



Ministry of
Education & Youth



CHANGING THE FUTURE OF EDUCATION

SECTORAL 2022

HON. FAYVAL WILLIAMS, M.P.
MINISTER OF EDUCATION AND YOUTH
12.04.2022



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- A black tablet with a silver camera lens at the top center. The screen displays a blue gradient background with a list of 9 items in white text. The items are numbered 1 through 9, with item 7 having a sub-item 'a) Early Childhood'.
1. Gratitude
 2. Back to School Status Report
 3. Achievements and Accomplishments
 4. Infrastructure
 5. Legislation
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 - a) Early Childhood
 8. Closing
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GRATITUDE

“Today, I choose to live with gratitude and the voice of hope that says all things are possible.”

Introduction & Acknowledgements

Madam Speaker, as I rise to make my contribution to the Sectoral Debates of the 2022/2023 Financial Year, I do so with a sense of gratitude knowing that I have been granted this privilege to play a part in the continuing transformation of the education system for the betterment of the children and youth of our nation.

First, Madam Speaker, I do not take lightly the opportunity to say “thank you” to family (my husband and our two daughters and the multitude of siblings and relatives) who are never tired of providing support and encouragement for me, rain or shine.

Madam Speaker, I acknowledge with deep appreciation the support of the Prime Minister for his trust and confidence in allowing me to lead this important Ministry. Its work is fundamental to the progress which we will make as a nation.

I am even more committed today than that first day when I responded to the call to enter representational politics and am determined to ensure that all of our students, not just some, are on the path of academic excellence and economic prosperity.

Madam Speaker, I also take this opportunity to thank my management team, the worker core, my support staff and the people of St. Andrew Eastern for their confidence and continued support over the past year as we navigated the challenges of the COVID-19 pandemic. Thank you.

Thank you to Ministry of Education and Youth (MoEY)

Let me also say thank you to the MoEY. The past 18 months have been unlike anything we have seen before as we lived with the Covid-19 virus. It is not easy to provide service for approximately 40,000 employees while seeing to the imperatives of our students. The efforts of the Permanent Secretary (PS), Chief Education Officer (CEO), Deputy CEOs, Regional Directors (RDs), Senior Education Officers (SEOs), Education Officers (EOs), school boards, principals, administrators, the work of the central ministry and its regions



and agencies, kept the majority of students learning, teachers teaching and the apparatus of education going during the pandemic. Collectively, you continue to work for the good of our children. As we continue to streamline and create operational efficiencies, the work you do will shine through. Thank you.

Sowing S.E.E.D.S for Peace, Opportunity, Prosperity

Today, Madam Speaker, I anchor my sectoral presentation to that of the Most Honourable Prime Minister's which was entitled Sowing S.E.E.D.S for Peace, Opportunity and Prosperity. One of those SEEDS is EDUCATION and SKILLS, "... the foundation on which all our aspirations of Peace, Opportunity and Prosperity depend."

I do wholeheartedly believe, as the Prime Minister said, "Our hope of reaching to that place of Peace, Opportunity and Prosperity will depend on the quality of education and [its] alignment with future job market, the restoration of societal values and addressing long standing issues of inequity in our education system."

Madam Speaker, we know in our minds exactly the future that we would have if all of our students are to have a good quality education and that the education is aligned to the future job market. We know in our minds exactly the future we would have if we restore societal values and minimize the inequity in the education system. But it is not enough to know in our minds. We have to do the work to make it so. I commit the MoEY to the steadfast day-in-day-out execution that is needed to solve these issues.





Back to School Status Report

Return to Face-to-Face

Madam Speaker, please allow me to share with this Honourable House an update on the resumption of face to face classes.

Madam Speaker, having returned our students to full face-to-face classes on March 7th 2022, the first order of business has been recovery. We know that while technology helped the majority of our students in the virtual classrooms, we also know that many of our students were not engaged on any of the platforms and that the learning loss is beginning to show itself fully. We have, therefore, started the process of recovery.

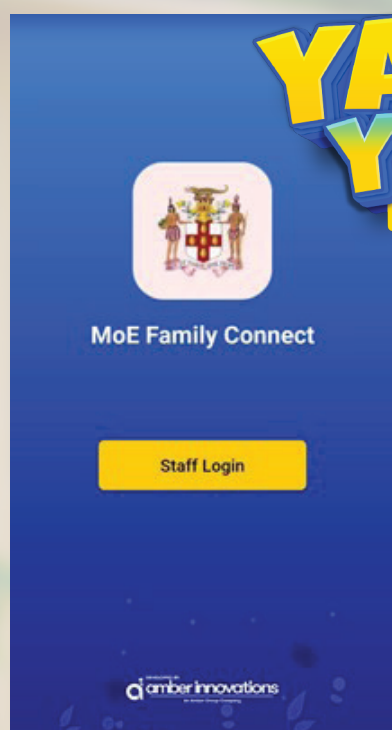
In our schools, we have had just about a month of full face-to-face. We are pleased to note that the majority of our educators have welcomed the move. The results from a JTA survey showed that 86.5% of educator- respondents found teaching online more demanding. The Survey also found that 91% of the respondents rated the level of preparedness at their school as either fair (30%), good (26%), very good (22%) or excellent (13%). Yes, there was hesitation among some schools. Some called for more time to get ready. Weighing all the factors, we made that transition back into face-to-face classes fully and from all indications, that was the right decision for the education sector.

The gratitude of our children has been reflected in the many pictures we received. Parents are happy as well. Many friendships have been rekindled all across our schools as students see their friends again, something we sometimes take for granted. The pandemic showed all of us how life-giving is our physical interactions with each other.

Face-to-Face in the Early Childhood Sector

Across the government-operated segment of the Early Childhood sector, comprising the Brain Builder Centers for our children in the 0 – 3 age group, infant schools and infant departments, these institutions are also opened for face-to-face. So too are the hundreds of privately owned and operated community day care centers and basic schools.

The Early Childhood Commission, led by the effervescent Trish Williams Singh, continues to work to ensure full recovery, full accounting and support for our children. Three thousand three hundred and fifty-five (3,355) early childhood institutions comprising Brain Builder Centers, infant schools and infant departments, community basic schools and daycare centers, are back in the face-to-face mode. Our Field Officers have already visited approximately 1,422 of them to offer support. The work continues.



