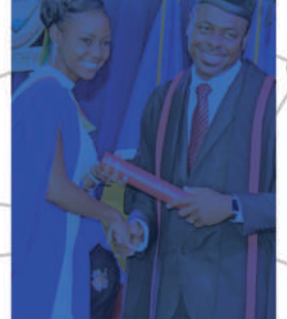




**MINISTRY  
OF  
EDUCATION, YOUTH & INFORMATION**  
*Every Child Can Learn, Every Child Must Learn*

ANNUAL PERFORMANCE REPORT

# 2019



# RAISING THE BAR

striving for excellence  
Government of Jamaica



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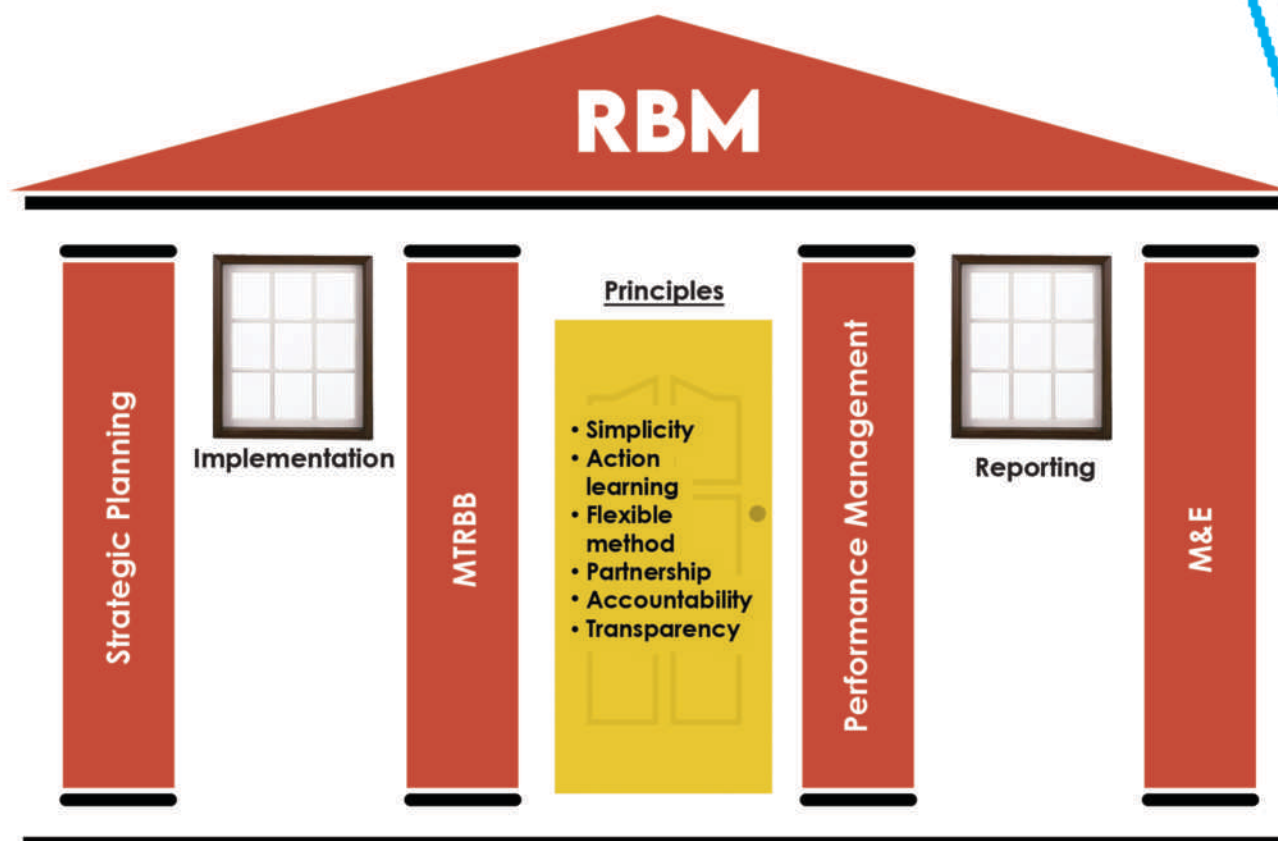
Prepared by the Planning and Development Division



# INTRODUCTION

This report outlines the achievement of the Ministry for the period April 2019 – March 2020. The framework of the report encompasses aspects of the Medium Term Results Based Budgeting (MTRBB) as well as the Results Based Management (RBM) approach. The RBM seeks to improve decision making and drive change. This method focusses on outcomes, implementing performance management, learning, changing and reporting on performance. As it relates to the MTRBB this approach aligns resources/funding to specific activities/initiatives. Accordingly, this report outlines programmes and sub-programmes that are linked to specific targets as stated in the 2019-20 Operational Plans for each Division/Agency/Department. The status or achievement for each target is presented therein.

## GOJ Results-Based Management Approach





## VISION STATEMENT

A globally competitive and innovative education and training system, producing informed, socially conscious and empowered citizenry

## MISSION STATEMENT

Providing quality education and training in a caring, inclusive and enabling environment to engender sustainable development

## CORE VALUES

**Core Values are the guiding principles that the Ministry considers to be very important as staff members perform work and conduct themselves.**

- Excellence
- Care
- Trust
- Transparency
- Service-driven
- Effective Leadership
- Respect
- Integrity
- Accountability
- Inclusiveness
- Tolerance





# MINISTRY'S AGENCIES, ENTITIES, DIVISIONS & DEPARTMENT

The Ministry of Education, Youth and Information Annual Performance Report 2019-20 encompasses major activities that were undertaken by the Central Ministry and its portfolio agencies and entities. These activities are aligned to various Programmes and Sub-Programmes as stipulated by the Ministry of Finance and the Public Service.

Listed hereunder are the functionary agencies/entities under the Ministry of Education, Youth and Information.

<b>Agencies</b> Previously established bodies	<b>Entities</b> Established under the Ministry's Education Transformation Project	<b>Divisions</b> Internal structure of the Ministry	<b>Department</b> Assigned to the Ministry in 2016
Early Childhood Commission (ECC)	National College of Educational Leadership (NCEL)	Communication Unit	Jamaica Archives and Records Department (JARD)
Overseas Examination Council (OEC)	National Education Inspectorate (NEI)	Compliance and Post Audit Unit	
Broadcasting Commission	National Education Trust (NET)	Children Affairs Policy Division (CAPD)	
Jamaica Library Services (JLS)	National Parenting Support Commission (NPSC)	Educational Services Special Oversight: - NCTVET - VTDI	
University Council of Jamaica (UCJ)	Jamaica Teaching Council (JTC)	Executive Services Unit	
Child Protection and Family Service (CPFSA)	Jamaica Tertiary Education Commission (JTEC)	Finance Division	
National Council On Education (NCE)		Human Resource Management & Administration Division (HRM&A)	
Council of Community Colleges of Jamaica (CCCCJ)		Information Division	
Nutrition Products Limited (NPL)		Internal Audit Unit	
		Legal Services Unit	
		Management Information Services (MIS)	
		Planning Development Division (PDD)	
		Technical Services	
		Youth and Adolescents Division (YAPD)	

# POLICY PRIORITIES

**The Policy Priorities are the overarching initiatives that guides the implementation of the Ministry's programmes**

- Child and Youth Development
- Child Care and Protection
- Lifelong Learning
- Governance and Accountability
- Information and Communication
- Quality Education and Training
- Stakeholder Engagement

## STRATEGIC OBJECTIVES

**The Strategic Objectives are the overarching goals the Ministry seeks to achieve.**

The strategic objectives of the Ministry are:

1. To maximize parental involvement in the lives of children and minimize the number of at-risk children and youth.
2. To maximize the percentage of Jamaican children and youth who have access to and/or attachment to quality care, stimulation, education and/or training (0 - 29 years)
3. To maximize the number of children who live in a safe, secure and healthy state care environment.
4. To maximize access to official records, provide information and digital literacy.
5. To maximize the performance of students.
6. To maximize the percentage of Jamaican educational programmes and institutions that meet prescribed standards of quality.
7. To ensure the efficient deployment of financial and qualified human resources, safe and secure facilities, as well as equipment and other resources (technological) in the achievement of the Ministry's goals.
8. To increase compliance with national and international standards, laws and regulations.





# PROGRAMMES & SUB-PROGRAMMES

A Programme is an intervention strategy intended to contribute to the Ministry's goals and the Sub-Programme is the service and operations which will assist in achieving the targets for the overall Programme.



## EXECUTIVE DIRECTION AND ADMINISTRATION

**Objective:** To provide relevant and timely data to facilitate effective policy, planning and monitoring of the education sector by 2023

### 1.1 POLICY, PLANNING AND DEVELOPMENT

**Objective:** Institutional governance and operational capacity of the MoEYI strengthened by 2023

### 1.2 CENTRAL ADMINISTRATION

**Objectives:**

- Effective management of resources in the sector by 2023
- To improve service delivery within the education sector by 2023



## 2 EDUCATION AND TRAINING SERVICES

**Objectives:**

- Quality of education and training improved by 2023
- Access to education and training increased by 2023

**2.1 Pre-primary Education** **Objective:** To provide access to quality education for children at the pre- primary level by 2023

**2.2 Primary Education** **Objectives:**

- To provide access to quality education to children at the primary level by 2023
- To increase and maintain the literacy and numeracy rates at the grade 4 level by 2023

**2.3 Secondary Education** **Objective:** To improve student performance on national and regional examinations up to the secondary level by 2023

**2.4 Higher Education and Training** **Objective:** To increase the percentage of Jamaican educational programmes at the tertiary level that meet prescribed standards of quality by 2023

**2.5 Special Needs Services** **Objective:** To increase access to special education support for children at risk through public education, needs based intervention and programmes for their safety, security, growth and development by 2023

**2.6 Curriculum Development and Support** **Objective:** To improve the relevance of the curriculum offerings at all levels of the education system by 2023

**2.7 Student Assessment** **Objective:** To improve the assessment framework from pre- primary to secondary level of the education system by 2023

**2.8 Teacher Training and Development** **Objective:** To promote and sustain the quality of practice in the teaching profession.

**2.9 Regional Educational Support** **Objective:** To provide quality educational services to the sector at the Regional level





## 3 STUDENT SUPPORT SERVICES

**Objective:** Integrated Student Support Services provided for improved learning outcomes by 2023



### SCHOOL NUTRITIONAL SUPPORT

**Objective:** To provide nutritional support for vulnerable students to assist in the improvement of learning outcomes by 2023

### SCHOLARSHIP AND AWARDS

**Objective:** To ensure scholarship support is accessible to students at the secondary and tertiary levels by 2023

### STUDENT FINANCIAL ASSISTANCE

**Objective:** To provide financial assistance and awards to students in need by 2023

## 4 PUBLIC EDUCATION AND INFORMATION

**Objective:** Relevant and timely information accessible to all by 2023



### RECORDS & INFORMATION MANAGEMENT

**Objective:** To provide access to high quality Government records by 2023

### PUBLIC LIBRARY SERVICES

**Objective:** To increase universal knowledge among stakeholders by 2023

### INFORMATION REGULATORY SERVICES

**Objective:** To promote high quality broadcasting content by 2023



# 5

## Child and Youth Development

### Objectives:

- Quality of child care and protection services improved by 2023
- Reduction in the number of vulnerable and at risk youth by 2023

### 5.1

#### Child Development Services

**Objective:** To provide child care and protection services to the nation's children by 2023

### 5.2

#### Youth Development Services

**Objective:** To provide appropriate services to empower youths by 2023







## MESSAGE FROM MINISTER OF EDUCATION YOUTH AND INFORMATION (MoEYI) **Hon. Karl Samuda** for the MoEYI'S Annual Performance 2019/20

I am pleased to present the Annual Performance report of the Ministry of Education, Youth and Information (MoEYI) for the period 2019 to 2020 and commend the Ministry on the successful completion of its mandate for another year. Despite the challenging year, we continued to serve and I am indeed grateful to all of the officers in every department/division/agency for the support they have given to me during this period.

Over the period under review, our education system has been strategically improved to ensure that all our children receive the best level of education to prepare them for the local, regional and global environment. We are also well-advanced in the quality overhaul of the early childhood sector.

During the fiscal year, the achievements of the Children and Youth and Adolescents Policy Divisions (YAPD) are commendable.

The policies and programmes that were implemented are indicative of the Government's commitment to a holistic approach in the training and equipping of young people for employment, encouraging enterprise and skills development. The YAPD's engagement with our youth to influence policy and decision-making was consistent during the reviewed period. If we are to achieve the prosperous future that we envision, the policy decisions must reflect the needs and aspirations of our young people. The YAPD has been successful in this regard.

The Information Division has continued to successfully deliver on its Records and Information Management (RIM) system. The benefits of a modern RIM which supports access to digital records, virtual work arrangements and efficient work processes are a result of our functional electronic records.

The Division has contributed significantly toward the enhancement of the performance of business activities, decision-making and service delivery of all government institutions, thereby advancing the achievement of the National Development Plan and supporting government's obligation for transparency and accountability to its citizens and other stakeholders.

The Ministry of Education, Youth and Information has maintained its partnership with the Jamaica Teachers' Association (JTA) as the organisation strives to create a learning environment in which all children can realize their goals, recognizing that education is the foundation on which prosperity in every family, every community and every society can be attained.

My best wishes for all as we seek to bring growth, development and prosperity for all our stakeholders. Together, let us continue the collaborative work to help our children and Jamaica as a whole, on the road to a better-educated and more prosperous nation.







## MESSAGE FROM MINISTER OF STATE IN THE MINISTRY OF EDUCATION YOUTH AND INFORMATION (MoEYI) **Hon. Alando N. Terrelonge** for the MoEYI'S Annual Performance 2019/20

**T**he past six months could be easily described as the worst of times; but as I reflect on our performance as a Ministry over the period, I can confidently assert that these past months may well have been the best of times.

The COVID-19 pandemic has upended many of our plans and thrown projects and strategies off course. Indeed, we are still learning and adjusting daily as to how to effectively meet and address the many challenges brought on by the coronavirus. The examples of innovativeness and resilience that we have shown, in dealing with the crisis, are just a mere outgrowth of what I believe is inherent in each of us as members of the Ministry of Education, Youth, and Information (MOEYI) family. Through these unclear and uncertain circumstances, we have prevailed as good soldiers, and have redefined this season of darkness, recasting it as the spring of hope.

With the closure of schools and the attendant disruption of the normal education system, our principals,


parents, teachers, students have had to quickly adapt to models of blended learning with the majority of learning migrated to online platforms. This model has worked well, in the main, but we cannot ignore the challenges faced and gaps exposed; not least of which is the wide digital divide which confronts our country. This we have committed to fixing as a Ministry. We have been propelled and compelled by these times to modernise our education system or risk our students and future generations being left behind in a world that was already in rapid transition towards digitalisation, even before the pandemic. COVID-19 has fast-forwarded us to the centre of the Fourth Industrial Revolution where data-driven and digitised learning platforms are the bedrock of any success we wish for our students. The work that COVID-19 has forced us to begin, will continue to be done.

What has been most heartening for me during this period, are the outstanding demonstrations of patriotism by, and buoyancy of spirit of, our young people. I feel encouraged that despite the shocks brought on by the pandemic, our young people have not been deterred or dissuaded from their commitment to building a better Jamaica.

As an example, the National Youth Parliamentarians of Jamaica (NYPJ), under the guidance of the Programmes Unit of the Ministry's Youth and Adolescents Policy Division (YAPD), adjusted programme delivery and found innovative ways to continue to support their assigned constituencies during the pandemic. They were supported by members of the Youth Advisory Council of Jamaica (YACJ), visiting constituencies, and working collaboratively on projects. The NYPJ hold regular virtual skills development workshops, virtual empowerment sessions and webinars with youth empowerment officers and other partners such as the National Integrity Action, the Dispute Resolution Foundation and Office







of the Political Ombudsman – covering issues like good governance, effective communication, position paper writing and youth perspectives on violence reduction. This level of collaboration and visionary rising to the demands of the times, are what give me hope that our resilient young kings and queens will ensure the ushering of Jamaica into a better future, ever increasing

in beauty, fellowship and prosperity. "New normal", has been officially inducted into the lexicon of all we do as a Ministry. And this new normal, by its essence, suggests that things are always in flux. However, despite uncertainty, we keep our eyes trained on the prize, taking innovative and resilient steps, always marching forward. As we continue to revolutionise

education in Jamaica towards the singular goal of playing our part in the advancement of the whole human race, I pray we keep the lessons of the pandemic, that together we emerge stronger, that normal, just like hope, can also be perennially new, and that best is yet to come.

One love.





MESSAGE FROM THE ACTING PERMANENT SECRETARY  
OF THE MINISTRY OF EDUCATION  
YOUTH AND INFORMATION (MoEYI)  
**Dr. Grace McLean**  
for the MoEYI'S Annual Performance 2019/20

I am pleased to extend sincere congratulation to the team at The Ministry of Education, Youth and Information and affiliated Agencies for the excellent work done during the 2019 / 2020 financial year and which is captured in this Annual Report.

We faced a very challenging 12 months between April 2019 and March 2020 having to carry out our responsibilities under the glare of much adverse publicity. Yet we rose to the challenge carrying out our mandate, which is to continue the transformation of the education system to deliver equitable and excellent outcomes for children and young people, from the early childhood to the tertiary level.

Our productivity as demonstrated in the report highlights the broad range of services offered to the public thereby reaffirming the special role the Ministry plays in the social and economic development of Jamaica.

During the year, we achieved a significant milestone with the inaugural sitting of the Primary Exit Profile exams. We also continued the work to help create the right conditions for children and young people to progress and achieve. At the same time, as a Ministry we moved to strengthen the foundations of our education system at the early childhood level with the full roll out of the First 1000 days and Brain Builders' programmes; the implementation

of critical infrastructure repairs and increase subsidies and grants to targeted beneficiaries.

I have been encouraged and inspired by the commitment of our staff to deliver equity and excellence in education. I want to thank everyone sincerely for your diligence during 2019/2020. Our combined efforts are helping to shape an education system with high quality teaching, a relevant National Standards Curriculum, personalised learning pathways, and transparency of progress, achievement and excellence for all children and young people. With God's help and guidance we will continue to be proactive and response as we face new challenges.





