised Primary Curriculum (RPC) and national assessment standards;
- Increased efficiency through the rationalisation of teacher education and the strengthening of educational management capacity at all levels;
- Enhanced equity in the delivery of educational services to children from the lower socio-economic background through targeted interventions for improved literacy, numeracy and attendance;
- The three components of PESP were Quality Assurance: for improved educational performance and equity; Institutional Development: for improved sector management and efficiency, and Civil Works: for increased access through school construction, expansion and maintenance.

xi. GOJ Task Force on Educational Reform

In 2003, confronted with the proliferation of various kinds of educational opportunities, the disappointing results of regional and national examinations, the high cost of education and the desire to strengthen the results of the school system in general, the government of the day commissioned the Task Force on Educational Reform in 2004.

Consistent with international and regional imperatives, the Most Honourable P.J. Patterson, then Prime Minister of Jamaica, appointed a fourteen-member Task Force on Educational Reform to prepare and present an action plan to create a world-class education system which would generate the human capital and produce the skills necessary for Jamaicans to compete in the global economy. As a first step towards transforming the education system, the Task Force, through a consultative process, developed and articulated the following National Shared Vision:

"Each learner will maximize his/her potential in an enriching, learner-centred education environment with maximum use of learning technologies supported by committed, qualified, competent, effective and professional educators and staff.

The education system will be equitable and accessible with full attendance to Grade 11. Accountability, transparency and performance are the hallmarks of a system that is excellent, self-sustaining and resourced and welcomes full stakeholder participation. The system produces full literacy and numeracy, a globally competitive, quality workforce and a disciplined culturally aware and ethical Jamaican citizenry."

Performance targets set out in the White Paper on Education were redefined and a system review was undertaken under the following four sub-themes: Governance and Management; Curriculum Teaching and Learning Support; Stakeholder Participation and Finance. Pertinent recommendations were made with the goal of transforming the entire education system over a period of approximately ten to fifteen years. Some of the recommendations to be pursued within the short to medium term are:

- Construction of new schools, the upgrading of all existing schools to world-class standards and the elimination of the shift system;
- Upgrading of Curriculum Teaching and Learning Support systems with particular focus on literacy and numeracy;
- Exposing school boards and principals to new concepts of governance with emphasis on leadership and administration;

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- Building community participation and ownership of schools to influence positive behavioural changes and stimulate a higher level of involvement;
- Modernization of the Ministry of Education to become a Policy Ministry.

xii. GOJ Education Transformation Team

In 2005, The Education Transformation Team (ETT) was established to lead the restructuring and modernising of the education sector. This strategy was embarked upon to ensure that the Task Force on Education Reform Jamaica 2004 recommendations were adopted and the necessary resources identified to effect the changes necessary for transformation. The following six Work Streams, which together constitute the Education Transformation Project, were designed to implement the recommendations: Schools Infrastructure and Facilities; School Leadership and Management; Curriculum, Teaching and Learning; Behaviour and Communities; Communications and Stakeholder Involvement and Modernisation of the Ministry.

xiii. GOJ/World Bank/ IADB Education System Transformation Programme

In 2009, The ETT was succeeded by the Education System Transformation Programme (ESTP) and was integrated into the Ministry's operations to facilitate its primary task of transforming and modernising the education sector. Unlike the previous phase of transformation which was supported by funding from the National Housing Trust and central government, the ESTP is being funded by loans from the World Bank and the Inter American Development Bank (IADB) and allocations from the Government of Jamaica. The World Bank project is funded to the tune of US$16 million, the IDB to the tune of US$15 million and Government of Jamaica's financing is US$350,000. In addition, the programme is funded by an IADB technical corporation grant in the amount of US$500,000.

Between 2008 and 2010, modernisation plans were developed for the central Ministry and a framework established for the decentralisation of functions across the Education Sector as follows: the establishment of a Central Policy Ministry (CPM) and a Department of School Services (DSS), a revision of the earlier concept of decentralisation into Regional Education Authorities; the establishment of six National Education Agencies – The National Education Inspectorate; the Jamaica Teaching Council (JTC), the National College for Educational Leadership (NCEL), the National Parenting Support Commission (NPSC), the National Education Trust (NET) and the Jamaica Tertiary Commission (J-TEC). In addition, administration of national examinations is being considered for transition into the Overseas Examination Commission, a pre-existing agency under the Ministry of Education. The responsibility for the development of education materials currently undertaken by the Media Services Unit will be enhanced, and it is proposed that it be transferred into a public company which will be better positioned to exploit the commercial potential to benefit the education sector.

xiv. GOJ North West Jamaica Project

Under the North West Jamaica Project which was implemented in 2000, 17 early childhood, primary and secondary schools were constructed.

xv. GOJ/USAID Expanding Educational Horizons (EEH) Project

The Expanding Educational Horizons (EEH), implemented in 2008, was designed to support the development, implementation and achievement of USAID/Jamaica's Education Strategic Objective: Improved education of targeted Jamaican youth. This was achieved through two planned Intermediate Results – Improved literacy and numeracy in targeted schools and NGO's and increased stakeholder support for transformational education.
The major objectives of the project interventions are:

- Improved performance in language arts and mathematics;
- Improved performance of boys in language arts and mathematics resulting from the introduction

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of gender sensitive approaches aimed at addressing the sub-optimal performance of boys within the education system;

- Mobilised private sector companies, parents and stakeholders, organised through a systematic and integrated mechanism to support the achievement of schools for sustainability;
- Improved participation of parents in supporting schools and in the education of their children;
- Increased number of out of school students taught mathematics and reading;
- Increased number of non-formal education and literacy teachers trained to teach mathematics and reading, writing and life skills.

xvi. USAID/GOJ Jamaica Basic Education Project

The USAID/Jamaica Basic Education Project, *Supporting Educational Transformation in Jamaica*, is a four-year effort (2010 – 2013) working in 250 primary, all-age and junior high schools island-wide. Currently, a major non-government expenditure on education is being provided under the GOJ/USAID Jamaica Basic Education Project 2010 – 2013. The project is a follow-on to the New Horizons and the Expanding Educational Horizon Projects.

The critical focus of the project is to strengthen the MOE's Education Transformation System Programme by providing technical assistance in areas such as testing and standards, materials development, and training of school professionals to improve literacy and numeracy at Grades 1 – 3 through greater educational accountability. The objectives or intermediate results of the project are to continue supporting programmes that strengthen the quality, efficiency, and equity of the primary education system, with a focus on:

- Increasing early grade reading fluency;
- Increasing acquisition of foundational math skills;
- Increasing public-private contributions; and increasing primary school performance in poor performing schools.

Under the Project, USAID plans to capitalize on the strengths of its Expanding Educational Horizons (EEH) and Caribbean Centre for Excellence in Teacher Training (C-CETT) programmes by providing training, technical assistance and commodity support for rolling out proven educational practices and technologies (especially for reading and mathematics) across the island in the poorest performing schools. This will include collaborating with the Joint Board of Teacher Education (JBTE) and the Jamaica Teaching Council to mainstream the C-CETT methodology for teachers of reading in all of the teacher training colleges in Jamaica, as well as developing and implementing similar pre-service training for numeracy based on the work of the EEH project.

1.1 INTERNATIONAL AND REGIONAL CONVENTIONS AND COMMITMENTS

Jamaica, a Member State of the United Nations, is a signatory to a number of international and regional conventions and agreements which wield a significant influence on its educational policies and its general approach to education as a basic human right to be enjoyed by all its citizens. The following represent the major Conventions and Commitments to which Jamaica is a signatory:

xvii.1 The Convention on the Rights of the Child

The United Nations Convention on the Rights of the Child ratified by Jamaica in May 1991, addresses the right to education in the following summarized articles:

xvii.2 Article 28 (Right to education)

All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children's dignity. For children to benefit from

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education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child's human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect. The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.

xvii. 3 Article 29 (Goals of education)

Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights of their parents, and education should aim to develop respect for these values.

xvii. 4 Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Latin America and the Caribbean

The Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Latin America and the Caribbean was adopted at Mexico City on 19 July, 1974 (UN Treaty Series No. 14287).

xvii. 5 General Agreements on Trade and Services (GATS)

The demand for higher education is increasing and the government has not been able to meet the demand fully, resulting in a very lucrative market for offshore providers. Trans-border education has been growing rapidly, fuelled by the recent developments in information and communication technology (ICT) and distance education, which have made it easier for individuals to access higher education through various systems and methodologies. Jamaica is one of the 52 WTO member countries that is signatory to the GATS, thereby committing it to trade in the area of higher education. It should be noted, however, that the GATS presents serious challenges which could impede the national tertiary education system. Therefore, the impact of the GATS deserves careful scrutiny on a regular basis to protect the national tertiary providers.

xvii. 6 UNESCO Education for All

To complement and focus the Millenium Development Goals (MDGs), indicated below, UNESCO hosted the ***Education for All*** conference in Dakar, Senegal in 2000. *"...The goals set out in Dakar are designed to enable individuals to realize their right to learn and to fulfil their responsibility to contribute to the development of their society."*[1]

Under the Dakar Framework for Action (April 2000) countries committed to achieving the following six goals:

- Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;
- Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;
- Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
- Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;

1 Downloaded from http://www.unescobkk.org/education/efa/efa-goals/

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- Improving all aspects of the quality of education and ensuring excellence for all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

The Convention does not address such issues as school uniforms, dress codes, the singing of the national anthem or prayer in schools. It is up to governments and school officials in each country to determine whether, in the context of their society and existing laws, such matters infringe upon other rights protected by the Convention.[2]

xvii. 7 United Nations Millennium Development Goals (MDGs)

Complementing the Dakar Framework are the Millennium Development Goals (MDG's), adopted by 192 UN Member States including Jamaica. Among the goals are those which speak to the very points concerning education stated above.

xvii. 8 The Belen Framework for Action (BFA)

Adopted by 144 UNESCO member states at the Sixth International Conference on Adult Education in December 2009, the BFA is a global policy document which speaks to the development of adult literacy and adult education within a lifelong perspective to harness the power and potential of a viable future for all. The BFA was conceived to move from "rhetoric to action", with emphasis on prioritising key areas and concerns in adult education and providing a focused and strategic plan of action.

xvii. 9 The UNESCO Conventions on the Recognition of Qualifications

The UNESCO Conventions on the Recognition of Qualifications represent the only existing regulatory frameworks for trans-border mutual recognition of qualifications. These Conventions have been ratified by over 100 Member States in Africa, Asia and the Pacific, the Arab States, Europe and Latin America.

Similar to the GATS, the UNESCO Conventions promote international cooperation in higher education and are intended to reduce obstacles to the mobility of teachers and students by a mutual recognition of degrees and qualifications among the countries that have ratified them. Two of the conventions of particular relevance are:

xvii. 10 The CARICOM Single Market and Economy (CSME)

In the Grande Anse Declaration and Work Programme for the Advancement of the Integration Movement, Heads of Government expressed their determination to work toward establishing a single market and economy in the Caribbean region. The CARICOM Single Market and Economy (CSME) is intended to benefit the people of the region by providing more and better opportunities to produce and sell their goods and services and to attract investment. It is intended to create one large market among the participating member states.

Under Article 45 of the Treaty of Chaguaramas, the ultimate goal of the CSME is to have free movement of nationals throughout the region. This free movement currently provides for the free movement of skilled persons such as university graduates, media workers, sports persons, artistes and musicians. Protocol II along with Articles 32 and 34, also facilitates the free movement of services and other skills.

The CSME will allow for the free movement of goods and services by eliminating all barriers to intra-regional movement and harmonising standards to ensure acceptability of goods and services traded. It will remove all obstacles to intra-regional movement of skills, labour and travel, harmonise social services (education, health, etc.), provide for the transfer of social security benefits and establish common standards and measures for accreditation and equivalency of certification.

Through Article 63, the Treaty ensures that the labour market will be responsive to the CSME's needs by stipulating that:

2 See http://www.unicef.org/crc/files/Rights_overview.pdf

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- Human resource development measures are implemented to provide support to the region's attempts to improve its competitiveness in the development, production and delivery of goods and services;
- The region should foster an environment which encourages entrepreneurship;
- Education and training should be strengthened through non-traditional modes such as distance learning, and
- Curricula for education and training institutions should be developed to meet the specific needs of industries.

xvii. 11 Convention Against Discrimination in Education

Adopted by UNESCO in 1960, the Convention is intended to combat segregation and discrimination in the field of education. It includes providing the same access to other nationals residing in Jamaica. It was entered into force in 1962 and ratified by Jamaica on March 16, 2006.

1.2 CRITICAL CHALLENGES CONFRONTING EDUCATION

The Ministry of Education continues to be confronted by some critical challenges in improving the education system in Jamaica. These critical challenges, access, equity, quality, accountability, student performance, teacher demand and supply, and safety and security, are inimical to the achievement of a world class education and training system and are considered in the following sections.

1.2.1 Access

Jamaica, like many other countries, has achieved universal primary education, that is, almost all students of primary level age (6-11 years) are enrolled in formal educational institutions. However, population shifts, mainly as a result of urbanisation, have resulted in some institutions operating above their capacities, with others having to implement the shift system, thereby doubling the use of the facilities in order to accommodate the students. Some of these institutions are also very old and in need of refurbishment or replacement, and do not provide a satisfactory teaching/learning environment. The space audit report (2009) for the primary level of the system, indicated that some 65,000 places (75 schools) are needed to relieve overcrowding and remove schools from the shift system. The projects/programmes that have had the most significant impact on the access issue at the primary level include:

- **New Deal in Education** - 16,800 additional school places were provided for primary level students through the construction of 40 schools.
- **Primary Education Improvement Project (PEIP I and II)** - construction, refurbishing and/or extension of 68 primary and all-age schools.
- **The North West Jamaica Project (NWJP)** - 5,000 new places were provided for students in the north western parishes of Jamaica (St. James, Hanover, and Trelawny).
- **Primary Education Support Project (PESP)** - 4,508 new places were provided through construction, extension and partial replacement of schools across the island.

Access is also considered to be universal at the lower secondary level, as students are accommodated in full secondary schools as well as Grades 7 – 9 of all-age and junior high schools. The provision of five years of secondary education to all students however, has been a challenge over the years, as the supply of places lags behind demand. Many schools are operating above their capacities or have implemented the shift system. At the secondary level, the demand is for approximately 98,000 places (94 schools) to properly accommodate that school age population. In responding to the need for school places, various initiatives have been employed, including the Government's forging partnerships with local and international bodies mainly through the provision of project loans and grants.

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Projects that have supported improved access at the secondary level include:

- **The New Deal in Education** - provided additional accommodation for 37,530 secondary level students through the construction of 50 new secondary schools. This project more than doubled the number of existing secondary places, resulting in a considerable increase in the enrolment in secondary schools.
- **The Reform of Secondary Education (ROSE I & II) –** provided secondary level places through infrastructure works in 30 schools.
- **The North West Jamaica Project (NWJP)** - 9,000 new school places through the construction of seven new secondary schools provided for students in the western parishes of Hanover, St. James, Trelawny and Westmoreland.

The country aspires to be inclusive in its provision of formal education for the entire Jamaican school-age population (3-18 years). Although, at present, early childhood education relies heavily on private and community-based institutions, the establishment of the Early Childhood Commission seeks to regulate these institutions.

While all children should have access to educational opportunities appropriate for their developmental age and stage, this aspiration is as yet unachieved. Special needs students are currently underserved in the education system.

Gifted learners comprise a group of special needs students who are currently underserved in the education system. The Ministry aspires to nurture these students with the opportunities they require to develop in circumstances that encourage them to move at their own pace and expand their areas of interest beyond the confines of the established curriculum.

Another significant challenge within the system is the provision of services to meet the needs of children who are challenged physically and/or mentally. While efforts have been made to improve access to schools by the physically challenged, there is much more to be done. Newly-constructed schools are provided with access ramps, and where possible, schools make special efforts to accommodate physically challenged students who are placed at these institutions. A few special schools for students who are visually or hearing impaired are government-funded; however, their reach is not island-wide or universal. The government aspires to strengthen its services for these students.

Access is also provided through HEART/NTA for those students who have had limited success in traditional academic education. Although, the linkages between the traditional academic system and technical and vocational education and training (TVET), and opportunities available through adult education and non-formal education, have been limited, they are now opening up with the introduction of the Career Advancement Programme (CAP). In addition, the Abilities Foundation, a registered voluntary organisation, works in collaboration with HEART Trust/NTA and the Ministry of Labour and Social Security (MLSS), to provide training for those young adults (age 17+) with special needs, so as to assist them in acquiring skills and decent work.

1.2.2 Equity

Equity in the education system is linked to both access and quality. Over the years the efforts made to increase access to education at all levels of the system often reinforced the inequity that existed. This is especially so at the early childhood and secondary levels where different types of institutions exist. The quality of the offerings varies among institutions and this is often impacted by the inputs. While support is provided by both government and the community, it is often iniquitous as institutions are at different starting points.

Efforts to counter this inequity can be seen in various projects and programmes such as the Reform of Secondary Education (ROSE), and the Enhancement of Basic Schools Projects (EBSP). There still needs to be however, concentrated effort on making the provision more equitable instead of equal. The existence of all-age and junior high schools, and the difference between what is classified as upgraded high schools and those considered as traditional

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high schools, is an indication of the inequity and inequality that still exist at the secondary level. At the primary level, the difference between small multi-grade schools and their larger more urban counterparts also speaks to the issue of inequity in the system. The structure of the institutions at the early childhood level highlighted by the difference between community-operated institutions and public institutions, also attest to the existence of inequity within the system. It is important therefore, to focus on equity while we endeavour to improve access and quality.

1.2.3 Quality

While the country provides a place in public institutions for all primary age students, the quality of the education offered at this level is producing results that are, for the most part, below what is expected and required. A large proportion of the students transitioning from the primary to the secondary level are not ready to access secondary education. At the other end of the system, some 31 per cent of the Grade 11 enrolment in 2009/10 completed their secondary level education without any certification, as measured by the CSEC examination.

Since quality in education refers not only to outputs and outcomes, but also to inputs and processes, the Ministry of Education recognises that it needs to focus on the improvement of the education product by strengthening the competence and professional levels of teachers, improving the curriculum offerings, increasing the number of school places, endeavouring to provide adequate resources for curriculum delivery, and increasing stakeholder involvement in the education process**.** Efforts to improve quality have often included collaboration and support through locally and internationally-funded projects and programmes.

Initiatives associated with improving quality include the following:

- infrastructure projects;
- curriculum reform including the development of national assessment standards;
- development and/or acquisition of appropriate learning resources;
- teachers' professional development;
- rationalisation of teacher education;
- strengthening of educational management capacity;
- increasing parental involvement in school activities;
- creating and ensuring a child-friendly/safe school environment;
- targeted interventions to improve literacy, numeracy and attendance;
- competence based transition policy and the resulting special programmes;[3]
- support to vulnerable students; and
- institutional strengthening.