YARD TO YARD INITIATIVE

Madam Speaker, we had indicated during the midst of the pandemic that approximately 120,000 of our primary and high school students were not showing up online or using any of the other modalities provided for their education

during the pandemic. Prior to returning our students to full face-to-face, we launched our **Yard-to-Yard Find the Child Initiative** which engaged **108** social workers and **580** of our HOPE students at a cost of \$103 million for a period of three (3) months. Added to this initiative were the efforts of **928** guidance counsellors and our **177** Deans of Discipline for a total of **1,793** persons. Add to this, the many principals, teachers and administrators and ordinary Jamaicans who joined the effort and reached out to parents and community members to re-engage our students in the face-to-face setting.

Reporting Period	# of Students Unaccounted For	Percentage
February 14 - 18, 2022	41,048	10%
February 21 - 25, 2022	25,521	6%
March 7 - 11, 2022	27,160	6%
March 14 - 18, 2022	29,479	7%
March 21 - 25, 2022	32,711	8%
March 28 - April 1, 2022	39,407	9%

In looking at the data for the weeks between February 14th to April 1, 2022, the unaccounted-for-students now range from a high of **41,048** unaccounted-for-students in the week of February 14th - 18th to a low of **25,521** unaccounted-for-students in the week of February 21th - 25th.

Using a weekly average of 32,554 unaccounted-for-students over the period February 14th to April 1, 2022, shows that we have been able to re-engage approximately **87,446** of the **120,000** students we had indicated were not accounted for during the pandemic.

Madam Speaker, we commit to finding all out students. Our Deans of Discipline and our Guidance Officers will specifically redouble their efforts. We also call on all Jamaicans. You know these children in your communities that are not attending school. **Call us at 211.** Our internal officers will visit homes to understand the issues why the children are not in school. Together with our Child Protection and Family Services Agency, CPFSA, and with the help of other sister ministries, we commit to doing all we can to help the situations in the homes and get all our students in schools and learning again.

Like the shepherd in Matthews 18 verse 12, we, the Ministry of Education and Youth, must go to look for even that one that wandered off. We are not willing that any of these little ones should perish.

Right to Education

Madam Speaker, every child has a right to education. Parents are required to ensure that their children are in school and failure to do so is tantamount to educational neglect. Ministry of Education and Youth has made provision for our children from early childhood to secondary level to access full - time education. Too many children are absent from school on a daily basis. Jamaica's absentee rate is above the world's average. In 2022/23, we will work to reduce absenteeism by at least a half of the current rate.

Exit Exams: Subsidies & Other Material Support

Madam Speaker, even as we continue to find and re-engage absentee students, for those who are in school we continue to assess them so that we can ascertain their levels of learning and also help them to move to the next level in their education or the world of work. In that regard, Madam Speaker, we are happy to note that approximately **35,900** Grade 6 students prepared for and sat their Primary Exit Profile (PEP) Ability Test on Thursday, March 24, demonstrating their resilience.

In consideration of the impact of the pandemic on learning, for our PEP students, we reduced the content areas to be tested, cancelled a component of the assessment for the Grade 6 students and also delayed the date of administration for the PEP Ability Test to give the students more time to prepare themselves .

Additionally, our schools convened PEP Camps for the students and teachers and prepared and distributed practice questions. Several psychosocial sessions were also held.

Grade 6 students are scheduled to sit the Curriculum - Based Tests (CBT) in Language Arts and Science on April 27 and in Mathematics and Social Studies on April 28, 2022.

Our students and teachers have also been preparing and public interest in the matter is high. We know this because our web sites have been getting significant traffic as teachers, parents, students and other interested persons seek information. Over the past 12 months, there have been approximately **750,000** visits to our website. Our top 10 hits include our Mathematics Lesson Plans and the National Standards Curriculum.

Subsidised Examination Fees

Madam Speaker, our Grade 11-13 students were also enabled to be engaged in face-to-face learning environment almost from the start of the academic year. To ensure that they were not at a disadvantage, the Ministry continued to provide examination subsidies for up to five (5) CSEC and three (3) CAPE subjects and access to a skill subject offered by NCTVET and City and Guilds. We also offered dual subsidy for Math and English at CSEC and City and Guilds to ensure every opportunity for success is maximised.

GRANTS

PRIMARY SCHOOLS		SECONDARY SCHOOLS		
	REGULAR GRANT	TUITION GRANT	FINANCIAL GRANT	
		REGULAR GRANT		
FINANCIAL GRANT	JANITORIAL GRANT	MAINTENANCE		
		PATH GRANT		
MAINTENANCE GRANT	TELEPHONE AND INTERNET	STEM GRANT	STEM GRANT	TVET GRANT

Madam Speaker, the MoEY continues to support all our schools with additional grants, over and above what we would normally provide. With the resumption of full face-to-face, we made available an additional **\$435.6 million** to help our schools purchase sanitization material and additional desks. You will note, Madam Speaker, that there were no media reports that schools did not receive this grant. Madam Speaker, the Ministry is definitely proactive.

Other Material Support

Madam Speaker, we are grateful to the Ministry of Health and Wellness which provided our schools with **400,000** masks and **5,000** COVID-19 tests kits to augment the response plans at our schools. We are still encouraging mask wearing because we are not out of the COVID-19 fog just yet.

Additionally, through the efforts of the Ministry of Foreign Affairs & Foreign Trade (MFAFT) via its Consul in New York, we recently received **980,000** packs of FDA approved anti-septic wipes valued at **\$84.5 Million** Jamaican dollars (**USD \$537, 819**). We thank all our stakeholders who have come on board to help during these COVID times to provide tablets, laptops, wipes, books and other supplies for our students. We truly appreciate your support. You are helping our schools prepare for any likely challenges in the months ahead.

We will continue to monitor our schools for the effective use of these resources and stand ready to provide any additional support that is needed to support the learning process.

Learning Loss and Mitigation Efforts

NATIONAL ASSESSMENTS

Grade Nine Diagnostic Test

Grade 4-6 Primary Exit Profile

Grade 2 Diagnostic

Grade One Individual Learning Profile

Age 4 Assessment

Madam Speaker, I turn now to an important concern that we all have and that is the learning loss because of reduced access and time away from the familiar environment of face-to-face classes.