# Meet the EXECUTIVE MANAGEMENT TEAM (EMT)



**DR. GRACE MCLEAN**  
Acting  
Permanent Secretary



**MS. BARBARA ALLEN**  
Chief Technical Director



**DR. KASAN TROUPE**  
Acting Chief Education Officer



**MRS. VIVIENE JOHNSON**  
Senior Director  
Planning & Development  
Division



**MS. DORRETT R. CAMPBELL**  
Deputy Chief Education Officer  
Schools Operations and  
Schools Improvement Services



**MRS. WINNIE BERRY**  
Deputy Chief Education Officer  
Curriculum & Support  
Services



**MRS. TERRY-ANN  
THOMAS-GAYLE**  
Deputy Chief Education Officer  
Student Assessment Unit



**DR. WINSOME GORDON**  
Chief Executive Officer  
Jamaica Teaching  
Council (JTC)



**DR. TANEISHA INGLETON**  
Director/Principal  
National College for  
Educational Leadership



**MS. KAYSIA KERR**  
Chief Executive Officer  
National Parenting  
Support Commission



**DR. TAMIKA BENJAMIN**  
Coordinator  
National Mathematics  
Programme



**MR. CARVEL BANTON**  
Accounting Technician  
Finance Division  
MoEYI Staff Representative







**MRS. MAUREEN DWYER**  
Chief Inspector/  
Chief Executive Officer  
National Education  
Inspectorate



**MRS. IOLYN DONALD**  
Senior Director  
Human Resource Management  
and Development



**MRS. PHILLIPPA GRANT SMITH**  
Acting Director  
Project Management Unit  
Special Projects



**MR. MARLON MORGAN**  
Senior Technical Coordinator  
Office of the Permanent  
Secretary



**MRS. CLAUDETTE THOMAS**  
Government Archivist  
Jamaica Archives &  
Records Department  
(JARD)



**MRS. ANALIA WALLACE-MUIR**  
Acting Director  
Administration Division



**MR. TYRONE ANDERSON**  
Acting Director  
Management Information  
Systems (MIS)



**MRS. HYACINTH BLAIR**  
Senior Director  
Children's Affairs, Youth  
and Adolescence Policy



**MR. DWAYNE CARGILL**  
Acting Principal Director  
Information Division



**MRS. JULIET LAKEMAN**  
Director  
Human Resource  
Management



**MS. NICOLE BROWN**  
Acting Director  
Strategic Planning  
and Evaluation Branch



**MR. DWAYNE GOODISON**  
Service Excellence Officer  
Human Resource  
Development Unit







**MRS. SHERYL BROMFIELD**

Public Relations and  
Communication Officer  
Communication Unit



**MRS. SONIA BANTON**

Principal Finance Officer  
Finance Division



**DR. DAMEON BLACK**

Commissioner/CEO  
Jamaica Tertiary Education  
Commission



**MS. SHEINA STEWART**

Welfare Manager  
Welfare Unit



**DR. PHYLCIA MARSHALL**

Assistant Chief  
Education Officer  
Tertiary Unit



**MR. CAREY BROWN**

Director  
Technical Services



**MS. HAYDEE GORDON**

Legal Consultant  
Legal Services Unit



**MS. JULIA ROBINSON**

Director  
Executive Services Unit



**MS. JUNE KELLY**

Director  
Documentation, Information  
and Access Services (DIAS)



**MS. MARCIA  
PHILLIPS DAWKINS**

Executive Director  
National Education Trust



**MS. MERRIS MURRAY**

Executive Director  
National Council on Education



**MR. COLIN STEER**

Director  
Communications Unit





**MRS. AUDREY  
GENTLES-MCCALLUM**  
Chief Audit Executive  
Internal Audit Division



**MR. LINCOLN JOHNSON**  
Senior Director  
Post Audit and Compliance Unit

## *Meet the* **REGIONAL DIRECTORS**



**MRS. DASMINE KENNEDY**  
Acting Director  
Region 1



**MS. JANET BRIMM**  
Director  
Region 2



**MRS. LINDA CAMPBELL MILLER**  
Acting Director  
Region 3



**DR. MICHELE  
WALDEN-PINNOCK**  
Director  
Region 4



**DR. NADINE LEACHMAN**  
Director  
Region 5



**MRS. SOPHIA FORBES-HALL**  
Director  
Region 6



**MR. BARRINGTON RICHARDSON**  
Director  
Region 7







## OVERVIEW OF ANNUAL ACHIEVEMENTS 2019/20

For the 2019-20 Financial Year, the Ministry of Education, Youth and Information along with its Agencies/Entities undertook a number of activities as outlined in its Operational Plan for the period. The main objective was to improve the service excellence across the sector. The Ministry has succeeded in achieving a number of its objectives for the period under review.





# MAJOR ACHIEVEMENTS

## STUDENT PERFORMANCE



### PRIMARY EXIT PROFILE (PEP)

The Inaugural Primary Exit Profile (PEP) was executed at the Grades 4, 5 and 6 levels. A total of **40,423** students sat the examination in 2019. In excess of **50%** of the cohort performed at proficient or highly proficient in three (3) of the subject areas, Language Arts, Social Studies and Science with Mathematics at **41%**.

The Literacy rate was **83%**, a one per cent increase over the previous year. Numeracy was **74%**, up six percent over the previous year.

### CARIBBEAN SECONDARY EXAMINATION COUNCIL (CSEC)

**175, 501** subject entries sat CSEC examinations. A total of **130, 753** or **74.4%** were awarded grades 1 -3. This is a 1.5 percentage point increase compared to the previous year.

For English, **82.8%** of the cohort passed, representing a 7.4 percentage point increase over the previous year.

Mathematics there was a **54.6%** pass rate.

### CARIBBEAN ADVANCED PROFICIENCY EXAMINATION (CAPE)

**52,805** subject entries from public schools sat Units 1 & 2  
Average pass rate of **91.6%**

**36,862** students sat Unit 1  
- **91.2%** pass rate

**15,943** students sat Unit 2  
- **92.6%** pass rate



CARIBBEAN  
EXAMINATIONS  
COUNCIL

### CITY & GUILDS EXAMINATIONS

In City and Guilds there were pass rates of 63 per cent in Mathematics and 80 percent in English. When compared to the previous year, there was a seven (7) per cent increase in the pass rate for English.

City &  
Guilds

## STUDENT SUPPORT

### INFRASTRUCTURAL REPAIRS

A total of **154** schools received infrastructure repairs at a cost of over \$1B

### SHIFT SYSTEM

Of the **37** schools on shift, Albert Town High School and Exchange All Age were fully removed, while Port Antonio High was partially removed.



### NUTRITION PROGRAMME

**18,732** students benefitted from the snack component of the Programme.

**70,000** children in **822** schools (early childhood & primary)



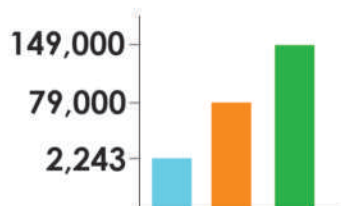


# MAJOR ACHIEVEMENTS

## STUDENT SUPPORT



### PATH BENEFICIARIES:



- Primary level
- Early Childhood students
- Wards of the State

As a result of COVID 19, support was provided to all students under the PATH programme (98,849 daily) for March, 2020

### PARENTING PROGRAMMES

Parent Month was launched in November 2019 and the following activities were conducted:

- 3 Parent Villages
- 54 school-based workshops
- 3-regional workshops
- Launch
- Church Service
- 4-graduation ceremonies
- National Parent Awards

One hundred and fifty (150) Parent Mentors successfully

### TWINNING OF SCHOOLS

The Twinning of Schools Programme was launched in 2019. The objective of this programme is to pair schools to encourage the sharing of resources and expertise to benefit students from both institutions. So far 55 institutions are a part of the programme. For the next year, another 44 being considered for the upcoming year.

### SCHOOL INSPECTIONS

One hundred and seventy-one (171) public schools, 133 primary and 38 secondary, were inspected for the period. This brought the total number of schools re-inspected to 843 since the baseline report was published in 2015.

completed a 10 module parenting programme. These parents were deployed to work in schools to drive parental involvement in education.

In response to the COVID 19 Pandemic the National Parenting Support Commission (NPSC) partnered with VMBS Foundation, UNICEF and Fight for Peace to

establish 36 helplines. Training in Psychosocial First Aid was also provided for 36 Parent Mentors.



### TEACHER DEVELOPMENT

Further drafting instructions for the Education (Jamaica Teaching Council) Bill were completed and submitted to the Chief Parliamentary Counsel (CPC).

Under the Jamaica Teaching Council approximately 9,000 teachers benefitted from training opportunities locally while 5,000 benefitted from training in overseas programmes.





# MAJOR ACHIEVEMENTS

## STUDENT SUPPORT



### LEADERSHIP DEVELOPMENT

For the 2019-20 period, approximately **600** school principals and middle leaders were exposed to a number of multifaceted leadership courses which were facilitated by the National College for Educational Leadership (NCEL).

During the reporting period, the College also re-imagined its programme offerings to suit the developmental needs of school leaders in the sector.

### CHILD AND YOUTH DEVELOPMENT CONT'D

The Prime Minister's Youth Awards for Excellence were also executed with **47** young persons who attained excellence or world class recognition were awarded in 12 areas such as: Nation Building, Agriculture & Agro-processing, youth development and sports. Approximately **2,500** persons were in attendance.



### CHILD AND YOUTH DEVELOPMENT

The National Plan of Action for an Integrated Response to Children and Violence was launched in November 2019. The Oversight Committee was established and one (1) meeting of the Committee was held. In addition, the Technical Working Groups were established.

As it relates to the National Youth Policy, the Popular version was launched in November 2019.

Approximately **8,000** youth were engaged in over **250** Empowerment sessions. One hundred and ten (**110**) Youth Parliamentarians were recruited under the National Youth Parliament initiative. Three county

projects were executed. Over **700** students, councillors and prefects were trained as healthy lifestyle ambassadors in schools. Further the Youth Month 2019 activities were launched under the theme: L.I.T- "Jamaican Youth are L.I.T. They Lead, Inspire and Transform the world!"



## PUBLIC EDUCATION AND INFORMATION

In a bid to bridge the digital divide within the country, the Ministry finalised the Data and Information Collection and Sharing (DICS) Policy and Cabinet Submission. The Ministry of Health and Wellness was also engaged in piloting elements of the DICS Policy. A terms of reference was drafted for the design and implementation of a DICS Pilot between the Ministries of Education, Youth and Information and Health and Wellness. The draft Electronic Content Media (ECM) Policy was revised.

In addition, during the 2019/20 financial year, the Ministry continued to lead the RIM Oversight Committee (ROC). This Oversight Committee provided strategic direction for the RIM Programme and the approval tier level of the governance framework for the implementation of the Government of Jamaica Records and Information Management (RIM) Policy. This was approved by Cabinet in the 2018/2019 fiscal year.





# STATUS OF OPERATIONAL TARGETS



As it relates to the Ministry's operational goals, **230** targets were extracted from the Operational Plan and an assessment made of the overall achievement made against those targets. In order to assess the extent to which the targets were achieved an evaluation was conducted of the higher level targets from the five (5) programme areas. These include Executive Direction and Administration, Education and Training Services, Student Support Services, Public Education and Information and Child and Youth Development. Important to note, is the fact that a number of activities were conducted without aligning targets to benchmark achievement. Nonetheless, the gains met are still highlighted in this Annual Performance Report.

For the period under review, the Ministry continued to implement initiatives and activities in an effort to ensure that the overarching goals were met. These goals are also aligned to the aforesaid programme area activities.

Sixty-eight (**68**) targets were examined for the Executive Direction and Administration programme of which three or **4%** exceeded the target, fifty or **74%** were on track. The analysis also concluded that thirteen or **19%** displayed progress toward the

intended result whilst two or **3%** were behind on the achievements for the targets outlined.

As it relates to the Education and Training Services programme, of the **109** targets assessed, nineteen or **17.4%** exceeded the target, sixty-seven or **61.4%** were on target. The assessment also revealed that twenty-two or **20.1%** displayed progress toward the intended result and one or **0.9%** of targets were behind schedule.

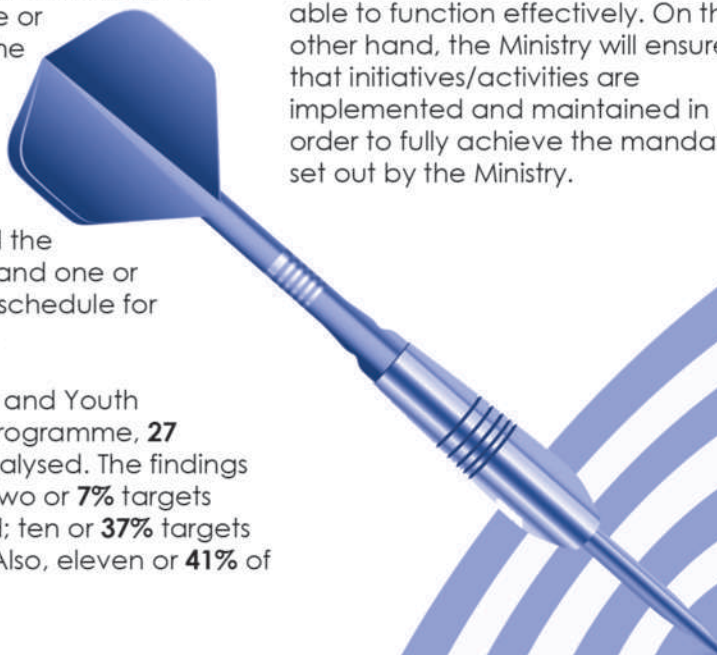
Eight targets were assessed under Student Support and all eight or **100%** were on track.

Eighteen (**18**) targets were evaluated for the Public Education and Information Programme. Of said targets, one or **6%** exceeded the target, eleven or **61%** were on track. In addition, five or **28%** displayed progress toward the intended result and one or **6%** was behind schedule for various reasons.

Under the Child and Youth Development Programme, **27** targets were analysed. The findings indicated that two or **7%** targets were exceeded; ten or **37%** targets were on track. Also, eleven or **41%** of

were on track. Also, eleven or **41%** of targets displayed progress toward the intended results and four or **15%** were behind schedule.

The Ministry of Education, Youth and Information is cognizant that a number of targets that were set out to be achieved were not achieved for various reasons. We are however committed to ensuring that the mandate of the Ministry is efficiently and effectively carried out and so, where targets were not achieved for the reporting period we will ensure that we deliver against set targets for the 2020-21 period. For those that are on track, the Ministry will continue to provide ongoing support and offer programmes to the sector enhance the competencies and skills in students so that they will be able to function effectively. On the other hand, the Ministry will ensure that initiatives/activities are implemented and maintained in order to fully achieve the mandate set out by the Ministry.



## Table Reflecting Status of Operational Targets

Programme	Number of Targets	Status			
		Exceeded Target	Target On Track	Target displayed progress toward intended result	Target Not Achieved /Behind schedule
1. Executive Direction and Administration	68	3(4%)	50(74%)	13(19%)	2(3%)
2. Education and Training Services	109	19(17.4%)	67(61.4%)	22(20.1%)	1(0.9%)
3. Student Support Services	8	-	8(100%)	-	-
4. Public Education and Information	18	1(6%)	11(61%)	5(28%)	1(6%)
5. Child and Youth Development	27	2(7%)	10(37%)	11(41%)	4(15%)
<b>Total</b>	<b>230</b>	<b>25</b>	<b>146</b>	<b>51</b>	<b>8</b>

KEY	
1% - 49%	Target Not Achieved /Behind schedule
50% - 99%	Target displayed progress toward intended result
100%	Target On Track
101% upwards	Target Exceeded





# MANEUVERING THE EDUCATION SYSTEM



DURING

COVID-19

On March 10, 2020 Jamaica recorded its first confirmed case of COVID-19. According to the United Nations Development Programme the coronavirus (COVID-19) pandemic is the defining global health crisis of our time and the greatest challenge we have faced since World War Two. In response to this pandemic, the Ministry of Education, Youth and Information implemented its Education in Emergency Plan. These intervention strategies provided the necessary tools and guidance to the education system in an effort to cope with the pandemic.

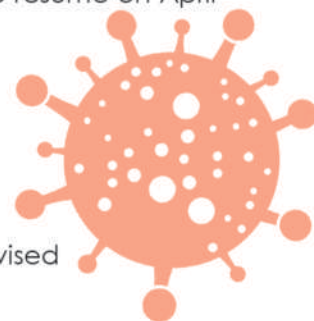
## EDUCATION IN EMERGENCIES - RED ALERT HOME-SCHOOL SUPPORT UPDATE

### School Closure

- School closure extended from the initial March 13, 2020 to March 26, 2020 for 14 days (10 school days) to April 19, 2020 (9 additional school days). This means that school was expected to resume on April 20, 2020 (Home-School or Normal School Operations), unless otherwise advised.  
School Schedule

### School Schedule

- In light of the above, Home School was scheduled accordingly:  
March 13, 2020 to April 8, 2020 (19 school days)  
Easter Break – April 9, 2020 to April 17, 2020  
School resumes on April 20, 2020 Home or Regular School) unless otherwise advised



### Educational Support

- Educational support initiatives targeted at all levels of the system extended to the end of April and further extended where necessary to include:
  1. Printing Service and Printed Learning Kits for students without internet connection
  2. PBCJ live and rebroadcast lessons – were accessed on 25 cable channels
  3. TVJ live and rebroadcast lessons – "School's not OUT"
  4. Digital learning – One on One Educational Services, Cheetah, Book Fusion, Edufocal, the Learning Hub, CSEC COVID-19 Toolkit among a raft on other open online platforms.
  5. PEP hotlines and MoEYI Websites – zero-rated data access to educational content/PEP Workbooks 13
  6. Learning content composed by the Early Childhood Commission for children 0-5years shared with the system.
  7. School based initiatives using Google Suite, Schoology, Edmodo, Zoom, Skype, WhatsApp etc are in place and supported by the Education Officers.
  8. New data plan finalised with our internet service providers to enable online learning on a subsidized plan as well as zero-rated learning sites. Some teachers benefitted from a data plan provided by Digicel.
  9. An evaluation plan is being developed to determine the extent of teaching and learning taking place and supported/enabled by school leaders and the Ministry.

Training Modules developed to assist teachers in developing and managing online learning environments. This activity was done collaboratively with e-Learning Jamaica (eLJam), Jamaica Teaching Council (JTC), Early Childhood Commission (ECC), Curriculum and Support Services (CSS) and National Council for Educational Leadership (NCEL) to target teachers and Principals.





## Nutritional Support

- All parents on PATH with children at the primary level and in some cases at the secondary level provided with nutritional support through the provision of baked products, juices, milk, water and meals from our private partners up to March 27, 2020. Though the supplemental meals were provided to the PATH beneficiaries, cash grants were provided as of April 3, 2020 and a second payment in early May, 2020 to include the value of the lunch benefits for the 19 days of school closure. Additionally, school leaders, who had procured food supplies in preparation for the provision of cooked meals, were advised to portion the raw materials and issue to parents in need.

## Exam Support

- Exit exams were delayed in all cases with the preferred exam sitting for the period June-July 2020. The preferred mode was the use of e-testing/computer-based assessment to maximise on the time for marking and release of results in alignment with the commencement of the new school year. A Cabinet Submission was drafted outlining the options presented by the examination bodies.

## Parental Support

- Parental tips composed by the NPSC on creating structure and safe and supportive learning spaces at home were sent out to schools.

## The NPSC worked on the following initiatives:

### Psychosocial SUPPORT Helplines

- Establishment of public private partnerships which included the VMBS Foundation, Fight for Peace & UNICEF.
- The NPSC established helplines in all parishes for relevant localized support and response. The phones were purchased by VMBS Foundation.
- Negotiations with digicel for 21 free SIM cards were successful.
- All volunteers trained in psychosocial first aid by Fight for Peace.

### 5 Short Videos for Parents (Schooling while at home)

- Research shows that abuse of children escalates when parents try to help with school work as their frustration levels increase.
- NPSC worked in partnership with renowned psychologist from Florida, Dr. Andrew Wenger and Helen Henningham for the UK to ensure the scripts were based on strong precepts of research.
- The videos were aired on media platforms.