The HEART Trust/NTA provides skills training in its institutions, as well as in the work place. The "non-formal" system served by the Jamaican Foundation for Lifelong Learning (JFLL), which largely caters to the adult population and young people who did not benefit from the formal system, is also challenged by an inadequate supply of qualified teachers resulting in a heavy dependence on volunteers.

1.2.4 Accountability

The absence of clearly established policies governing teaching standards has made it challenging to measure teacher performance at the primary and secondary levels. The weaknesses in the checks and balances that should hold all providers of educational services accountable mean that the system of accountability is inadequate. The institutional arrangements currently are unable to hold educational managers or educators accountable for the results of teaching and learning in classrooms, which are currently measured almost entirely by national and regional

3 The programmes are (i) Alternative Secondary Transition Programme (ASTEP) - Caters to students whose performance is delayed (below grade level) and or challenged: (ii) The Alternative Placement for Exceptional Students (APEX) – A programme of enrichment and acceleration for gifted and or high performing students.

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tests and examinations. The important components of an improved accountability system will include systems for ensuring teacher and education manager accountability, teacher licensing and professional development, the ability of the schools/principals to demand parental accountability, parents' interaction with the school on behalf of their children, and systemic support for the work in schools.

1.2.5. Supply of teachers for the formal education system

As at 2009/2010, of the over 25,000 teachers in the system, approximately 85 per cent of these were trained teachers. Notwithstanding, the availability of qualified teachers to meet overall demand, there remains a critical challenge in matching requisite demand with supply. The areas of the sciences, mathematics and foreign languages are of particular concern to the education sector, as the supply of qualified teachers in these areas falls below demand. A viable system for the management of teacher demand and supply is one of the critical areas to be addressed under this plan.

1.2.6. Safety and security

The school is a microcosm of the society, and the high level of anti-social and violent behaviour evident in the society is proving to be a challenge to the management of schools, which have been experiencing increasingly frequent incidents of violence and other negative behaviours. Schools are not adequately prepared for such incidents. The Ministry will collaborate with the relevant Ministries, community groups, parenting groups and other stakeholders to develop strategies to strengthen the schools as safe places for students, teachers and community members. Making schools safe for teaching and learning is a collaborative effort.

1.3 THE MINISTRY OF EDUCATION AND ITS PORTFOLIO AGENCIES

The Ministry of Education is the central body responsible for education and related issues in Jamaica. It operates from two central campuses located in Kingston, and six Regional Offices strategically positioned to meet the needs of its constituents. The Ministry is mandated to ensure that the system provides quality education and training for all persons in Jamaica in order to optimize individual and national development. Accordingly, the Ministry of Education is the driving force for change, growth and development in education. It is responsible for providing the legislative framework, policies, strategies, plans, and resources to enable institutions, agencies and other bodies to achieve their mandates.

The Ministry's role of effectively managing the education and training system is accomplished through the execution of functions carried out by its Divisions and Agencies. Among these functions are:

- Planning, developing, and implementing educational policies and programmes;
- Monitoring and evaluating the performance of locally and internationally funded projects and programmes;
- Maintaining an efficient system of collecting, collating, analysing and presenting current and accurate data on quantifiable educational indicators to meet local demand and international standards;
- Developing and supporting programmes, services and activities geared towards the individual's personal and national development;
- Providing guidance in financial management for all educational institutions and affiliated agencies.

1.3.1 The Strategic Priorities of the Ministry

The strategic priorities of the Ministry are:

- Improvement in processes and systems to enhance efficiency and service delivery throughout the system;

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- Enhancement of educational outcomes through a focus at the early childhood level;
- Building the leadership capacity at all levels of the system;
- Creation of an environment which fosters positive social interaction;
- Improvement in facilities and infrastructure;
- Strengthening and expansion of partnerships, including stronger home/school connections;
- Strengthening the policy, legislative and regulatory frameworks within which the system operates.

1.3.2 Structure of the Ministry of Education

The Minister of Education, who heads the Ministry of Education, has ultimate policy responsibility and authority for the development of education and training for Jamaican citizens. Assisting and reporting directly to the Minister is the Permanent Secretary, who is responsible for the daily operations of the Ministry in carrying out its mandate. The Permanent Secretary is supported by the Chief Education Officer and several Divisional Heads. Support for the provision of education and training is provided by 10 portfolio agencies identified below.[4] [5]

1.3.2.1 Nutrition Products Limited (NPL)

NPL[6] is a limited liability company mandated to provide the snack component of the School Feeding Programme. The company produces and distributes flavoured milk and fruit drink as well as baked solids (e.g. bun, bulla, and spice cake) to approximately 136,000 students in basic, infant, primary, primary and junior high, all-age and selected high schools island-wide.

1.3.2.2 National Council on Education (NCE)

NCE is a corporate body established by statute in 1993. NCE's main role is to provide policy advice to the Minister of Education. Other functions of the Council are to:

- Nominate suitable persons to the Boards of Management of public education institutions that are government owned and operated or government leased;
- Assist in the preparation of plans and programmes for the development and maintenance of an effective formal educational system;
- Monitor the formal education system and provide policy guidance;
- Train Board Members and principals in the management and governance of schools**.**

1.3.2.3 The University Council of Jamaica (UCJ)

The UCJ's mandate is to increase the availability of high quality university level training in Jamaica through the accreditation of institutions, courses and programmes. The Council is empowered to grant and confer degrees, diplomas, certificates and other academic awards and distinctions on those who have pursued courses approved by the Council at associated tertiary institutions.

The main functions of the UCJ are to:

- Register all institutions offering tertiary education to ensure that certain minimum standards are met;
- Provide accreditation for degrees and some specialised programmes;
- Act as the national information centre for Jamaican tertiary qualifications;
- Assure the quality of programmes being offered in Jamaica by national and foreign institutions;

4 A graphic depicting the projected relationships in the Jamaican Education System is contained in Appendix 1. Note that the graphic contains Divisions and relationships yet to be established.

5 The Organisational Chart in Appendix 2 outlines the current structure of the Ministry of Education.

6 The NPL is in the process of being divested, however the Ministry will retain its responsibility for the School Feeding Programme

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- Study current issues in post-secondary education in order to maintain and improve standards;
- Establish equivalence and facilitate recognition of foreign qualifications;

1.3.2.4 Council of Community Colleges of Jamaica (CCCJ)

The Council of Community Colleges of Jamaica (CCCJ) functions as an oversight body for Jamaica's community colleges. Its responsibilities include preparing examinations and curricula for community colleges and ensuring the maintenance of the relevance and integrity of the certifications awarded by community colleges.

1.3.2.5 Early Childhood Commission (ECC)

The Early Childhood Commission has overall responsibility for early childhood care and development in Jamaica. It uses an integrated approach to bring all policies, standards and regulations relating to early childhood care and development under one umbrella.

The main functions of the Commission include:

- Advising the Minister on policy matters and developing policies relating to early childhood care and development in Jamaica;
- Assisting in the preparation of plans and programmes concerning early childhood development;
- Monitoring and evaluating the implementation of plans in respect of early childhood care, education and development;
- Acting as a coordinating agency to ensure effective streamlining of all activities relating to early childhood development;
- Supervising and regulating early childhood institutions.

1.3.2.6 HEART Trust/NTA

The HEART Trust/NTA is the facilitating and coordinating body for technical, vocational education, training and workforce development in Jamaica. The Trust provides access to training, development of competence, assessment and certification to all working age Jamaicans. It also facilitates career development and employment services island-wide. Training is provided in the workplace (work place solutions), through 28 formal TVET institutions and through over 120 TVET special programmes.

1.3.2.7 Jamaica Library Service (JLS)

The JLS supports national development through the creation and support of a knowledge-based society of culturally-aware lifelong learners by providing universal access to information. Currently, the JLS provides a public library network and a schools' library network (managed under the aegis of the MOE) operating through 636 public libraries and 927 school libraries.

1.3.2.8 Jamaican Foundation for Lifelong Learning (JFLL)

The JFLL's mandate is to offer non-formal basic and continuing education and facilitate lifelong learning initiatives across the country. While maintaining its core programmes of providing basic literacy and numeracy, the JFLL also offers learning options which connect and complement the various stages of learning up to the secondary level and beyond, to the out-of-school and unattached youth, and the adult population. JFLL also offers the High School Equivalency Programme (HISEP) and is partnering with HEART Trust/NTA to support programmes such as the Career Advancement Programme (CAP). The Foundation also focuses on improving literacies in the workforce through partnerships with the private sector.

The Jamaican Foundation for Lifelong Learning has emerged from the earlier non-formal educational institution,

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the Jamaica Movement for the Advancement of Literacy (JAMAL) Foundation, which was established in the 1970's to address the unacceptably high illiteracy rate in the country.

1.3.2.9 Overseas Examination Commission (OEC)[7]

Established in 1969 as the Overseas Examination Committee, the function of this committee was to administer the external examinations for Jamaican candidates. In 2005, the Overseas Examination Commission was incorporated to formalize the status of the Committee. The functions of the Commission are to:

- Ensure that the rules of the Ministry of Education with respect to the conduct of overseas examinations are adhered to by schools and private candidates;
- Ensure that the rules and regulations of the various examining bodies are observed;
- Collect examination fees from schools and private candidates;
- Accurately process and dispatch entries to the examining bodies within the prescribed time;
- Provide related documents and materials to schools in a timely manner.

1.3.2.10 Newly Developed or Planned Ministry Support Institutions

Following the recommendations of the Task Force on Educational Reform (2004), additional agencies have been or are in the process of being established to support improved operations of the education system.

i. The Jamaica Teaching Council (JTC)

The JTC is mandated to raise the status and profile of the teaching profession and ensure the provision of professional leadership for teachers. It is responsible for maintaining and enhancing professional standards, regulating, registering and licensing teaching professionals. Its mandate also includes the provision of strategic direction and advice on training and teacher supply and distribution in the public system.

ii. The National College for Educational Leadership (NCEL)

The NCEL is mandated to provide leadership training through the design of a professional development programme that will provide inter alia, exposure to the Ministry's policies and programmes.

iii. The National Education Inspectorate (NEI)

The National Education Inspectorate is mandated to inspect and assess school facilities and operations to ensure the effective delivery of education in the public school system.

iv. The National Education Trust (NET)[8]

The NET is the executing agency for GOJ's strategic objectives in enabling and maintaining investments in education. It is intended to mobilise and manage an education endowment fund as a credible and accountable institution responsible for the effective coordination of philanthropy in the education sector and the efficient use of donated resources.

v. Jamaica Tertiary Education Commission (J-TEC)[9]

J-TEC will be a regulatory body for the tertiary sector. The establishment of the J-TEC will allow for the rationalisation of a number of the oversight bodies with their roles and functions being incorporated under J-TEC. It is expected to come into effect by 2013.

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7 The OEC will be restructured and its scope widened to include the administration of all national examinations.
8 Envisioned but not yet operational.
9 In advanced stages of development.

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vi. National Parenting Support Commission (NPSC)

The National Parenting Support Commission (NPSC) will be the implementing agency of the Government of Jamaica's National Parenting Support Policy (NPSP). The guiding philosophy of the NPSC is *"... to encourage parents to recognize, accept and discharge their duty to ensure that the rights of children are always upheld [and] the best interests of children are always promoted..."* It is expected to come into effect by 2013.

1.3.3 Educational Institutions in the Public Sector

Formal public education is offered in 1,014 institutions ranging from early childhood to the tertiary level. There are 32 infant schools; however, there are also 99 infant departments attached to some of the institutions offering primary level education. Although there are 10 government or government-aided special schools, there are also seven special education units attached to other public schools.

Tables 1 and 2 summarise the public institutions operating at the various levels of education in the academic year 2009/10. In the academic year 2009-10, approximately 514,000 students were enrolled at the primary and secondary levels of the system. Over the recent past more students have been accommodated in high schools and the enrolment in the primary and junior high and all-age schools has been declining.

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Table 1

DISTRIBUTION OF PUBLIC EDUCATIONAL INSTITUTIONS
INFANT, PRIMARY, ALL - AGE, PRIMARY & JUNIOR HIGH AND SPECIAL
BY REGION AND PARISH
2009/2010

Region	Parish	Infant	Primary	All - Age	Primary & Junior High	Special	Sub Total
Kingston	Kingston	7	18	4	3	-	32
	St. Andrew	-	49	13	16	5	83
	St. Thomas	-	12	3	1	-	16
	Total	**7**	**79**	**20**	**20**	**5**	**131**
Port Antonio	St. Thomas	-	24	-	2	-	26
	Portland	2	29	9	6	-	46
	St. Mary	1	27	3	4	-	35
	Total	**3**	**80**	**12**	**12**	**-**	**107**
Brown's Town	St. Mary	1	20	2	3	-	26
	St. Ann	3	43	19	6	2	73
	Trelawny	1	25	5	2	-	33
	Total	**5**	**88**	**26**	**11**	**2**	**132**
Montego Bay	St. James	3	21	15	7	-	46
	Hanover	2	18	12	3	-	35
	Westmoreland	2	32	18	5	1	58
	Total	**7**	**71**	**45**	**15**	**1**	**139**
Mandeville	St. Elizabeth	-	57	13	5	-	75
	Manchester	3	38	14	6	1	62
	Total	**3**	**95**	**27**	**11**	**1**	**137**
Old Harbour	Clarendon	2	59	16	11	-	88
	St. Catherine	4	74	13	7	1	99
	Total	**6**	**133**	**29**	**18**	**1**	**187**
JAMAICA	**GRAND TOTAL**	**31**	**546**	**159**	**87**	**10**	**833**

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Table 2

DISTRIBUTION OF PUBLIC EDUCATIONAL INSTITUTIONS
SECONDARY & TERTIARY
BY REGION AND PARISH
2009/2010

Region	Parish	SECONDARY			TERTIARY			TOTAL
		Secondary High	Technical High	Agricultural High	Community College	Teachers' College	Other Institutions	
Kingston	Kingston	12	2	-	-	-	-	14
	St. Andrew	27	1	-	1	3	3	35
	St. Thomas	1	-	-	-	-	-	1
	Total	**40**	**3**	**-**	**1**	**3**	**3**	**50**
Port Antonio	St. Thomas	4	1	-	-	-	-	5
	Portland	5	-	-	-	-	1	6
	St. Mary	5	1	-	-	-	-	6
	Total	**14**	**2**	**-**	**-**	**-**	**1**	**17**
Brown's Town	St. Mary	3	-	-	-	-	-	3
	St. Ann	7	1	-	1	-	1	10
	Trelawny	7	-	-	-	-	-	7
	Total	**17**	**1**	**-**	**1**	**-**	**1**	**20**
Montego Bay	St. James	10	1	-	1	1	-	13
	Hanover	5	1	1	-	-	-	7
	Westmoreland	7	1	-	-	-	-	8
	Total	**22**	**3**	**1**	**1**	**1**	**-**	**28**
Mandeville	St. Elizabeth	9	1	1	-	-	1	12
	Manchester	10	1	-	-	1	-	12
	Clarendon	3	-	-	1	-	-	4
	Total	**22**	**2**	**1**	**1**	**1**	**1**	**28**
Old Harbour	Clarendon	13	1	-	-	-	-	14
	St. Catherine	20	2	-	1	-	1	24
	Total	**33**	**3**	**-**	**1**	**-**	**1**	**38**
JAMAICA	**GRAND TOTAL**	**148**	**14**	**2**	**5**	**5**	**7**	**181**

1.3.4 School enrolments in public education institutions in 2009/10

Public educational institutions at the early childhood to the secondary levels enrolled over 527,600 students in the academic year 2009/10. Of this number, some 144,600 students were enrolled in 111 shift schools. While 263,900 students were enrolled at the primary level, over 250,100 were enrolled at the secondary level. Approximately 40,600 students were enrolled in tertiary level institutions.

1.3.5 Projected demand for places in the formal educational system by 2016

Demand for school places is not static. Based on population increases, shifts in the population, and the Government's desire to abolish shift schools, there is a significant demand for additional school places at the primary and secondary levels. There is a projected demand for some 65,000 places at the primary level which translates into 57 schools. The over 98,000 places needed at the secondary level translates into 94 schools with a maximum capacity of 1,200 students.

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1.3.6 Financing

Education is financed from the consolidated fund of the government's budget, as are other sectors of the government. The budget consists of the Recurrent and Capital A and B budgets, the latter providing support for local expenditure on infrastructure and other capital programmes with funding from international development partners.

Aside from the Ministry of Finance, which has responsibility for debt servicing, the education sector has been consistently allocated the largest proportion of the budget, with and without debt servicing.

The primary and secondary levels consistently receive the largest proportions of the education budget, followed by the tertiary level. Efforts are being made to restructure the budget in favour of the lower levels of the system. With the proposal to improve Government's presence in the early childhood sector, more support will be provided at this level.

Table 3

Education Budget Relative to GDP and GOJ's Budget

	2004	2005	2006	2007	2008	2009
Expenditure on Education (J$million)	30,979	37,927	44,964	53,607	65,009	74,437
Expenditure on Education as % GDP	5.0%	5.5%	5.7%	6.0%	6.4%	6.8%
Expenditure on Education as % of GOJ's Expenditure (including debt servicing)	9.4%	11.0%	12.1%	13.2%	12.8%	13.3%
Expenditure on Education as % of GOJ's Expenditure (excluding debt servicing)	28.9%	31.1%	27.8%	27.6%	27.1%	31.5%

Calculations based on actual expenditure 2004-2008 & revised estimates for 2009
Source: PIOJ Website and Estimates of Expenditure Jamaica

1.3.7 Performance targets

The performance targets set by the Task Force on Educational Reform (2004) have been reviewed to reflect the prevailing economic and social conditions and current realities. These performance targets have been agreed by the oversight committee.