We provided our schools with a suite of diagnostic tests for Grades 1 to 9 from as early as September 2021. Since then, other school-based formative assessments, designed to monitor student learning, have been administered as well. This is an ongoing activity which will be provided to all students as they return to face-to-face.

Having done these assessments, schools are expected to develop their intervention plans using the National School Learning and Intervention Framework (NSLIP), which has been developed by the Ministry to guide curriculum management for schools. The NSLIP includes extra teaching time for students through summer school and extra lesson/homework programmes, psychosocial engagements, parental engagements, strict monitoring of attendance, provision of digital learning resources, a robust accountability framework and focused on customized learning based on assessment data.

The schools are being assisted by a technical teams including student- support coaches, special education officers, curriculum officers, national numeracy and literacy coaches and community relations officers to implement the plan, to track progress and to address learning challenges. Through these approaches, school leaders will be better able to make crucial decisions about teaching and learning to get students back on their learning tracks.

The structured intervention support for our students is part of recovery outlined in the National School Learning and Intervention Plan (NSLIP). Across the education sector, all of our principals and teachers know that it will take a deliberate focus on instructional leadership, fidelity to the implementation requirements of the National Standards Curriculum, a paradigm shift to self-directed learning, use of digital platforms and literal hand holding for the corrective work to be sustained.

To date **6,074** students are making the best use of our online extra lesson classes and **11,926** students have registered and are now engaged in the face-to-face extra lesson classes at both primary and secondary schools, (**6,175** secondary students **5,751** primary

students). I use this opportunity to encourage our students and parents to take advantage of this extra -lesson support, at no cost to parents, as it is through extended learning opportunities that we will begin to make up for the learning loss.

Summary of Learning Remediation Plans

Madam Speaker, to recap, our Learning Remediation Plans calls for customised learning guided by assessment data. This is school-based and is supported by our curriculum specialists. This means teachers are being guided to use assessment data to prepare appropriate learning plans for children. Aspects of this will be done in class (special grouping for differentiated instructions), in extra lessons/homework programme and through guided/independent learning.

We are using special education services, learning platforms and resources prepared by the Ministry, by our educational service providers (One on One, the Learning Hub and EduFocal), the Learning Passport as well as the Functional Literacy and Numeracy programmes provided by UNICEF. This should ensure that the gaps identified in what students should know based on their grade level is the focus of the lessons towards getting the students back on their learning track.

Our Math and Literacy Coaches have targeted under-performing schools as per the diagnostic test and other national assessments dataset. This includes providing support for teachers through capacity building opportunities such as co-teaching, co-planning, demonstration lessons and support in the development of school based assessment tasks.

Additionally, Madam Speaker, as part of the learning recovery, we will continue our efforts at capacity building training for teachers in teaching the National Standards Curriculum with a special

focus on strengthening the curriculum implementation teams at the school level. This should ensure that all key stakeholders are aware of the National Standards Curriculum and that our teachers maintain fidelity to the standards; that the curriculum standards and objectives are clearly understood and are appropriately reflected in the unit plans, the lessons plans and formative and summative assessments and that post-training expectations are met through improved monitoring and accountability frameworks.

We know that an effective curriculum provides teachers, students, administrators and community stakeholders with a measurable plan and structure for delivering a quality education. The curriculum identifies the learning outcomes, standards and core competencies that students must demonstrate before advancing to the next level. Teachers play a key role. An evidenced-based curriculum acts as a road map for teachers and students to follow on the path to academic success.

Our regional Education Officers and curriculum officers are being retooled and have begun to employ the team approach to supervision making use of pre-conferencing (using the NEI data, assessment data, operations data etc), blanketing and post-conferencing exercises to ensure school and learning targets are met.

The Officers are set to have an upcoming intense 3 days planning exercise in the 4th week in April with a focus on our **240**

schools that were ranked as unsatisfactory by the NEI. The officers are more data driven and are working with a greater sense of intentionality and a renewed thrust for improved accountability. We will see an increased presence of our technocrats in our schools to offer the required handholding to ensure fidelity to our National Standards Curriculum and to the learning needs of our children.

We will continued providing lesson plans to reduce the administrative demands on our teachers. This will give teachers more time to focus on customised learning and assessments. We have over **500** lesson plans in our lesson plan repository. The goal is to have lessons for all subjects and all grades. Already, we are seeing many of our teachers access these lesson plans.

We will continue providing televised learning as another of our extended learning opportunity, to enhance the learning experience in the classroom as teachers can integrate the lessons at the classroom level, and to support self-directed learning for our students as the channels will broadcast daily for 24 hours and repeat on weekends. We now have a learning channel dedicated to the primary level and one dedicated to the secondary level. We are working with PBCJ to have a third channel dedicated to helping our parents so they can in turn help their children. We will announce more in the coming summer term.

We will continue providing learning kits for interactive engagement and to help students become more self-directed as they explore challenging concepts.

Psychosocial sessions are also ongoing through weekly scheduled Guidance and Health and Family Life classroom sessions along with individual, group and family counselling. We encourage our schools to make referrals to our service providers, as the need arise, through the Guidance Clinics, Rise Life Management and Peace and Justice Centres.

We recently intensified the psychosocial and socioemotional efforts by launching the Psychosocial and Socioemotional learning weeks under the theme **“Embracing a Winning Wellbeing”**. These will run from April 6-13 and April 25-29, 2022 and is especially focused on treating with the recent violence in our schools because we know the solution to violence in schools is not just about using metal detectors and doing searches.

Special focus is also being given to individual, group, family and grief counselling, spiritual and motivational empowerment, coping with stress and trauma sessions, mental health training, conflict management, decision making sessions, among others whilst making use of art therapy (music, drawings, quilt-making, poetry, drama, talk therapy among others). It is the whole person, the whole student with which we have to treat.

Investment in Mitigating the Learning Loss

All told, Madam Speaker, the GOJ's recent investment in mitigating the learning loss has been in excess of **\$1.8 billion**. This figure does not include our continued support of online/media platforms and educational resources which is **\$1.2 billion** at the primary level and **\$1 billion** at the secondary level.

Yard-to-Yard-Find-the-Child-Initiative	\$103 million
Extra lessons/homework	\$250 million
Temporary teachers	\$1,000 million
Additional grants for sanitization and desks	\$435 million
Donations (masks, test kits, anti-septic wipes to ensure safe face-to-face)	Value of approx. \$137 million
Continued support of online/media platforms and educational resources	\$1,200 million at the primary level \$1,000 million at the secondary level

Madam Speaker, we know that it is not enough for schools simply to reopen their doors at what appears to be the end of COVID-19. Students will need tailored and sustained support to help them readjust and catch-up after the pandemic.

