

FACT SHEET –APSE & CAP

ALTERNATIVE PATHWAYS TO SECONDARY EDUCATION – APSE

The 21st Century is a time of rapid technological growth and social change. The school curriculum must, therefore, ensure that young people are well prepared for the challenges and opportunities that they will meet as adults in this century. The MoEYI is making every effort to provide for the multiple intelligences of our children and cater to their diverse needs in order to fully maximize their capabilities. Hence, the MoEYI has created alternative pathways to receiving an education at the secondary level.

Providing alternative pathways will be far-reaching in carrying out the Ministry’s mantra, “Every child can learn....every child must learn”. Learning pathways will allow for an inclusive approach in which instruction is based on tailored curricula, enabling each learner to perform to his/her fullest potential based on aptitude, interest and ability. Alternative Pathways represent a new approach to secondary education. Secondary education in Jamaica is being reframed and re-positioned as customised, diverse, relevant, equitable, outcomes-based, and inclusive; and significantly, this approach will signal the introduction of a seven year (Grades 7-13) period of instruction for students on all secondary pathways.

Goals of APSE

- Design the school system to offer differentiated instructional programmes, informed by the National Standards Curriculum (NSC).
- Develop individualized intervention/learning plans based on students’ performance profile.
- Provide special educators as Pathway Coaches to support subject teachers of students on Secondary Pathways II and III in the delivery of instruction.
- Facilitate a functional academic approach at the secondary level characterised by: Response to Intervention (RtI) methodology, interactive, learner-centred project-based and problem- based learning, reflection and alternative forms of assessment.
- Foster a system for **ALL** students to exit the secondary level with the knowledge, skills, competences and attitudes which will have them ready for the world of work or to access tertiary level education.

Secondary Pathways I, II & III (SP I, II & III)

All students will access secondary education via the prevailing Grade Six examination. The exit examination will provide individual profiles to inform decisions for pathway access and standards for differentiation.

SP I – is a **7yr.** programme with a curriculum based on the constructivist approach. At Grades 7-9 students will access the the National Standards Curriculum (NSC), and at grades 10, 11, 12 & 13, they will access the curricula/syllabi of the examining body.

SP II is a **2yr.** transitional programme with a curriculum based on the constructivist approach. Special educators/pathway coaches will work with teachers and students on this pathway. Students will be provided the required intervention and support to allow for transition. At the end of Grade 8 students will be re-evaluated through psycho-educational evaluation to determine their readiness for crossing over into either **SP I** or **SP III**.

SP III – is a **7yr.** programme with a curriculum based on the constructivist approach. At Grades 7-9 students will access the the National Standards Curriculum (NSC), and at grades 10 & 11, they will access the curricula/syllabi of the examining body. At the end of grade eleven **SP III** students will transition into the Career Advancement Programme.

At Grades 7-9 the NSC, will be modified to meet the needs of the **SP III** students. Students in **SP III** will be instructed through a functional academics curriculum in the core subjects: Mathematics, English Language, Communication, Social Studies and Science. Their instruction will be further enriched with Personal Empowerment, Technical and Vocational instruction, as well as the performing and creative arts. Pathway Coaches will collaborate with subject teachers to prepare content, ensuring differentiation in instruction for students on **SP II** and **III**. These students will also be supported through use of the RtI methodology.

CAREER ADVANCEMENT PROGRAMME (CAP)

The CAP is focused on providing opportunities for all students (ages 16-18) to identify, understand, choose, and prepare for careers and occupations of their choices. The Ministry of Education, Youth and Information is energized to innovate and implement programmes like CAP to have the youths engaged in meaningful educational activities so as to prevent them from falling into the high risk cohort and giving those already at risk a second chance to succeed. CAP aims to prepare our youths to be assets; confident and productive individuals. Students will transition from **SPIII** into **CAP**.

Key components of the programme are:

- ❖ The creation of a “Senior School”, with Grades 12 and 13, as extensions of the existing secondary/high school system.
- ❖ New and expanded education & training programmes/courses customized for and/or relevant to students’ career choices.

- ❖ Elective training in Technical Vocational specializations in areas of students' interests.
- ❖ Training and exposure to life-coping skills; personal development; civics; personal & national values; volunteerism; law & order; and good citizenship.
- ❖ Job attachment/work experience to obtain hands on exposure to the world of work through; Registered Apprenticeship and National Youth Service programmes.
- ❖ Career counseling, coaching, orientation, and preparation for related jobs/occupations.
- ❖ Customized learning support materials (e.g., learning manuals and teachers' guides).
- ❖ Specific focus being placed on "at risk youth" with a view to providing training opportunities that will assist them in advancing their career and improving their quality of living.
- ❖ Focus on the creation and provision of higher level opportunities that young people can advance.
- ❖ The development of a national service corp to assist young people in making a meaningful contribution to the development of the country.

The CAP will include a wide range of technical and support areas as outlined below:

- ❖ Technical and Vocational Skills
- ❖ Entrepreneurship
- ❖ Mathematics
- ❖ English Language
- ❖ Coaching and Mentoring
- ❖ Values-Based Learning and Citizenship

Additional Years of Schooling

The additional two years of schooling will only be applicable for those students who need this support to sufficiently develop the skills and have the qualification to leave the secondary system for the world of work or to access tertiary education. As the Ministry continues on its pathway to mass customization of education, and in keeping with the APSE, students' needs will continue to be identified. As soon as they have developed the skills and competencies necessary at the secondary level they will be allowed to move on.

Agency Support and Facilitation

The following agencies are involved in the coordination of the programme:

1. HEART Trust/ NTA
2. The National Youth Service
3. Jamaican Foundation for Life Long Learning
4. The Social Development Commission
5. Community Colleges
6. Tertiary Institutions – Public and Private

The CAP is currently being offered in 53 institutions, and starting September 2016 will be rolled out in all secondary level institutions. The programme will also be offered in HEART Institutions, NYS Centres, through JFLL and other such entities.

The CAP will be broadened to allow for youth up to age 29 to also benefit from opportunities that will become available. Opportunities available here will be in keeping with the capacity and budget of existing institutions.

A central national data base will be established and all students to participate will apply through this medium. Applications will be processed, and applicants will go through a diagnostic assessment as well as a career interest inventory to determine their placement.

Funding

The CAP already received a subvention from the HEART Trust/NTA. It is expected that additional funds from the other entities with their budget will be pooled to take care of the needs.

In order for greater impact, the MoEYI is willing to work with donor agencies to secure funding for various components of the programme including the following:

1. Engagement of the necessary support staff to spearhead the full rollout of CAP
2. Technical assistance for evaluation of the programme and tracking of the Participants including tracer studies and longitudinal tracking
3. Assistance with public outreach/behaviour change communications – building additional public consensus and engaging communities
4. Monitoring of National Youth Service Programme - School to work transition aspect including the establishment of Teaching, Technology and Entrepreneurship Corps
5. Funding of the CAP programme in specific schools through the use of GIS mapping so that the crime impact may be measured
6. Funding for the operational aspect of the programme including recruitment, orientation, training, assessment and placement of students.