Achieving the targets will require major changes in the approach and attitude of stakeholders, (teachers, education managers, students and parents). Each target and its attendant measure imply a series of strategic initiatives and concomitant outcomes. Fundamental to the achievement of the goals and objectives of the education sector is the creation and maintenance of effective schools as determined by the following characteristics:

1. Strong leadership
2. A clear school mission
3. A safe and orderly climate
4. Transparent and effective monitoring of students' progress
5. High expectations
6. Parental involvement
7. Quality teaching and learning

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Table 4

Performance Targets[10]

Objectives	Measures	Target
Achieve high levels of educational outcomes	Number of children age 4 years diagnosed using the LRI against cohort	Administration of LRI to all children in early childhood institutions at age 4 by 2015
	Number of pupils to whom the GOILP is administered against Grade 1 cohort	100% by 2013
	Performance on Grade 2 Diagnostic Test	85% mastery by 2013
	Performance on the Grade 4 Literacy Test	Universal literacy by 2015
	Performance on the Grade 4 Numeracy Test	85% mastery by 2015
	Performance in GSAT	80% students achieving 65 % or more in all subject areas at end of Grade 6 by 2015
	Standardised national secondary curriculum Grades 7 – 11 implemented	Curriculum implemented in all secondary schools by 2014
	Grade 9 national diagnostic test institutionalised	100% of secondary schools administer Grade 9 diagnostic test by 2013
	Percentage of students sitting CSEC attaining 5 subjects	54% by 2016
	Percentage of age cohort sitting CSEC exams in Math and English	100% by 2016
	Percentage of secondary students certified at CVQ/NVQ-J Level 1	40% by 2016
	Percentage of secondary students certified at CVQ/NVQ-J Level 2	30% by 2011
	Percentage of qualified secondary graduates enrolled in CAPE	30% by 2016
	Percentage of enrolled students attaining at least 4 subjects at CAPE Unit 2	80% by 2016
	Percentage increase over the 2009 tertiary cohort	50% by 2016
Citizens committed to lifelong learning	Percentage of secondary graduates (20-24) accessing further education and training	90% by 2016
	Percentage of adult population literate	90% literacy by 2020
All youth 19-24 engaged in some form of attachment	Percentage of unattached youth over 2009 cohort accessing education and training	50% by 2020
Building citizenship through involvement in community service and volunteerism	Number of hours of mandatory community service from Grades 7-9	10 hours per year by 2013
	Number of hours of mandatory community service from Grades 10-13	20 hours per year by 2013
	Percentage of primary schools offering at least 4 co-curricular activities	100% by 2015
	Percentage of secondary schools offering at least 8 co-curricular activities	100% by 2015

10 The original targets set by the Education Task Force are the basis for this table, but have undergone significant revision.

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Chapter 2

NATIONAL EDUCATION STRATEGIC PLAN (NESP)

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2.0 THE NATIONAL EDUCATION STRATEGIC PLAN (NESP)

The National Education Strategic Plan (NESP) is an integrated response to Vision 2030, the demands of the transformation process, and the broader need to organise the education and training demands of the nation as it confronts the second decade of the 21st century, within the Ministry of Education's own Vision, Mission and Purpose.

2.1 Vision Statement of the Ministry of Education

A customer-centred performance oriented education system producing globally competitive socially conscious Jamaican citizens.

2.2 Mission of the Ministry of Education

To provide strategic leadership and policy direction for quality education for all Jamaicans to maximize their potential, contribute to national development and compete effectively in the global economy.

Goal:

Develop a coherent, integrated education system that serves all clients equally, contributes to national development and supports Vision 2030.

Core values:

- Accountability
- Morals
- Ethics
- Tolerance
- Respect
- National pride
- Commitment
- Love and care
- Transparency

The ultimate purpose of this Strategic Plan is to present the objectives and strategies to be pursued by the Ministry of Education and its Agencies in a comprehensive way in ensuring an efficient, relevant and effective education system.

The NESP aims to:

- set the priorities for the sector, aligned with the Vision 2030 strategic goals;
- establish a platform for united action throughout the Ministry by providing the framework and focus to inform all activities;
- provide the framework for accountability and effective management at all levels in order to ensure the appropriate use of resources to achieve its strategic objectives;

It is important to note that the necessary changes to make the NESP achievable lie not only with the Ministry of Education, but also with other sectors of the society (NGOs, community development groups, the private sector) and other Ministries (e.g. Security and Justice, Labour, Health, Finance, Youth and Culture and Sports). In the same way that Jamaica's Vision 2030 National Development Plan demands collaboration among a diversity of stakeholders, the NESP demands the same collaboration.

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2.3 Strategic Objectives:

1. Provide equitable access and/or attachment to a high quality education system for all Jamaican children ages 3-18.
2. Improve the standards and quality of Jamaica's education system by establishing a robust accountability framework for all stakeholders by 2015.
3. Improve learners' performance across the formal education system and the wider society to achieve universal literacy and at least 85% numeracy by 2015.
4. Provide a safe and secure physical environment which is conducive to learning for all learners in public education institutions by 2020.
5. Build partnerships with donors, private sector partners, the community, parents, employers, and those committed to creating a strong education system.
6. Provide a resource-rich environment supportive of all learners at all levels in the public education institutions by 2020.
7. Enable all learners in the education system to manage challenges and achieve their developmental goals through integrated curriculum offerings and support services, to become well-adjusted, healthy and secure individuals.
8. Attract and retain well-qualified, certified and licensed teachers to fill the requirements of all educational institutions at all levels of the system by 2020.

2.4 CROSS-CUTTING NESP STRATEGIC OBJECTIVES

The identified macro level strategic objectives for the education sector to guide the NESP are outlined above. However, there are complementary strategic objectives (**Table 5**) that apply across the sector that amplify the eight macro level strategic objectives.

Table 5

Complementary Cross-Cutting Strategic Objectives

Objectives	Strategies	Measures/Target
Teaching and learning systems of international standard	The creation of a qualified corps of teachers based on the standards of the profession	100% of qualified teachers in Jamaican classrooms matching requirements by 2020
	Alignment of the curriculum to meet local and international standards	100% of learners at all levels being taught with a curriculum of international standards by 2016
	Provision of appropriate and adequate resources to support teaching and learning at the early childhood level	90% of early childhood classrooms equipped with appropriate resources to support teaching and learning by 2020
	Provision of appropriate and adequate resources to support teaching and learning at the primary level	100% of primary level classrooms equipped with appropriate resources to support teaching and learning by 2015
	Provision of appropriate and adequate resources to support teaching and learning at the secondary level	80% of secondary level classrooms equipped with appropriate resources to support teaching and learning by 2016

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Competent educators to match needs of the system by education level, number, geographical distribution and specialisation are attracted and retained	Develop database documenting teacher demand by subject area and level	Complete mapping of teacher demand by subject area and level by 2015
	Develop system of incentives to attract teachers to areas of greatest need	85% of teachers fully aligned to the required demands by 2020
	Develop and implement registration & licensing system under the JTC	100% of classroom teachers registered under JTC by the end of 2014
School places in well-equipped schools available to meet demand for all students at ECE, primary, secondary levels, post-secondary and tertiary levels	Provide adequate space for the 3-5 age cohort by expanding presence in ECI departments and schools	100% of the 3-5 age cohort occupy adequate school places at the pre-primary level by 2020
	Provision of adequate space by rationalisation, expansion and construction of schools for primary age cohort to access education	100% of age cohort occupy adequate school places at the primary level by 2015
	Provision of adequate space by rationalisation, expansion and construction of schools for secondary age cohort to access education	90% of eligible learners provided with available school places in high quality secondary schools by 2020
	Create additional sixth form programmes and facilities	60% of eligible learners provided with high quality places in post–secondary classrooms by 2016
	Funding alternatives available for tertiary students who require financial support	80% of eligible learners provided with quality places in tertiary institutions by 2020
System of research and data gathering to inform policy-making and drive school performance	Timely and accurate provision and or submission of data to drive policy and decision making	80% of schools at all levels submitting accurate data on time by 2016
	Education Management Information System (EMIS) provided to inform policy and decision making and support improvement in school performance	90% of the request for reports and data required from school to be submitted within the prescribed time by 2016
Quality assurance and accountability systems implemented to support educational system	Performance standards developed for all areas of Ministry's operations and system for monitoring in place to assure quality performance	Performance standards implemented by the Ministry and its agencies by 2017
	Robust system of school inspection consistently undertaken with timely feedback and follow-up provided to enable school improvement	85% of schools meeting key performance indicators by 2020
	Develop teaching standards and measurement rubrics	100% of standards for teaching developed and approved by 2012
	Teaching standards rubrics implemented for evaluating classroom teachers	80% of practising teachers being evaluated using teaching standards rubrics by 2016
	Teacher education programmes reflect teaching standards and rubrics	100% of teacher education institutions integrate teaching standards and rubrics into their curricula by 2014

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Inclusive education promoted and supported	Develop and approve Special Education Policy and implement programmes to support students with exceptionalities	Special Education Policy and programmes integrated into education system delivery by 2016
Stakeholders kept informed of developments in the education system	Develop, implement and maintain a comprehensive and inclusive communication plan and strategy	Communications plan in place by 2012
Safe and secure learning environment (physical environment; psychosocial and emotional climate) available to support teaching and learning in schools	Provide the necessary resources to enable the creation of safe schools in keeping with the Safe Schools Policy	70% of primary schools and 90% of secondary schools meet safe schools criteria by 2020
	PTAs establish committees to ensure that parents participate actively in activities to maintain safety and security standards in schools	75% of schools have active PTA committees that are involved in maintaining school safety and security measures in schools by 2016
	Programme developed through the NPSC to encourage parents' active participation in school activities	75% of parents involved in PTA activities in schools at all levels (ECI – secondary) by 2015
	Student welfare and support programmes expanded to ensure that guidance and counselling services and other special interventions are available in all schools	75 % of schools offer guidance and counselling services and other special interventions for students by 2016

The achievement of these targets will require the deliberate interpretation and integration of plans and programmes across the sector to achieve the objectives. The commitment of all stakeholders will enable the sector to achieve these targets.

2.5 REQUIRED POLICIES AND LEGISLATION TO SUPPORT THE NESP

In order to achieve the ambitions of the NESP, the context within which the education system is supported has been reviewed. The following is the current context within which the NESP is situated.

2.5.1 Regulatory framework

2.5.1.1 Existing Acts and Regulations

The following Acts and Regulations are already in existence and currently govern the operation of the education system.

- Education Act (1965) and Regulations (1980)
- Child Care and Protection Act (2004)
- Early Childhood Commission Act (2003)
- Early Childhood Act (2005)
- Early Childhood Regulations (2005)
- National Council on Education Act (1993)
- The Human Employment and Resource Training Act (1982)
- CCCJ Act (2001)
- JFLL Articles of Association

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- UCJ Act (1987)
- Pensions (Teachers) Act (1947; most recent amendment 2003)
- National Youth Policy (2005)

The move toward change and improvement in the education system has been influenced by *Education: the Way Upward*, the government's White Paper tabled in Parliament in 2001.[11]

Recently, the government has approved policies and a set of policy guidelines that will support significant changes in approach to education and achievement of the measures identified in the NESP, as follows:

2.5.1.2 Competency-Based Transition Policy (2009)

Under the Policy, only those students certified as literate at the Grade 4 level will be eligible to sit the Grade Six Achievement Test (GSAT), thus focusing on high expectations of the learners. Competence based transition will focus on 'readiness', ensuring that all students who leave primary are 'ready' to access the secondary curriculum.

2.5.1.3 Security and Safety Policy Guidelines (2008)

The Guidelines are published as a manual for education managers. The MOE wishes to develop and engender a culture of security and safety in the leadership and general population of all schools. By issuing minimum standards and guidelines for security and safety matters, we hope to stimulate this culture in schools where it has not yet emerged, and give direction and support to schools where it already exists.[12]

The Guidelines form the basis for a Safe School Policy (see p. 28 following).

2.5.1.4 Required Legislation

The Ministry's review of changes and requirements for support to meet the Vision 2030 goal for the nation, identified the need for the following pieces of legislation. Some of these are already in development as identified in 5.2 -5.11. [13]

- National Parenting Support Commission Act
- Centres of Excellence Scheme of Management
- School Improvement Policy
- Apprenticeship Act (To be Repealed or new Act Developed); HEART Trust Act (Amendment)
- Various amendments to the Education Regulations
- National Examination and Assessment Act
- Approval for governance arrangements for regional operations
- Jamaica Tertiary Education Commission Act
- Council of Community Colleges Act (Amendment/Repeal)
- ICT in Education Policy
- School Infrastructure Policy
- Citizenship Act
- Safe Schools Policy
- Special Education Policy
- Gender in Education Guidelines
- Culture in Education Guidelines

11 See p. 3 regarding the historical overview of the system.
12 HME Andrew Holness, "Foreword", *Promoting a Culture of Security and Safety in Schools,* Kingston: MOE, 2008.
13 Some pieces of legislation are already in development. See Section 5.2 following.

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- National Curriculum Policy
- Donations Policy (to facilitate financing of capital investments)
- Volunteerism Guidelines
- Amendments to Early Childhood Commission Act (2003)
- Amendments to Early Childhood Act (2005)
- Amendments to Early Childhood Regulations (2005)

2.5.2 Legislation in Development

There are several policies currently in development that support the NESP. They are described below.

2.5.3 Compulsory Education Policy (CEP)

The Compulsory Education Policy (CEP) will require children and youth to be enrolled in and/or attached to and regularly attending structured learning/education and training programmes appropriate to their age and development from ages 3 to 18. The CEP will address issues such as: i) mandatory attendance; ii) regulation of programmes; iii) raising of students' performance levels to international standards; iv) involvement and responsibilities of parents in their children's learning; and v) preparation of students for the world of work.[14] Elements of the CEP are also covered in the Guidelines governing the Early Childhood Commission.

2.5.4 Early Childhood Development (ECD) Policy[15]

Early Childhood Education is critical to the holistic development of the child and hence requires a deliberate strategy to establish the foundation required for advancing to other levels on the education ladder. The ECD Policy will need to address i) tuition free access and space provision; ii) teacher qualification (numbers); iii) standardised curriculum; iv) developmentally appropriate pedagogy support; v) provision of appropriate resources; vi) regulatory framework; vii) registration and compliance of all early childhood institutions, viii) screening, diagnosis and early intervention of at risk children as well as, referral systems; ix) behaviour management; x) health, safety and nutrition programmes; xi) school governance and management; xii) management information systems to support planning and decision making. The CEP speaks to parental involvement and responsibility at the ECD level.

2.5.5 National Curriculum Policy

The National Curriculum Policy will create a regulatory framework that will provide clear and specific guidelines that will result in the development of curricula of the highest quality, and will specify the necessary provisions for their efficient implementation. This policy is already drafted and was in the approval phases of development at the beginning of 2011.

2.5.6 National ICT in Education Policy

The policy proposes to provide a framework to guide the transformation of the nation's schools and to provide all students with access to current technologies while equipping all teachers with ICT skills to develop and deliver curriculum. Since the availability and use of ICT supports the offering of high quality, appropriate curriculum in schools, this policy naturally complements the National Curriculum Policy. However, it is being developed separately from the National Curriculum Policy.

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14 The CEP is a priority policy that needs urgent attention. The UNESCO Education for All (EFA) requires that signatory countries provide *free, high quality, compulsory primary education* for all children - both boys and girls - by 2015. The CEP should be Jamaica's first policy priority in the NESP. The policy is well advanced in development, but it will be phased in with emphasis initially on the implementation of compulsory primary education to meet the MDGs target date of 2015.

15 The Early Childhood Commission and the Childcare and Protection Acts guide the ECE process at present. However, they require policies to support them.

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2.5.7 Safe Schools Policy

The Safe Schools Policy is in an advanced stage of development. This policy is expanding on the Security and Safety Guidelines (2008). The importance of this policy in supporting the creation of a quality learning environment in which teaching and learning can take place cannot be over-emphasised. The purpose of the policy is to provide schools at all levels with policy guidelines directed at securing children of all ages at school and addressing issues of security in schools.[16]

2.5.8 Special Education Policy

This policy will guide the implementation of the special education mandate of ensuring adequate and appropriate provisions that will enable access and equity in the planning and delivery of special education services.[17] Special Education relates both to the achievement of the MDGs and to the inclusive education objectives of the Ministry of Education. The policy addresses both ends of the spectrum.

2.5.9 National Lifelong Learning Policy

The purpose of the National Lifelong Learning Policy is to foster a climate that allows for continuous engagement by the population with knowledge and skills acquisition, leading to enhanced personal and national productivity, employability as well as, active citizenship, strong families, a healthy population and personal fulfilment.[18]

2.5.10 National Health and Family Life Education (HFLE) Policy

This policy will establish a framework which assures the systematic development and implementation of HFLE by institutionalizing innovative approaches to strengthen HFLE delivery in the formal and non-formal sectors throughout the education and training system.

2.5.11 National Policy for the Management of HIV and AIDS in Schools

This policy will provide institutional guidelines to create a non-discriminatory, confidential and enabling environment where students infected and affected by HIV and AIDS are able to access learning opportunities in all education institutions.

2.5.12 National Parenting Support Commission Bill

This Bill is expected to be tabled in Parliament in 2012. It will provide for the establishment of a Commission that will oversee the implementation of the National Parenting Policy.

2.5.13 Jamaica Teaching Council Bill

This legislation is currently going through the process of public consultation before being finalised and tabled in Parliament in 2012. The legislation will enable the Council to be responsible to ensure excellence in the Jamaican teaching profession through regulation, professional development, promotion of the status of the teaching profession and the provision of informed and data-driven advice to the system.

2.5.14 Jamaica Tertiary Education Commission Bill

Drafting instruction for this legislation is soon to be submitted to the Chief Parliamentary Counsel for review and for the subsequent drafting of the Bill. The Bill is expected to be tabled in Parliament for this legislative year.

16 The concept paper was in development at the beginning of 2011.

17 The development of this policy is well advanced. The draft Policy and associated Implementation Plan have been completed and presented to the Ministry's Executive Services Division for preparation of the Cabinet Submission.

18 Draft document is being revised to include the National Career Development Policy.

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Chapter 3

THE NATIONAL EDUCATION STRATEGIC PLAN 2011-2020

STRATEGIC OBJECTIVES

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3.0 STRATEGIC OBJECTIVES

3.1 Strategic Objective 1:

Provide equitable access and/or attachment to a high quality education system for all Jamaican children ages 3-18.

3.1.1 Early Childhood/Pre-Primary Level

Table 6

Objective	Strategies	Measures/Target
Provide quality education for all children ages 3-5	Provide adequate space for the 3-5 age cohort by expanding presence in ECI departments and schools	100% of cohort accommodated in approved ECIs and schools by 2015
	Tuition free places for ECI in new and existing schools, affiliated NGOs, or other external institutions available	100% of 3-5 age cohort requiring free tuition places for ECI granted places according to need by 2020
	School management system to track students attendance developed	85% of age cohort attending pre-primary school regularly by 2013
	Grades 1 – 3 teachers trained as early childhood practitioners	At least 70% of Grades 1 -3 teachers are trained for pre-primary teaching by 2020
	ECI classes taught by qualified competent teachers	100% of basic/infant schools have at least one trained teacher who is not the Principal by 2020
	Curriculum standardized for use in all approved ECI	100% of ECI classes using approved curriculum by 2016
	Appropriate resources to support curriculum available for ECIs	100% of ECI classes have appropriate resources to support curriculum by 2016
	ECI cohort assessed for readiness to enter primary school	100% of cohort leaving ECIs as at least emergent readers by 2016
	Programme established through the NPSC and Parent Places to encourage active participation of parents in their children's learning	All parents of ECI cohort actively participating in their children's learning by 2015
	Increase educational provision for students with exceptionalities	60% of ECIs delivering appropriate services by 2020

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3.1.2 Primary Level

Table 7

Objective	Strategies	Measures/Target
Provide adequate space offering quality standardised curriculum for all children in the 6-11 year age cohort	Provision of adequate space by rationalisation, expansion and construction of schools for primary age cohort to access education	Universal access for primary age cohort in keeping with demand by 2015
	Policies and programmes expanded and maintained to encourage full attendance of age cohort in primary school	95% attendance rate at the primary level by 2015
	School management system in place to track students' attendance	90% of schools using a school management system by 2015
	Employ qualified competent teachers and facilitate on-going professional development	90% of primary classes taught by qualified, competent teachers by 2020
	Curriculum revised for use at the primary level[19]	100% of Grades 1-6 using approved revised curriculum by 2014
	Develop and provide appropriate resources in print and electronic forms to support curriculum delivery	100% of primary classes have appropriate resources to support revised curriculum by 2015
	National Comprehensive Literacy Programme fully implemented	Universal literacy by 2015
	Programme established through the NPSC and Parent Places to encourage active participation of parents in their children's learning	All parents of primary aged children actively participating in their children's learning by 2015
	Increase educational provision for students with exceptionalities	75% of primary schools delivering appropriate services by 2020

19 The Revised Primary Curriculum (RPC) is being revised for Grades 1-6 with a focus on Science and Social Studies moving from content rich to competency-based curriculum.