Partnerships

In this regard, Madam Speaker, we continue to benefit from the support of international partners such as UNESCO and UNICEF in our efforts to provide quality education through technology and capacity building of teachers.

UNICEF is supporting literacy and numeracy development through increased student access to learning resources. UNESCO has provided training and the sharing of lessons learned from addressing the COVID pandemic in various jurisdictions. They have also facilitated several workshops to improve the use of technology in teaching. We want to thank the IDB and World Bank as well for their technical and financial support in many areas, specifically in helping us with platforms and analysis for the vast amount of data generated in the education sector. IDB will be working with us to digitise our learning resources as well.

Violence in Schools

Madam Speaker, unfortunately, with the return of face-to-face classes has come an upsurge of violent behaviours in our schools. To all our parents who have lost a child or children during the pandemic due to COVID-illness or COVID depression, violence in school, the home, the community or motor vehicle accident, we extend our heartfelt condolence. We offer our prayerful support to you, your families and communities. We are working in meaningful ways to minimise and ultimately eliminate this scourge that robs the nation of valuable members of future generations.

Madam Speaker, a few of the measures undertaken in this regard include:

- The conduct of audits of the hand-held metal detectors that were provided to all high schools. Guided by the findings of the audits, a programme of replacement of defective devices is being undertaken.
- A similar audit is being done for the 27 high schools that were provided with a walk-through metal detectors. Another nine (9) are being installed in selected schools.
- Searches - aided by the use of these technological devices, schools resumed searches of our students on entry and randomly throughout the day. Madam Speaker, we have given schools a Safety and Security Policy document and we expect that schools will abide by the procedures, especially as they relate to searches. The Policy document describes what is a search and under what conditions you can have searches. Some schools will be getting CCTV surveillance system to improve school safety and security.

Also, we are working closely with our partners to improve safety and security within our schools. These include:

- the Community Safety and Security Branch of the Jamaica Constabulary Force, not only to support our schools to conduct searches but also to improve the visibility of the police in targeted spaces after school and at the transport centres.
- the Ministry of Justice to provide Restorative Practices training to teachers, students leaders and parents as a tool to manage conflict.
- the Ministry of National Security as we work together to provide case management services to students, particularly those attending schools located within or serving the Zones of Special Operation.
- the National Council on Drug Abuse in response to increased use and confiscation of drug since the full resumption of school.

We highlight as well the **55** additional School Resource Officers from the Jamaica Constabulary Force who are being deployed to our schools under the Safe Schools Programme in the Police Area 1 which consists of Trelawny, St. James, Hanover and Westmoreland

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Principals, Vice Principals, schools' administrators and staff are asked to be on high alert for loud talking beyond what is normal, rough play, gathering of students on the outside of classes especially during breaks and lunch time, and disperse these gatherings. School leaders, middle managers and teachers have been asked to encourage students to play their part. These include:

- Taking personal responsibility for their safety and security
- Walking in groups when journeying to school. Avoid walking alone at other times.
- Avoiding short cuts when journeying to and from school
- Avoid loitering in shopping centres, bus parks and other public spaces after school..... Go Home!
- Avoid exposing their cell phones and other valuables while at school or on the way to and from school (avoid being a target)
- Students reporting what they know

Madam Speaker, we expect those actions that we outlined will reduce the incidents. However, we are intent on engineering a change in the mindset of our children. That is where long lasting change begins.

In response to these challenges, our principals, our Guidance Counsellors, Health and Family Life Teachers and the Deans of Discipline are collaborating to implement the Psychosocial and Socio-emotional Learning activities. We have developed a model that was shared with all schools and we asked that the focus be given to our high schools and in particular our Fourth Form (Grade 10) students in the first round of these Psychosocial and Socio-emotional Learning activities.

Why Fourth Form?

Since the resumption of full face-to-face classes this year, several of our high schools have come to national attention with fights and stabbings and there has been the very unfortunate stabbing death of Kamal Hall of William Knibb Memorial High School. We mourn as well the death of 15 year old Kenuth Williams from Papine High School who was shot and killed on his way to school in a reported robbery attempt.

We are focusing on our Forth Formers because for them the data is suggesting that the COVID-19 impact is greatest.

Our current Grade 10 (fourth form) students had their first year of high school which was

Grade 7 (first form) in September 2018- June 2019.

They would have missed approximately **one third** of their second year which was Grade 8 (second form) during Sept 2019 to June 2020.

They missed **all** of their third year which was Grade 9 (third form) during Sept 2020 to June 2021.

They already missed about **half** of their fourth year which is Grade 10 (fourth form) during this current school year Sept 2021 to June 2022.

The typical Grade 10 student is about 15 years old, just entering adolescence. Madame Speaker, almost two years of a structured school/learning environment have gone and almost two years of building friendships have gone. The typical Grade 10 student is entering the teenage years (15 – 17). Psychologists say, “this is a time of change for how teenagers think, feel and interact with others, and a time of change for how their bodies grow. This is also an important time to prepare for more independence and responsibility, especially for our boys and it is scary. It is a really, really rough time mentally for our Grade 10 students in particular.

Madam Speaker, having come to the understanding of this, we commenced an intervention starting April 6-13, 2022 and will continue April 25-29, 2022 under the theme **“Embracing a Winning Wellbeing”**. Schools have the flexibility to replicate and adapt this concept as the need arises. Limited academic classes will be held in those two weeks. We want to focus on providing psychosocial support to our Grade 10 students primarily to help them through this period.

Even while we are using measures that include suspension for fights and we use metal detectors and additional Resource Officers, Madame Speaker, we recognize that our students need some heavy duty psychosocial support to begin to see a greater level of socio-emotional intelligence, competencies and skills that will enable our students to manage their emotions thus getting to that state where they can resolve conflicts without violence.

Character Education

Madam Speaker, this is a good time to highlight Character Education. This was a focus area in my sectoral presentation last year in which I said Character Education would be institutionalized in all our schools.