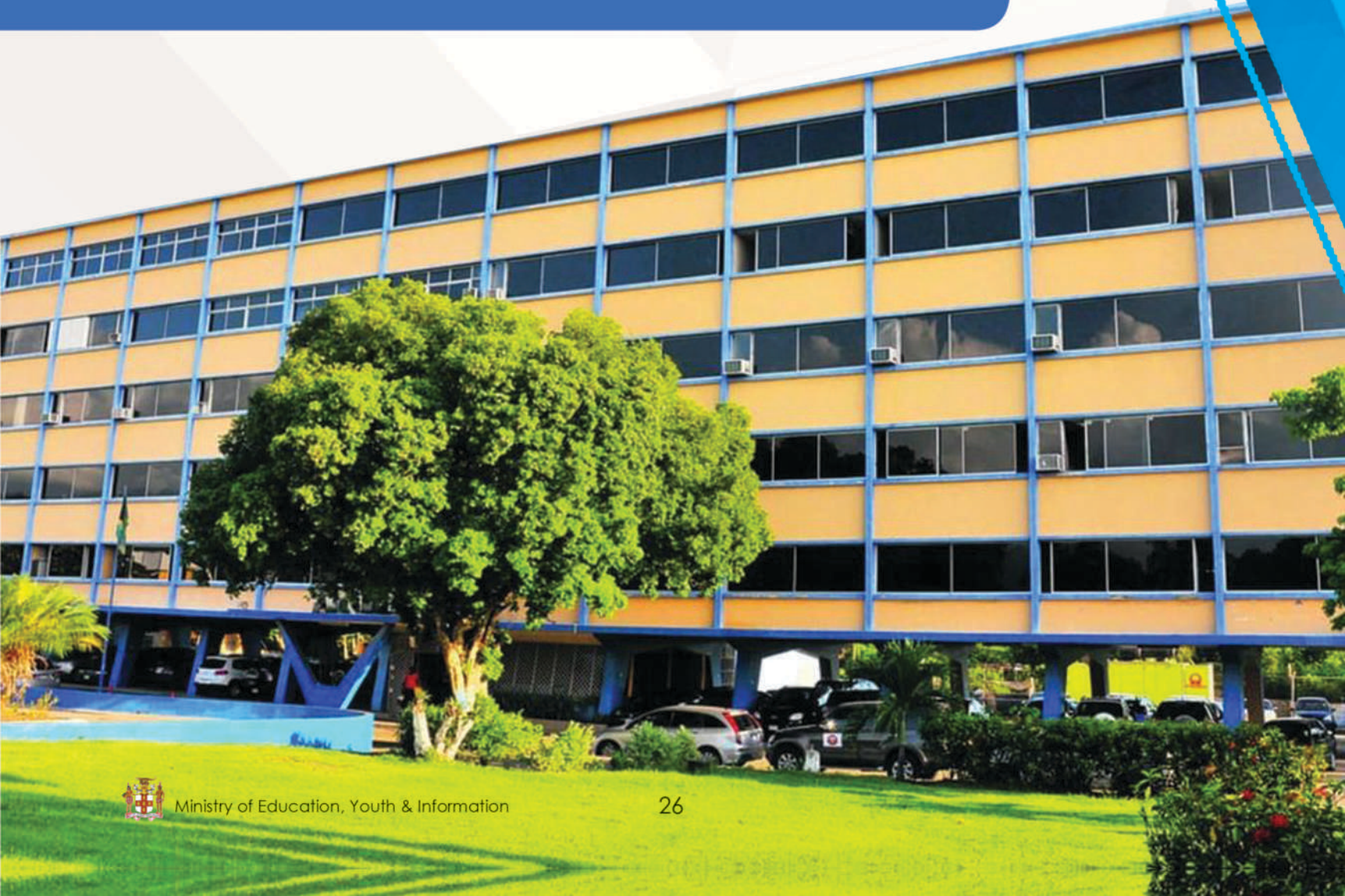


# SUMMARY OF ACHIEVEMENT

## EXECUTIVE DIRECTION AND ADMINISTRATION

The **Executive Direction and Administration Programme** oversees the general administration, planning and overall management of the Ministry of Education, Youth and Information.

There are two sub programmes aligned to the aforesaid: **1.1 Policy, Planning and Development** and **1.2 Central Administration**. Policy, Planning and Development has overall responsibility for managing the planning and developmental functions in the Ministry, including coordinating and monitoring the Ministry's policies, projects and programmes while the Central Ministry portfolio provides oversight of the Human, Financial and other resources within the Ministry in order to manage their efficient and effective use.





### Executive Direction and Administration

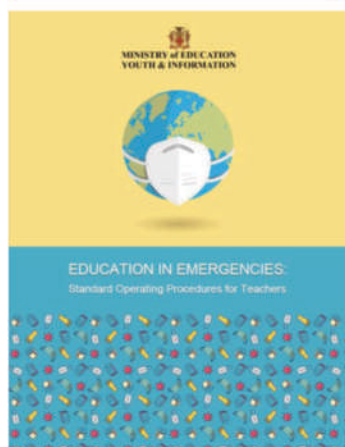
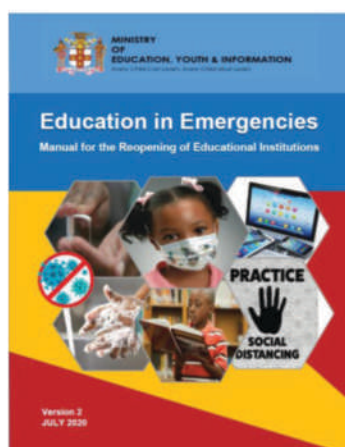
Outcome: Improved administration, planning and management of the education sector

#### TARGET

Guidelines and policies in place to support programme delivery

- Draft guidelines/policies prepared

Technical support provided for policy related matters



Policy Briefs prepared

#### STATUS/ACHIEVEMENT

- Draft National School Nutrition Policy
- Draft Special Education Policy
- Draft ICT in Education Policy
- Financial and Procurement Quick Reference Guide
- Pathways to Education Policy

A number of policies/documents (internal and external to the Ministry) were reviewed and feedback provided. These included:

##### Internal

- Flexi-Time Policy
- Language Education Policy
- Draft Special Education Policy
- ICT Policy and Action Plan
- Swimming Pool Policy
- National School Library Concept Paper
- Revised Teacher Appointment Form (503 Form)
- Early Learning Partnerships System
- Research on Early Childhood Development
- National Lifelong Learning Policy

##### External

- Draft National Diaspora Policy
- Code of Practice - Education and Training for Persons with Disabilities
- Concept paper for opportunity for collaboration with Harvard International Phytomedicine and Medical Cannabis
- Population and Sustainable Development Policy
- National Visa Policy and Action Plan

Draft Rationalization of the Early Childhood sector: Stand Alone infant School



# 1.

## POLICY, PLANNING AND DEVELOPMENT

### TARGET

Policy Briefs reviewed

Policy documents prepared

Policy documents reviewed



Research documents prepared



Data available and being used for decision making



Data bank for the National Education Census created and maintained

Concept paper for Tertiary Reorganization & Establishment of Higher Education Commission

Further Analysis of Schools' Performance in Mathematics and English Language (CSEC 2018-2019)

### STATUS/ACHIEVEMENT

Concept Paper for a National Library Policy

Preliminary draft Higher Education-Funding Policy

Draft Concept Paper for STEM Education in Jamaica

Covid-19 Emergency Response Proposal

#### 4 Research Documents prepared

- Teacher Demand Report
- Proposal for extended two years of secondary education
- Draft Teacher Recruitment and Retention proposal
- Funding Primary of Education proposal

- CAPE 2019 report prepared
- CSEC 2019 Report prepared
- Grade 4 2018 Numeracy Report prepared for Publication
- NVQ- J 2019 Report Prepared

• eCensus Application launched in March 2020



### TARGET

Attendance database updated

Education Statistics, Digest, School Profile and Directory of Educational Institutions available for distribution



Statistical Database



### STATUS/ACHIEVEMENT

• 2018-19 Annual Attendance report

- JamStats database completed
- 2018-19 Education Statistics Publication prepared
- 2018-19 Efficiency Indicators on net and gross enrolment data, repetition, promotion, dropout and repeaters, survival and completion rate calculated and trend database updated
- Results Framework for Annual Monitoring matrices completed for CARICOM
- Education Digest and Fact Sheet prepared
- 2018/19 School's Directory prepared
- 2018/19 School's Profile prepared

- All island public/regional school maps revised
- **14** enrolment maps for Primary Level Schools created by Parish
- **16 of 18** E-Maps created and GIS Database updated
- Shift Elimination Plan finalised
- Primary Rationalization Plan completed
- Draft Strategic Infrastructure Development Plan (SIDP) completed
- Per Capita Study Primary 30% completed
- Coordinated activities for GIS week at MoEYI Head Office and UWI GIS Day 2019
- List of schools for expansion prepared for the elimination of shift system
- Financial statistics for 2018-2019 Education Digest completed
- Draft Risk Management Framework completed
- Draft Strategic Business (2019-22)/ Operational Plan (2019-20) prepared
- Whole of Government (2019-20) prepared
- MoEYI's Half Yearly Performance Report prepared
- Quarters 3 and 4 Performance Reports prepared



# 1.

## POLICY, PLANNING AND DEVELOPMENT

### TARGET

Monitoring and evaluation reports prepared and completed



Strategic direction of National Council on Education defined

**233** School Boards in Region 6 appointed

Quarterly presentations conducted with boards on their roles & responsibilities

Timely referral of School Board issues to the MoEYI

### STATUS/ACHIEVEMENT

- Principals of the Specialist Teachers Pilot Report
- Specialist Teacher Pilot report completed
- Evaluation Report for the National Mathematics Programme completed
- Evaluation report for the Special Education Curriculum Implementation completed
- Brain Builder Resource Audit Report completed
- 2017 CAP summer skills training programmes evaluation report prepared
- PISA Assessment Report for Jamaica prepared

New Council appointed for 2019-22

- Four Council meetings conducted

- **13** or **6%** School Boards in Region 6 appointed

- Six **(6)** presentations made

- One School Governance issue reviewed and resolved



### TARGET

Expanded project implemented & monitored within the agreed timeframe at :

a) Infant level



b) Primary level



c) Secondary level



Manage & Monitor infrastructure projects in education implementation



### STATUS/ACHIEVEMENT

#### Infant Level School Expansion

- Olympic Way Infant - **95%** completion
  - Morant Bay Infant - **95%** completion
- Educational support materials procured for both schools.

Classroom = **16**

Spaces = **400** spaces

Bathrooms = **22** Stalls

#### Secondary Level School Expansion

- Mt. St. Joseph 6th Form Block contract signed and site handed over.
- Mt. St. Joseph 5th Form Block - **95%** completion
- Perth High - **95%** completion
- Maldon High - **95%** completion.
- Sydney Pagon Phase 2 completed
- Sydney Pagon Phase 3 - **95%** completion
- Mt. St Joseph 6th Form Block Consultancy - **37%** complete
- Holmwood Technical High at procurement stage
- Black River High - **30%** completion
- Norman Manley corrective works at **75%**, construction works of a new block stands at **30%** complete.

Classrooms: **18**

Spaces = **630** spaces

Approved 2017 Japanese Grassroot Projects are as follows:

- Iris Gelly Primary- water harvesting & sanitation - US\$18,601.00 was allocated.

Works **98%** complete.

- Fair Prospect Primary –construction of two **(2)** classrooms-USD90, 906. Works is 98% complete.
- Black River High- four **(4)** classrooms construction-USD166, 689 allocated.

Water Harvest Project in seven **(7)** schools – Chase Fund J\$50M

1. Goodwill Primary -**100%** completed.
2. Granville Primary -**100%** completed.
3. Lime Tree Garden Primary & Infant- **100%** completed.
4. Grateful Hill Primary & Infant School **100%** completed.





5. Alligator Pond Primary & Infant- Project closed.
6. Bull Bay All Age - **100%** completed.
7. Watt Town Primary & Infant – service level arrangement underway

#### Roof Rehabilitation for Energy Saving Project

Roof repairs completed for **13** of **30** high schools

#### Critical repairs completed:

- Eight (**8**) schools in Region 3
- Three (**3**) schools in Region 4
- Renovations being conducted:
- Georgian Building completed
- Caenwood Campus - Grant Hall Building renovation - **30%**
- Caenwood Parking lot project - **35%**.

Ten (**10**) schools provided with water harvesting infrastructure:

1. Lime Tree Gardens Primary and infant at **95%** completion
2. Alligator Pond Primary & Infant at **95%** completion.
3. Goodwill Primary at **95%** completion.
4. Granville Primary at **95%** completion.
5. Hoolebury Primary & Infant at **95%** completion.
6. Grateful Hill Primary & Infant at **95%** completion.
7. Bull Bay All-Age at **90%** completion.
8. Success Primary at **25%** completion
9. Cacoen Castle Primary at **25%** completion
10. Farm Primary at **25%** completion

- Consultancy for CASE Diagnostic Centre design undertaken
- CASE Road rehabilitation Project completed and handed over
- CASE Roof Repair Project completed and handed over

**154** schools received infrastructure repairs at the cost of over \$1B

#### Perimeter Fencing Programme

- **11** schools received perimeter fencing at a cost of \$79.5M (National Education Trust)
- **21** Schools received perimeter fencing at a cost of \$137.9M



## TARGET

Allocated resources expended within the given timeframe

Ministry is adequately staffed with qualified and competent personnel



Staff trained to maintain a highly skilled and competent workforce.



## STATUS/ACHIEVEMENT

- For the 2018-2019 FY \$105.24B was voted while \$108.6B was voted for the 2019-2020 period. For the 2019-20 period \$111.8B was expended.

- **197** Temporary Employment processed
- **91** Extension of Temporary Employment
- **87** Permanent Appointments were processed.
- **175** Acting Assignments processed
- **30** Reassignment processed
- **93** Extension of acting appointments processed

- Four **(4)** Accounts and Teachers Salary members of staff attended Government Accounting 1 Module 1
- **15** members of staff participated in First Aid and CPR training
- **20** staff members trained in My HR Plus
- Two **(2)** staff attended Employee Engagement Conference
- Three **(3)** members of staff attended Enterprise Risk Management at Mona school of Business.
- **94** members of staff trained in Financial and Procurement Practices
- One member of staff attended Organizational Development Conference
- **29** members of staff certified in NVQ-J Administrative Assistant level 2
- **12** members of staff trained in Project Management



# Staff HIGHLIGHTS

## OFFICE OF THE PERMANENT SECRETARY



PERMANENT SECRETARY'S OFFICE



EXECUTIVE SERVICES UNIT

## EDUCATIONAL SERVICES DIVISION



OFFICE OF THE CHIEF EDUCATION OFFICER (CEO'S OFFICE)



CURRICULUM AND SUPPORT SERVICES



TERTIARY UNIT



INDEPENDENT SCHOOLS UNIT





# Staff HIGHLIGHTS



**SPECIAL EDUCATION UNIT**



**MEDIA SERVICES UNIT**



**NATIONAL STUDENT REGISTRATION SYSTEM (NSRS) TEAM**



**SCHOOLS' PERSONNEL UNIT**



**TEACHERS' SERVICES COMMISSION**



**SAFETY & SECURITY UNIT**





## TARGET

First Degree Upskilling Initiative at the Excelsior Community College and the University of the Commonwealth Caribbean (UCC) continued.



MoEYI's Service Excellence Process Supported

Property maintained vis-à-vis maintenance plan

Homework Centre renovated and retrofitted

Aesthetic in lobby areas at Building 2 and Region 6 improved

Ramp installed

Sick Bay renovated and available for use (Caenwood Centre)

Inventory system updated for the management of assets and stocks

Creation of parking spaces

Air conditioning units serviced, repaired and installed

## STATUS/ACHIEVEMENT

- **71** Staff members commenced classes in the First Degree Upskilling Initiative Programme with the Excelsior Community College.
- **101** staff members commenced Bachelor's Degree in January 2019 for the First Degree Upskilling Initiative Programme with the University of the Commonwealth Caribbean (UCC).

- Customer Service Improvement Plan (CSIP) **97%** complete

Office area renovated:

- Tertiary Unit
- National Mathematics Programme Unit

- Renovation and retrofitting undertaken
- Fence installed

- Improvement of lobby, office spaces, corridors and conference room

- Service level arrangement initiated

- Sick Bay bathroom **97%** complete

- **241** location records prepared and posted

- Approximately **171** items boarded at the Caenwood Centre

- Creation of **15** additional parking spaces at Head Office

Eleven (**11**) AC Units serviced/repaired.

Twenty (**20**) AC Units installed



COVID Response for All Regions, Head Office and Agencies initiated



- Automatic sanitising dispensers installed in all Regions, Head Office and Agencies.
- Purchasing of masks for all essential workers including Special District Constables, Office Attendants and Gardeners.
- Assessment/audit conducted in all offices in light of the social distancing protocol.
- Social distancing signage placed in open areas
- Procurement of temperature guns for all front offices in Regions, Head Offices and Agencies
- Procurement of hand sanitizers, hand soap, alcohol for Regions, Head Office and Agencies
- Safety video re: COVID-19 Preventative Measures put in place at the offices developed and circulated internally and externally.
- Bulletins of Safety Rules place on notice boards internally

### TARGET

**100%** Individual plans reviewed within agreed timeframe

Development of organizational structures for Central Ministry based on functional profile completed

Updated Classification Schedule provided to the Ministry of Finance with all new posts, posts to be upgraded and vacant posts identified. Job descriptions for the upgraded posts to be provided

Revised Organizational Structure for the Finance & Accounts Division for submission to the Ministry of Finance & Planning for approval and request for new/upgraded posts

### STATUS/ACHIEVEMENT

- **2,062** of **2,475** Work Plans reviewed - **83%**  
- **1,385** of **1,399** appraisals processed - **99%**

- Draft structure **90%** completed

- **100%** of classification schedule completed. Posts now established on the Ministry's establishment

- **100%** of revised Organizational Structure for the Schools' Personnel completed and approved

- Revised structure for the Finance & Accounts Division approved by the MOF&PS with effect from September 2, 2019

## TARGET

Organization structure, JDS and classification schedule for Trench Town Polytechnic approved and submitted to MOF&PS

Prepare submission for the NET structure to MOF&PS for signature by the Permanent Secretary

Submission to MOF&PS for the organizational review of the Audit Division

Preparation of submissions to MOF on behalf of Agencies/schools requesting new or upgrading of posts

Structure for the HRM&A Division revised

Revised structure for the Planning Division with the Job Descriptions for submission to MOF&PS

Organization Structure, JDs and Classification Schedule for submission to the MOF&PS (M.I.S. Unit)

**60%** refund of tuition fees processed



Furniture audit conducted in **950** school

## STATUS/ACHIEVEMENT

- Organisation Structure Developed and approved

- **100%** of the Job descriptions and Classification Schedule prepared to accompany the submission

- Ministry has signed off on the proposed structure for NET

- Submission made to MOF&PS

- Two **(2)** submissions have been made to the Ministry of Finance for various requests for post to be activated or upgraded

- **90%** of Job Descriptions and Classification complete

- Classification Schedule completed

- **100%** of JDs and Classification Schedule completed and submission letter to MOF&PS completed and submitted

- **11** persons approved for **60%** refund of tuition fees

- Tertiary Grant for **311** children of teachers paid in the amount of nineteen million nine hundred and ninety nine thousand nine hundred and ninety nine dollars and forty eight cents (\$19,999,999.48)

- Furniture audit conducted in **986** schools which provided the basis for the allocation of **31,000** pieces of furniture to **360** schools.



Ad hoc

- Reviewed **42** Procurement Plans to ensure proper alignment with the Operational Plans and the Ministry's strategic objectives and goals.

## TARGET

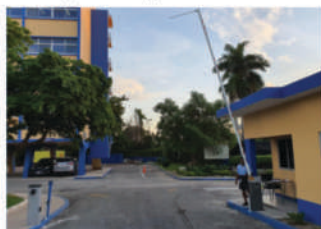
Commence the procurement process for the installation of elevators on Buildings 1 and 2

Procure **(3)** three vehicles and add to Ministry's Fleet in accordance with GOJ Guidelines

Security camera system upgraded at HC.

Conduct security inspections of Heroes Circle and Caenwood compound.

Security Access Control System at Heroes Circle and Caenwood Campus implemented



Database machine for identification cards procured for staff.

Identification Sessions for staff with expired cards conducted

Security apparels secured for Special District Constables (SDC)

Procured uniforms for **44** SDCs



## STATUS/ACHIEVEMENT

- Partnered with the NWA with the procurement of three **(3)** elevators (2 passengers and a freight). Contract reviewed and amendments being made.

- Three **(3)** vehicles purchased for the Ministry's Fleet



- Inspections of Heroes Circle and Caenwood completed
- Eight **(8)** officers assigned at Caenwood, **20** officers assigned at HC on a daily basis

- Ministry's Access System installed and upgraded as required
- Installation of an automatic barrier at entrance and exit gates - Head Office.
- **88%** safety measures put in place at Head Office and Caenwood Centre
- Buildings One and Two Lobby Door Security Systems operational
- Special District Constables' Manual developed and printed

- Identification database equipment procured and photo sessions being conducted

- Security apparels (batons, flashlights, uniforms, gloves, raincoats, rain/combat boots, among others) purchased and distributed to SDCs.

## TARGET

**30** audits conducted for the financial year

Verified Statements/forms and reports duly stamped with Internal Audit seal.