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3.1.3 Secondary Level

Table 8

Objective	Strategies	Measures/Target
Provide adequate space offering quality standardised education for all students age 12-18	Provision of adequate space by rationalisation, expansion and construction of schools for secondary age cohort to access education	Space available at secondary level for 80% of age cohort by 2020
	Increased enrolment of the 12-16 age cohort in high schools	100% of 12-16 age cohort enrolled in high schools by 2020
	CSEC introduced as the National Exit Examination	90% of age cohort sitting CSEC as the exit exam by 2015
	Mechanism to track students attendance developed	85% of learners attending regularly by 2015
	Qualified and competent teachers available at the secondary level	85% of secondary classes taught by qualified competent teachers by 2016
	Implement system of monitoring and accountability to improve teacher attendance	All teachers have at least a 95% class attendance rate by 2016
	Develop and implement a national secondary curriculum aligned to CSEC	All secondary schools using approved national curriculum by 2016
	Provide appropriate resources to support the curriculum at the secondary level	All schools have access to appropriate learning resources supporting the curriculum by 2020
	Implement programmes through the NPSC and PTAs to ensure parental involvement in schooling	Schools report that at least 50% of parents are involved in programmes to support their children's education by 2015
	Expand TVET programmes at the secondary level	60% of secondary schools with capacity to deliver TVET to the CVQ/NVQ level by 2016
	Increase educational provision for students with exceptionalities	75% of secondary institutions delivering equitable services by 2020

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3.1.4 Post-Secondary Level[20]

Table 9

Objective	Strategies	Measures/Target
Provide adequate space and facilities to offer high quality standardised curriculum for all students age 16 and over	Create additional sixth form programmes and facilities	30% increase in available space for CSEC graduates with 5 CXCs to pursue CAPE Levels 1 and 2 by 2015
	Provide exposure to career guidance to inform decisions for sixth form enrolment	30% of CSEC graduates with 5 CXCs continuing to CAPE Levels 1 and 2 by 2015
	Increase the number of qualified and competent teachers available at the CAPE level	90% of CAPE courses taught by qualified competent teachers by 2016
	Availability of appropriate e-learning resources to support the syllabi in all subjects at the CAPE level	85% of CAPE learners with access to appropriate resources in all subjects they pursue by 2018
	Increased certification at CAPE	30% increase in certification over 2010 by 2016
Provide adequate space and facilities to offer high quality standardised curriculum for all students age 16 and over	National Training Agency (HEART/ NTA) programmes re-structured to ensure that graduates acquire marketable skills	40% increase over 2010 cohort enrolled in the NTA regulated programmes by 2016
	HEART / TVET Institutes/Work Force Colleges established	60% of holders of CVQ/NVQ-Js enrolled in HEART / TVET Institutes/Work Force Colleges by 2020
	Increase the number of qualified and competent trainers teaching in HEART / TVET Institutes/Work Force Colleges	85% qualified competent trainers teaching in HEART / TVET Institutes/Work Force Colleges by 2016
	Availability of appropriate equipment and resources for enrolled trainers and learners in HEART / TVET Institutes/Work Force Colleges	75% of workshops and laboratories in HEART / TVET Institutes/Work Force Colleges equipped with appropriate equipment by 2020
		100% of learners have access to relevant learning resources by 2020
	Increase educational provision for students with exceptionalities	100% of post-secondary institutions delivering equitable services by 2020

20 Post-secondary education is defined as programs offered after CSEC and/or targeted to learners who are beyond the age of 16.

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3.1.5 Tertiary Level

Table 10

Objective	Strategies	Measures/Target
Enable quality space offering quality standardised curriculum for all CAPE/ CSEC graduates to pursue tertiary education	Funding alternatives available for tertiary students who require financial support	40% increase in number of students supported through scholarships and SLP by 2016 over the 2012 level
	Tertiary opportunities aligned to industry requirements for certified employees	30% increase in available tertiary places corresponding to workplace needs by 2020
	Tertiary institutions governed by J-TEC	100% of tertiary institutions governed by J-TEC by 2015
	Teachers' colleges restructured to offer high quality pre-service programmes and in-service professional development courses that prepare teachers to offer learner-centred curriculum at all levels	100% of teachers' colleges producing graduates as well as providing upgrade for practising teachers with competencies to provide learner-centred instruction at all levels of the school system by 2018
	Colleges, university colleges and universities offer undergraduate and graduate degrees of international standard	50% increase in internationally-recognised undergraduate and graduate degrees offered nationally by 2020
	Increase educational provision for students with exceptionalities	100% of tertiary institutions delivering equitable services by 2020
	New and additional tertiary offerings structured on needs of workforce	40% of programmes offered at tertiary level perceived to match employers' requirements by 2020

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3.1.6 Adult and Continuing Education

Table 11

Objectives	Strategies	Measures/Target
Provide adequate lifelong learning opportunities for all citizens who wish to acquire literacies	Develop adequate programmes to allow for lifelong learning opportunities island-wide	30% increase in enrolment in programme offerings over the 2010 provision by 2016
	Increase partnerships with private sector	50% increase in 2010 public-private partnerships by 2020
	Increase in non-formal and private sector institutions partnering with MOE to offer lifelong learning and on-the-job training opportunities	70% increase in institutions partnering with MOE (HEART, JFLL) by 2016 over the 2010 level
	Certify learners through regional and /or national examinations,(CXC, CVQs/NVQs) etc.	30% increase in certification for learners by 2016 over the 2010 level
The Career Advancement Programme (CAP) is integrated into the formal system	Increased enrolment in CAP	50% of the relevant 16-18 age cohort enrolled by 2016
	Provide adequate space to accommodate out-of-school 16-18 age cohort in Career Advancement Programme (CAP)	100% of out-of-school age cohort over the 2010 level applying to CAP accommodated in school spaces by 2016
	Develop mechanism to track attendance	90% of learners enrolled in CAP attending regularly by 2016
	Employ trained and competent teachers on the CAP	100% of CAP classes taught by trained teachers by 2016
	Certify CAP participants on completion of the programmes	All CAP participants certified by 2016

There are 57 separate targets for the formal education system in the NESP identified under Strategic Objective 1. To accomplish this ambitious set of targets across the levels of public education, all stakeholders – parents, educators, education managers, employers, and the public and private sectors – will have to work together closely and collaboratively.

3.2 Strategic Objective 2:

Improve the standards and quality of Jamaica's education system by establishing a robust accountability framework for all stakeholders.

A fundamental weakness that militates against an effective system of accountability is a weak management information system and culture. The most fundamental deficiency is the absence of an appreciation of the value and concepts of the system of accountability and the corresponding systems of rewards and sanctions. It will require a change in the mind-set of stakeholders and practitioners to successfully implement effective accountability systems particularly where it impacts at the level of the individual.

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At present, the Ministry has established new agencies; the Jamaica Teaching Council (JTC), the National College for Educational Leadership, and the National Educational Inspectorate (NEI), Early Childhood Commission (ECC) to establish standards, inspect and regulate teacher and school performance. Two other statutory bodies, Jamaica Tertiary Education Commission (J-TEC) and the National Parenting Support Commission (NPSC) will be added during the planning period. The Department of School Services will coordinate and manage the delivery of educational services and all schools' operational activities.

3.2.1 Targets for Standards and Accountability

Table 12

Objectives	Strategies	Measures/Target
Department of School Services (DSS) supports standards and quality in schools	Monitor and support school developmental activities	All schools developing and implementing school improvement plans which are monitored by the DSS
	DSS design systems benchmarked at international standard	DSS has appropriate systems in place to support accountability & school performance by 2014
	Develop communications systems to support QA and accountability systems with stakeholders	Communication system with reach to the level of the school community in place by 2015
	Programme designed to engage parents in supporting school accountability system	70% of parent groups provide support to school improvement indicators by 2016
Early Childhood Commission establishes standards for quality education for the early childhood (ECI) sector	Review standards for ECIs to ensure continuing relevance to the Jamaican context	55% of ECIs meeting the registration criteria by 2020

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Objectives	Strategies	Measures/Target
Jamaica Tertiary Education Commission (J-TEC) manages quality and standards in tertiary institutions	Legally establish J-TEC and operationalize its functions	Commission legally established and staffed by 2014
	UCJ continues to develop and enforce internationally comparable standards to provide external quality assurance of tertiary institutions' programmes	85% of tertiary graduates' certification recognised as equivalent for admission to national and overseas graduate programmes by 2016
	J-TEC regulates all tertiary institutions through registration	All tertiary institutions comply with registration requirements by 2016
	J-TEC enforces regulations to ensure accreditation of all programme offerings in tertiary institutions	All programmes in tertiary institutions meet basic registration standards by 2020
	J-TEC provides link between workforce and degree relevance	85% of degrees relevant to workforce demand by 2020
	J-TEC provides a comprehensive qualifications framework for tertiary	All tertiary institutions & programmes comply with qualifications framework by 2020
National College for Educational Leadership provides quality training for Educational Leaders & Administrators	Establish and operationalize NCEL	NCEL established by 2014
	NCEL develops and delivers education leadership programmes targeted at aspiring and existing educational leaders	NCEL programmes fully developed and being implemented by 2013
	Policy in place for schools to engage only certified educational leaders	95% of school principals certified by 2020
MOE establishes transparent accountability system to support all operations	Define a clear system of accountability with established performance standards monitored by the Quality Assurance Division	All MOE Divisions and Units complying with standards by 2020
	MOE aligns authority with responsibility and performance outcomes known	System of sanctions and rewards through an effective PMAS in place by 2013
Strengthen MOE's research capacity to support evidence-based decision-making	MIS in place to collect data on all areas of education service delivery	MOE and all its entities increase its use of data to inform decision making by 2016
	MOE decision-making informed by data and research results	All MOE's decisions supported by relevant and accurate research data by 2016

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The Jamaican education system aspires to be of international standard to ensure that its clients can achieve their personal and career goals at home or abroad and contribute positively to the development of the nation. The targets for standards and accountability in Strategic Objective #2 support and underpin the successful achievement of the learning targets in Strategic Objective 1.

3.3 Strategic Objective 3:

Improve learners' performance across the formal education system and the wider society to achieve universal literacy and at least 85 per cent numeracy.

The Ministry assumes that the acquisition of universal literacy and literacy skills should be managed within the formal education system. Currently, there is a significant range of persons both inside and outside the education system who lack sufficient skills to contribute positively to the society and support themselves and their families.[21] All citizens must be encouraged to acquire the skills to become productive members of the society, able to support themselves and contribute to national development. JFLL, HEART and the NGOs, CBOs and FBOs will be critical partners in achieving this strategic objective.

21 According to Kristin Fox (2003), in the IADB report, "Mapping Unattached Youth" [draft], approximately 54.8 % of secondary school graduates are deemed ill-prepared to access training or the labour market; 20.1 % of Jamaican adults are illiterate and 15.0 % have only basic numeracy skills. One hundred and forty-two thousand youth ages 15-24 are outside the education system and labour force, and of these 7,100 did not go beyond Grade 9.

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3.3.1 Strengthening of Adult Education

Table 13

Objectives	Strategies	Measures/Target
Increase literacy rates through systemic reforms in teaching and learning in the formal education system	Implement and monitor the National Comprehensive Literacy Programme beginning at the pre-primary through to the primary level	All pre-primary learners in the educable population leave with pre-reading skills by 2015
	Develop a mechanism to measure literacy rate at the end of primary	90% of learners at the end of primary exhibit readiness in language proficiency as measured by the literacy index by 2016
Increase adult literacy and numeracy through linkages with work and provide access to educational opportunities and certification	JFLL/HEART partners with the Jamaica Library Service, business organisations, NGOs, CBOs, and FBOs to provide literacy skills and competencies and alternative secondary certification	60% increase in graduates with the requisite skills and competencies from non-formal programmes over 2010 statistics by 2015
	Increase in adult learning strategies in non-formal education settings	All non-formal programmes aligned with JFLL/HEART adult learning principles by 2016
	Courses in entrepreneurship, driver training and work skills to supplement development of literacy and numeracy competencies	All courses offered to adult learners include opportunities for career skills, entrepreneurship and/or driver training by 2014
Increased numbers of unattached youth (16-20) accessing training programmes	Create and maintain data base of unattached youth	National Database of unattached youth created by parish by 2015
	Provide training using the CBET[22] model for unattached youth	All programmes offered using the CBET model by 2015
	Targeted training programmes conducted through NGOs, FBOs, CBOs, and other community groups	60% increase over 2012 baseline successfully complete training programmes by 2016

The strengthening of adult education and the encouragement of a culture of lifelong learning that pays special attention to personal growth throughout the individual's lifetime, will strengthen the entire educational fabric of the nation.

22 CBET – Competence based education and training

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3.4 Strategic Objective 4:

Provide a safe and secure physical environment which is conducive to learning for all learners in public education institutions by 2020.

Additional physical infrastructure is not the only factor affecting access. Both existing and new schools need to provide a safe, secure physical environment that reflects **a respectful, supportive school climate**. Learners should be provided with emotional and psychosocial support and guidance that offer them the opportunity to grow and learn without fear and anxiety. This school climate complements the physical environment and is derived from the attitude of teachers and education managers toward the students, each other, and the school processes. The implementation of the Safe Schools Policy will be one step towards the achievement of this strategic objective.

The achievement of this strategic objective is inextricably linked to the availability of competent teachers and adequate resources to support curriculum delivery.

The critical descriptors are "safe" and "secure"– adjectives that imply a contained learning environment where learners are able to focus on learning challenges rather than distractions of personal and collective safety and security.

3.4.1 Safe and Secure Teaching Learning Environment

Table 14

Objective	Strategies	Measures/Target
Provide a safe and secure teaching/ learning environment	Quality places increased to accommodate early childhood learners	25% increase over 2010 public early childhood places by 2016
	Quality places increased to accommodate primary learners	10% increase over 2010 primary school places by 2015
	Quality places increased to accommodate secondary level learners in safe, secure environment	20% increase in available secondary places that meet the requirements of the Security & Safety Policy (SSP) over available secondary places in 2010
	Passage and implementation of all elements of the Safe Schools Act	The Safe Schools Act (SSA) passed by 2016 and at least 55% of the requirements implemented schools by 2020

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Objectives	Strategies	Measures/Target
Infuse citizenship education in the teaching/learning process at all levels of the school system	ECIs using child-centred curriculum which appropriately introduces the concept of citizenship/civics education	All ECIs introduce child-centred activity-based citizenship education programme by 2016
	Primary schools using learner-centred approaches to incorporate citizenship/civics education	All primary schools delivering learner-centred citizenship/civics education by 2016
	Secondary level learners participate in civics/citizenship education in real world problem-based learning	All secondary schools offering civics/citizenship education exhibiting reduction in the number of suspensions and expulsions by 2015
Strengthen parental involvement in the management of security and safety issues at all levels of the system	Schools provide opportunity for parents to become involved in providing solutions to safety and security issues	All schools actively engage parents through the PTAs in maintaining a safe and secure school environment
Build school community relationship	Schools lead in community outreach programmes to foster ownership of the school within the community	All schools having at least one community outreach programme by 2016

Schools must be able to provide a climate of safety and security, which is more than the absence of physical danger. It involves respect for the individual, recognition of personal achievement, and love and care for those who are a part of the school community. The school should be a place where parents and other members of the community can benefit from the infrastructure and resources available.

3.5 Strategic Objective 5:

Build partnerships with donors, private sector partners, the community, parents, employers, and those committed to creating a strong education system to build the nation.

3.5.1 Public and Private Investments in Schools Operations

Table 15

Objectives	Strategies	Measures/Targets
Develop partnerships to facilitate investment in schools' infrastructure	NET actively engages in PPPs to provide additional school places	30% of required new school places constructed and equipped through private public partnerships by 2020
	Secure private sector investment in the establishment of enrichment centres	At least 63 enrichment centres established across the island by 2015

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National Council for Education (NCE) recruit private sector and community leaders to serve on school boards	Target community leaders and private sector partners to serve on school boards	30% increase in private sector and community leaders serving on school boards by 2020
Encourage volunteerism through service to schools	Open and market register of volunteers to serve in different capacities in schools	40% increase in volunteers working in schools at all levels by 2016

Public and private investment in school operations will strengthen the schools and make them more relevant and responsive to the needs of the learners.

3.6 Strategic Objective 6:

Provide a resource-rich environment supportive of all learners at all levels in the public education institutions by 2020.

All programmes of international standard rely heavily on the availability of high quality appropriate learning resources for students and teachers. For Jamaica's education system to reach its goal of being a system of international calibre, the students and teachers will require access to current, relevant and appropriate teaching and learning materials in a variety of media. Teachers need to consult resources to prepare their lessons and broaden the depth and breadth of the classroom experiences offered to their learners; learners need easy access to high quality resources in a variety of media to reinforce their classroom experiences.

Fortunately, Jamaica has an excellent national library system, and the Schools Library Service (SLS) makes its holdings available island-wide. Maintenance of the existing SLS system, broadening the access to and use of ICTs in the SLS, and continuing improvement of the SLS are central to the achievement of this objective.

Schools themselves, in the knowledge economy, need to be able to provide connectivity and/or mediated learning resources for the teachers and learners alike, to enhance curricular offerings and the learning/teaching experience. School libraries and access to computer-based resources are also critical to the achievement of this objective.

3.6.1 Provision of a Resource Rich Environment

Table 16

Objective	Strategies	Measures/Target
Provide appropriate support for the curricula in the education system	Provide early childhood institutions with the necessary resources to support students' learning	75% of ECI classrooms with access to appropriate resources to support curriculum by 2020
	Provide primary schools with appropriate teaching/learning resources	80% of primary schools appropriately equipped with teaching/learning resources, including access to school libraries by 2016
	Equip and support secondary schools with appropriate and relevant resources to support curriculum delivery	Equip and support secondary schools with appropriate and relevant resources to support curriculum delivery

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3.7 Strategic Objective 7:

Enable all learners in the education system to manage challenges and achieve their developmental goals through integrated curriculum offerings and support services, to become well-adjusted, healthy and secure individuals.