Madam Speaker, the Ministry in ensuring that the right values and attitudes are inculcated in our children and youth has embarked on the development of a **Character Education programme**. In June 2021 we established a broad-based Task Force. I want to recognize the members for the many hours they devoted to helping us to understand what is Character Education. What does it look like? How do we implement it?

The Character Education Task Force includes professionals such as Dr. Michael Abrahams, a gynaecologist by profession and Chair of the Taskforce; Former Governor General, Sir Kenneth Hall, Child Psychiatrist, Dr. Ganesh Shetty; Dr. Rosemary Johnson, Psychologist

and lecturer at UWI; Dr. Abigail Harrison, Paediatrician with special interest in adolescence and adolescent psychology; Consultant in the Department of Psychiatry, UWI, Dr. Sapphire Longmore; Dr. Herbert Gayle, Anthropologist; International Education Advisor from Edu-Quest International Incorporated, Dr. Avis Glaze; Mr. Juleus Ghunta, strong advocate for Adverse Childhood Events Awareness and an author of children's books; Ms. Rebecca Tortello, Education Specialist, UNICEF; Educator, Dr. Renae Rattray; Human Rights Advocate-Diocese of Jamaica & the Cayman Islands, Mr. Sean Major Campbell; Education Psychologist – Renee James; representatives of the National Student Council; Jamaica Teachers' Association; representatives of the clergy; and Guild President, University of the West Indies, Mona. Technocrats from various agencies or divisions of the MoEY are also on the Taskforce.

Some major activities undertaken so far include:

1. The establishment of Subcommittees & Working Groups
2. Review of current Ministry's related Frameworks and Programmes, such as the School-Wide Positive Behaviour Intervention and Support (SWPBIS), the Health and Family Life Education (HFLE), among others for assimilation and a guide to creating an effective comprehensive programme.

1. Presentations

A series of presentations covering topics such as: Adverse Childhood Experiences, Anthropology of Social Violence, Adolescence, Child Psychiatry, School-Wide Positive Behaviour and Intervention Support, Character Education and Formation, Parenting and the programmes of the National Parenting Support Commission, Health and Family Life Education and Enrichment Programmes, Curriculum Implementation Teams within schools and a peace development programme established within the Caribbean and other regions by the Heavenly Culture, World Peace and Restoration of Light organization in Washington D.C., a doctoral presentation on Character Education within Jamaica by Dr. Monica Dempster and a presentation by Ms. Janani Pathy and Dr. Bill Hogarth of the Bill Hogarth's Secondary School within Canada. Taken together these presentations provided useful insights into Character Education programmes implemented locally and in other jurisdictions and the potential benefits to the Jamaican education system and the wider society.

A Character Education Diagnostic Study which served a basis to inform the programme development. The recommendations from the study were reviewed and a detailed chronology outlining the steps to be made towards effective implementation is being undertaken.

Madam Speaker, I draw your attention to the Government's commitment to a holistic approach in addressing the issue of violence against children is reflected in number of actions including:

The National Plan of Action for an Integrated Response to Children and Violence which provides a coordinated and structured approach to addressing the key issues and challenges pertaining to children as victims, perpetrators and witnesses of acts of violence and abuse. Also, the National Commission on Violence Prevention (NCVP) operates on the principle that "violence prevention is most effective when it begins at an early age:

parenting support and early childhood development are critical investments in violence prevention”.

Madam Speaker, allow me to outline some of the work being undertaken by this Ministry as it relates to violence prevention.

National Parenting Support Commission (NPSC)

We are determined, Madame Speaker, to reach our parents this year. Our entity, the National Parenting Support Commission (NPSC), the Ministry of National Security and our central Ministry (MOEY) have come together to reach **97,000** parents in Year 1. This joint effort has already produced 2 of 30 targeted fairs. The NPSC already through various activities has been able to reach over **50,000** parents.

We know, based on many different research results that the most accurate predictor of academic achievement is not socio-economic status, nor how prestigious the school is that a child attends. The research says that the best predictor of student success is the extent to which families encourage learning at home and involve themselves in their child's education.

When parents are engaged in their children's school lives, students have the home support and knowledge they need to not only finish their assignments, but also develop a lifelong love of learning.

Uniformed Groups in Schools

Madam Speaker, to help direct the energies of our students in meaningful activities, we will emphasize the uniformed groups in schools as our students are now back in the face-to-face modality. Following our audit to identify all the uniformed youth groups in schools and the number of students engaged, a Strategic Plan has been developed for the next three (3) years which includes an action plan to guide the expansion efforts of the youth groups.

The Uniformed Group Expansion- ZOSO

We have taken a special focus on uniformed youth groups operating in Primary and Secondary schools in the five (5) areas declared as Zones of Special Operations (August Town, Greenwich Town, Denham Town, Mount Salem and Norwood).

An audit was also conducted which revealed that there are 15 primary and 10 high schools located in the ZOSO which require intervention measures due to the behaviour of some of the students. The audit also revealed that five (5) uniformed youth groups have a stronger presence in the schools identified. These uniformed groups are Scouts Association, 4-H Club, Jamaica Combined Cadet Force, Jamaica Red Cross Youth and Girls Guide Association.

As a partner in the **Citizen Security Plan** which includes the **Inter-Ministerial Twenty Five Schools Strategy**, focused attention will be paid to school governance, leadership and management, student development, school infrastructure and community level intervention

The Ministry is also committed to include an additional nine schools located within or serving the communities of Parade Gardens, Kingston and Savanna-la-mar, Westmoreland, the two additional Zones of Special Operations, to benefit from this strategy.

Madam Speaker, in assessing the violence in schools, the root causes and the intervention plans to bring to bear on them, our efforts will be futile unless we understand the environment in the homes and communities from which our children come. I want to thank again the many professionals from the **Character Education Task Force** who really increased our understanding of the science behind **Adverse Childhood Experience (ACE)** and the need for many of our parents, the adults and guardians in our homes, to have a paradigm shift from blame, shame and punishment of our young children to understanding, nurturing and healing.

Importantly, is for the MoEY to begin to have our educators in our classrooms and teaching colleges understand what is **trauma-informed teaching** which starts with an awareness of how trauma can impact learning and behaviour. The experts tell us that with this approach, our educators will think about what students' behaviour may be telling them. In doing so, and they will find ways to better support students who may be experiencing trauma.