Conduct monthly follow-up reviews of School Accountability Matrix and provide report to the PS/Risk and Compliance Committee and AG where necessary

Initiate and follow through on recovery activities in accordance with policy framework and relevant legislative requirements



Ad hoc auditing assignments conducted

## STATUS/ACHIEVEMENT

- **26** audits conducted

- **90** files completed - Review of Gratuity payments
- **47** indebtedness /Family benefits files verified
- **60** batches (**209** applications) - \$46,461,181.50 **50%** tuition refund verified

- Partnered with Internal Audit Division and Department of School Services to streamline the audit recommendation of school audited
- Schools' Accountability Matrix with audit findings and recommendations prepared and sent to educational institutions for update
- Visited regions and schools to ensure compliance standards

- Recovery activity completed and payment arrangements initiated between individual party and educational institutions
- Fraud matter/breaches in the Ministry, agencies, department and educational institutions investigated
- Liaised with investigative bodies regarding reported fraud matters.
- Monitor the result of fraud matters reported to the police
- Recovery of the lost Asset and funds misappropriated in the Ministry, agencies department and educational institutions
- Attended court for fraud related matter involving the Ministry, agencies, department and educational institutions
- Liaised with the Ministry of Finance & Public Service in matters of waivers, reporting loss of assets or fraud.

- Collated and reviewed **13** audited financial statements of agencies, department and educational institutions
- Conducted compliance review based on established Governance Form and Accountability Checklist



## TARGET

Compliance Oversight



**120** media advisories per year requesting **100%** coverage of events

**240** interviews or media appearances per year

**96** news releases issued per year



Average **600** stories per year

Updates posted to social media platforms

Draft Cabinet Notes/ Submissions prepared as requested

Boards are in place

Up to date Annual Reports noted by the Cabinet and tabled in the Houses of Parliament

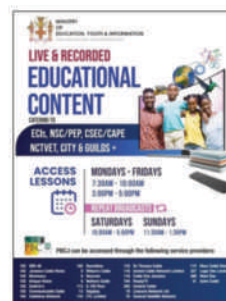
## STATUS/ACHIEVEMENT

- Participate on deliberations on the Ministry Audit Committee
- Participate in deliberations:
  1. Jamaica Library Audit Committee
  2. Human Resource Management Committee
- Organizers of the Compliance & Risk Management Committee, MoEYI Agency Oversight Committee and the Tertiary Oversight Committee
- Responded to compliance-related request and post-audit issues from the Permanent Secretary

- **140** Advisories prepared

- **57** interviews

- **91** press releases



- **549** newspaper stories

- **1,565** MOEYI FB posts

- **57** Cabinet Submissions
- **36** Cabinet Notes/Annual Reports
- One **(1)** submission to Parliament

**11** submissions sent to Jamaica Printing Office to be gazetted

**11** Annual Reports submitted for tabling

Ad hoc

## COVID 19 Interventions

- Existing Virtual Private Network upgraded to accommodate the increase in the number staff working from home
- Third-floor Conference Room, Building One outfitted with high tech video conferencing hardware to facilitate virtual meetings
- Laptop computers provided to approximately **30** staff members to facilitate work from home.
- Loaner cameras and microphones provided to several users
- Additional Microsoft Teams Accounts created to support virtual meetings
- One-on-one training provided to users in the use of online meeting platforms
- Onsite ICT Support Team available to support the Ministry

## TARGET

ICT infrastructure maintained at all MoEYI locations

MoEYI Websites and Web applications maintained



Enterprise Schools' Management System(ESMS) improved

Additional computers procured and deployed to staff

## STATUS/ACHIEVEMENT

## Operational activities conducted

- Maintenance conducted at five **(5)** Regional Offices
- eCensus Application developed and launched
- New web-based Textbook Application in an advanced stage of development. Demonstration of application conducted.
- Website for Safe Schools Project deployed
- New web-based application for the National School Leaving Certificate in an advanced stage of development.
- Google Classroom being implemented for online teaching and learning
- MySchools Jamaica selected as replacement for Education Management Information System
- **213** of **240** computers deployed to staff in various departments



## 2. EDUCATION AND TRAINING SERVICES

Education and Training Services provides support for all levels of education, including regional administration, training, and assessment. Special initiatives such as the National Numeracy and Literacy Programmes are also managed here. The sub programmes aligned to this initiative are: pre-primary, primary, secondary, higher education and training, Special Services needs, Curriculum Development and Support, student Assessment, Teacher Training and Development and Regional Educational Support.



### Early Childhood Education

Gives oversight for the development of children 0 to 8 years and supports Day Care Centres, Basic Schools, Infant Schools, Infant Departments and Grades 1-3 of primary level institutions



### Primary Education

Primary Education is offered to children in grades 4-6 of Primary, All-Age, and Junior High Schools. The educational offering at the primary level lays the foundation for knowledge, skills and competencies to operate at the secondary level.



### Secondary Education

This sub-programme is concerned with the delivery of Secondary Education in Grades 7-13 in High Schools and Grades 7-9 of All-Age and Junior High Schools



### Higher Education and Training

The provision facilitates the administration of the institutions in Tertiary sector as well as administer the scholarship programme and financial assistance to students.



### Special Needs Education

Special Education embraces those programmes designed to meet the educational needs of children, 4-21 years old, identified as having physical, intellectual, multiple disabilities, emotional behaviour disorders and learning difficulties. Government also gives assistance to several non-government Organizations which provide special education programmes.



### Curriculum Development & Support

This area supports the development, revision and monitoring of the Curricula, [currently the National Standards Curriculum (NSC)], to ensure relevance to meet the needs of the changing environment.





### Student Assessment

This area supports the preparation, coordination and administration of the examinations which are managed by the Ministry, and also includes Jamaica's contribution to the Caribbean Examinations Council.



### Teacher Training & Development

Teacher training is carried out primarily by the six Teacher Training institutions; the University of Technology; the University of the West Indies; the two Multidisciplinary Colleges - Bethlehem and Moneague; the College of Agriculture, Science and Technology; Edna Manley College of the Visual and Performing Arts and Knox Community College.



### Regional Education Support

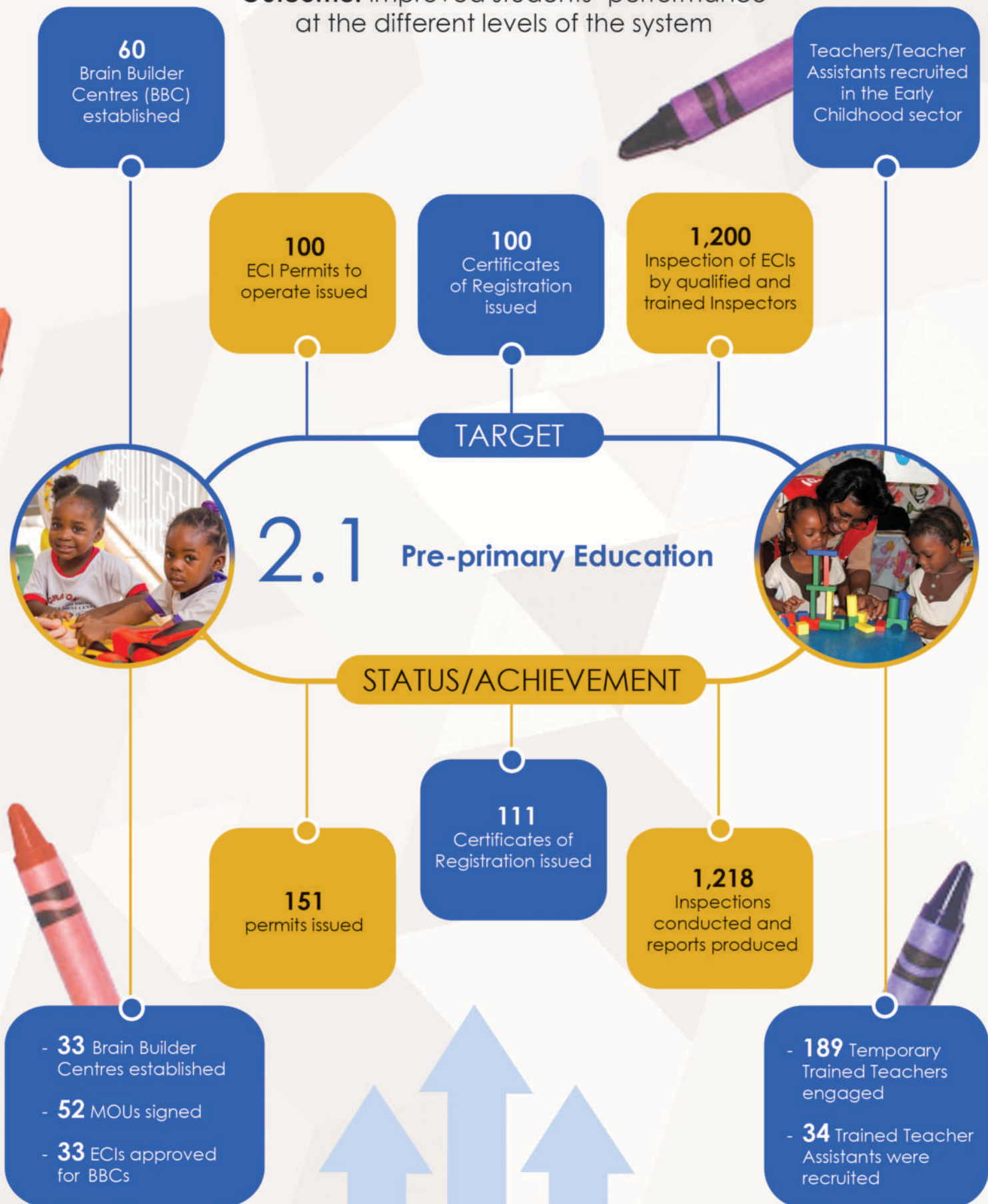
This area supports the operational activities of the Department of Schools Services, in the six (6) Regions.





## 2.0 Education and Training Services

**Outcome:** Improved students' performance at the different levels of the system



**2,000**

Classroom  
Observation  
completed for  
children 4-6 in  
all ECIs

Training and  
development  
programmes for  
Early Childhood  
Practitioners (ECPs)  
conducted

1st 1000 days  
Mobile app tested  
and launched for  
public use



**TARGET**

## 2.1 Pre-primary Education

**STATUS/ACHIEVEMENT**

**13,740** Early Childhood Practitioners (ECPs) trained in various service areas

- **2,433** Early Childhood Practitioners (ECPs) trained in Paediatric First Aid
- **2,435** Early Childhood Practitioners (ECPs) trained in Child Abuse and the reporting requirements under the Child Care and Protection Act based on OCR's criteria.
- **2,077** Early Childhood Practitioners trained in Universal Precaution and the Reporting Mechanisms under the Public Health Act
- **2,566** Early Childhood Practitioners (ECPs) trained in curriculum implementation (4-5 year old)
- **853** Early Childhood Practitioners (ECPs) trained in curriculum implementation (Birth-36 months) based on EC Curriculum standard
- **690** Early Childhood Practitioners (ECPs) trained in writing Policies and Plans based on industry standard
- **2,686** early childhood principals trained in Instructional Leadership

**3,136**

Classroom  
Observation Tools  
(COT) completed  
in **1,345** ECIs

Mobile App  
implemented and  
available for  
public use





Age Four  
Assessment  
administered to  
students

Inaugural PEP  
Assessment

Monitor the  
Implementation  
of the Grades 4-6  
Curriculum



TARGET

## 2.1 Pre-primary Education

## 2.2 Primary Education

### STATUS/ACHIEVEMENT

Age Four Assessment  
Test administered

Twenty seven **(27)**  
ECIs monitored for  
the age four  
assessment.

The first year of the Primary Exit  
Profile (PEP) assessment was  
successfully administered to  
grades 4, 5 and 6

- **38,918** students sat the PEP examination in 2019
- **31,017** students (80%) placed in one of their 7 choices
- **6,148** students (16%) placed according to location
- **1,606** students (4%) manually placed

- **300** schools monitored for implementation of the grades 1-6 curriculum across six regions.

- **53** NSC Workshops executed. Areas of focus included:

- Lesson Plan Writing
- Integrative Teaching
- Differentiated Strategies

- **314** primary school visits conducted



Supervisory and Administrative Support to GFLT, GFNT and PEP Examinations

PEP results analyzed to determine training interventions



TARGET

## 2.2 Primary Education

STATUS/ACHIEVEMENT

- **18** audits of educational support programmes conducted within schools across the six regions
- Sensitization sessions conducted
- **382** teacher training sessions conducted, impacting **5,194** teachers
- Approximately **60** Literacy workshops for Grades 4 & 5 students conducted
- Numeracy sessions conducted with 66 students and four (4) teachers to provide Mathematics support
- Analysis of Grade 6 PEP results conducted
- PEP space audit conducted in all high schools.

### PEP Intervention

- PEP 2019 results analysed
- Intervention Proposal prepared
- PEP lesson plans prepared and learning resources provided
- School visits; lesson observation and coaching conducted
- Over **4,000** educators trained/mentored in NSC in collaboration with the National Association of Teachers of English (NATE), Jamaica Teaching Council (JTC) and other stakeholders
- Over **2,000** students impacted by PEP student camps





Grade 4 Science Kits programme to be launched for 2018/19 school year

Micro-science kits in secondary schools project in Jamaica revamped in 2019

## 2.2 Primary Education

Audit of microscience kits completed in two schools

Science Kits procured and delivered to all primary schools across Jamaica.

Provide supervisory and administrative support for Secondary examinations



### TARGET

## 2.3 Secondary Education

### STATUS/ACHIEVEMENT

**808** School visits conducted to:

- Monitor language and literacy activities
- SMART observation tool used to monitor curriculum delivery
- Support the implementation of the NSC
- Monitor City and Guilds English Skills examinations
- Support School Based Assessments
- Provide support for APSE II and III and Special Schools
- Conduct APSE II and III Inventory (SNCOs)
- Facilitate training sessions in the Quality Education Circles

**68** workshops conducted in five regions to facilitate registration for CSEC/CAPE, CVQ and NVQJ

**157** teachers from **122** schools participated in CSEC Mathematics and English SBA camps

#### National Comprehensive Literacy Programme

- Twenty eight (**28**) secondary school visits conducted
- Students' CSEC English A Workshop
- Eight (8) sessions conducted, which impacted **469** students
- National Exit Exam Initiative
- City and Guilds English Skills examination monitored in **68** secondary schools

Coordinated the manual placement of **147** students in secondary schools for GNAT

GNAT space audit conducted in all high schools



Formalization of  
the seven year  
secondary school

Analyze CSEC and  
CAPE results to  
determine training  
interventions

TARGET

## 2.3 Secondary Education

STATUS/ACHIEVEMENT

- **124** CAP MOUs being reviewed for the integration of CAP Technical
- CAP programmes monitored in twenty schools for the integration initiative
- Sensitization sessions conducted across the sector
- Biodata collated for **34,720** students in grades 10 & 11 in anticipation of recruitment for the 2020 – 2021 period
- All (**128**) CAP centres across Regions monitored
- Collaboration efforts continued with the Career Advancement Programme (CAP), Centre for Occupational Studies (COS) initiatives to ensure smooth integration of programmes

### CSEC

**175,501** subject entries sat CSEC. **130,753** or 74.5% were awarded grades 1-3.

1.5 percentage point increase compared to the previous year.

Mathematics 54.6%

English Language 82.8%

7.4 percentage point increase in English Language compared to the previous year

### CAPE

**52,805** subject entries from public schools sat Units 1 & 2

- Average pass rate of 91.6%

- **36,862** students sat Unit 1 - 91.2% pass rate

- **15,943** students sat Unit 2 - 92.6% pass rate





Analyze CVQ, NVQJ and City and Guilds examinations and organize training based on identified needs.

## TARGET



# 2.3 Secondary Education



## STATUS/ACHIEVEMENT

- Professional learning community implemented for Vice Principals using Aris IT solutions.
- Analysis of students performance conducted for CVQ, NVQJ and City & Guilds conducted

### Intervention Strategies:

- Professional Development Sessions conducted in the following areas:
  - Interpreting Mathematics Objectives for the development of lessons
  - Establishing Inventory Records
  - Developing Assessment Plans: infusing the Depth of Knowledge
- Monitoring activities conducted to assist in improving students' outputs in CVQ, NVQ-J and City and Guilds Exams
- CSEC Intervention classes convened for:
  - Information Technology
  - English A
  - Hospitality Management

### CAP Performance – Mathematics (2019-20)

AWARD	#	%
Pass	2585	63
Fail	1488	37
TOTAL	4073	100

### English (Proficiency in reading, writing, speaking and listening) (2019-20)

AWARD	#	%
Pass	1832	51
Fail	1786	49
TOTAL	3618	100



Labour Market  
Driven Skills  
increased

Support the established  
framework for  
Integration of CAP as  
the additional two  
years at secondary  
schools.

## TARGET

# 2.3 Secondary Education

## STATUS/ACHIEVEMENT



### Occupational Studies

- **6 of 10** Occupational Associate Degrees programmes developed
- **18** Occupational Associate Degrees offered, one more over the targeted number

Occupational Bachelor's Degrees established

- Renewable Energy 90% completed

**Finalized partnership with five (5) Teachers Colleges to offer COS graduate teachers' degree.**

COS has collaborated with:

- Sam Sharpe Teacher's College and Excelsior Community College to offer COS graduate teachers degree.
  - Seventy-Five **(75)** students enrolled and **49** are on track to complete.

Preparations have begun for the second cohort to commence in September 2020

- CAP and COS transitioned into mainstream Ministry (Integrated 7 years of Secondary Education). Collaborative initiatives continue

- **190** centres - **151** High schools and **39** private/tertiary institutions island wide
- Seventy eight **(78)** schools monitored for TVET delivery





TVET Integration Plan developed for all primary and secondary schools

100% of schools with full Capacity to deliver TVET programmes

TARGET

## 2.3 Secondary Education

STATUS/ACHIEVEMENT



- Implementation Plans developed
- Forty five (45) TVET plans reviewed in five regions.

80% of schools equipped and ready to deliver TVET programmes

### Schools supported for TVET Programmes as follows:

Ten (10) workbenches procured for Seaforth High School at an overall cost \$640,700.00

- Keyboard and music equipment/accessories valuing \$374,342.85 procured to strengthen and enhance capacity building initiatives for the Performing Arts/Music programmes.
- Grants provided to six (6) schools each receiving \$120,000.00 to support Floral Arrangements programmes.
- BPO Headsets valuing \$696,625.00 procured to support training in call contact centre/BPO training under the Business Education.
- Eight (8) schools received de-feathering machines at an overall cost of \$863,622.32 to support the schools Agricultural (poultry) programmes.
- Refrigerator and equipment valued at \$289,911.51 procured for Maude McLeod High School to support the school's Home Economics Programme.
- Facility audits for Centre approval status conducted by NCTVET at 15 high schools

### National TVET Quality Awards:

- The MoEYI-LASCO TVET Teacher Award held in December 2019
- Continuous monitoring provided for the implementation of TVET Programmes in secondary schools

### TVET Rationalization support to schools as follows:

TVET Rationalization Coaster Bus for St. Elizabeth Technical High School costing Sixteen Million, Five Hundred Thousand dollars (\$16,500,000.00) was procured

- Two (2) TVET buses restored for utilization



80% of students  
registering to sit a  
TVET subject



Teachers  
certified as  
Trained  
Assessors

TARGET



## 2.3 Secondary Education

STATUS/ACHIEVEMENT



National Vocational Qualification (NVQ)  
June 2019 Statistics

CERTIFICATION NAME	COMPLETED	CERTIFIED COUNT	CERTIFIED %
Career Advancement Programme(CAP)	4,682	3,204	68.4%
Ministry of Education of Education schools	4,211	2,301	54.6%

**120** teachers  
trained as  
Competency Based  
assessors





**171** secondary schools having more than three TVET programmes



Cadet in schools programme

Learn Earn Give Save (LEGS) Programme 2019-2020 implemented in Primary and Secondary schools.