At present, the Core Curriculum Unit is responsible for all curriculum elements in the education system from primary up to the end of secondary school. The levels and subjects operate independently and compete for scarce resources. However cross-cutting issues such as gender, citizenship, student behaviour and social inclusion, special education, inclusive education, partnerships, and student welfare are approached in an integrated manner.

3.7.1 Maintenance of Competence Based Curricula

Table 17

Objective	Strategy	Target
Maintain relevance of curricula offerings, development of the affective domain, health and well-being of all students and ensure articulation at all levels of the system	Curriculum policy mandating articulation among levels developed and implemented	Policy in place by 2013
	Curricula designed to meet the needs of individual learners	Teachers at all levels of the system employing differentiated instruction in curriculum delivery by 2015
	Curricula designed to integrate the affective domain: values and attitudes and societal responsibility	Curricula delivery at all levels emphasise the affective domain by 2015
	Positive behaviour management strategies developed and a healthy and safe school environment provided for all students	Appropriate behaviour modification strategies and programmes implemented by 2013 A safe and secure school environment conducive to learning for all learners by 2020
Develop learner-centred and competency-based curricula at all levels	Ensure delivery of the integrated theme-based curriculum in all ECIs	All ECI classrooms using theme-based approach integrating pre-literacy and numeracy learning strategies with interpersonal skills by 2016
	Revise primary curriculum to reflect learner-centered and competence-based approach	Curriculum revised and implemented by 2015
	Revise the NAP to reflect changes in curricula	NAP revised for relevance and alignment with the curricula by 2017
	Revised secondary curricula in the arts and sciences are learner-centred, competency-based and aligned with the CSEC syllabi	National secondary curriculum in place by 2015

While the Ministry recognises that teachers tend to prepare their learners to succeed in examinations to progress to the next level of education, modern teaching/learning theory encourages the use of learner-centred competency-

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based strategies to maximise learning. The linking of learning with potential work opportunities strengthens the relationship between the classroom and the real world.

3.8 Strategic Objective 8:

Attract and retain qualified, certified and licensed teachers to fill the requirements of all educational institutions at all levels of the system.

The heart of every education system is the teaching cadre. According to oral history in Jamaica, the teacher, especially in rural communities, used to be more highly respected than she/he is today. The purported loss of position in society coupled with the absence of "professionalization" and other factors that have eroded the teacher's economic position in society, have led to a decline in teaching as a career of choice for many educated and talented young people graduating from the system. For the Ministry to succeed in its targets, teaching has to become a respected profession whose members are entrusted with the responsibility of preparing the nation's children to be able to accomplish their personal ambitions, both in Jamaica and abroad.

Several targets for the teaching profession are included in performance targets for other Strategic Objectives in the NESP. However, the significance of the teacher in the education system makes the establishment of a separate objective imperative.

3.8.1 Registration and Licensing of Teachers

Table 18

Objective	Strategies	Measures/Target
Register and license all members of the teaching profession against agreed standards	Develop, agree and implement teaching standards, competencies and rubrics of international standards	Teaching standards, competencies and rubrics to measure teacher quality drafted, piloted and approved by 2012
	JTC develop and implement policies and legislation related to teacher certification, registration and licencing	Teacher certification and registration and licencing in place by 2013
	Develop strategies to increase the number of qualified applicants enrolling in teacher training degree programmes	40% increase in applicants matriculating into teacher education degree programmes by 2016

The Ministry is committed to strengthening teaching and learning by enabling teachers to gain professional status. The strengthening of the capability of teachers and the image of teaching in the wider society will attract the highest calibre of candidates to the profession.

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3.9 Summary

The National Education Strategic Plan (NESP) 2011-20 is part of a comprehensive programme to support the education system's contribution to achieving the goals of Vision 2030, which aspires to have Jamaica achieve developed country status by 2030 and be "...the place of choice to live, work, raise families and do business."[23]

The education system is integral to the achievement of Vision 2030, and because education encompasses a wide range of services (formal, non-formal and informal), the NESP is necessarily broad and far-reaching in its scope. The areas for which the Ministry has responsibility include:

- Curriculum and assessment in the formal system, pre-primary through post-secondary and tertiary levels;
- The non-formal sector including the priorities of the Jamaican Foundation for Lifelong Learning (JFLL);
- Technical and Vocational Education and Training (TVET) in both the formal and parallel systems of HEART Trust/NTA;
- Career Advancement Programme and non-formal training;
- Workforce Development (private, non-formal and informal sectors);
- Inclusive education;
- Special education (the gifted and special needs learners);
- Provision and management of infrastructure and resources to serve the various levels of the system.

Within this panorama of diverse responsibilities, the Ministry must consider the following:

- Workforce development - what are the critical core competencies learners must acquire to meet the needs of the workforce?
- Social inclusion - how does the Ministry ensure equal opportunities for all learners regardless of ability, health and their economic position in the society?
- Issues of gender in education - how does the system ensure equal opportunities that will enable learners of both sexes to achieve to the best of their abilities?
- Quality assurance - how does the MOE ensure quality in offerings?
- Accountability - how does the Ministry hold itself and its staff accountable to the taxpayers, parents, employers and other stakeholders?
- Availability of teaching and learning resources - how does the Ministry meet the need for resources in the classroom for teachers and students?
- Data management - how does the Ministry ensure adequate data management and ICT systems to support research, decision-making, record-keeping and monitoring and evaluation?
- Infusion of values and attitudes - how does the Ministry infuse the appropriate morals, values and standards of behaviour and good citizenship in the curriculum?
- Policies and legislation – how does the Ministry obtain in a timely way the required legislation to support the transformed education system?

To operate this complex system, the Ministry also has to access adequate finances from the public sector and the support of the private sector for the effective operation of the system, including the following:

- Teacher supply - how does the Ministry ensure an adequate supply of qualified, competent, committed teachers to teach the learners?
- Infrastructure - how does the Ministry ensure that there is an adequate supply of well-constructed and maintained educational facilities so that all learners can access quality education?
-

23 Vision 2030, Jamaica National Development Plan.

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- Partnerships – how will the Ministry engage with donors, parents, communities, investors and prospective employers of graduates?

Finally, the Ministry must have a comprehensive system of communication that keeps its clients, other Ministries, and stakeholders informed about its thinking and plans for the future.

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Chapter 4

FINANCIAL REQUIREMENTS AND RISK ANALYSIS

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4.0 INTRODUCTION

The purpose of this chapter is to provide a costing of the National Education Strategic Plan (NESP) that has been outlined in this document. In addition to arriving at the cost of the strategic objectives contained in the NESP, this financial plan is also intended to indicate the following:

- A categorisation of the types of expenditure that will be incurred, and
- A preliminary indication of the timing of such expenditures over the NESP's time horizon of 2011 to 2020.

The basis for the costing has been the full text of the NESP draft that was circulated to the NOC for their meeting on November 25, 2010. This draft has now been refined and arranged into eight strategic areas.

4.1 The Financial Context

The analysis of the financial implications of the strategic objectives includes a categorisation of each item under the following headings:

- **Capital Expenditure:**
    - ***Infrastructure***, being those items that will result in the development of the Ministry's physical asset base, and
    - ***Development Projects***, being those items that will need technical assistance support to be accomplished.
- **Operational Expenditure:**
    - ***Recurrent at Current Levels***, being those items that should be accomplished in the normal course of operating the MOE portfolio, and
    - ***Additional Recurrent***, which comprises new programmes, materially expanded programmes, and incremental overheads arising from expansion in the Ministry's asset base.

These items fall within the structure of the Ministry's current budgetary arrangements. However, in addressing the challenges of raising the projected levels of expenditure, new strategies in mobilising resources will be employed. These strategies entail the formation of a special purpose agency, and the development of partnerships with other GOJ agencies, the private sector, and/or non-governmental organisations (NGOs).

The NESP provides an update on the progress that is being made in achieving goals for the improvement of Jamaica's education system set in the *Final Report of the Task Force on Educational Reform* (2004). This document presented the section on Education Financing under the following headings:

- Capital Resources Required for Transforming the Education System (J$65.2 billion for the period 2005 to 2014).
- Recurrent Resources Required for Transforming the Education System (J$47.6 billion per annum from fiscal year 2007/2008)

That report also put forward a proposed re-allocation of the Ministry's budget to better reflect the demands of the transformed education sector.

In many respects, the financing strategy proposed for the NESP follows this approach to the management of state funding. Importantly, the Task Force Report also recognised that the state could not be solely responsible for the financing of the sector, and this viewpoint is reflected in the following statement:

> *"It is clear that the dramatic increase in resources necessary to transform the education system cannot be provided solely by the state. Other stakeholders, particularly students, parents, churches and entrepreneurs, must supplement the increase in the state's budgetary allocation[24]."*

24 R. Davis *et al*., *Final Report* of the *Task Force on Educational Reform.* p. 151

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Within the NESP, non-state funding is envisaged more in the context of public private partnerships (PPPs), where the wider involvement of the private sector will be actively sought, and the necessary institutional arrangements are being put in place through the establishment of the National Education Trust (NET).

4.2 Summary of Costs

An activity-based costing approach has been used in projecting the estimated expenditures relating to each of the strategic objectives. A comprehensive listing of costed NESP activities was mapped with the main and sub-objectives contained in this document to arrive at the costing tabulated on the following pages. Annual projections of expenditure are presented in line with the Government of Jamaica accounting calendar for fiscal years 2011/12 to 2019/20, although the following points should be noted in relation to the timing of expenditure:

- The expansion of the Ministry's infrastructure is seen as a long-term undertaking extending over the full time frame of the plan. Accordingly, capital costs and associated increases in overheads have been computed over the full time horizon.

- The implementation of development and technical assistance programmes are projected to take place within the original time horizon of the NESP, that is to fiscal year 2020/21. It is then anticipated that the benefits of these short-term programmes will be consolidated and sustained within the upgraded education facilities arising from the infrastructure programme.

On examination of the details of the NESP, it is anticipated that many of the strategic initiatives will be carried out in the course of the normal work of the MOE and its Agencies. The MOE is currently going through a period of modernisation and capacity building, which is intended to improve the Ministry's operational efficiency as a performance-based institution. Accordingly, it is necessary for many of the NESP initiatives to be budget-neutral, or indeed generate cost savings and efficiency gains that can be channelled into new and expanded initiatives; therefore, no additional cost has been included in the financial analysis of this plan for activities deemed to fall within this category.

Other points to be noted in relation to the cost projections are as follows:

- When the expenditures set out in Table 19 are incurred, it has been assumed that they would be accounted for within the MOE Recurrent, Capital A and Capital B Budgets or any other funds approved by the Minister of Finance[25] for operation by the MOE.

- In the projections that follow, capital expenditure is quantified in United States dollars, while operational costs are stated in Jamaican dollars.

Notice to Reader:

The figures contained in this report are projections of expenditure and, in many cases, are based on estimates that are explained in the documented assumptions. They should not be regarded as budgets, or an indication of any financial outcome.

Some cost estimates have been developed in United States dollars. All projections have been presented in Jamaican dollars, and conversion has been computed at US$1 = J$86 throughout the time frame.

In accordance with the GOJ Medium Term Expenditure Framework, inflation factors have been applied where appropriate as follows:

- Staff-related costs have been adjusted by 2½% per annum.
- Jamaican dollar based non-staff costs have been adjusted by 10% per annum.

25 At the time of writing it is uncertain how funding mobilised by the National Education Trust will be accounted for.

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Overall, these projections require the following levels of financing to be mobilised 2011-20:

- The physical infrastructure programme will cost US$1.4 billion over the eight-year period. Of that amount, US$448 million will be applied to the cost of financing the PPP annuity scheme;
- Upgrading the Ministry's data management capabilities and introducing the expected levels of equipment and technology will cost approximately US$10 million over the eight-year period;
- Technical and development assistance requirements in the first half of the time frame will require an investment of US$2.9 million in terms of funded projects and technical cooperation grants, and
- The Ministry's Recurrent Budget allocation will essentially have to be almost twice its current level in order to sustain the benefits of the expanded and upgraded education system.

The sections that follow present more detailed analyses of the projected costs and the accompanying assumptions.

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Table 19: Projected capital expenditure (in US$) by fiscal year

Strategic Objective	Total Cost (US$)	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
1: Provide equal access and/or attachment to the public education system for all Jamaican children ages 3-18 by 2020	**1,423,688,365**	-	158,057,763	158,232,513	158,374,263	158,408,013	158,384,763	158,057,763	158,057,763	158,057,763	158,057,763
2: Improve the standards and quality of Jamaica's public education system by establishing a robust accountability framework for all stakeholders by 2016	**1,937,657**	677,657	666,000	422,000	172,000	-	-	-	-	-	-
3: Increase national literacy and numeracy rates to 100 percent among the learners in the formal education system and in the wider society by 2020	**409,500**	-	111,000	162,000	111,000	25,500	-	-	-	-	-
4: Provide a safe and secure physical environment which is conducive to learning for all learners in public education institutions by 2020	**657,000**	-	207,000	339,000	81,000	30,000	-	-	-	-	-
5: Build partnerships with donors, private sector partners, the community, parents, employers, and those committed to creating a strong education system to build the	**324,000**	38,250	198,000	87,750	-	-	-	-	-	-	-
6: Provide a resource-rich environment supportive of all learners at all levels in the public education institutions by 2020	**9,725,000**	160,000	280,000	665,000	885,000	945,000	1,320,000	1,355,000	1,355,000	1,345,000	1,415,000
7: Enable all learners in the public education system to acquire high quality academic knowledge and marketable skills through integrated curriculum offerings	**417,000**	-	89,250	119,250	123,500	42,500	42,500	-	-	-	-
8: Attract and retain well-qualified, certified and licensed teachers to fill the requirements of all public educational institutions at all levels of the system	**-**										
9: Develop an all-inclusive accessible high quality public primary education system that meets the requirements of the MDGs by 2015	**1,074,000**	-	363,000	375,000	213,000	123,000	-	-	-	-	-
Total (J$)	**1,438,232,522**	**875,907**	**159,972,013**	**160,402,513**	**159,959,763**	**159,574,013**	**159,747,263**	**159,412,763**	**159,412,763**	**159,402,763**	**159,472,763**

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Table 20: Projected operational (recurrent) expenditure (in J$) by fiscal year

Strategic Objective	Total Cost (J$)	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
1: Provide equal access and/or attachment to the public education system for all Jamaican children ages 3-18 by 2020	**66,308,840,623**	1,792,065,500	3,424,480,850	4,320,673,090	5,225,407,924	6,139,132,586	7,062,352,689	8,054,583,387	9,061,207,072	10,082,925,168	11,146,012,357
2: Improve the standards and quality of Jamaica's public education system by establishing a robust accountability framework for all stakeholders by 2016	**30,868,345**	3,086,835	3,086,835	3,086,835	3,086,835	3,086,835	3,086,835	3,086,835	3,086,835	3,086,835	3,086,835
3: Increase national literacy and numeracy rates to 100 percent among the learners in the formal education system and in the wider society by 2020	**1,528,875,000**	-	35,575,000	69,150,000	102,725,000	136,300,000	169,875,000	203,450,000	237,025,000	270,600,000	304,175,000
4: Provide a safe and secure physical environment which is conducive to learning for all learners in public education institutions by 2020	**54,000,000**	-	6,000,000	6,000,000	6,000,000	6,000,000	6,000,000	6,000,000	6,000,000	6,000,000	6,000,000
5: Build partnerships with donors, private sector partners, the community, parents, employers, and those committed to creating a strong education system to build the	**1,305,000,000**	-	145,000,000	145,000,000	145,000,000	145,000,000	145,000,000	145,000,000	145,000,000	145,000,000	145,000,000
6: Provide a resource-rich environment supportive of all learners at all levels in the public education institutions by 2020	**82,662,500**	1,360,000	2,380,000	5,652,500	7,522,500	8,032,500	11,220,000	11,517,500	11,517,500	11,432,500	12,027,500
7: Enable all learners in the public education system to acquire high quality academic knowledge and marketable skills through integrated curriculum offerings											
8: Attract and retain well-qualified, certified and licensed teachers to fill the requirements of all public educational institutions at all levels of the system	**459,000,000**	-	51,000,000	51,000,000	51,000,000	51,000,000	51,000,000	51,000,000	51,000,000	51,000,000	51,000,000
9: Develop an all-inclusive accessible high quality public primary education system that meets the requirements of the MDGs by 2015											
Total (J$)	**69,769,246,468**	**1,796,512,335**	**3,667,522,685**	**4,600,562,425**	**5,540,742,259**	**6,488,551,921**	**7,448,534,523**	**8,474,637,721**	**9,514,836,406**	**10,570,044,503**	**11,667,301,691**

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4.3 School Infrastructure

Investment in new and expanded schools at all levels in the education system represents the main area of expenditure contemplated within the strategic framework. The Infrastructure section of the NESP and inputs from the NOC (on the requirement for infant schools), indicate that more than 200 new schools and a significant number of new classrooms in existing schools are needed. This requirement is based on Jamaica moving away from the shift system and over-crowded classrooms and providing ready access to school facilities in the country's most populated areas. A rough calculation based on data in the NESP suggests that more than US$1 billion is required to meet this demand. Accordingly, it has been assumed that eight to ten years is a reasonable time horizon for meeting the target set, and that, within the NESP's time frame, some inroads will be made into the school infrastructure requirements.

Notwithstanding the extended time frame, meeting the projected requirement for new schools will be challenging, and will require the construction levels shown in the assumptions below:

Assumptions:

Schools required per NESP Infrastructure Section/NOC:	Targeted per
Assumed time frame: 15 Years	annum
Infant	606
Primary	576
Secondary	9411

Level	Est'd Cost per School (US$'000s)	Built per Annum	Construction Period
Infant	622	6	6 months
Primary	3,000	6	12 months
Secondary	6,500	11	18 months

Table 21: School Construction Assumptions

It is to be noted that the estimated cost per primary and secondary school reflects current prices for a constructed, fitted and furnished building constructed under the transformation and other current programmes. The estimated cost of a nine-classroom infant school is based on recent figures developed for a programme to be financed by the Chinese Government, with a 10 per cent uplift to cover the cost of furniture and fittings.

Against this background the following targets have been derived for schools completed in the planning period:

In the period up to 2020, it has been assumed that the focus will be on new school construction, and the financing model that follows (which is based on the PPP model being proposed for the NET) reflects the amount of money that will have to be mobilised to fund a construction programme for the planning period, which is to be financed over 15 years.