The professionals say, Madam Speaker, **trauma** is intense sources of stress that many children experience which can come from poverty, physical, emotional or sexual abuse, community violence and corporal punishment that is still practised in many homes in Jamaica. We know as well that these sources of stress can lead to drug addiction, violence, and other harmful behaviours that play themselves out in our schools. Yes, Madam Speaker, we understand that it is not just the metal detectors, random searches and more resource officers (which we deeply appreciate, Dr. Chang), it has to be a fundamental shift for which our schools have to play an enormous role. Between April 2021 and March 2022, twelve thousand six hundred and forty two (**12,642**) cases of child abuse came to the Child Protection and Family Support Agency (CPFSA). Add to this the many unreported instances of slapping, beating with an implement, pinching and the psychologically aggressive methods of quarrelling, shouting, denying food, swearing, cursing and you see the "hell" from which many of our children come. When these children show up in our classrooms, they are on the edge. The slightest word can set them off.

The Jamaica Survey of Living Conditions 2019 shows the statistics on corporal punishment and psychologically aggressive methods of punishment that are being meted out to our children in the age group of 0 to 9 years old. It continues to be frightening.

The efforts we are making this year, in collaboration with the Ministry of National Security, to reach 97,000 parents, to do risk assessments and get our most at-risk parents the appropriate parenting programme and support are in recognition that if we don't change how our mothers, our fathers, and our care givers handle our young children, we will be constantly running after the problem instead of being ahead of it.

Support for Teachers

Madam Speaker, we recognize that our teachers need psycho-social support as well. The Jamaica Teaching Council provided Virtual Support Group Sessions for teachers entitled “Return To Happiness (RTH)”. Teachers were engaged in Six (6) weeks of activities including, Mindfulness, Journaling, Skill Development in Coping and Emotional Awareness. Teachers registered voluntarily to join a group and sessions were available after 4pm on weekdays and during the day on weekends. Teachers, Guidance Counsellors, Deans of Discipline and some school administrators participated.

Primary Specialist Teachers

In recognizing the learning problems in our primary schools and that we need to do something different in order to better prepare our student for High School, the Ministry is advanced in the implementation of the **primary specialist teacher model** in our primary schools. The model is designed to help primary schools and primary school teachers transition from the generalist approach to specialist teachers deployment at the primary level of the education system. Teachers are therefore required to specialize in one of eight defined specializations aligned to the National Standards Curriculum: -

1. Mathematics and Science
2. Language Arts and Social Studies
3. Language Arts and Spanish
4. Music
5. Visual Arts and Drama
6. HFLE and PE
7. Religious Education and Civics
8. STEM

To date, Madam Speaker, **378** schools (approximately **4,500** teachers) are advanced in the implementation of the model. A further **191** schools are scheduled to implement the model beginning September 2022. With the final **173** set to begin in September 2023.

The Ministry’s support to schools has included:

- training for principals to lead the process supported by the National College of Educational Leadership
- the provision of access to software and the supporting training to develop timetables
- the development and implementation of the Redeployment Platform which is designed to identify the best specialization for each teacher

Teacher training institutions have transitioned their B.Ed. Primary programmes to begin the preparation of pre-service teachers according to the established specializations. The first group of specialist teachers is expected to graduate in 2024.

The Ministry will continue to work with the UWI Mona Campus School of Education to develop a Post Graduate Certificate Programme for the in-service training of teachers. The cost for implementation of the Primary Specialist Teacher Model for the 2022/2023 Financial Year is **\$378,000,000**. This accounts for the cost of additional teachers for multi-grade schools, resources to support teaching and learning, the development new courses for the B.Ed. Primary programme and the development of the in-service teacher training programme. It is expected that over a five-year period **\$2B** will be spent to upgrade the competencies of teachers in alignment with the model.

School Nutrition

Madam Speaker, we have to tackle education on all fronts. Our students' nutritional status impacts access to learning, readiness for learning, and success at learning. Therefore, we have been deliberate about addressing the nutritional needs of our students as a thrust for equity and social inclusion. Our School Feeding Programme has four major components that are being rolled out as we transition to the full face-to-face:

1. the snacks component which is managed by Nutrition Products Limited (NPL) provides fortified baked products, low sugary juice and bottled water and targets **18,732** students;
2. the cooked lunch component which is administered by schools from the infant, primary up to the secondary levels benefits **130,374** students on the PATH programme. Cooked lunches are offered five days per week. Approximately **1,002** public infant, primary and secondary schools, as well as several private schools are currently benefitting from the cooked lunch component of the programme.
3. There is also the breakfast component, in which **100,000** students are slated to benefit from breakfast to include baked products, instant porridge and bottled water 5 days per week. The production will ramp up over the next several weeks.
4. The fourth component is the nutrition education component which is delivered through our Health and Family Life Education Curriculum which teaches our students about healthy eating and healthy lifestyle choices. This programme is also complemented by our Jamaica Moves in Schools Programme in partnership with the MoHW. Under this initiative, physical activities are intensified – scheduled PE classes, frequent movement breaks, special water days and fruit days are encouraged to be held among other competitive sporting activities.

We will make efforts to get the National School Nutrition Policy approved and implemented, to train our cooks in preparation of more nutritious meals, we will provide menu planning support and menu monitoring through the use of digital technology. We will increase the use of locally grown produce in our cooked meals and we will increase support to schools for their school gardening projects, pulling on our parents and local community support.

School nutrition is an important component of education.

Budget For The Programme:

Approximately **\$6.7 Billion** was approved under the School Feeding Programme for the Financial Year 2022/2023. A total of **130,376** beneficiaries are to benefit under the PATH Programme:

Infant (Age 0-5)	Grade 1-3 (Age 6-8)	Grade 4-6 (Age 9-11)	Grade 7-13 (Age 12-19)
21,977	26,877	33,528	47,994

School Nutrition Policy

The draft National School Nutrition Policy was signed off by MoEY and MoHW and has been submitted for the next step of the approval process. This policy will facilitate the development of guidelines for increased access to safe and nutritionally adequate food in schools; facilitate a greater focus on physical activity in the school environment; facilitate the development of healthy eating and lifestyle choices by children and contribute to improvements in the nutritional education/knowledge of children and their families.