## TARGET

# 2.3 Secondary Education



## STATUS/ACHIEVEMENT

**171** secondary schools offering three or more than three TVET programmes

MoEYI collaborated with the Jamaica Combined Cadet Force (JCCF) to train and certify six hundred (**600**) cadets in fourteen (**14**) platoons in the following areas:

- Cadetting level III -CVQ Programme – **560** members (**28 schools**)
- Breakfast cook – **20** (**1 group**)
- Cake Decorator – **20** (**1 group**)

Sixteen (**16**) Cadet officers trained as Competency Based Assessors



**615** Interns engaged in Primary and Secondary schools under the LEGS programme.

Approximately **300** interns are in training across the Regions for the following groups:

- Commercial Food Preparation Level 2
- Business Administration Level 2
- Industrial Security Operations Level 1
- System Administration level 3



Grades 1-9  
curricula and  
teaching units  
distributed



School  
Inspections

## TARGET

### Primary Education / Secondary Education



## STATUS/ACHIEVEMENT

#### Curriculum Revision

- All **28** APSE I documents edited
- All **8** APSE II and III curriculum guides revised

Two (2) curriculum guides printed

- Desk review conducted for the Revised the Scope and Sequence of the Civics G. 1-9

Integrated Community Development Project (ICDP)  
MoEYI Literacy & Numeracy Project

- **147** teachers trained
- **158** school visits conducted to support the implementation of the NSC at the primary and secondary levels

NSC curricula distributed and audit conducted and additional curricula needs established

Printed and commenced distribution of the following:

- **7,800** additional Grades 1-3
- **21,558** additional Grade 4-6 Curriculum Guides
- **5,447** additional Grade 7-9 guides

This is the core area of operation of the NEI. One hundred and seventy-one **(171)** public schools, **133** primary and **38** secondary, were inspected for the period. This brought the total number of schools re-inspected to 843 since the baseline report was published in 2015.





Chief Inspector's  
Report

Inspection  
Support

## TARGET

### Primary Education / Secondary Education

## STATUS/ACHIEVEMENT

The report on the Chief Inspector's findings, on **697** school inspections, was presented on November 6, 2019, to the HMEYI and the executive team.

Among other things, one of the key findings was that there were improvements in all eight indicators of school effectiveness. Importantly, more schools were rated as effective when compared with their baseline results. This could be reflective of the positive effects of the interventions of school leaders and the MoEYI's school improvement efforts on the ground.

Inspectors were ably supported in the conduct of inspections through the logistical and liaison activities of the Inspection Support Unit. The Unit provided customer care services to **171** schools relating to these functions:

#### SCHOOL LIAISON

- Notify schools of inspection
- Clarify inspection protocol
- Respond to queries and concerns from schools
- Collect, verify, package and disseminate documents received from schools
- Provide inspection team leaders with school information and school inspection packages
- Archive inspection packages post school inspection

#### SCHOOL LOGISTICS

- Create annual inspection plan
- Create and monitor school inspection schedules
- Monitor school inspection cycle
- Confirm the availability of contrast inspectors
- Deploy inspectors based on availability, location, specialism and suitability
- Manage the cost of school inspections
- Provide logistics and accommodation support





Research and Information

Quality Assurance

## TARGET

### Primary Education / Secondary Education

## STATUS/ACHIEVEMENT

The Research and Information Unit managed the acquisition, conversion and utilisation of data in support of the inspection process. During the period the following were produced:

- **1** Principals' Perception Report
- **112** Satisfaction Survey Reports
- **174** School Performance Profiles
- **10,000** students, **882** principals and **3,000** teachers surveyed

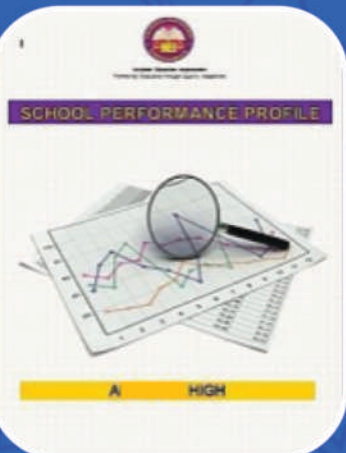
The Quality Assurance Unit ensured that quality and standards were maintained in the field as well as for the school inspection reports. During the financial year 19/20, the unit conducted **28** quality assurance field visits, quality assured **218** draft inspection reports and finalised and published **82** inspection reports. Also, the backlog of unwritten inspection reports was successfully cleared.

### ACCESS DATASETS

- School Demographic Data
- GOILP
- GFLT/GAIN
- GSAT/PEP
- CSEC
- City and Guilds
- NVQJ

### DATA CONVERSION

- Clean, verify and validate
- Data Representation
- Analyses





Quality Assurance

Capacity Building

Improved Public Relations

## TARGET

### Primary Education / Secondary Education

## STATUS/ACHIEVEMENT

#### QUALITY ASSURE THE WORK OF INSPECTORS IN THE FIELD

- Visit the school
- Interview the Principal and other school personnel
- Evidence check
- Write report

#### QUALITY REVIEW INSPECTION REPORTS

Sevidence presented by the inspectors and as per standard

- Quality check and read draft inspection reports
- Distribute reports to schools and DSS
- Review and respond to stakeholders' feedback

#### FINALIZATION AND PUBLICATION

- Edit school inspection reports
- Publish to schools, DSS, NEI's website ([www.nei.org.jm](http://www.nei.org.jm))

For the period under consideration, the NEI remained committed to improving the quality of the human resources both internally and in support of the MoEYI's school improvement efforts. Activities were undertaken in the following categories:

- Refresher Training sessions for contract inspectors
- Staff Inspectors' Training
- NEI staff development sessions
- Support for School Improvement developmental activities

During the year, the NEI maintained relationships with internal and external partners and forged new linkages with others to position itself as the preferred Regional Education Quality Assurance Authority. The list includes, but is not limited to the **Jamaica Diaspora Education Task Force; CARICOM; Ministry of Education, Science and Culture - Suriname; The Mico University College; Caribbean Centre for Educational Planning (CCEP) and the School of Education - UWI**. Also, the NEI has maintained a strong presence online. The total number of hits for the period was **65,829** with **7,185** new users. The top five countries were Jamaica, USA, Canada, Nigeria and the UK.





Implement  
Behaviour  
Management  
Programmes

## TARGET



## Primary Education / Secondary Education



## STATUS/ACHIEVEMENT

- Monitoring and support provided across the sector in School-Wide Positive Behaviour Intervention and Support (SWPBIS) programme
- Implementation of the Values & Attitudes programme in all schools. Theme for 2019-2020 was "Values Shape Your Destiny; Keep Them Positive."
- Continuous intervention measures initiated for At Risk students following assessments/evaluation
- School visits conducted to gather data on students at risk:
  - ascertain factors impacting student absenteeism
  - respond to students with maladaptive behaviours in schools

### SWPBIS Tier 1 training

- Capacity Building session conducted
- SWPBIS Framework Implementation monitoring visits conducted
- SWPBIS Tier 1 Workshops/trainings conducted.

### SWPBIS Tier 2 training

- Tier 2-Workshops conducted for approximately **25** participants from JSIF supported schools.

### SWPBIS Tier 3 "Wrap-Around" services for students identified

- Fifty seven (**57**) Psychosocial Support sessions held for APSE
- Five (**5**) RSWPBIS sessions conducted
- Triple C - Parent Edition Workshop held to assist at risk students impacting **12** schools and **80** participants
- **19** Parent consultations conducted to provide psychosocial support
- Interventions applied for thirty-six (**36**) special cases

### SWPBIS Implementation monitored for Tiers 1-3

Seventy- eight (**78**) monitoring visits conducted to assess the implementation of Guidance Programmes in schools.

Revision of Guidance and Counselling Programmes

Substance abuse sessions conducted





Schools Safety and security programme implemented

National Parenting Support Commission

## TARGET

### Primary Education / Secondary Education



## STATUS/ACHIEVEMENT

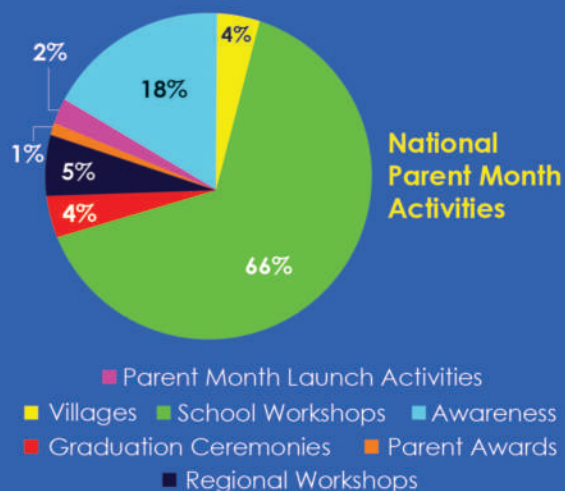
- All schools provided with a Safety and Security toolkit
- Monitoring and support provided across the sector for the Safety and Security Programme
- **35** walk-through metal detectors procured and **28** installed
- Sensitization sessions conducted with principals on the development of Safety and Security Plans

Regional Literacy Fairs conducted impacting the sector

- \$12 Million commitment from UNICEF towards Parenting Policy

#### National Parent Month

- Partnership established with **24** MDAs and NGOs for National Parent Month



- **3** Parent Villages
- **54** school-based workshops
- **3** regional workshops
- Launch
- Church Service
- **4** graduation ceremonies
- National Parent Awards
- Awareness-building events



National Parenting  
Support Commission

## TARGET



## Primary Education / Secondary Education



## STATUS/ACHIEVEMENT

### Implementation of the Effective Parenting Intervention Framework

- JSIF Project –on-going training of **300** parents whose children present with challenging behaviours in **10** schools in KSA
- Additional support given through assigned parent mentors who conduct home visits.

### Parent Mentorship Programme

- **150** Parent Mentors graduated from **10** module programme.
- Parents deployed to work in schools to drive parental involvement in education
- **700** parents on GoJ social protection programme graduate from 6 month parenting programme

### Stay Connected Programme

- Project supported by LASCO Foundation for Clan Carthy High School
  - **30** parents acknowledged for attending all sessions for the first **14** weeks
- Programme implementation commences in Cedric Titus High School and Paul Bogle High
- **150 Parent education sessions conducted**
  - **54** schools benefit from sessions under the **9** pillars of the "Be the Influence" campaign

### Parenting Education Sessions conducted with:

- Staff of the Auditor General Department, Sagicor, KSA Family Court and **12** Parent Teachers' Associations (PTA)





National Parenting  
Support Commission

## TARGET



## Primary Education / Secondary Education



## STATUS/ACHIEVEMENT

### Parent Place Programme

- **6** Parent Places revamped/established

### Training & Capacity Building

One thousand households impacted from Parenting Education Programmes

Curriculum Strategies:

- (a) Numeracy - **100** Parent Mentors trained by Core Curriculum Unit
- (b) Literacy - **100** Parent Mentors trained by Latin America and the Caribbean (LAC) Reads Capacity Program /USAID

### Outreach Activities/Roving Parenting Education

- **38** persons impacted from psycho-social sessions conducted
- **1,200** school visits conducted through the Parent Mentorship Program
- Risk Assessment intervention implemented in several schools
- Initiated contact with HEART Trust/NTA for literacy support for 125 parents

### From Street Talk to Real Talk

- **10** districts in Hanover
- **12** Districts in Martha Brae

### Roving Parenting

- **2** visits conducted in Mount Salem
- **3** visits conducted in West Kingston
- **3** visits conducted in Sterling Castle

### National Parent Villages

- Outreach conducted at 3 locations (Westmoreland, St. James and St. Ann)

### COVID-19 Response

Partnered with VMBS Foundation, UNICEF & Fight for Peace

- **36** helplines in support of COVID 19 established
- Training in Psychosocial First Aid for **36** Parent Mentors





# Staff HIGHLIGHTS



**TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET)**



**ESMS PROJECT IMPLEMENTATION TEAM**



**CENTRE OF OCCUPATIONAL STUDIES (COS)**



**TEAM REGION 3**



**TEAM REGION 5**



**TEAM REGION 6**





# Staff HIGHLIGHTS



**TEAM REGION 7**



**PLANNING AND DEVELOPMENT DIVISION**



**FINANCE DIVISION**



**HUMAN RESOURCE MANAGEMENT & ADMINISTRATION**



Work permits for suitably qualified foreign nationals reviewed and recommendations made

- Registration process operationalized for Tertiary level Institutions

- Fifteen **(15)** inspections completed  
- Fourteen **(14)** reports completed

- Institutions registered



TARGET

## 2.4 Higher Education and Training

STATUS/ACHIEVEMENT

- **46** work permit applications reviewed and recommendations made

- Draft of proposed revised process completed  
One **(1)** institution visit conducted using the new draft process.

- Four **(4)** inspections completed  
- Two **(2)** reports completed

One **(1)** institution (IIRQ) registered.

**8** JTEC online Registration (institutional) accounts re-activated





## 2.4 Higher Education and Training

### TARGET

Revised NQF-J governance framework implemented

Qualifications reviewed and placed on manual NQF-J Registry



Institutions evaluated for registration

Public events executed



Caribbean Aviation TRAINING CENTRE



BSJ Bureau of Standards Jamaica



### STATUS/ACHIEVEMENT

- New Qualifications Committee appointed.
- NQF-J Framework operationalised
- Qualifications Register of Jamaica (interactive database) developed.

- Qualifications pilot placement has started.
- Three (3) technical analyses completed

GoHigher Conference 2019 successfully executed

• 394 participants impacted

Seven institutions evaluated for registration:

1. Caribbean Military Academy (CMA)
2. Gomex
3. Lincoln College (Careers Abroad Institute)
4. Aviation College (formerly University)
5. Institute for Workforce Education and Development (IWED)
6. BSJ
7. Institute of International Recognised





Research conducted

Evaluate twenty five (25) new programmes submitted for accreditation

Evaluate twenty five (25) Programmes for re-accreditation

TARGET

## 2.4 Higher Education and Training

STATUS/ACHIEVEMENT

Research projects initiated:

1. Rate of Return on Investment (Personal) in Higher Education
2. Impact of Government of Jamaica Financial Assistance on Student Success

**12** New Programmes evaluated for accreditation:

1. EdD. Ed Leadership - Temple U.
2. MBA - UCC
3. Sc-Prod & Op Mgmt - UCC -
4. Sc Health Sciences - AAIMS
5. ASc IT - ECC
6. BSc Environ Studies - ECC
7. ASc ICT - VTDI
8. ASc ECE - JBTE/Teachers' Colleges -
9. ASc Social Work - ECC
10. ASc Psychology - ECC
11. AASc MIS - BTCC
12. BSc THM - UCC

**30** Programmes evaluated for re- accreditation:

1. ASc Business Studies-ECC
2. BSc Business Studies-ECC
3. BSc Business Studies - MBCC
4. ASc HTM-MBCC
5. BSc HTM-MBCC
6. Master Divinity-CGST
7. MA Interdis. Studies-CGST
8. MA Theology Studies - CGST
9. Leadership Dev-NCB
10. Management Dev - NCB
11. BSc Bus. Admin - UCC
12. CEMPA - UCC
13. CEMBA - UCC









Institutions monitored  
- 10 status reports  
reviewed

Credential Assessment  
Statement prepared  
- Foreign 95%  
- Local 100%



Develop three (3)  
standards for  
occupational degree  
programmes

TARGET

## 2.4 Higher Education and Training

STATUS/ACHIEVEMENT



Eight (8) Annual Status  
Reports reviewed to date:

- University of Technology (UTech) - 4
- Jamaica Theological Seminary (JTS)
- Jamaica Stock Exchange e-Campus (JSE)
- Caribbean School of Medical Sciences (CSMSJ)
- School of Paramedical Sciences (SPACS)

### Foreign

Applications processed = **172** (CSME = **16**;  
Recognition = **101**; Equivalency = **55**)  
**95%** applications assessed within timeline

### Local

Applications processed = **187** (CSME = **24**;  
Recognition = **39**; Equivalency = **121**)  
**96%** applications assessed within timeline

Three (3) Standards for  
occupational degree  
committees effected

- Agricultural Supervision  
**50%** complete
- Agro Food Processing  
standards **50%** complete
- Beauty and Wellness  
approximately **80%**  
complete





## 2.4 Higher Education and Training

### TARGET

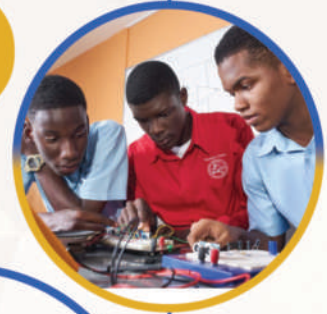
Generic standards prepared

Populate item banking software

One short course to be selected based on needs assessment

Introduction of the new item bank system

ISO 9001:2015 certified



### STATUS/ACHIEVEMENT

Generic Bachelor's and Postgraduate standards completed.

Pilot of system completed and software being utilised

Exams Department staff trained to populate the Bank

- Evaluation, Procurement and Management of Change documents updated and approved for use.
- Pre-Certification audit conducted
- Risk Management Session conducted

Digital Literacy course developed







Implementation of the Flexible Assessment Framework/ Guidelines

Flexible Assessment delivered in Labour Market Demands (LMD) Areas



TARGET

4 Established Assessment Centres evaluated to increase access to quality assessment and certification

## 2.4 Higher Education and Training

STATUS/ACHIEVEMENT

**16,567** applications being processed for the June 2020 Assessment

Administered examination for **6,906** candidates registered for the February 2020 cycle

**7,287** Online assessments conducted

**148** items uploaded to support the online initiative

**120** test items developed for Youth Development and uploaded to the Online Platform

Bank of Assessment Instruments updated to facilitate the aggregate online assessment offerings

Four **(4)** Site Evaluation Audits conducted:

- Garmex Academy
- Seaford Town VTC
- HCHS
- Gomex Institute of Technology

Administered Assessments for over **37,000** candidates registered for the June 2019 Exam cycle

**166** On-the-Job External Verification activities conducted

Quality Assurance requirements for Assessment Centres have been drafted and submitted

Participated in the ISO 9001:2015 surveillance audit

Certification – March 2020

AWARD	MARCH 2020	TOTAL YTD
CVQ	161	4,266
Job	71	5,083
Customized	782	5,343
NVQ-J	532	14,127
<b>TOTAL</b>	<b>1,548</b>	<b>28,819</b>





4 Established Assessment Centres evaluated to increase access to quality assessment and certification

Prior Learning assessment and recognition strategies facilitated

TARGET

## 2.4 Higher Education and Training



STATUS/ACHIEVEMENT

Registration

CLIENT TYPE	YEAR		
	JUNE 2018	JUNE 2019	JUNE 2020
CAP	7,809	7,983	5,280
MoEYI Schools	9,445	9,865	9,667
HEART	2,359	8,707	7,995
Private	437	598	870
<b>TOTAL</b>	<b>20,050</b>	<b>27,153</b>	<b>23,812</b>

June 2019 - Student Assessment Information

CLIENT TYPE	YEAR				
	JUNE 2015	JUNE 2016	JUNE 2017	JUNE 2018	JUNE 2019
<b>CAP</b>	3,436	3,125	5,453	7,731	11,923
<b>MoEYI Schools</b>	6,435	6,328	8,122	9,393	15,381
<b>HEART</b>	61	582	331	1,434	8,506
<b>Private</b>	253	488	533	415	1,846
<b>TOTAL</b>	<b>10,185</b>	<b>10,523</b>	<b>14,439</b>	<b>18,973</b>	<b>37,656</b>



1 Prior Learning sensitization session conducted





Sector Skills Councils operationalized



Standards developed based on labour market demand requirements

Increase access and participation for ALL to benefit from TVET and other training programmes aligned to labour market demand

4,976 students enrolled at the VDI

TARGET

## 2.4 Higher Education and Training

STATUS/ACHIEVEMENT



Sector Skills Councils meetings conducted:

- Creative Industries, Sports & Recreation and Media & Entertainment
- Energy
- Agriculture

NVQ-J logo competition launched August 2019

Stakeholders Consultation for the Redesigned Packaged of the Competency Standards for National Qualification launched

- **15** Qualification Plans developed
- **17** Customized Programmes developed
  - Fifty (**50**) Digital Badges issued for six (**6**) Customized Programmes
- Seven (**7**) Facilities Standard developed
- **40** Job qualifications developed

**520** teachers participated in Summer Capacity Building training programmes in the following areas:

- Floral Arrangement
- Computer Aided Design (CAD)
- Renewable Energy
- Soft Furnishing
- Air Conditioning
- Printing and Graphics
- Green House Technology
- Container & Vegetable Garden
- Business Processing and Outsourcing (BPO)

4,760 (96% achieved)



# CARIBBEAN TVET

Increase access and participation for ALL to benefit from TVET and other training programmes aligned to labour market demand



4,976 students enrolled at the VTDI by March 2020

TARGET



## 2.4 Higher Education and Training

STATUS/ACHIEVEMENT



Additional training conducted:

- CBET Teaching and Learning Strategies (45)
- Item Writing (20)
- Master Trainers (23)
- Supervisory Management (37)
- Voice and Speech (28)
- Customer Service (100)
- BPO IT Technical Support (164)
- Fundamentals of Close Circuit Television (17)
- Completers across programmes (15)
- NVQ-J Level 4 in Assessment (23)
- TVET Exploration Programme (137)
- NVQJ Certificate in Assessor Training (240)
- Certificate in Computer Aided Drafting (CAD) for Teachers of Technical Drawing (74)

AWARD TYPE	ACTUAL	PLANNED
Associate Degree	449	506
Bachelors Degree	430	469
Certificate	1,047	2,552
Certificate of Completion	167	0
Certificate of Competence	9	0
Certificate of Participation	305	323
Diploma	241	202
Joint Certificate	695	0
NVQJ Certificate	470	0
Other Certificate	468	0
Post Graduate Diploma	479	436
Undefined	479	436
<b>TOTAL</b>	<b>4,760</b>	<b>4,976</b>







2,933 students certified at the VTDI by March 2020

At least two online programmes, in a bid to increase access to VTDI's programmes, developed by March 2020.