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Level	2010/11 (WIP)	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	Total Schools
Infant	2	7	7	7	7	6	6	6	6	6	60
Primary	2	6	6	6	6	6	6	6	6	7	57
Secondary	2		11	11	11	11	12	12	12	12	94

Table 22: School Completion Targets

Level	Cost per Fiscal Year (US$'000s)										Grand Totals	
	2010/11 (WIP)	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	US$'000s	J$'000s
Infant	1,243	4,351	4,351	4,351	4,351	3,729	3,729	3,729	3,729	3,729	**37,290**	**3,169,650**
Primary	6,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	21,000	**171,000**	**14,535,000**
Secondary	13,000	47,190	71,500	71,500	71,500	71,500	78,000	78,000	78,000	78,000	**658,190**	**55,946,150**
Annual Totals (US$'000s)	**20,243**	**69,541**	**93,851**	**93,851**	**93,851**	**93,229**	**99,729**	**99,729**	**99,729**	**102,729**	**866,480**	**73,650,800**
Annual Totals (J$'000s)	**1,720,655**	**5,910,943**	**7,977,293**	**7,977,293**	**7,977,293**	**7,924,465**	**8,476,965**	**8,476,965**	**8,476,965**	**8,731,965**	**39,487,940**	

Table 23: Cost of Schools Constructed in the Planning Period

	All Figures in US Dollars		
Principal amount	$ 866,480,000	$ 866,480,000	$ 866,480,000
Term	15	15	15
Interest rate	15%	20%	25%
Monthly repayment	$ 12,127,142	$ 15,217,958	$ 18,503,931
Quarterly repayment	$ 36,501,941	$ 45,774,565	$ 55,618,812
Annual repayment	$ 146,007,763	$ 183,098,261	$ 222,475,249

Table 24: Annuity Computation

On this basis, the cost estimates reflect what are seen as the immediate priorities in what has to be a long-term infrastructure development financing programme that will be financed at 15 per cent per annum. In addition, there are provisions for small-scale construction projects related to specific initiatives that were highlighted in the NESP and costed accordingly.

4.4 Data Management

The implementation of the Education Management Information System (EMIS) and other ICT initiatives are significant components of the NESP. This not only requires a major investment in hardware, software and ICT infrastructure, but also a high degree of strategic and operational expertise if the goal of sector-wide connectivity and data management is to be achieved.

This priority has been recognised within the framework of the transformation and a significant investment is contemplated within this programme. Indeed, at the time of writing, some major procurement exercises are underway, and so, much of the projected expenditure will take place in the earlier years of the time frame. That said, rapid changes in technology and the fact that the school system is a "hard use area" for computer equipment, the cyclical replacement of ICT assets is reflected in the final seven years of the time frame.

Increases in the number of schools will also bring about demand for additional hardware and ICT infrastructure. On the basis that completed schools (see Table 22) will generate assumed requirement for 10 computers per infant school and 35 computers for each new primary and secondary school, provision is made for additional hardware requirements.

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4.5 Development Projects

Many of the strategic initiatives contained within the NESP will require external support from specialists and other independent persons under technical assistance programmes. Some of these activities may be accommodated within existing Technical Cooperation (TC) Agreements and externally-funded projects, and a number of new development projects may have to be developed and financed.

The costing of such assistance is based on estimates of person days that would be required to undertake the work, multiplied by daily rates that have been assumed on the following basis:

- Technical assistance requiring overseas-based resources is based on a rate of US$1,200 per person day. This is assumed to cover the cost of airfares and local subsistence and expenses.
- Researchers and other specialists (e.g. Legal) have been costed at an assumed all-inclusive rate of US$1,000 per day.
- Locally-based technical assistance resources have been costed at an assumed all-inclusive rate of US$850 per day.

4.6 Recurrent Expenditure

The following variables have been applied to project the expected impact on operational costs arising from the expansion in infrastructure:

- Additional maintenance and utilities costs associated with the completion of new infant, primary and secondary schools. This provision starts out at 10 per cent of the capital cost, gradually moving down to 7 per cent by fiscal year 2020/21, recognising that there will be efficiency gains in maintenance and savings from more energy-efficient schools.
- A provision of 10 per cent of the capital cost of ICT equipment is made to provide adequate maintenance and spares coverage for new computers provided to schools and other portfolio agencies under the ESTP and new financing facilities.

Arising from the ESTP and the wider Modernisation Programme, a number of new agencies have been established, and, up to now, they have received some budgetary support from the projects within which they were created. The NESP assumes that these agencies will be fully operational, or established within the Plan's time frame, and so, the full recurrent cost of these agencies must be assumed by the MOE. Reference was made to previous studies to arrive at the annual operating costs of the specified portfolio agencies.

4.7 Partnerships

Some strategic initiatives are to be accomplished through partnerships with other public sector entities, non-governmental organisations (NGOs) and the private sector in the form of cash and in-kind support. The following items are the types of contribution that the MOE should seek to secure to off-set these costs:

- Financial support for specified initiatives to be mobilised by the NET (see Table 23 for the level of capital injection that is required to implement the PPP model);
- Direct capital contributions for buildings and equipment, and
- Cost-sharing arrangements negotiated with other agencies.

A significant number of items will require in-kind contributions from the private sector. These initiatives have not been valued as they include such support as:

- Access to workplace facilities;

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- Provision of "loaned" employees to teach certain specialised skills;
- General access to managers and staff who will act as voluntary mentors, and
- Partnering with service clubs and other community groups to carry out joint projects.

Another area to be explored will be the provision of income-generating services by member agencies in the MOE Portfolio. An example would be the provision of workplace literacy training by the JFLL, which is not, as yet, quantified and would be informed by that agency's business plan.

4.8 Financing Approach

Based on the fiscal year 2010/11 Approved Estimates, and after adjustment for non-education activities, the combined Recurrent and Capital A Budgets amount to J$61 billion. For the purposes of this analysis, this is assumed to be the core or baseline funding that the MOE should expect to cover those items that are to be funded from the Ministry's operational budget. This figure will, however, have to be increased by an average of J$7 billion per annum if the new and expanded programmes identified in the NESP are to be implemented. It is also to be determined if prior year financial obligations (such as back-pay) will have to be drawn from the Ministry's Recurrent Budget, which will correspondingly reduce the funding available for current operations.

With respect to capital expenditure, the MOE's strategy is to employ the NET as the primary vehicle for resource mobilisation. Based on the projections contained in this report, the NET will be required to secure a targeted investment of US$866 million in the annuity fund from which the school construction programme will be financed. In addition, a further US$108 million has been projected for smaller scale capital projects that will require direct funding by fiscal year 2019/20.

In addition to physical infrastructure, other capital outlays and funding sources have been identified as follows:

- The Ministry will require an investment of US$10.8 million to meet its ICT requirements over the planning period. Of this amount, it is estimated that approximately US$1 million will be available during the remaining life of the ESTP, and US$2.5 million will be sought from private sector contributions. The balance of the requirements will have to be financed from new sources.
- Technical assistance inputs have been valued at US$4.9 million over the planning period. Of this amount, an estimated US$750,000 may be available from the ESTP and GOJ Public Sector Modernisation initiatives. It is also assumed that some of the effort required will come from Technical Cooperation Agreements financed by grants from the funding agencies, and further consultations are needed to determine the level of contribution that will arise from such sources.

With respect to development funding generally, the GOJ has embarked upon the Public Sector Investment Programme (PSIP), which has been initiated in the fiscal year 2011/12 Budget Call. Under the PSIP, Ministries are required to evaluate their current portfolio of development projects to ascertain which projects will continue and what funding will be available for their completion. The outcome of this analysis by the MOE is to be used to guide the available funding for NESP initiatives, and ascertain what level of "new" funding will have to be sought.

4.9 Financial Risk

The conduct of this exercise has also taken place at a time when the MOE's financial status is under review in preparation for the upcoming fiscal year. It is, therefore, timely that the NESP is being prepared while this process is taking place so that the following inherent risks in education financing are addressed:

- The relationship between capital expenditure and its impact on operational costs must be fully recognised. Any Capital B expenditure will eventually create a requirement for an associated Recurrent Budget allocation to cover additional operational costs to sustain the impact of a successful donor-funded project.

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- Pilot programmes should not be initiated unless there is a clear commitment of funding for the full roll-out of the programme.
- Donor-funded capital projects should not be commenced unless there is a clear commitment of funding for GOJ's contribution to the project.
- Separate provisions must be made for the payment of arrears or other liabilities so that the resources for current year operations are not taken up with prior year obligations.

Other risks associated with implementing the NESP are set out in the appendices.

4.10 Reference Points

The NESP is a comprehensive document setting out a strategic framework for the management of all aspects of the Education System in Jamaica between 2012 and 2020. Many of the initiatives detailed in the Plan are already in progress, and so there are known issues and challenges that have been highlighted in the various sections of the plan, which inform this Risk Analysis.

To meet its intended purpose, the NESP is a forward-looking document, and it is important that the conditions exist within which the plan can be successfully implemented. Accordingly, reference is made to the Environmental Scan that has been carried out in developing the NESP, and, in particular, the SWOT (Strengths, Weaknesses, Opportunities and Threats) and PEST (Political, Economic, Social, and Technological) Analyses that form Appendix 1 of the NESP.

4.10.1 Summarised Environmental Scan

Whereas it is not intended to present a negative image of the environment in which the NESP will be implemented, the nature of a risk analysis requires the identification of constraints and other factors that may prevent or adversely affect the implementation activities. On this basis, Table 24 on the following page represents the adverse evaluation factors in the SWOT and PEST Analyses, and the critical challenges that were extracted from the presentation of the NESP to the NOC at its meeting on November 25, 2010.

On reviewing these environmental factors, it is noticeable that the relationship with the private sector that underpins the whole question of workforce development has not surfaced. Similarly, issues related to literacy and numeracy were not highlighted, and so in subsequent sections of this report, the range of issues and challenges that will have to be mitigated will be broadened.

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Table 25: Constraining Factors per NESP Environmental Scan

<table>
<tr><th colspan="4">SWOT Analysis</th></tr>
<tr><td colspan="2">Weaknesses:

• Lack of resources
• Low levels of accountability
• Ineffective communication strategies
• Limited use of data for decision making purposes
• Slow response to clients
• Best practices and good programmes not always continued
• Human Resource Management issues
• Inefficient use of resources
• Bureaucratic processes (internal & external)
• Disconnect between policy making and implementation
• Inadequate access at the secondary level
• Unsatisfactory implementation of curriculum</td><td colspan="2">Threats:

• Crime and violence
• Erosion of cultural norms and values
• Dwindling financing
• Competing demands on the national budget
• Global economic crisis
• Constant devaluation of the local currency
• Global competition
• Maladjusted and maladaptive behaviour patterns</td></tr>
<tr><th colspan="4">PEST Analysis (Inhibiting Factors)</th></tr>
<tr><td>Political:

• Democracy: Democracy can also have inhibiting effects on the continuity of some policies and programmes when governments change. Ministers may want to implement new policies and programmes while existing ones are sidelined.
• Lack of political will: Some educational issues require tough and unpopular decisions which may alienate sections of the population and are therefore not taken while others are made as a result of political expediency.</td><td>Economic:

• Limited budget: Despite the importance of education to social and economic advancement it must operate within the context of the economic reality of limited funding for all programmes.
• Waste: There are some areas of inefficiency in the system which require greater management to reduce waste.</td><td>Social:

• Breakdown of respect: There is a breakdown of respect in society which has invaded the system.
• Spill-over: Anti-social and violent behaviour are impacting the education system.</td><td>Technological:

• Cost: The initial capital outlay for implementation of some technologies can be prohibitive.
• Compensation: The remuneration offered for technical persons is in some instances not sufficient to attract and retain highly competent staff.
• Access to inappropriate material: The rate of increase in access by students to sexually and culturally inappropriate material is outpacing the ability of policy makers to regulate the access.
• Utilisation: lack of adequate use of available technologies, e.g. instructional technologies, sharing of data throughout the system.</td></tr>
</table>

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Table 26

NESP Critical Challenges			
Access: • Limited provision of services to the meet the needs of learners with exceptionalities • Demand for places greater than supply especially in urban areas for all types of schools • Limited supply of places at the upper secondary level • Cost of post secondary education	**Quality:** • A large proportion of the pupils transitioning from the primary to the secondary level are not ready to access the secondary curriculum • A large proportion of students completing their secondary level education without any certification, as measured by the CSEC examination • Inadequate supply of qualified teachers in some areas • Inadequate supply of qualified teachers to treat with exceptionalities • Low levels of performance particularly at the primary and secondary levels	**Security and Safety:** • Unacceptable levels of anti-social and violent behaviours • Improperly secured school plants **Accountability:** • Systems of accountability not consistently enforced • Culture of engagement to foster accountability not entrenched • Inadequate legislative authority for enforcement	**Other:** • Lack of alignment between the outputs of the system and the demands of the economy • Unacceptable number of "at risk" youth • The lack of equity in treating with the non-formal learning system • Weak links between general and vocational education and training • Inconsistent parental support and meaningful involvement in the education process

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4.10.2 Risk Definition

Consultations were held with the working group responsible for the preparation of the NESP thus far to secure their views on the types of risk that should be accommodated within this analysis. The initial headings that were discussed are as follows:

- **Financial Risk**: that is, what happens if the required funding is not available?
- **Policy Risk**: that is, what happens if national policy priorities change, or NESP priorities do not coincide with the priorities of influential stakeholders?
- **Political Risk**: that is, what happens if there is a change in government?
- **Data Risk**: that is, what happens if we have under-estimated the demand for the MOE's services?
- **Social Risk**: that is, what are the consequences of not delivering key initiatives set out in the NESP?

This listing highlights a number of pertinent risk factors. However, if the factors set out in the summarised environmental scan are considered, further types of risk that could be encountered should be contemplated.

In addition, the concept of risk in the context of the NESP should be clarified. Some of the risk areas relate to matters that can be controlled or influenced by the Ministry of Education (MOE) or the Government, in general, and will impact on the Ministry's ability to successfully carry out the plan. **There are, however, risks to national development or consequences for the society as a whole if certain strategic initiatives are not carried out, which will constrain the achievement of objectives outlined in the National Plan: Vision 2030.**

On this basis, Table 27 on the following page, puts forward the recommended classification of risk areas, defined as follows:

- **Implementation Impact:** Being those risks that will impact on the Ministry's ability to carry out the strategic initiatives within the NESP, and
- **Consequences:** Being those risks to the national economy, social development or the quality of life in Jamaica.

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Table 27: Risk and Impact Definition

Risk Area	Implementation Impact	Consequences
Resource Base	• Insufficient funds to implement initiatives • Insufficient staff to implement initiatives • Insufficient physical (plant, equipment, materials) resources to implement initiatives	• Resources are wasted • Value for money not obtained from initiatives
Institutional Capacity	• Inadequate skills-set to implement initiatives • Inappropriate organisational structure to implement initiatives • Inappropriate and/or absent legislative or policy framework to implement initiatives	• Poor quality implementation of initiatives • Expected outcomes are not achieved • Efficiency gains are not achieved
Service Delivery	• Performance targets not met • Inadequate coverage of targeted clients/stakeholders	• Educational outcomes are not achieved • Positive impact on economy not achieved • Positive impact on society not achieved
Physical Facilities	• Insufficient access to physical facilities • Physical facilities not in places where they are most needed • Physical conditions pose a public liability risk to students, staff and third parties	• Educational outcomes are not achieved • Positive impact on economy is not achieved • Positive impact on society is not achieved
Technology	• Inadequate network coverage to implement initiatives • Inadequate skills-set to implement initiatives • IT resources out-dated • IT resources inadequately maintained	• Educational outcomes are not achieved • Interfaces with stakeholders are impaired • Modernisation of the education system is not fully achieved
Data Management	• Needs under-estimated or based on flawed assumptions • Data collection personnel ill-prepared • Inefficiencies in data collection • Inefficiencies in data sharing and dissemination	• Incorrect assessment of needs by stakeholders • Ability to develop evidence-based policy is impaired • Resources are wasted • Value for money is not obtained from initiatives
Internal Relationships	• Strategic direction of Ministry misunderstood • A lack of clarity in mandates and performance expectations • Inefficiencies in management and service delivery	• Staff morale is negatively impacted • Educational outcomes are not achieved • Interface with stakeholders is impaired • Modernisation of the education system is not achieved • Efficiency gains are not achieved

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Risk Area	Implementation Impact	Consequences
External Relationships	• Collaborative mechanisms and protocols inappropriate and/or absent • Working relationships with interfacing entities not optimised • Stakeholder inputs not forth-coming	• Partnerships with other public sector entities, private sector entities and NGOs are not established • Donor community does not provide expected levels of support • Educational outcomes are not achieved • Public awareness and support are impaired
Legislative and Policy Framework	• Insufficient, out-dated or inappropriate mandate to carry out initiatives • MOE unable to apply corrective measures rigorously	• Education system is out-of-step with economic and social realities • Stakeholders are not required to take up expected responsibilities • Educational outcomes are not achieved • Positive impact on economy is not achieved • Positive impact on society is not achieved
Political Risk	• Priorities not synchronised with the strategic direction • Short-term expedients take priority over long-term initiatives	• Loss of confidence in and indifference to the education system

4.10.3 Risk Classification

The next stage in the analysis is to determine the potential severity of the risk, and what action may have to be taken to lessen or control the risk. For the purposes of this exercise, three levels of risk are contemplated:

- **High (H):** Being those risks that have the potential to derail the implementation of the NESP initiative, and would require an intervention at the highest level to resolve the issue.
- **Medium (M):** Being those risks that could disrupt the implementation of the NESP initiative, and would require an intervention by the Ministry's senior management team.
- **Low (L):** Being those risks that are relatively minor issues that can be resolved by the person in charge of the initiative.

4.10.4 Risk Assessment

Having determined the nature of the risks that will apply to the NESP, the next step in the analysis is to apply these factors to the specific components of the plan. This is done in two stages, as follows:

- **Stage 1: Assessment of over-arching risks, and**
- **Stage 2: Assessment of specific risks.**

The following areas are seen as over-arching risks:

- **Resource Base (Risk Level - Medium to High):**

In planning this component it was decided that funding shortages would not be seen as a determining factor in whether the strategic plan was feasible or not. The Jamaican education system has been grappling with scarce resources for many years, and it is assumed that this will prevail throughout the planning time frame.

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What is called for is **best use of available resources** and **providing value-for-money** from the available resources. These attributes will allow the Ministry to make the case for additional state funding, attract financing from the donor and lender community, and identify new sources of funding from partnerships and revenue generation. Accordingly, the biggest risks in this area are not taking innovative approaches to resource utilisation and losing the confidence of the Ministry's financial stakeholders. Proper business planning and analysis of needs are management responsibilities, and fundamental to putting the case for needed resources across.

There are a number of **systemic financial risks** that were highlighted in the previous section of this document that have the potential to undermine the implementation of the NESP, which may be summarised as follows:

- Insufficient provisions for ongoing operational expenditure resulting from capital projects and the full roll-out of pilot programmes;
- Insufficient provisions for GOJ counterpart funding for Capital B projects; and
- Resources for current year operations being taken up by prior year obligations.