Transportation

Madam Speaker, the Ministry's Rural Transportation Programme for PATH and other needy students was suspended during the pandemic due to the online modality. In preparation of the full resumption of school the Ministry has partnered with the Ministry of Transport and Mining, the Railway Corporation of Jamaica and the Jamaica Urban Transit Company to introduce the Student Passenger Rail Service as an additional modality of transportation for students. Thus far over **400** PATH students from six St. Catherine based schools are now benefiting from a safe and reliable transportation service.

This intervention signals the Ministry's commitment, through partnership, to improve its Rural Transportation Programme to impact over **7,500** PATH and needy students from **250** primary and high schools, across thirteen parishes at a cost of \$380 million for this fiscal year.

Textbooks

Madam Speaker, as part of its mandate, the Ministry provides educational resources to public schools. To ensure that the best resources are selected and procured, detailed review, procurement and distribution processes are conducted annually by established and approved criteria.

Primary Level - Provision of Educational Resources

Generally, workbooks (consumables) for Mathematics and Integrated Studies are procured and distributed annually to students in Grades 1-3, and at Grades 4-6. Since 2020, workbooks to support students at Grades 4-6 are procured annually.

Under the Primary Textbook Programme, the Ministry will be providing educational resources in the amount of approximately **\$1.2 Billion** to students at the primary level to include, electronic resources such as apps and e-books. For the upcoming 2022/2023 academic year, at the lower primary level (Grades 1-3), the usual workbooks will be provided for Integrated Studies and Mathematics.

Access to online platforms for the following will be provided:

1. Friends in the End -Unlimited access
2. Learning Hub online Platform
3. CHEETAH Purrrrrrr Online Books - Mathematics, Science and Ability Tests .

The Ministry will continue to provide workbooks for the upper primary level (Grades 5-6). For the first time, Grade 4 students will receive workbooks for Language Arts and Mathematics. This initiative will assist in alleviating the financial challenges being faced by parents.

Student Dress and Grooming

Madam Speaker, the issue of student dress and grooming has always been a major concern for schools that at times would have resulted in students being sent home for breach of the Student Code of Conduct. Principals are being reminded that the school's deportment policy should be guided by the Ministry's Grooming Policy Guideline, 2018 and where possible special consideration should be afforded to students and their families as they attempt to rebound from the impact of the COVID-19 pandemic and try to comply with the deportment policy of the institution.

A draft Dress and Grooming Policy for Public Educational Institutions (PEIs) has been circulated to key stakeholder groups for their feedback. It is expected that this policy be available to schools at the start of the next school year.

Accomplishments and Achievements

Madam Speaker, despite there being the global pandemic that has hit education the hardest and our children were not in the physical environment for most of the last 2 years, the work did not stop.

We devoted our attention to executing on those plans and initiatives that were outlined in my Sectoral last year. Our results card, which is detailed in this year's Sectoral, looks at our Accomplishments, which are the efforts that would have gone in to moving the initiatives along their various stages as well as our Achievements, which are the actual Outcomes. During last year we had both Accomplishments and Achievements.

Sectoral 2021 Commitments	Accomplishments (efforts) and Achievements (outcomes)
<p>Enact amendments to various legislation:</p> <p>The Children (Adoption of Act) to be tabled in FY2021/2022 Child Care and Protection Act, 2004</p> <p>Children (Guardianship and Custody) Act</p> <p>Section 24 – Childcare and Protection Act</p>	<p>Work is far advanced in the revision of these pieces of legislation which are to be submitted to Cabinet for approval for drafting instructions to be issued in Quarter 1 of this FY.</p> <p>Policy document outlining recommendations for amendments to the Children (Adoption Of) Act is completed.</p> <p>The process of consultation with key partners such as the Legal Reform Division of the Ministry of Justice, the Attorney General Chambers is underway. If there are no objections, the policy paper will be packaged for submission to Cabinet for its deliberation.</p> <p>Amendment to Section 24 of the Act is being advanced to treat with Children on Remand and Charged for being Uncontrollable.</p>
<p>Abandoned babies legislation</p>	<p>Final submission has been sent to the AGC & MoFPS for review.</p>
<p>Establish 211 Helpline</p>	<p>Achieved – This was launched on September 22, 2021. The 211 line has been installed and activated and operating on both the Flow and Digicel platforms.</p>
<p>Launch Good Parenting Campaign</p> <ul style="list-style-type: none"> • Use this to change the deeply embedded culture of corporal punishment of our children 	<p>The concept has been changed to “Positive Parenting Campaign”</p> <p>The Concept Paper was completed and submitted and the process is ongoing in the development of the Campaign.</p> <p>RFP is being prepared to engage consultant to lead the campaign</p>
<p>Scale up the work of National Parenting Support Commission (NPSC)</p>	<p>The NPSC will be launching a website that will be a repository and resource for parents. Up to February 2022, the NPSC had reached over 50,000 parents across the island in its intervention programme focusing on behaviour change.</p>
<p>Develop Early Warning Signals</p>	<p>The Early Warning Signals concept to help reduce child abuse has been developed and CPFSA is in discussion with IDPs regarding funding support.</p>

Sectoral 2021 Commitments

Accomplishments (efforts) and Achievements (outcomes)

Extend the electronic platform for case management at CPFSA

The business rules and functions of the National Children's Registry were incorporated in the SOHEMA System (electronic child case management system) operated by the CPFSA and is in commission. Over the next two to three months, the service provider will be conducting a series of technical training on the new features of the system among key team members of the CPFSA. Meetings were held with the MNS and MOJ to determine the compatibility of the software for use to support their initiatives.

Bring greater efficiency to the \$1 billion spend on textbooks

Work is underway to see how we can increase the use of e-books that would be downloaded on tablets and laptops for our students.

Devices – “We will not stop until all our children have a device in their hands.”

40,000 tablets were delivered to Grades 4 – 6 students on PATH

11,500 tablets were delivered for PATH students in Grades 8–9 in approximately **72** high schools island-wide particularly in rural parishes.

13,500 tablets were distributed to PATH students in another 69 high schools

For Grades 10–13 students on PATH, a total of **14,871** laptops have been delivered to schools and so far **12,051** have been distributed to students.

Under the One Laptop/Tablet Per Child Initiative, **22,896** tablets and **2,013** laptops have been distributed. This is approximately 25% of the target of galvanising **100,000** devices for needy students.