- NVQ-J L4 in Assessment
- PGD in Career Counselling
- PGD in Education and Training

TARGET

## 2.4 Higher Education and Training



STATUS/ACHIEVEMENT

AWARD TYPE	ACTUAL	PLANNED
Associate Degree	41	136
Bachelors Degree	62	62
Certificate	827	2,010
Certificate of Completion	148	0
Certificate of Competence	9	0
Certificate of Participation	262	260
Diploma	40	55
Joint Certificate	157	0
NVQJ Certificate	246	0
Other Certificate	449	0
Post Graduate Diploma	112	137
Undefined	0	273
<b>TOTAL</b>	<b>2,353</b>	<b>2,933</b>

1. NVQ-J L4 in Assessment – 100% developed

2. Postgraduate Diploma in Education and Training – 79% developed

15 courses completed out of 19



## 2.4 Higher Education and Training

### TARGET

Four strategies to promote the visibility of the VTDI implemented by March 2020

- TVET in Action held
- Promotional video developed
- Mobile App developed
- Presentations at Conferences delivered

At least two programmes accredited/re-accredited/approved by March 2020

At least two partnerships to support capacity building, institutional development and/or programme delivery established/strengthened by March 2020.

Creation of diagnostic centres at CASE, Sam Sharpe and Church Teachers' College



### STATUS/ACHIEVEMENT

**3 of 4** Strategies implemented:

Promotional Video  
Mobile App  
Presentations at Conferences

#### Accreditation

- Associate Degree in ICT
- Bachelors of Science Degree in ICT

#### Re-approval

- Bachelors of Science Degree in Career Development

Case Diagnostic Centre design Consultancy being undertaken

Sam Sharpe operationalised since 2018

Church Teachers' College operationalised since 2019

- Ministry of National Security (& UNDP)
- FHI360 - (partner institutions CCCJ, UTECH, VTDI)

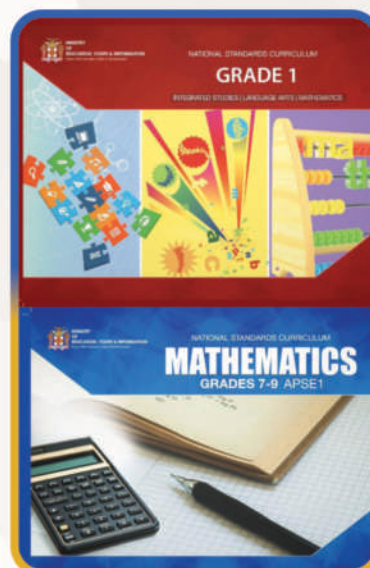








Monitor the  
implementation  
of the curriculum



TARGET

## 2.6 Curriculum Development and Support

STATUS/ACHIEVEMENT

- SMART observation tools used to monitor the delivery of lessons in **179** schools

- Textbook audits conducted in **30** high schools in the six regions to determine curriculum support needs

### Mathematics needs based professional development programmes:

- **696** professional development pull out sessions conducted for primary and secondary teachers and mathematics educators
  - **5,743** students impacted
- **22** Secondary coaches supporting **86** schools in Mathematics

- **54** Primary coaches supporting **209** schools in Mathematics
- **900** Mathematics teacher workshops conducted with **17,182** participants
- **1,683** Lesson Observations
- **1,462** Principal Consultations
- **4,512** Teacher Consultations

School visits conducted to support the implementation of the NSC

NSC curricula distributed across the sector.

Curriculum audit conducted  
- Distributions made to public and private institutions of

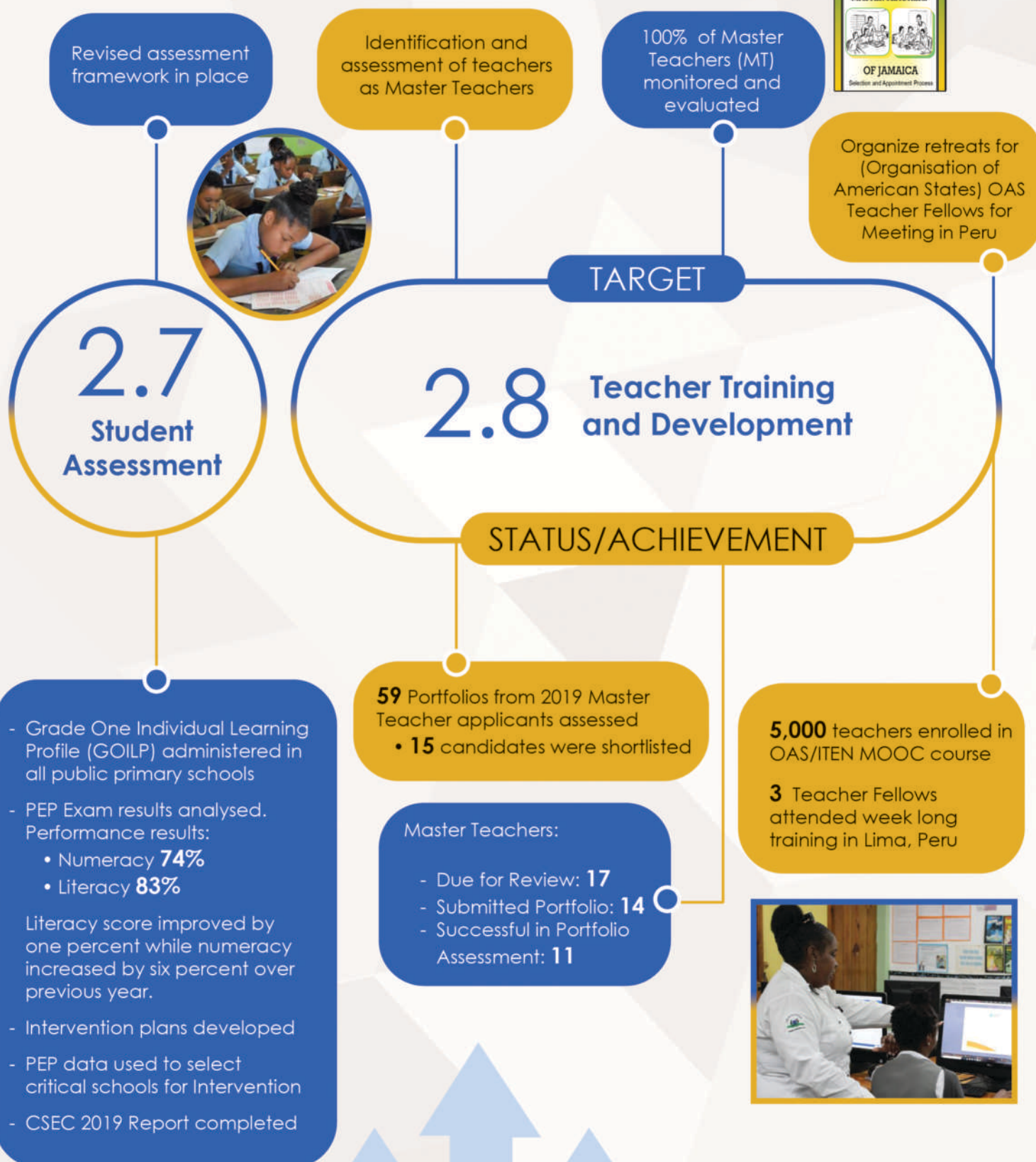
Guides and Scope and Sequence for term 1

The following sessions were conducted, as per specialised subject areas

- Coaching demonstration lessons
- Student motivational sessions
- Common Planning Time sessions
- Student pull - out sessions
- SMART lesson observations
- Vetting of lesson plans/ Assessment Plans
- Review of SIP Plan
- CIT audits







## 2.8 Teacher Training and Development

### TARGET

Identification and training of Mentors in the profession

At least **420** trained Mentors

At least **20** secondary schools engaged with Boys mentorship programme

Beginning teachers inducted into the profession

Handbook completed, edited and published

### STATUS/ACHIEVEMENT

Six (**6**) schools selected as training sites for mentorship  
40% completion of post mentorship online training assessment (two of the five units in the mentorship programme completed)

**194** mentors have completed all four units of training, were pinned and certified

- Thirty five schools across **6** regions targeted for training
- Commenced discussions for training session for skills training and small Business start-up
- Attended International Mentorship Day-Boys Mentorship Programme event hosted by British Council
- Attended Steering Committee Meeting of Boys Can Programme

Mentorship Handbook revised

Beginning Teachers Career Day/ Job Fair hosted at Mico University College

- **85** beginning teachers in attendance

**1,074** beginning teachers inducted into the profession









**25** Middle Leaders' Trained in the Middle Leaders' Training Programme (MLTP)

**30** Customised Professional Intervention (CPI) delivered and developed

**75** participants enrolled in the seventh cohort of the Aspiring Principals' Programme certified and assessed

**40** school leaders newly trained as coaching mentors (System and School Leaders' Coaching Programme)

**50** school leaders trained in the Leadership of Math (LoM) Programme

**TARGET**

## 2.8 Teacher Training and Development

**STATUS/ACHIEVEMENT**

**146** participants enrolled for training

**20** participants trained in the SSLCP

**78** principals and Heads of Departments trained

**25** enrolled in programme

**40** CPIs delivered









# Staff HIGHLIGHTS



**MANAGEMENT INFORMATION SYSTEMS (MIS) UNIT**



**INFORMATION DIVISION**



**COMMUNICATIONS UNIT**



**YOUTH & ADOLESCENT POLICY DIVISION (YAPD)**



**CHILDREN'S AFFAIRS AND POLICY DIVISION (CAPD)**



**LEGAL SERVICES UNIT**





# Staff HIGHLIGHTS



TECHNICAL SERVICES UNIT

## AGENCIES



EARLY CHILDHOOD COMMISSION (ECC)



JAMAICA LIBRARY SERVICES (JLS)



OVERSEAS EXAMINATIONS COUNCIL (OEC)



UNIVERSITY COUNCIL OF JAMAICA (UCJ)





# SUPPORT SERVICES

## STUDENT

Student Support Services programme facilitates the provision of financial assistance to students at the secondary and tertiary levels by way of scholarships and awards based on merit and financial support based on need. The area also provides nutritional support to students in need up to the secondary level through the cooked lunch programme operated by schools and the snack programme operated by the Nutrition Products Limited (NPL). Three sub programmes are aligned to the programme: School Nutrition Support, Scholarships and Awards and Student Financial Assistance.

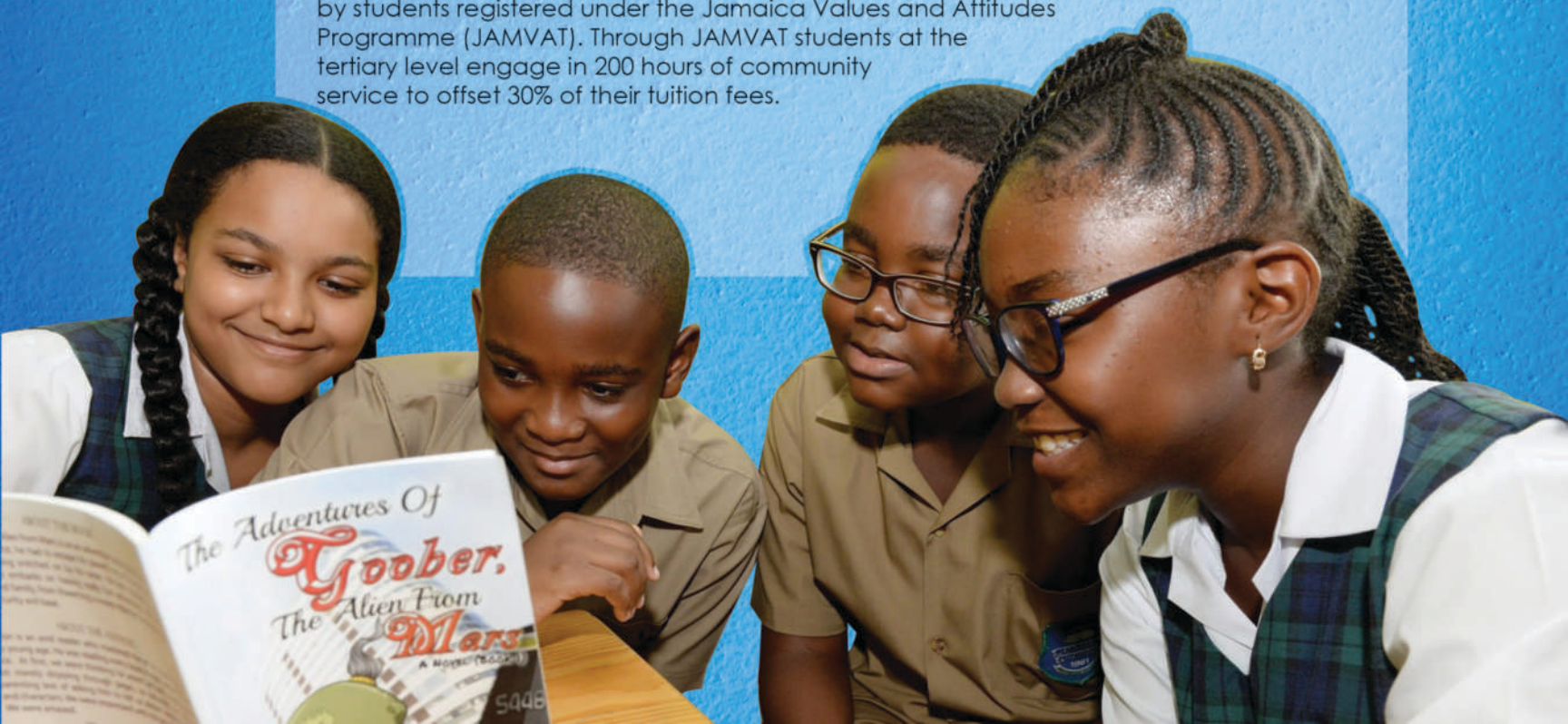
**School Nutritional Support** - This area supports the administration of the School Feeding Programme including snacks provided by the Nutrition Products Limited (NPL) and the cooked lunch programme being operated in schools.



**Scholarships and Awards** - The funds will finance the award of the following scholarships:-

- Jamaica Scholarships - awarded to students based on their performance in GCE, A Level examinations
- Jamaica Exhibition Scholarships - awarded on the basis of the University entrance examination
- Jamaica Technical High School Scholarships - awarded on the basis of the CXC results
- Under-graduate Emancipation Scholarships
- Post-graduate Emancipation Scholarships
- University of Technology Scholarships
- Scholarship for top performers in the primary level exit examinations

**Student Financial Assistance** - This allocation facilitates the provision of financial assistance to students in need at the secondary and tertiary levels. This includes the stipend received by students registered under the Jamaica Values and Attitudes Programme (JAMVAT). Through JAMVAT students at the tertiary level engage in 200 hours of community service to offset 30% of their tuition fees.





# 3 STUDENT SUPPORT SERVICES

OUTCOME: IMPROVED ACCESS TO SOCIAL SERVICES FOR STUDENTS IN NEED

## 3.1

### SCHOOL NUTRITIONAL SUPPORT

#### TARGET

PATH Nutritional Support and Feeding Grants disbursed within prescribed timeframe to support breakfast and lunch programmes



#### ACHIEVEMENT

All Grants disbursed according to the schedule

Children at the Early Childhood level receiving nutrition Support



**18,732** students benefitted from the snack component of the Programme

138,000 pupils to receive lunch



**70,000** children in **822** schools (early childhood)



# 3 STUDENT SUPPORT SERVICES

OUTCOME: IMPROVED ACCESS TO SOCIAL SERVICES FOR STUDENTS IN NEED

## 3.1

### SCHOOL NUTRITIONAL SUPPORT

#### TARGET

Monitor programme and expenditure of funds disbursed for Grants

**18, 713** Snacks manufactured per day meeting quality assurance standards ratified by Bureau of Standards Jamaica (BSJ)

Procure the required equipment/machinery for the individual packaging and labelling for all meals to be delivered to the beneficiaries of the School Feeding Programme (SFP).



#### ACHIEVEMENT

##### PATH BENEFICIARIES:

- **149,000** Primary and Secondary level
- **79,000** Early Childhood students
- **2,243** Wards of the State

As a result of COVID-19, support was provided to all students under the PATH (**98,849** daily) for March 2020

Actual delivery – **18,909** units

This reflects **101.10%** of the total amount budgeted to be delivered to schools

All products are individually packaged and labels are BSJ compliant





# 3 STUDENT SUPPORT SERVICES

OUTCOME: IMPROVED ACCESS TO SOCIAL SERVICES FOR STUDENTS IN NEED

## TARGET

Retrofit high energy consumption equipment/ machinery with energy saving devices on a phased basis.



## 3.1

### SCHOOL NUTRITIONAL SUPPORT

## ACHIEVEMENT

- Water saving/conservation devices installed
- Occupancy sensors installed at all three **(3)** factories
- Energy Audits have indicated significant decreases in electrical consumption for each plant.

**\$5,764,199.40** in savings.

Approximately **26%** reduction in consumption when compared to the 2018-19 period

## 3.2

### SCHOLARSHIP AND AWARDS

Application for financial assistance shortlisted and processed



**299 of 393** students were approved for Financial Assistance

- 211** MSTVET scholarships valued at \$106,799,986
- 95** MBBS scholarships valued at \$198,360,000
- 16** In - Service grants valued at \$4,000,000
- 498** grants valued at \$78,685,900



## 3.3 STUDENT FINANCIAL ASSISTANCE

### TARGET

Financial Assistance for Tertiary Education (FATE) programmes advertised.



### ACHIEVEMENT

Financial assistance programmes restructured and marketed



Payment prepared for the following:

- JAMVAT \$106,022,972.27
- JTEC/MOE Nil
- CAAM-HP - US\$248,172.40
- Financial Assistance for Tertiary Education (FATE) \$29,969,040.72
- Mathematics and Engineer students \$195,682,448.48





## 4. PUBLIC EDUCATION AND INFORMATION


Public Education and Information programme is responsible for ensuring that the appropriate Policy and Legislative Frameworks for the regulation of the Electronic Media Sector are in place, as well as ensuring access to and the management of official records and information. It also facilitates public access to information through the library services as well as stakeholder communication.