- **Institutional Capacity (Risk Level - Medium):**

One of the underlying assumptions in the NESP is that the MOE will actively pursue the Education System Transformation Programme and the Modernisation Programme as a consistently high priority. In the Financing Plan for the NESP there are many activities that have been flagged as being carried out in the normal course of operations, and as such, financed from the current level of budgetary allocation.

- **Failure to Follow Through with the Modernisation Initiatives (Risk Level - Low):**

"Business as usual" becomes a risk to the implementation of the NESP. Many of the proposed initiatives assume the clear separation of policy from operations in the MOE portfolio, carrying out a programme of capacity-building to support the organisational changes, the full implementation of special-purpose entities in the portfolio (NEI, JTC, NET, etc.), and the creation of new entities (J-TEC, NPSC, etc.)

- **Internal Relationships (Risk Level - Medium):**

This area is linked to the institutional capacity issue, and relates to the culture of the Ministry. The NESP is in many respects a blueprint for doing things differently, and key examples of different approaches include the development of Public Private Partnerships (PPPs) and more effective articulation with the Private Sector in workforce development. The re-structuring of the MOE portfolio will also call for efficient inter-departmental and inter-agency working relationships that may not currently exist.

Failure to embrace change will undermine a number of key initiatives. Similarly, **developing protocols for information-sharing and other collaborative efforts** will also be critical components of a new way of doing things.

- **Legislative and Policy Framework (Risk Level - Medium to High):**

The relevant section of the NESP lists the major legislative and policy initiatives that are to be addressed in the set time frame. Over and above having the resources and institutional capacity to undertake this workload, **external factors will have a major impact** on the Ministry's ability to carry out its legislative and policy agenda. Many of the items will require extensive stakeholder consultations prior to the preparation of Cabinet Submissions and meeting other requirements. Also, the passing of legislation requires the support of the Chief Parliamentary Counsel and other entities over which the MOE has no control.

There is a list of policies and legislation that are still to be developed to support the MOE in the carrying out of the NESP. It is critical that attention be paid to **filling these policy gaps**, without which the mandate for the strategic initiatives in the NESP will be lacking, open to interpretation, or not be treated as an imperative for action.

- **Political Risk (Risk Level - Medium to High):**

Neither the NESP nor this Risk Analysis contemplates any departure from any change in the political environment. That said, the implementation of the NESP requires **a long-term political commitment to the vision and strategic direction** of the education system as set out in the plan.

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With respect to specific risks, Table 28 below sets out the risk assessment for each of the main strategic areas. The risks identified relate to the issues and challenges documented in each sub-section of the NESP, along with other risks derived from the full text of this plan.

Table 28: Risk Assessment for Specific Strategic Objectives

Strategic Objectives	Service Delivery	Physical Facilities	Technology	Data Management	External Relationships
1. Provide equitable access and/or attachment to a high quality education system for all Jamaican children ages 3-18	• Ability to subsidise students **(H)** • Availability of qualified teachers **(H)** • Lack of programme standard-isation **(M)** • School registration process **(M)** • Access to tertiary education **(H)** • Relevance of curriculum **(M)**	• Ability to meet demand for school places **(H)** • Overcrowded classrooms **(H)** • Ability to provide school infrastructure in centres of population **(H)** • Ability to optimise unused capacity **(H)**	• Computers and other resources available to support teaching & learning **(L-M)**	• Ability to gather accurate data on the needs for schools, teachers and resources in the various regions **(M-H)** • Ability to collect formative data on students' progress to reinforce performance **(M-H)** • Linkage between teacher competence and student achievement on national and regional examinations **(M-H)**	• Ability to link with NGOs and private providers of ECE **(M)**

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Strategic Objectives	Service Delivery	Physical Facilities	Technology	Data Management	External Relationships
2: Improve the standards and quality of Jamaica's public education system by establishing a robust accountability framework for all stakeholders by 2016	• Ability to correct deficiencies in the appreciation of systems of accountability **(H)** • Absence of a system of rewards and sanctions **(H)** • Provision of a policy framework to guide systems of accountability **(H)** • Institutional capacity of the Ministry to implement the QA programme **(M)** • Institutional culture of the Ministry to sustain a QA programme **(M)** • Ability to select core subjects appropriate to the workforce or higher education **(L)** • Ability to institute a useful and effective system of monitoring and evaluation **(M)** • Provision of a policy framework to guide core services **(H)** • Adequacy of monitoring of school feeding programme **(M)**		• Adequacy of IT expertise within or available to the Ministry **(M)** • Adequacy of IT infrastruct-ure to facilitate effective deployment of IT resources **(M)** • Absence of IT standards **(M)**	• Ability to correct weaknesses in management information systems **(M)** • Absence of data-sharing protocols **(H)** • Adequacy of definition of business functions **(M)**	

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Strategic Objectives	Service Delivery	Physical Facilities	Technology	Data Management	External Relationships
3: Improve learners' performance across the formal education system and the wider society to achieve universal literacy and at least 85% numeracy	• Preparation of primary teachers to strengthen literacy and numeracy programmes **(H)** • Preparedness for secondary education **(H)** • Inadequate supplies of support materials **(M)** • Provision of a policy framework to guide lifelong learning **(H)** • Adequacy of training in adult education **(M)**				

Strategic Objectives	Service Delivery	Physical Facilities	Technology	Data Management	External Relationships
4. Provide a safe and secure physical environment which is conducive to learning for all learners in public education institutions by 2020	• Quality of student behaviour **(M)** • Inadequacy of mechanisms to help students adapt to secondary schooling **(M)** • Numbers of unattached youth **(M)**				

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Strategic Objectives	Service Delivery	Physical Facilities	Technology	Data Management	External Relationships
5: Build partnerships with donors, private sector partners, the community, parents, employers, and those committed to creating a strong education system to build the nation	• Access to training opportunities **(H)** • Ability to reduce school drop-out rate **(H)** • Number of students leaving school without certification **(H)** • Ability to meet demand of students with exceptionalities **(M)** • Ability to develop social skills in unattached youth **(L)** • Ability to secure and maintain the buy-in of stakeholders **(M)**			• Adequacy of information on labour market trends **(M)** • Ability to quantify numbers of unattached youth accurately **(H)** • Adequacy of funding for adult literacy surveys **(M)**	• Availability of work experience opportunities **(H)** • Linkages between the tertiary sector and the workforce **(H)** • Ability to develop partnerships that will ensure cohesive and structured development and resourcing of the sector **(H)** • Adequacy of community involvement in citizenship education programmes **(M)**

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Strategic Objectives	Service Delivery	Physical Facilities	Technology	Data Management	External Relationships
6: Provide a resource-rich environment supportive of all learners at all levels in the education institutions by 2020	• Availability of student financing **(H)** • Adequacy of mechanisms to identify those students who are genuinely in need **(M)** • Adequate provisions for special needs students in mainstream education setting **(M)** • Adequate numbers of support staff for special education students **(M)** • Availability of trained personnel in special education facilities **(H)** • Ability to provide nutritionally balanced meals **(M)** • Ability to employ trained cooks in infant and primary schools **(M)**		• Student access to well-maintained computer labs for research purposes **(H)**		• Linkages with NGOs that can support classroom instruction/ student learning **(L-M)**
7. Enable all learners in the education system to manage challenges and achieve their develop-mental goals to become well-adjusted, healthy and secure individuals through integrated curriculum offerings and support services	• Ability to deliver the curriculum as it was intended **(M)** • Ineffective and unproductive classroom practices **(M)** • Ability to provide requisite educational materials **(M)** • Ability to maintain a cadre of adequately trained personnel **(M)** • Ability to provide support to meet student needs **(M)**	• Abil-ity to provide appro-priate facili-ties to meet the needs of all learners **(M-H)**	• Ability to provide access to requisite and appropriate educational equipment and technology **(M)** • Ability to provide resources and student and teacher training in technology use **(M)**		• Availability of work experience opportunities for all learners **(H)**

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Strategic Objectives	Service Delivery	Physical Facilities	Technology	Data Management	External Relationships
8: Attract and retain well-qualified, certified and licensed teachers to fill the requirements of all educational institutions at all levels of the system	• Ability of teachers to deliver content in their specific subject **(M)** • Ability to correct over and under-supply and deploy teachers **(M -H)** • Reliance on non-professional and volunteer adult educators **(H)**				

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APPENDICES

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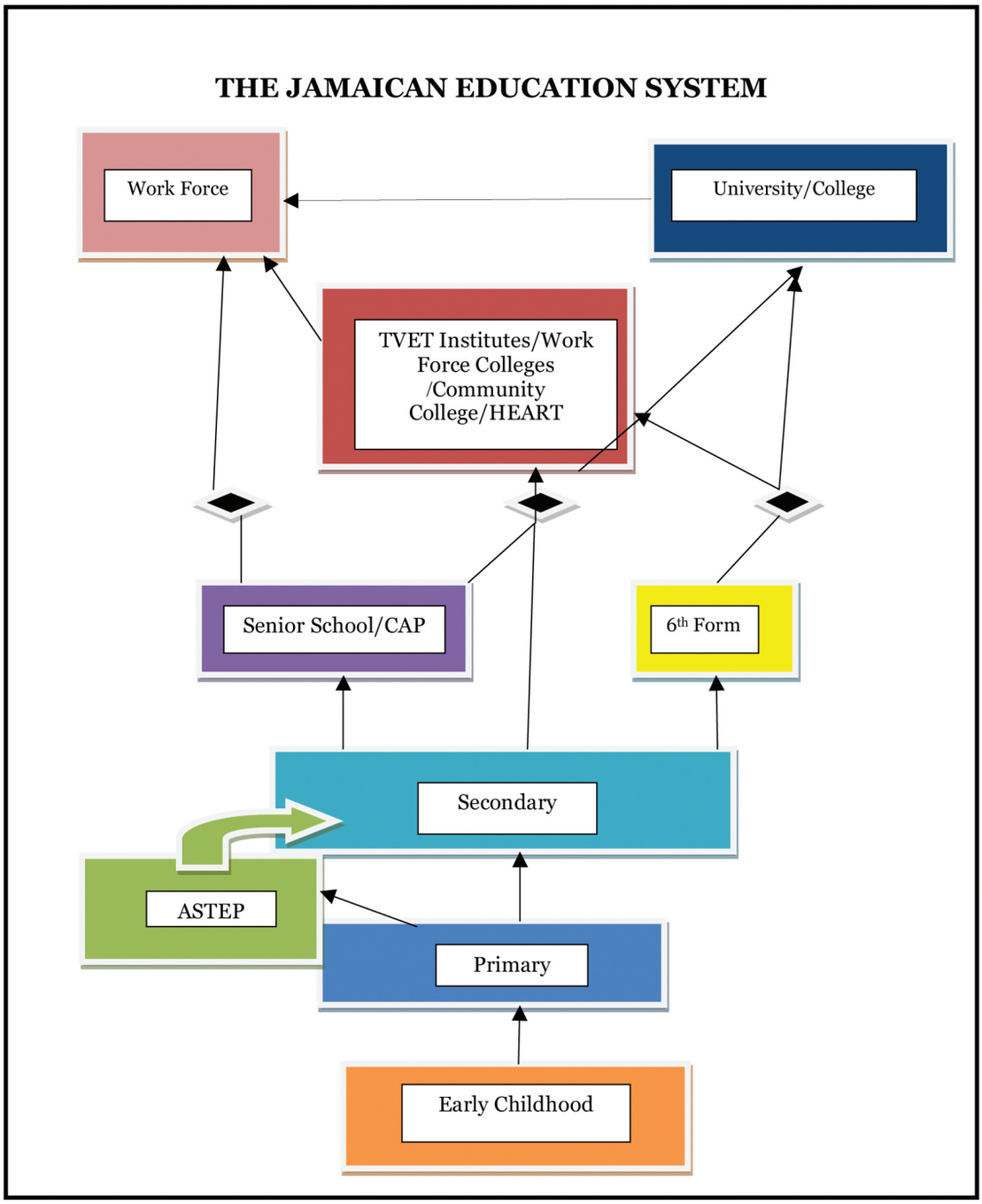
APPENDIX 1

The Formal Relationships in the Jamaican Education System



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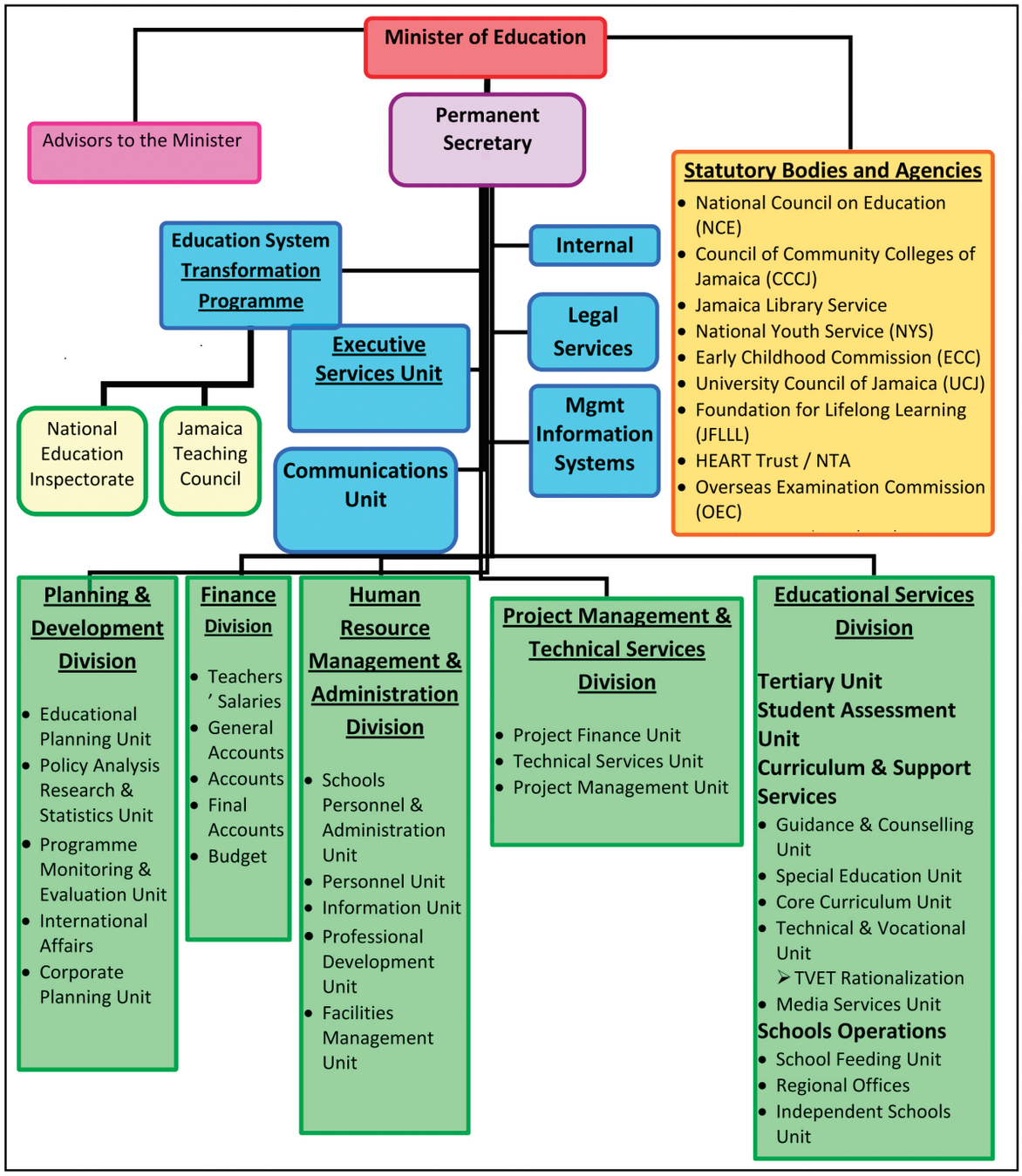
Organisational Structure of the Ministry of Education



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APPENDIX 3

Teacher Qualification by Level (2009/2010)							
Level	Untrained University Graduates	Untrained Secondary Level Graduates	Trained University Graduates	Trained Instructors	Trained College Graduates	Untrained Tertiary Level Graduates	Grand Total
Infant	10	58	258	2	439	2	769
Primary	170	543	3888	20	6037	115	10773
Secondary	1213	787	5611	198	5370	608	13787
Grand Total	1393	1388	9757	220	11846	725	25329

APPENDIX 4

MINISTRY OF EDUCATION ALLOCATION OF BUDGET 2004-2009

	2005		2006		2007		2008		2009	
FUNCTION/PROGRAMME	$'000	%	$'000	%	$'000	%	$'000	%	$'000	%
Central Administration	2,288,185	6.0%	2,803,718	6.2%	3,355,036	6.3%	4,199,896	6.5%	3,219,452	4.3%
Early Childhood	1,858,977	4.9%	1,643,025	3.7%	2,337,107	4.4%	2,406,237	3.7%	2,667,915	3.5%
Primary Education	11,980,016	31.6%	14,707,376	32.7%	15,514,794	29.2%	19,948,568	30.7%	25,203,797	33.5%
Special Education	362,697	1.0%	432,970	1.0%	607,531	1.1%	799,660	1.2%	904,723	1.2%
Secondary Education	12,025,047	31.7%	14,042,144	31.2%	18,146,039	34.2%	21,409,069	33.0%	25,872,835	34.4%
Tertiary Education	6,976,053	18.4%	8,694,759	19.3%	10,246,392	19.3%	12,742,624	19.6%	13,201,410	17.5%
Adult and Continuing Education	98,163	0.3%	127,781	0.3%	134,951	0.3%	164,103	0.3%	163,529	0.2%
Common Services	818,075	2.2%	1,233,168	2.7%	1,265,381	2.4%	1,651,605	2.5%	1,596,492	2.1%
Library Services	686,297	1.8%	683,143	1.5%	787,493	1.5%	916,014	1.4%	804,892	1.1%
TOTAL EDUCATION BUDGET	**37,093,510**	**97.9%**	**44,368,083**	**98.7%**	**52,394,725**	**98.7%**	**64,237,776**	**98.9%**	**73,635,045**	**97.8%**
Promotion of Arts & Culture	563,526	1.5%								
Youth Development Services	251,189	0.7%	596355	1.3%	712,311	1.3%	718,385	1.1%	617,937	0.8%
Disastetr Management		0.0%		0.0%	500,000	0.9%	50,000	0.1%	184,200	0.2%
Other General Government Services									833,415	1.1%
TOTAL MINISTRY' S BUDGET	**37,908,225**	**100.0%**	**44,964,438**	**100.0%**	**53,107,036**	**100.0%**	**64,956,161**	**100.0%**	**75,270,597**	**100.0%**

Source: Estimates of Expenditure Jamaica for year ending March 2005 to 2011

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SWOT Analysis

Strengths	Opportunities
• Large cadre of qualified teachers • Existence of standardized and relevant curricula • Universal access at the primary level • Standardized testing • Free education (primary); Free tuition (secondary) • Provision of textbooks at the primary and secondary levels • Established standards • I. Primary curriculum • II. Performance • III. Building • Guidance and counseling programmes • Literacy/numeracy thrust • Early childhood curriculum (0-5 years) • Policies for special education delivery being developed • Post secondary educational opportunities available • Public support for education • Nutrition support (early childhood – secondary)	• Strong bi-partisan agreement • Awareness of the value of education • Global competitiveness of our professionals • Performance of our students in other education systems • Demand for certain categories of professionals • Cultural uniqueness of Jamaica (language, music, sports, cultural icons) • Demand for educational materials • Global dispersion of Jamaicans • Rapid and diverse growth in ICT • Culture of hard-work and dynamism • Support for education from corporate Jamaica • Strong and positive international relations
Weaknesses	**Threats**
• Lack of resources • Low levels of accountability • Ineffective communication strategies • Limited use of data for decision making purposes • Slow response to clients • Best practices and good programmes not always continued • Human Resource Management issues • Inefficient use of resources • Bureaucratic processes (internal & external) • Disconnect between policy making and implementation • Inadequate access at the secondary level • Unsatisfactory implementation of curriculum	• Crime and violence • Erosion of cultural norms and values • Dwindling financing • Competing demands on the national budget • Global economic crisis • Constant devaluation of the local currency • Global competition • Maladjusted and maladaptive behaviour patterns

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APPENDIX 6

Environmental Analysis (PEST)

Political

Enabling factors

- Democracy: Jamaica has a relatively stable and robust democracy with a tradition for peaceful transition of governments. The education sector has never been significantly disrupted due to the political process.
- Bi-partisan agreement: While there may be some difference in the approach to administering education in Jamaica, there has been general bi-partisan agreement on the education system including the need for major reform in several areas.
- Political will:There is general political will to support educational developments.
- Signatory to regional and international agreements: Jamaica has signed many agreements on education and the rights of the child. Adherence to these will ensure that standards are set and maintained.
- Political agenda: The importance of education is highlighted through its continued prominence on the political agenda of all political parties in Jamaica.
- Partnerships: Education in Jamaica is increasingly being recognized as everybody's business and not the sole responsibility of the state.
- Partnerships with the various stakeholder groups have been established and are continuing to grow.