**Records Information and Management** - Under the authority of the Archives Act 1982 and Regulations 1988, this Programme is responsible for:

- the preservation and storage of archival and other official records for current and future use;
- the efficient and effective management of official records at all stages of life cycle;
- the timely disposal of records which no longer have value;

**Public Library Services** - This area offers information, recreational and educational services through a network of school and public libraries. This is further enhanced by the provision of free access to computers and the Internet through Public Libraries island-wide.

**Information Regulatory Services** - This ensures that there are appropriate Policy and Legislative Frameworks for the regulation of the Electronic Media Sector.

4. PUBLIC EDUCATION AND INFORMATION		
Outcomes: Increased access to high quality Government records Increased compliance by key stakeholders to the existing legislative framework		
4.1 RECORDS & INFORMATION MANAGEMENT	TARGET	ACHIEVEMENT
	Records controls and maintenance processes Coordinated and monitored	<b>50</b> MDAs monitor Sessions held-records survey/inventory monitored, including the Kick-off Survey Training
	<b>2</b> MDAs records survey/inventory	
	<b>16</b> stakeholders sensitized	<b>16</b> MDAs sensitized
	<b>25</b> MDAs senior managers Buy-in & Signed RIM Charter	<b>43</b> MDAs Senior Managers' Buy-in
		<b>18</b> MDA RIM Charter signed
		<b>8</b> RIM Project Charters reviewed

## 4. PUBLIC EDUCATION AND INFORMATION

**Outcomes: Increased access to high quality Government records  
Increased compliance by key stakeholders to the existing legislative framework**



**11** MDA's RIM Committees established



MDAs disposition and retention programmes

Records for **11** MDAs approved for destruction

**10** Destruction Certificates drafted and **seven (7)** issued

### 4.2 PUBLIC LIBRARY SERVICES

**Outcome: Increased ICT and print and electronic resources  
Increased access to information and knowledge**



#### TARGET

#### ACHIEVEMENT

Operational Libraries

**116** public library facilities maintained

**115** public library facilities maintained

**300** mobile stops

**359** mobile library stops

## 4. PUBLIC EDUCATION AND INFORMATION

**Outcomes: Increased access to high quality Government records  
Increased compliance by key stakeholders to the existing legislative framework**



**898** school libraries supported

**898** school libraries supported

ICT use for lifelong learning and digital literacy

**1,241** Public Access computers

**1,009** computers available for free public access





## 4. PUBLIC EDUCATION AND INFORMATION

**Outcomes: Increased access to high quality Government records  
Increased compliance by key stakeholders to the existing legislative framework**



**276** Tablets

**100** libraries with wifi access

**276** tablets available for free public access

**103** locations offering wireless access



**National Reading Competition & National Reading Fair (2019)**

**3,500** completing  
- 3,200 Children  
- 300 adults

**2,293** completing (65.5%)  
- 2,065 children (64.5%)  
- 228 adults (76%)



**Remedial reading sessions in school and public libraries**

Public Libraries

**800** Participants

**242** sessions held in 30 Public Libraries

School Libraries

**195** participants

**25** sessions in school libraries



Public Libraries

**1,544** participants

**691** sessions in 28 libraries

School Libraries

**0** participants

**0** sessions in school libraries

**Five (5)** literacy intervention programmes held, **21** schools represented and **113** participants impacted

**Eight (8)** literacy fairs in **eight (8)** schools, impacting **2,700** participants



**Annual Summer Programme Hosted July – August 2019**

**3,276** children participated

**171** children interacted with authors through book reading sessions



## 4. PUBLIC EDUCATION AND INFORMATION

**Outcomes: Increased access to high quality Government records  
Increased compliance by key stakeholders to the existing legislative framework**



**Read Across Jamaica Day**

**31** reading sessions delivered in four (4) infant and five (5) primary schools

**712** students were impacted

**Partnerships Forged and Maintained**

**Sandals Foundation:** restoration of Green Island Branch Library and sponsorship for National Reading Competition

**Universal Service Fund:** providing internet access in **13** Parish Libraries and **30** Branch Libraries

### 4.3 INFORMATION REGULATORY SERVICES

**Outcome: High quality broadcasting content by 2023**



#### TARGET

Implement and develop Public Education/Electronic and social Media Campaigns

#### ACHIEVEMENT

**Electronic media campaign developed and implemented**

The BCJ maintained a strong presence on Free to air (FTA) TV and in the cinemas, rotating a suite of ads

#### ONLINE ADVERTISING

**18.9M** impressions (# of times online advertising was viewed for over three (3) seconds)

#### Social media presence

- Facebook
- Twitter
- Instagram

**BROADCASTING  
COMMISSION**





## 4. PUBLIC EDUCATION AND INFORMATION

**Outcomes: Increased access to high quality Government records  
Increased compliance by key stakeholders to the existing legislative framework**

 <p>Protect children from <b>HARMFUL CONTENT ONLINE</b></p>	Draft Public Sector Data and Information Collection and Sharing (DCIS) Policy submitted for approval	DCIS Cabinet Submission prepared
	Electronic Media Policy tabled in Parliament as a White Paper	Advanced review of Electronic Media Policy
 <p>Digital Age Challenge</p>	Subscriber Television Licences approved	<ul style="list-style-type: none"> <li>- <b>One (1)</b> Variation of STV licence</li> <li>- <b>One (1)</b> Special Island-wide STV Licence</li> </ul>
	Sound broadcasting licences issued	<ul style="list-style-type: none"> <li>- <b>Four (4)</b> Limited Area Sound broadcast Licences</li> <li>- <b>One (1)</b> Island-wide Sound Broadcast Licences</li> </ul>
	Digital switchover process facilitated	Final report being reviewed for Government submission
	All instruments and review legislation (new zones and tiered structure) revised	Review of Television Sound Broadcasting Regulations, Television and Sound Broadcasting Regulations (TSBR) conducted





# CHILD & YOUTH DEVELOPMENT

Child and Youth Development area supports the policy and legislative activities for the provision of youth and child development services. It also facilitates the delivery of youth development programmes to young people. The two sub programmes that are aligned to the aforementioned are Child and Youth Development Services.

Child Development Services is responsible for the development, monitoring and evaluation of policies and strategies to improve the conditions of the nation's children, especially those in need of care and protection.

Youth Development Services is geared towards promoting youth development and empowerment, through policies, strategies and regulations.

## Support is also provided to the following:

- National Youth Council
- Jamaica Union of Tertiary Students
- Jamaica Youth Ambassadors' Programme
- Youth Parliamentary Group
- National Secondary Students Council
- Youth Empowerment Projects
- Youth Leadership and Training
- Disabled Youth Possibility (Street Children) Programme





# 5. CHILD AND YOUTH DEVELOPMENT

OUTCOME: INCREASED ACCESS TO CHILD AND YOUTH DEVELOPMENT SERVICES



## 5.1



### CHILD DEVELOPMENT SERVICES

#### TARGET

#### ACHIEVEMENT

Amended Child Care and Protection Act (CCPA) submitted to Parliament for consideration and approval

Review being done to incorporate feedback from the Joint Select Committee

Amended Children (Adoption of) Act submitted to Parliament for consideration and approval

Policy document also being reviewed •  
Cabinet Submission being reviewed and comments from Attorney General's Chamber incorporated

Facilitate actions for review of the National Children's Policy

Concept Paper for the development of the policy finalised •  
Commenced drafting of the Cabinet Submission seeking Cabinet's approval for development of the policy

Cabinet Submission for the National Plan of Action for an Integrated Response to Children and Violence in Jamaica (NPACV) prepared and submitted to the Cabinet for approval

NPACV was tabled in Parliament in June 2019 and launched November 2019 •  
Inaugural meeting of the Technical Committee held in December 2019

Inter-sectoral committee established to monitor the implementation of the plan

Maintain stakeholder engagement and implement the anti-bullying response framework as guided by the Framework and Technical Working Group (TWG)

Antibullying response framework implemented and the TWG group committees continues to carry out their functions



# 5. CHILD AND YOUTH DEVELOPMENT

OUTCOME: INCREASED ACCESS TO CHILD AND YOUTH DEVELOPMENT SERVICES



## 5.1



### TARGET

### CHILD DEVELOPMENT SERVICES

### ACHIEVEMENT

Investigate and update National Children's Registry (NCR) on outcomes of investigations for all cases received

**14,165** cases received for investigation and  
**14,258** cases which included backlog investigated

National Children's Registry (NCR) services are offered and are accessible via telephone on a 24-hour basis

Proposal for 24 Hour Call Centre reviewed

Children and Family Support Unit (CFSU) expanded and strengthened

**2,852** clients benefitting from services offered

Establishment of the Therapeutic Centre for treatment and rehabilitation of children

Technical review completed by relevant authority

Behavioural problems reduced

**7,255** children benefitted from Behaviour Modification interventions

Life Skills training expanded/strengthened

**567** children benefitted from life skills training





# 5. CHILD AND YOUTH DEVELOPMENT

OUTCOME: INCREASED ACCESS TO CHILD AND YOUTH DEVELOPMENT SERVICES



## 5.1



### TARGET

### CHILD DEVELOPMENT SERVICES

### ACHIEVEMENT

Children available for adoption adopted

**101** children adopted  
**231** Social History Reports completed  
**104** birth circumstances reports completed  
**82** home assessments completed  
**132** Adoption Orders granted  
**18** licenses issued



## 5.2



### YOUTH DEVELOPMENT SERVICES

Implementation Plan finalized and implemented for the National Youth Policy

Implementation Plan being revised

**5000** popular version of National Youth Policy disseminated

Approximately **1,500** copies of the Friendly Version have been disseminated

Youth Innovation Centre (YIC) Database Management software training held

-Concept note being developed  
 -Research into potential software being undertaken



# 5. CHILD AND YOUTH DEVELOPMENT

OUTCOME: INCREASED ACCESS TO CHILD AND YOUTH DEVELOPMENT SERVICES

## 5.2

### YOUTH DEVELOPMENT SERVICES

#### TARGET

Minimum of **84** Mobile YICs executed per quarter



**76** Youth Parliamentarians trained

Youth activities initiated

#### ACHIEVEMENT

**43** mobile YICs implemented (**1,664** youth impacted)



**110** Youth Parliamentarians trained

Monthly County meetings held in each County  
10th sitting of the National Youth Parliament held.

County Projects executed  
- The Middlesex cheerleading project, "Cheer4Peace".  
- Youth Parliamentarians of the Surrey County assisted with the developed a youth peer mediator training programme  
Empowerment and Vision Boarding Sessions aligned with the mandates of the National Integrity Action and National Youth Policy were conducted in Cornwall

National Secondary School Council (NSSC)

**6** Regional Workshops conducted

Approximately **725** students and staff advisors trained in all 6 regions. Student Leaders and Staff Advisors exposed to the below topics:  
• Leadership • Advocacy  
• Role of Staff Advisors





# 5. CHILD AND YOUTH DEVELOPMENT

OUTCOME: INCREASED ACCESS TO CHILD AND YOUTH DEVELOPMENT SERVICES

## 5.2

### YOUTH DEVELOPMENT SERVICES

#### TARGET

Rights & Responsibility Campaign executed

**75%** of secondary schools compliant with student council participation and membership at the board level

#### ACHIEVEMENT

Rights and Responsibility Campaign was incorporated in the Regional Capacity Building Workshop

**80%** of schools compliant



Student Council Conference held

Town Hall meetings conducted in **5** regions instead of the Student Conference for Students' Council Week.

Student Council Elections held

Online elections executed  
- Over sixty schools participated in the elections  
- **20** executive members trained at Capacity Building

Jamaica Union of Tertiary Students strengthened



New executive elected  
- Elections included the participation of twenty-one tertiary institutions



# 5. CHILD AND YOUTH DEVELOPMENT

OUTCOME: INCREASED ACCESS TO CHILD AND YOUTH DEVELOPMENT SERVICES

## 5.2

YOUTH DEVELOPMENT SERVICES

### TARGET

National Youth Council strengthened



### ACHIEVEMENT

National Executive Council Meeting conducted with youth council members from each parish Hosted Inter-clubbing

Sports Day which targeted twelve **(12)** Youth Clubs in Kingston & St. Andrew Approximately one-hundred **(100)** persons attended



National Youth Parliament of Jamaica (NYPJ)

COVID-19 response:  
- Think Tank and online engagement sessions conducted

Participated in the distribution of Relief Care Packages

CARICOM/Commonwealth Youth Programme/Participation

-Terms of Reference developed Steering Committee established according to Commonwealth Secretariat Standard

-Commenced discussions with Commonwealth Secretariat re the hosting of the 10th Youth Minister's Meeting

-Coordinated focus group discussions in preparation for the First Regional Youth Congress

Group discussions convened in **5** parishes/ Youth Innovation Centres (YIC) islandwide





## Medium Term Financial Summary (Budget/Expenditure)

ITEMS	Estimate Expenditure	Actual Expenditure	Estimates of Expenditure	Revised Estimates of Expenditure
Programme	18/19	18/19	19/20	19/20
	(J\$ 000)	(J\$ 000)	(J\$ 000)	(J\$ 000)
Preservation of official & permanent records (465)	118,368	119,045	121,866	130,567
Information on Public Sector (468)/Government Information and Communication Services	210,622	228,858	41,515	70,995
Youth Programme (500)	168,172	175,399	173,690	174,399
Executive Direction (001)	1,104,658	1,332,260	1,168,523	1,526,386
Training (002)				
Reg. & Int'l Coop. (004)	22,618	22,618		
Social & Economic Support (006)				
Reg. Dir. & Admin. (009)/ School Improvement Services	5,004,620	2,565,558	7,384,201	2,423,971
Early Childhood (250)	3,312,540	3,498,099	3,380,396	3,666,691
Primary education (251)	27,640,463	28,720,586	28,954,567	30,463,306
Secondary Education (252)	33,293,080	34,220,228	34,457,096	36,022,659
Tertiary Education (253)	14,595,074	16,011,974	15,170,279	18,535,966
Tech. Voc. Education (254)	3,028,930	3,343,779	3,130,653	3,352,124
Special Education (255)	1,178,560	1,316,378	1,225,066	1,395,409
Teachers Training (256)	2,132,105	2,265,915	2,188,089	2,196,587
Adult Education (257)	-	-	-	-



ITEMS	Estimate Expenditure	Actual Expenditure	Estimates of Expenditure	Revised Estimates of Expenditure
Common Services (258)/Core Educational Services	2,114,070	2,194,227	2,139,334	2,475,248
Library Services (259)	1,050,816	1,167,657	1,086,106	1,271,832
Nutrition of Students (260)	6,141,016	6,156,758	6,509,067	6,541,847
Youth Dev. Services Training - 002	-	-	-	-
Family Services (326)	15,397	15,397	16,220	16,220
Total Function (09)	101,131,109	103,354,736	107,146,668	110,264,207
Agri. Education	166,955	186,985	230,328	247,491
	-			
Sub-total Recurrent (Ministry)	101,298,064	103,541,721	107,376,996	110,511,698
<b>CAPITAL A</b>				
<b>Ministry</b>				
<b>Programme Name &amp; No.</b>				
Executive Direction (001)	80,000			
Tech. Voc. Education (254)	30,000			
Special Education (255)	30,000			
Teachers Training (256)	587,559			
Special Education (255)	5,000	-	-	-





ITEMS	Estimate Expenditure	Actual Expenditure	Estimates of Expenditure	Revised Estimates of Expenditure
<b>Sub-total Capital A (Ministry)</b>	<b>732,559</b>			
<b>CAPITAL B</b>				
<b>Ministry</b>				
<b>Programme Name &amp; No.</b>				
Executive Direction (001)	651,265			
Early Childhood (250)	124,010			
Primary education (251)	162,800			
Tertiary Education (253)	-			
Library Services (259)				
Nutrition of Students (260)				
Training (002)				
<b>Sub-total Capital B (Ministry)</b>	<b>938,075</b>			
<b>CAPITAL C</b>	<b>80,000</b>			
<b>Ministry</b>				
<b>Programme Name &amp; No.</b>		<b>755,117</b>	<b>648,943</b>	<b>638,686</b>
Executive Direction (001)		203,461	0	30,969
Early Childhood (250)		271,966	68,010	104,210



Primary education (251)				
Secondary Education (252)		\$447, 559	\$391, 530	\$455,118
Tech. Voc. Education (254)		8,000	143,000	21,000
Special Education (255)		10,000		
Agri. Education (111)				
Teachers Education and Training (256)				1500
<b>Sub-total Capital C (Ministry)</b>		<b>1,696,103</b>	<b>1,251,483</b>	<b>1,251,483</b>
<b>APPROPRIATIONS IN AID</b>				
<b>Ministry</b>				
<b>Programme Name &amp; No.</b>				
Secondary Education (252)				
Tech. Voc. Education (254)				
<b>Sub-total Appropriations in Aid (Ministry)</b>	<b>825,000</b>	<b>825,000</b>	<b>800,000</b>	<b>1,325,890</b>
<b>TOTAL FUNDING REQUIREMENT</b>	102,968,698	105,237,824	108,628,479	111,763,181
<b>Total Recurrent</b>	101,298,064	103,541,721	107,376,996	110,511,698
<b>Total Capital C</b>	1,670,634	1,696,103	1,251,483	1,251,483
<b>Total Appropriations in Aid</b>	825,000	825,000	800,000	1,325,890
<b>Total Funding Requirement</b>	102,968,698	105,237,824	108,628,479	111,763,181

**Note: The Ministry of Finance and Public Service in the 2019/2020 financial year, restructured its capital budget. This includes a merger of the Capital A and Capital B budgets to form the now Capital C Budget which is reflected in columns 3-5 in the above table**





# Staff HIGHLIGHTS

## AGENCIES CONT'D



**NUTRITION PRODUCTS LIMITED (NPL)**



**NATIONAL COUNCIL ON EDUCATION (NCE)**

## ENTITIES



**NATIONAL EDUCATION INSPECTORATE (NEI)**



**NATIONAL COLLEGE FOR EDUCATIONAL LEADERSHIP (NCEL)**



**NATIONAL EDUCATION TRUST (NET)**



**NATIONAL PARENTING SUPPORT COMMISSION (NPSC)**



# Staff HIGHLIGHTS



JAMAICA TEACHING COUNCIL (JTC)

## DEPARTMENT



JAMAICA ARCHIVES AND RECORDS DEPARTMENT (JARD)





# EDUCATION IN EMERGENCIES - COVID 19 Response Plan

## RED ALERT

### Distance/Remote Learning (Reactivated)

In light of the rapid increase in the spread of the Coronavirus within Jamaica, the Ministry has reactivated its Education in Emergencies Red Alert phased to ensure that the educational support programmes targeting all levels of the education system are reengaged and new partnerships forged to support distance/remote learning.

- With a Distance/Remote Learning Approach given our current reality, it is expected that students will be reached by providing for them, a diverse blend of learning opportunities and resources including:

1. Online/computer-aided learning supported by access to a national Learning Management System, the MoEYI eResources App and other platforms and applications.
2. Interactive television programmes guided by a National Timetable using our eHomeSchool Network and PBCJ including free to airtime on TVJ, CVM and JIS.
3. Printed Learning Packages or Kits to include workbooks, handouts, worksheets, textbooks, activity booklet etc.
4. Face to Face Interactions (limited to labs for exam students and learning-pods).

### Key Activities for the commencement of the September 2020 school year

#### Psychosocial Support

The MoEYI - Guidance and Counselling Unit in collaboration with the Guidance Counsellors at the school level and clinical service providers will provide counselling, psychosocial and empowerment sessions for the children, staff and parents. The centrally coordinated interventions will commence on September 7, 2020. Please see the schedule for the month of September attached. This will be shared with our schools on September 4, 2020

The MoEYI - Guidance and Counselling Unit has developed a Psycho-social Plan to guide interventions at the school level for the first term of the new school year. Please see the plan attached to be shared with the schools on September 4, 2020.

MoEYI – Guidance and Counselling Unit continues to support Guidance Counsellors to develop, and implement psychosocial plans at the school level and will monitor the process for greater impact. All schools with Guidance Counsellors are expected to implement a psychosocial plan.