Inhibiting Factors

- Democracy: Democracy can also have inhibiting effects on the continuity of some policies and programmes when governments change. Ministers may want to implement new policies and programmes while existing ones are sidelined.
- Lack of political will: Some educational issues require tough and unpopular decisions which may alienate sections of the population and are therefore not undertaken, while others are made as a result of political expediency.

Economic

Enabling factors

- External funding:There is and has been international support for educational programmes in Jamaica.
- Human resources: The sector has highly trained/ skilled personnel coveted the world over.
- Financial and other support: The cost of education in Jamaica is significant even where it is subsidized by the state. This is however augmented by support from the Diaspora through cash and kind as well as through public/private partnerships.
- Job availability:The education sector has many types of jobs available and is the largest public sector employer.

Inhibiting factors

- Limited budget: Despite the importance of education to social and economic advancement, it must operate within the context of the economic reality of limited funding for all programmes.
- Waste: There are some areas of inefficiency in the system which require greater management to reduce waste.

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Social	Technological
Enabling factors • Value of education: Education is widely valued among the Jamaican populace because it is viewed as a status symbol and a means to upward mobility. **Inhibiting factors** • Breakdown of respect: There is a breakdown of respect in society which has invaded the system. • Spill-over: Anti-social and violent behaviour are impacting the education system.	**Enabling factors** • Advances: Rapid improvements in various technologies offer many options for ICT use in the education sector. • Greater awareness: The improvements in technology, including the worldwide web, have led to greater access to information for students and teachers. • Trained personnel: There is a fairly large cadre of trained persons to take advantage of advances in technology. • Existing technology platform: Most schools have access to at least one computer and some software. Some schools already have access to and utilize database management systems and software. There is computer access for staff at all Ministry offices. **Inhibiting factors** • Cost: The initial capital outlay for implementation of some technologies can be prohibitive. • Compensation: The remuneration offered for technical persons is in some instances not sufficient to attract and retain highly competent staff. • Access to inappropriate material: The rate of increase in access by students to sexually and culturally inappropriate material is outpacing the ability of policy makers to regulate the access. • Utilisation: There is a lack of adequate use of available technologies, e.g. instructional technologies, sharing of data throughout the system.

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SWOT Analysis Youth Development

SWOT ANALYSIS	
Strengths	**Weaknesses**
• Some good programmes targeting youth training and employment promotion/entrepreneurship already exist • The flexibility of HEART in terms of its ability to lead in the design of new programmes and its track record of creating programmes to fit specific circumstances • A history and culture of collaboration exists among the major agencies	• Lack of sufficient funding to put in place all of the programmes necessary in the manner that is needed to make them effective • Fragmented responsibilities for different parts of the plan, as will have to be the case (which may lead to lack of ultimate accountability)
Opportunities	**Threats**
• These programmes could have a significantly positive impact on the human capital of the youth • A lowering of the crime rate • A decrease in the number of youth involved in deviant, criminal and anti-social behaviour • A decrease in the youth unemployment rate	• Youth in the plan's target group may demonstrate apathy with regard to the programmes that are implemented/ expanded • More lucrative illegal alternatives may exist for the youth, than participation in these programmes • Youth may participate in the programmes and get certified, but then find difficulty gaining employment .This poses a threat to the sustainability of the programmes • Failure of the plan due to ineffective enforcement mechanism for MOE policy of compulsory education to age 18

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TERMS OF REFERENCE

NATIONAL OVERSIGHT COMMITTEE OF THE NATIONAL EDUCATION STRATEGIC PLAN 2011-20 (NESP)

1.0. Background:

Education in Jamaica has gone through several stages of development. It has evolved from a system intended to maintain and reinforce a social structure characterised by a small white elite and a largely black labouring class, to one in which education has become the right of every Jamaican child irrespective of colour, race or creed. Many of the developments in the history of the Jamaican education system can be seen as responses to events such as the abolition of slavery 1834, the advent of universal adult suffrage in 1944, and the achievement of independence in 1962.

However, much of the more recent historical events have been *"driven by the perceived need to develop 'homegrown' responses to economic, social, and political pressures on the island and in the Caribbean region* "(Whiteman 1994). All these have contributed to shaping a system which is dynamic in nature, preparing students to realise their full potential whilst responding to national and global demands.

In 2004, the Task Force Report on Educational Reform gave critical review to the state of the Jamaican Education System. The Report made a number of recommendations and established targets for sector improvement. That important body of work has to date guided the transformation programme of the education sector. It is however timely that an updated review be done which would, in a comprehensive manner, set out the policies, strategies and activities that will guide the transformation of the education system over the next six to ten years.

To ensure coherence and alignment with national development goals and direction, the National Strategic Plan for education is predicated on:

1. (a) National Goal 1: Vision 2030 Jamaica National Development Plan

"Jamaicans are empowered to achieve their fullest potential"

(b) Outcome 2: Vision 2030

"World Class Education and Training"

2. The 7 National Strategies:

Medium term Socio-Economic Framework (2009-2012)

1. Ensure that children 0-8 years old have access to adequate Early Childhood Education and Developmental Programmes. (pp. 62-64);[26]
2. Accelerate the process of creating and implementing a standards-driven and outcomes-based education system;
3. Develop and establish financing and management mechanisms;
4. Ensure a physical environment in all schools that is safe and conducive to learning;
5. Expand mechanisms to provide access to education and training for all, including unattached youth
6. Establish a National Qualification Framework;
7. Strengthen the mechanisms to align training with demands of the labour market.

26 PIOJ Sector Plan for Education coming out of Vision 2030 National Development Plan

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The Ministry of Education, under its Transformation Programme, is seeking to develop a National Education Strategic Plan for the period 2010 to 2016. (It is recognised however that the scope of the current document will go beyond 2016 to perhaps 2020). The intention is to strategically align the plan to Jamaica's VISION 2030 Plan, as well as, the sector strategies as detailed above. The Plan is currently at a rough draft stage which more accurately represents a comprehensive collection of policy statements, initiatives and programmes, most of which are actively in various stages of the planning and/or implementation process. Given the current structure of the rough draft, including the gaps and overlaps which are recognised, the preparation of the financial plan and risk analysis are in the early stage of development. The Plan, at this stage also, does not address the new business planning (BP) and medium term expenditure framework (MTEF) mechanisms to be introduced by the GOJ which will have implications for its further development.

It is recognised that there are identified weaknesses in structure, integration of sections, gaps and overlaps, as well as, inconsistencies in presentation and statement of strategies (i.e. not all are SMART). These will be addressed in the second draft of the document. However, before the Working Group can proceed to finalise an acceptable strategic plan, clear directions in respect of the priorities and time frame are needed.

2.0. Objective:

The National Oversight Committee is being convened to provide critical direction and guidance in prioritizing the policies and strategies detailed in the document. This is particularly important given the resource constraints which are likely to continue impacting the sector up to 2016, when Jamaica is expected to have a balanced budget. The Committee is also asked to determine the time horizon for the Plan, given that fiscal constraints will likely force reordering of priorities and critical choices for near term action.

3.0. Scope of Work: The specific tasks that will be required are to:

1. Identify critical policies that the plan should address;
2. Establish the strategic priorities for the near and medium term;
3. Determine the time horizon for the plan;
4. Identify areas of incompleteness and/or gaps in the proposed objectives, strategies and activities;
5. Provide any other relevant comments that would improve the plan.

4.0. Membership of the National Oversight Committee: Representatives are drawn from:

- **MOE's Senior Policy Group (full membership)**
- **HEART**
- **JFLL**
- **NYS**
- **ECC**
- **UCJ**
- **NCE**
- **NET**

Chairmanship of the Oversight Committee: the Honourable Minister of Education.

5.0. Next Steps:

- Informed by the feedback from the Oversight Committee and comments from Delta Consultants, technical assistance is contracted for the preparation of a re-ordered plan.
- This is then presented to the Oversight Committee for approval and authorization to begin consultation with a wider stakeholder group.

6.0. Completion date: The projected completion date is January 2011.

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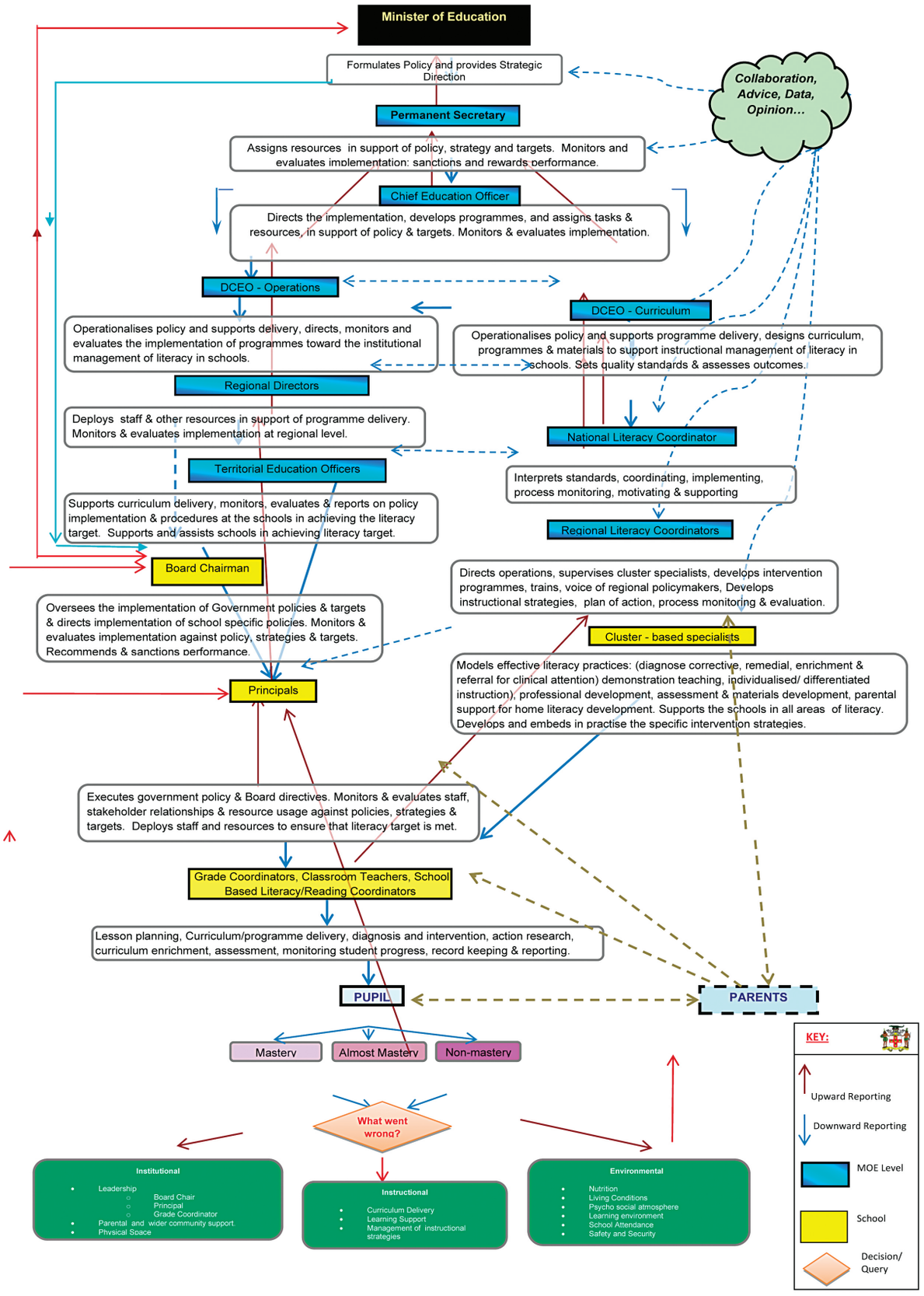
Enforced Systems of Accountability



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APPENDIX 10

SCHOOL ACCOUNTABILITY MATRIX (SAM)

LITERACY

Section A

Introduction to School Accountability Matrix:

Being literate is the foundation of learning. Literacy is the acquisition of basic skills to function in a modern society and therefore is a fundamental human right. The Government of Jamaica has long recognized the importance of having high standards of performance for the graduates of the school system. To this end, significant investment has been made in improving literacy and numeracy levels through various initiatives and strategies which have met with some measure of success.

The Ministry of Education has set a target of 100% literacy at Grade 4 by 2015. A national literacy programme for Grades 1-3 and Grades 4-6, along with a number of initiatives and resources aimed at improving literacy performance at the primary level, are being implemented in schools along with strong and targeted support by literacy specialists. These, together with a new focus on early childhood, improved attention to early stimulation and good health practices, auger well for the achievement of 100% literacy. Since literacy is a fundamental human right, 100% literacy must be the nation's goal, as only then will there be equity in opportunities and efficiency in production and growth in our GDP.

The Ministry has also set a target of 85% numeracy at the Grade 4 level by 2015. A National Comprehensive Numeracy Programme for Early Childhood and for Grades 1 – 6 is designed to assist schools to achieve this goal, along with support of numeracy specialists who will work to build teacher capacity in this subject.

The system of accountability designed to facilitate these goals is represented in the Accountability Matrix[27] which follows. The Matrix details the chain of responsibility for the various elements in achieving the targets set for 100% literacy and 85% numeracy by 2015. This is the approach mandated to hold all institutional stakeholders accountable for effective literacy and numeracy instruction in Jamaican schools at Grades 1-6. The chain of accountability reflected in the School Accountability Matrix (SAM) requires that each party contribute to the national targets by ensuring the school's target is met through diligent application to duty.

Instructions for use of the SAM:

1. The enclosed School Accountability Matrix is to be disseminated by the end of September each year.
2. The Regional Director, with support from the Regional Literacy and Numeracy Specialist, is responsible for ensuring the SAM is properly disseminated and filed as detailed below.
3. Individual SAMs should be filed with the following: The Board Chair, the Principal, the Regional Director, the Regional Literacy/Numeracy Coordinator, the National Literacy/Numeracy Coordinator, DCEOs-Curriculum Support Services and Operations and the CEO.
4. By the end of each term, literacy/numeracy specialists are required to file a report with the relevant Regional Coordinator for review and assessment. Each SAM has a reporting form (Section C) to monitor progress by the term.
5. The National Coordinators will provide the necessary guidance and make recommendations for improvements or provide additional support, where necessary, to ensure the school's targets will be met.
6. The SAM is a working document for the class teacher, grade coordinator and literacy specialist.
7. The school's annual literacy or numeracy growth rate is stated on the Matrix .
8. The annual growth rate is determined per school in order to satisfy the stated national targets.

27 The School Accountability Matrix can be applied to any subject taught in schools

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Section B

SCHOOL ACCOUNTABILITY MATRIX
Subject: Literacy

Name of School: _____**Region:** _____ **School Size:** _____

Pupil Teacher Ratio: _____

Current Decile Ranking: _____ _____**Policy mandated by**: _____

Hon. Minister of Education

Policy Goal/ School Target	Current Status			Action	Authorization	Process Owner	Implementation Support	School Implementation	Implementation Target (Names)
	Mastery	Near Mastery	Non-Mastery						
100% Literacy at Grade 4 by 2015				Provision of resources	CEO, PS	DCEO, CSS	MSU	Principal	Name:_____ Teacher/Literacy Specialist
Annualized National Target:				Development of School Literacy Plan	National Literacy Coordinator	Regional Coordinator/ Specialist	TEO Primary/ SEO Primary	Literacy Specialist/Grade Coordinator	Class Teacher
				Evaluation/ Assessment of Instruction	National Literacy Coordinator	Regional Coordinator	TEO Primary/ SEO Primary	Principal/V.P./ Grade Coordinator	Class Teacher/ Literacy Specialist
Annual School Target 1st Sitting: ____				Assessment of student performance	Regional Literacy Specialist	Principal	Literacy Specialist	Grade Coordinators	Grade:_____ Class Teacher

Approved by: _____ **Sanctioned by:** _____ **Endorsed by:**_____

Chief Education Officer Permanent Secretary Board Chairman

Date: _____ Date: _____ Date: _____

NOTE: Schools ranked below decile 6 are deemed in need of critical care

Sanctions:

- **Failure to meet target in year one results in a warning and is filed on record**
- **Repeated failure in year two results in no change in job status or terms and conditions of service due to unsatisfactory performance and is filed on record**
- **Repeated failure in year three may result in separation**

Reward:

- **Recognition will be given for all outstanding performance**

Sanctions and rewards are applicable to all persons on the chain of accountability

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