Tele-counselling to continue in collaboration with The Child Guidance Clinic, supported by UNICEF.





## Key Activities for the commencement of the September 2020 school year

### Psychosocial Support

Psychosocial helplines (35 helplines) for parents are available across all 7 Regions through the efforts of the National Parenting-Support Commission in collaboration with UNICEF, Victoria Mutual Foundation and Fight for Peace.

Four (4) short videos on parenting tips have also been produced, are in circulation and will be recirculated for emphasis and wider reach.

Two youth empowerment sessions will be implemented by the Youth Division with a focus on students' safety and psycho-social care as well as their readiness for back to school.



### Print Material

Printing service and printed Learning Kits to include worksheets, handouts, activity booklets, workbooks etc., for students especially those without internet connection will be provided by the MoEYI in collaboration with the school leaders/teachers. Each Regional Office will be equipped with printing machines for the period September 7-30, 2020, in the first instance, to ensure readiness of materials ahead of the formal start of the school year effective Oct. 5, 2020.



### Televised Education

Televised lessons are being prepared for the primary level to commence effective October 5, 2020. These lessons will be aligned to the National Standards Curriculum. These will be available via the Ministry's eHome School Network and PBCJ. A national timetable will be shared by September 14, 2020. Lessons will be shared via these networks from Mondays to Fridays with a repeat on Saturdays and Sundays. The PBCJ and eHSN can be accessed via the 25 local cable stations. Lessons will also be made available through agreed free to airtime via TVJ/CVM/JIS.

Scheduled TVJ live and rebroadcast lessons for the secondary level (1spotmedia, Youth Link, YouTube) – "School Not Out" will be reactivated.





### Televised Education

Partnership with ReadyTV (in collaboration with the Jamaica Observer) to operate an e-home-school network specially designed to serve those communities that are challenged with internet connectivity will be explored.



### Online / Computer Aided Education

All educational institutions will be provided with access to a Learning Management System powered by google – the Google Suite. This will be ready for roll-out by September 14, 2020. This will provide virtual classroom spaces for interactive teaching and learning.

All teachers and students will be provided with data subsidy to access the LMS (fully funded) so that all teachers and students can access learning without any access barriers. This will be done in collaboration with our internet service providers. Special focus will be given to the 238 schools without internet access and the provision of improved bandwidth at the school level.

Virtual Learning is planned to commence by September 14, 2020 with a focus on school orientation exercises, administration of diagnostic assessments and remedial interventions.

Schools are being supported in the preparation of their timetables to effect their learning programmes for the new school year. All timetables will be shared with parents by September 7, 2020.

All educational institutions will have access to eResources/content aligned to the National Standards Curriculum to support the teaching and learning process.



## Provision of Tablets/Computers to Students and Teachers accordingly:

Sources	# of Tablets	Comments	# of tablets distributed
<b>e-Learning Pilot Programme (2017- 2020)</b>	<b>18,000</b>	<b>For Students &amp; Teachers</b>	<b>Distributed</b>
e-learning Jamaica	52,000	Students	To be distributed as of September 7
MoEYI	25,000	Students	Being purchased by high schools for distribution
MoEYI	1,600	Students	Being purchased by large primary schools for distribution
MoEYI	25,000	Students	Being procured by e-Learning on behalf of the Ministry.
<b>Total</b>	<b>103, 600</b>		
<b>E-Learning Jamaica</b>	<b>25,000</b>	<b>For teachers</b>	<b>Being Distributed</b>
<b>Other Sponsors</b>		Students	
Digicel Jamaica Foundation	1,000	Students	Distributed/Assigned
UNICEF	210	Students	Assigned
New Forest Energy	50	Students	To Be Distributed
Transformed Life Church	100	Students	Distributed
<b>Total</b>	<b>1360</b>	<b>Students</b>	
<b>Overall Total</b>	<b>147,960</b>		

A compiled list of digital resources for use by teachers, students and parents will be provided.





## Online/Computer Aided Education

PEP worksheets and workbooks via the MoEYI's website at :  
<https://pep.moey.gov.jm/> or <https://pep.moey.gov.jm/online-lessons/>

PEP hotlines and MoEYI Websites (zero-rated data service)

Online resources for grade levels K-3, 4-6, 7-9 from our educational partners via the following links:

- Book Fusion - <https://www.bookfusion.com/libraries/MOEYI>
- Learning Hub - <https://learninghub.online/>
- EduFocal - <https://www.edufocal.com/>
- CHEETAH - <http://www.mydreamcheetah.net/pep.html>

Interactive activities, games and exercises for associated early childhood + secondary level provided by Carlong Publishers at the following website:

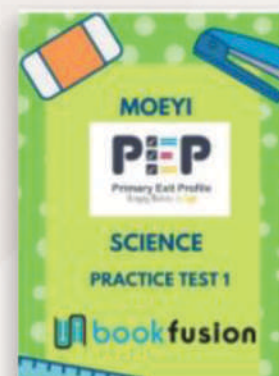
<http://www.carlongpublishers.com/index.php/online-resources.html>

Scholastic Literacy Pro software made available to selected students. For information, contact can be made to the Book Merchant Ltd. via the following email address: [sdawkins@bookmerchant.net](mailto:sdawkins@bookmerchant.net)

School-based initiatives using, Schoology, Edmodo, Zoom, Skype, WhatsApp, etc.

The CSEC Learning Hub, populated with materials for the respective subjects offered at CXC - CVQ, CSEC and CAPE. Please click the following link for access:  
<https://notesmaster.com/en/group/caribbean/1549-csec-covid-19-support>

City and Guilds SmartScreen, which is a tutorial support tool specifically, designed for English Skills #3850 and Math Skills #3850 remains accessible to all students and teachers. This SmartScreen provide access to lesson plans, handouts, worksheets, power-point presentations and sample questions. This support is available across all three (3) stages of both qualifications. Noteworthy is the fact that new materials are being built and uploaded weekly for our teachers' use.



## Online/Computer Aided Education

City and Guilds drop-box links, with support materials in the form of eight (8) sets each of specimen papers and relevant mark schemes for Math and English each across all three (3) stages of Math Skills and English Skills #3850, remains available. The dropbox link for Customer Service #8992 contains a specimen paper at each level plus a Tutor's Guide for each level. The following links to access the drop boxes for Math Skill, English Skill and Customer Service are below:

- City & Guilds Math Skills (2019-2020) - MoEYI (Ctrl+Click)
- City & Guilds English Skills (2019-2020) - MoEYI (Ctrl+Click)
- City & Guilds Customer Services Level 1 & 2 (2019-2020) - MoEYI (Ctrl+Click)

Reduced internet data plans for students and teachers offered in partnership with Digicel and Flow to enable affordable virtual experiences.

MoEYI education data grants provided to selected teachers and students on PATH.

MoEYI Curriculum Portal developed and now accessible on the MoEYI websites by Education Officers and teachers to access planned lessons and learning materials aligned to the curriculum to guide quality teaching and learning efforts for all students.

Live public classes for students from Grades 1-13 are available through the Learning Management System operated by One on One Educational Services – in partnership with Flow. To access live public classes:

- Go to classroom.1on1lms.com to join your live classes
- Click on the timetable for the respective Grade Level
- Click on the subject at the assigned time to join the class

Please note: -

- There are 50 subjects across Grades 1 to 13 available daily
- Virtual School for Grades 1 to 6 ends on Thursday of each week
- Virtual School for Grades 7 - 13 goes up to Friday of each week

Scholastic Literacy Pro software made available to selected students. For information, contact can be made to the Book Merchant Ltd. via the following email address:

sdawkins@bookmerchant.net





All teachers in Jamaica will be able to use One on One for classrooms to have their classes online. Using the platform, teachers will be able to:

- Create a Class
- Invite Students
- Go Live with Zoom (Integrated)
- Create Quizzes
- Create Assignments
- Import content from Google Drive, YouTube and anywhere on the web

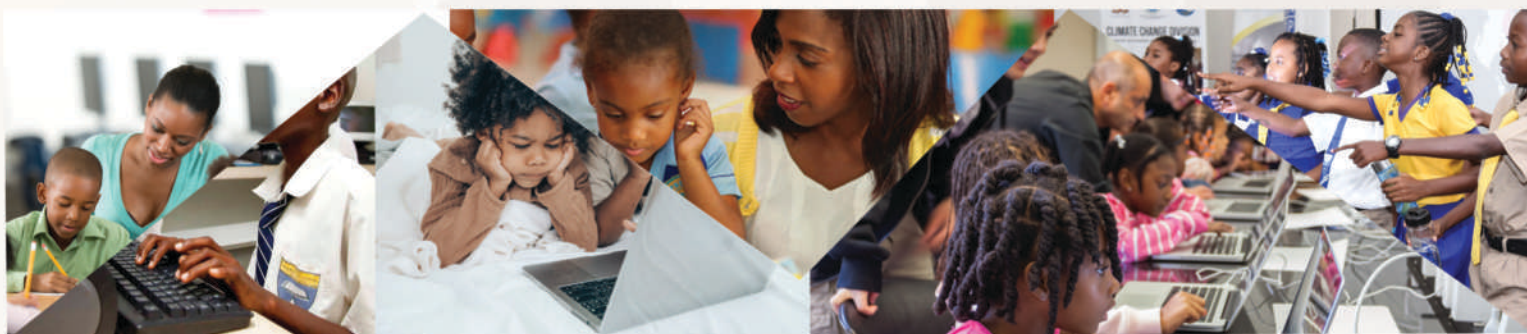
Complimentary access to the Grades 7-9, CSEC & CAPE titles from Collins Learning & BookFusion can be accessed by all students, teachers and parents across the island. Please see the attached PDF for tutorials on how to access the Collins library. To access the free titles, students, teachers and parents can visit the following link, borrow and read anyone of Collins titles:

<https://www.bookfusion.com/libraries/collinslibrary>





**Titles can also be accessed directly from the links below at:**



- Collins®: Integrated Science 1 for the Caribbean - <https://www.bookfusion.com/books/869307-collins-integrated-science-1-for-the-caribbean>
- CSEC Concise Revision Integrated Science - <https://www.bookfusion.com/books/882889-csec-concise-revision-integrated-science>
- CAPE® Revision Guide Economics – <https://www.bookfusion.com/books/869304-cape-revision-guide-economics>
- Collins®: Secondary Social Sciences 1 for the Caribbean <https://www.bookfusion.com/books/869302-collins-secondary-social-sciences-1-for-the-caribbean>
- Concise Revision Course CSEC® English - <https://www.bookfusion.com/books/869274-concise-revision-course-csec-english>
- Collins Concise Revision Course: CSEC® Human and Social Biology - <https://www.bookfusion.com/books/869272-collins-concise-revision-course-csec-human-and-social-biology>
- Concise Revision Course: CSEC® Physics - <https://www.bookfusion.com/books/869269-concise-revision-course-csec-physics>
- Concise Revision Course: CSEC® Biology - <https://www.bookfusion.com/books/869267-concise-revision-course-csec-biology>
- Concise Revision Course: CSEC® Chemistry - <https://www.bookfusion.com/books/869264-concise-revision-course-csec-chemistry>
- The Tempest - <https://www.bookfusion.com/books/869299-the-tempest>
- CAPE® Revision Guide: Management of Business - <https://www.bookfusion.com/books/869297-cape-revision-guide-management-of-business>
- CAPE® Revision Guide: Accounting - <https://www.bookfusion.com/books/869295-cape-revision-guide-accounting>
- Collins®: Economics for Cape - <https://www.bookfusion.com/books/869292-collins-economics-for-cape>
- CAPE® Revision Guide: Caribbean Studies - <https://www.bookfusion.com/books/869291-cape-revision-guide-caribbean-studies>
- Collins®: Integrated Science 3 for the Caribbean - <https://www.bookfusion.com/books/869290-collins-integrated-science-3-for-the-caribbean>
- CAPE® Revision Guide: Communication Studies - <https://www.bookfusion.com/books/869288-cape-revision-guide-communication-studies>
- Caribbean Social Studies 3 - <https://www.bookfusion.com/books/869286-caribbean-social-studies-3>
- Collins®: Integrated Science 2 for the Caribbean - <https://www.bookfusion.com/books/869285-collins-integrated-science-2-for-the-caribbean>
- Collins®: Secondary Social Sciences 2 for the Caribbean - <https://www.bookfusion.com/books/869283-collins-secondary-social-sciences-2-for-the-caribbean>
- Collins®: Secondary Social Sciences 3 for the Caribbean - <https://www.bookfusion.com/books/869281-collins-secondary-social-sciences-3-for-the-caribbean>
- Caribbean Social Studies 1 - <https://www.bookfusion.com/books/869278-caribbean-social-studies-1>
- Caribbean Social Studies 2 - <https://www.bookfusion.com/books/869277-caribbean-social-studies-2>





## Online/Computer Aided Education

All schools have been provided with third 3<sup>rd</sup> tranche of the regular grants that can be used to fund the operational cost of remote/distance learning. Social Distancing Protocols, Sanitization grants and training to effect same were provided to school staff.

Documents Prepared to Guide the Operation of Schools:

1. Education in Emergencies Manual for the Reopening of Educational Institutions
2. Education in Emergencies Standard Operating Procedure for Teachers
3. Education in Emergencies Models of Curriculum Implementation for the Reopening of Schools
4. Education in Emergencies COVID-19 Reopening Protocols for Early Childhood Institutions
5. Framework for the Rental of Temporary Learning Spaces
6. Framework for the Distribution of Tablets in Schools

Additional staffing support provided to all educational institutions. Budgetary support for additional staffing approved and was communicated to the schools. Schools were granted permission to commence the engagement of teachers, effective September 1, 2020 and support staff as at October 1, 2020. Special provision was made for the engagement of some support staff effective September 1, 2020 to include: Plant Manager, System Administrators and Clerical Assistants.



## Online/Computer Aided Education

Provision of modified curriculum with focused objectives and activities for the first term to be distributed by September 10, 2020.

Planning sessions re exit assessments will commence by mid-September with examining bodies.

Back to school safety video for students developed in partnership with UNESCO was reviewed for feedback. This should be ready for dissemination on September 9, 2020.

The Education Officers will continue to monitor school fees, booklists and other matters relating to the preparation for back to school.



## Early Childhood and Special Education

Activity plans to guide the learning activities for children ages five years and younger are available on the Early Childhood Commission's website at [www.ecc.gov.jm](http://www.ecc.gov.jm). These activities are based on the National Standards Curriculum.

Activity plans are available as follows:

- Activity Plan for Parents – 0 to 11 months
- Activity Plan – 12 months to 18 months
- Activity Plan – 18 months to 2 years
- Activity Plan – 2 years
- Activity Plan – 3 years
- Activity Plan – 4 years
- Activity Plan – 5 years

Lessons and curriculum support are provided to all special education institutions by the MoEYI Special Education Unit. Tablets, eResources and Applications, accommodation support include the engagement of Shadows/Caregivers have been

MoEYI in partnership with the Council for Exceptional Children have made online materials available for students with special needs.





## Teacher Sensitization and Empowerment Sessions

Fifteen teacher sensitization and empowerment sessions held across all regions to encourage and inspire our teachers, provide information on the preparation for back to school and to respond to their queries and concerns as well as to provide a space for them to share suggestions and recommendations.



## Principals and Board Chairmen Sensitization Sessions

Several consultations and sensitization sessions were held with Board Chairmen and principals of public and private Infant, Primary, secondary and tertiary institutions. These sessions provided a forum for updates and feedback from the respective groups. These will be ongoing in response to changes related to the pandemic.



## Nutritional Support

All parents on PATH with children at the primary level and in some cases at the secondary level were provided with nutritional support through the provision of baked products, juices, milk, water and meals from our private partners. School leaders who had procured food supplies in preparation for the provision of cooked meals, also issued items to parents in need. Additional, PATH beneficiaries were provided with cash grants in partnership with the Ministry of Labour and Social Security (MLSS).

Going forward, PATH beneficiaries will be provided with cash grants in partnership with the Ministry of Labour and Social Security (MLSS) to ensure their nutritional needs are met during the remote learning experience for the new school year.



## Approved Operational Approaches for limited in-person experiences for the new school year

**Whole Day Approach** – In this case, the school operates a normal timetable given its enrolment and available classroom space.

**Extended Day Approach** – In this case, different groups of students are timetabled to arrive and depart from school at different times to maximize on classroom space.

**Rotational Approach** – This includes blended learning, that is, face to face and computer-based/distance learning using a weekly rotational timetable.





## Radio Education

Use of available radio stations to air short lessons and to facilitate interviews to include Good Gospel FM, RJR 94 FM, Power106 FM, Mello FM, Nation-Wide90FM, Love 101 FM, Kool FM, Gospel FM, NCU Radio, Sun City FM among others, will be explored. This option is designed specially to serve those communities that are challenged with internet connectivity.

It is the Ministry's thrust to remain responsive to the changing needs of schools as we aim to support the reforms and rebuilding efforts as well as to enable and unearth the seeds of opportunities in order for all stakeholders to successfully navigate the new normal.





# THE WAY FORWARD

The Ministry of Education, Youth and Information will focus on a number of priorities for the 2020-21 period. These will include:

## MAJOR INITIATIVES

1. Implementation of Education in Emergencies – COVID-19 Response Plan (October 2020 – July 2021)
  - (i) Continue to expand the tablet in schools initiative and complete broadband connection in over 100 schools.
  - (ii) Train, integrate and develop the blended learning approach to teaching and training.
2. Continued implementation of the National Standards Curriculum (NSC)
3. Infrastructural Development to provide adequate school places for children at the early childhood, primary and secondary levels.
4. Continued implementation of the seven years of secondary education programme which includes the mainstreaming of the Career Advancement Programme and the National School Leaving Certificate.
5. Legislative Framework for the Jamaica Teaching Council (JTC), Jamaica Tertiary Education Commission (JTEC) and the amendment of the Education Act and Regulations.
  - (I) The **Jamaica Teaching Council Bill** which seeks to establish the Jamaica Teaching Council and a system of licensing teachers to improve the status of the teaching profession.
  - (II) The **Higher Education Bill** which will seek to modernize and strengthen the legal and regulatory framework for the Higher Education sector in the country, as well as
  - (iii) The **Amendments to the Education Act and Regulations** which will modernize the legal and regulatory framework governing the statutory system of public education to deal with outstanding issues. This is being done on a phased basis.



# GLOSSARY/LIST OF ACRONYMS



## APSE

Alternative Pathways  
to Secondary  
Education



## CAP

Career  
Advancement  
Programme

## COS

Centre of  
Occupational  
Studies



## Human Capital Development Initiative

The Government strategic priority to which MoEYI is aligned



## ISO

International  
Organization for  
Standardization



## MDA's

Ministries,  
Departments and  
Agencies

## Medium-Term Result Based Budgeting (MTRBB)

Links policy, planning  
and programmes to  
resource allocation of  
Government



## NCTVET

National Council on  
Technical and  
Vocational Education  
and Training

## NQFJ

National Qualification  
Framework of Jamaica



## PEP

Primary Exit Profile

## Policy Priorities

Those overarching policy  
initiatives of the Central  
Ministry that guides the  
implementation of  
programme

## Priority Policies

Policies Those are areas  
on which the current  
Administration is focusing

## Programme

A group of functions or interventions intended to  
contribute to the attainment or a common set of  
outcomes or priority objectives





R<sup>r</sup>

### **Result Based Management (RBM)**

Tool used to manage/monitor the changes made from the programme implementation against the intended goal

S<sup>s</sup>

### **Sub-Programme**

A constituent part of a program that defines the services and operations which contribute to the achievement of the objective (s) of the program of which it forms apart

U<sup>u</sup>

### **UNICEF**

United Nations Children's Fund

V<sup>v</sup>

### **VTDI**

Vocational Training and Development Institute





Prepared by  
**The Planning and Development Division  
Ministry of Education, Youth and Information**



**The Editorial Team**











**Ministry of Education, Youth and Information**

*Every Child Can Learn, Every Child Must Learn*

2 – 4 National Heroes Circle,  
Kingston, Jamaica