Provided assistance to parents and guardians under the Own Your Own Device Programme (OYOD) - To date, **33,875** vouchers with a value of \$20,000 each for the purchase of tablets for students of needy families have been issued, with **28,427** redeemed and the remaining **5,454 vouchers are** still to be redeemed.

Expanded the Own Your Own Device Programme (OYOD) to provide approximately **8,900** teachers with electronic vouchers valued at \$90,000 each towards the procurement of a laptop.

Sectoral 2021 Commitments	Accomplishments (efforts) and Achievements (outcomes)
National Standards Curriculum (NSC) will improve learning outcomes	<p>With students back into the face to face mode and the classroom environment is almost back to normal, the focus going forward is on our teachers maintaining fidelity to the National Standards Curriculum as a guided way to improve learning outcomes.</p> <p>The NSC framework for Grades 1-9 includes learning outcomes/attainment targets:</p> <ul style="list-style-type: none"> • Learning Management System (LMS) established on the google workspace for education platform using the MOESCHOOLS,edu.jm • Review of MoEY's Education Management Information System SMS was completed and modules, integration and implementation strategy identified.
Accountability has to be at all levels of the education sector	Objectives are being set and agreed so that it takes accountability out of the subjective realm. This will take many iterations, sensitization sessions and conversations to increase the understanding of Accountability.
<p>Heavy duty character education: Deliberately and Actively teach our students the ways in which one develops good character</p> <p>Restore uniform groups to prominence</p>	<p>Approximately 11 months of consultation with a taskforce of experts. We are engaged in setting out the implementation plan and the agreeing on the platform to use.</p> <p>This will begin in earnest now that students are back into the face-to face mode.</p>
Improve system wide teacher effectiveness in the classrooms	<ul style="list-style-type: none"> • Scheduling guidelines and other support documents and monitoring tools are available to teachers (educate.gov.jm) • Teacher effectiveness instruments are readily available • A 5-point definition of Teacher Effectiveness identified for use in the review of local evaluation research on instructional effectiveness • Meeting held with PMEY to review and update the SMART (instructional observation tool)
	<p>Teacher Effectiveness</p> <p>Continuous in-service professional growth and personal development of our teachers have to take on high priority as a way to also boost teacher effectiveness in the class rooms. For the period starting March 2021 and ending March 2022, the Jamaica Teaching Council has developed and/or supported the empowerment opportunities for teachers resulting in 179 hours of</p>

Sectoral 2021 Commitments**Accomplishments (efforts) and Achievements (outcomes)**

professional development being offered to 8,576 teachers. Courses offered included:

- Teacher Training in Professional Appraisal
- Creative Engagement in Primary Level Learning
- Return to Happiness (Psychological support for teachers)
- Mentorship for Beginning Teachers and Mentoring for boys to help Teachers to engage Boys meaningfully in Education
- Effective Blending Learning
- Coding in Schools
- Subject-based courses

NCEL -- the National College for Educational Leadership -- which now focuses on developing principals, must now have as a priority the professional growth and personal development of our principals and education officers.

NCEL will be charged with constantly sourcing, vetting and organizing professional growth and personal development programmes for our principals and education officers. We have the technology. Many excellent programmes exist locally and internationally and can be made available to the principals and education officers online. We must raise the level of effectiveness of educators in the classrooms.

Raise the level of continuous teacher in-service professional and personal development

During the period, the JTC developed and/or supported the empowerment opportunities for teachers resulting in 115.5 hours of empowerment being offered to 8,576 teachers.

Professional appraisal are implemented in all regions.

Increase time or hours teachers spend teaching; reduce or eliminate those time wasting activities so teachers can focus on teaching

MoEY took on the task of writing lesson plans for all subjects and all grades. We now have over 500 lesson plans available to our teachers. The procurement process is underway for another 1,400 lessons and supporting teaching aids

Increase time or hours students spend learning

Launched the National School Learning Intervention Plan (NSLIP) that includes the national summer school, national homework and national after school programmes. These initiatives allow students more time on task.

Sectoral 2021 Commitments	Accomplishments (efforts) and Achievements (outcomes)
Have accountability for student absenteeism and drop out	Implementation of an SMS will support attendance Review of the OpenEMIS Core Module with attendance feature was done, and discussions are on-going regarding phased implementation. Internal officers have been trained to scale this activity.
Launch Government sponsored extra-lesson classes	6175 secondary and 5,751 primary students registered in the Extra Lessons Face to Face Programme 6,074 students are registered in the online programme
Government sponsored extra-lesson classes	6,175 secondary and 5,751 primary students registered in the Extra Lessons Face to Face Programme 2,100 students registered in the online programme.
Transition from the generalist model in primary schools	Model implemented in Phase 1A and 1B schools (partially and fully) Sensitization of Principals and Board Chairs for Phase 2 schools completed Framework for In-service programme developed by UWI and submitted for review
Robustly implement the Master Teacher concept across the education sector	33 trained Master Teachers are in the system. The Goal to have about 67 Master Teachers in each of the 63 QECs by the end of the financial year 2025/2026. Master Teachers to be instructional leaders close to schools. 86 applications being processed.
Establish a National Teacher Competency Index	
Ensure all teachers become teachers of reading; reading to be a mandatory subject in teacher training college programmes	A meeting was held with Teacher Training institutions to assess the approach currently in use. Internal dialogue to be pursued to finalise the strategy to be utilised.
Create online repository of lesson plans; promote collaboration among teachers all across the education sector	Online Repository-Development is currently taking place in collaboration with a developer who is working with the JTC team. This developed platform will have advanced functions and capabilities such as tracking usage, comments feedback release for review etc. Demo Site activated - http://lessonplan.spectrumweb.co.uk/Account/Login development of final requirements to be discussed. Sample lesson plans available on Ministry website. Dedicated online repository still in development.

Sectoral 2021 Commitments

Accomplishments (efforts) and Achievements (outcomes)

Learning style of boys to be given attention

Three (3) successive virtual sessions were held with 42 male teachers, 52 male students and 9 males from other professions
Two (2) training sessions have been conducted with 26 male mentors - A series entitled, 'Teach to the Male Brain' under the theme, 'We are not just Students, We are Boys' have been compiled for conversations with mentors.
Registration of Male Mentees - In addition to the 31 high schools in Phase 1, principals from 42 primary and high schools have signed up to have boys from their schools engaged with a male mentor. · Twenty six (26) mentors have been successfully paired to 71 Mentees with an average of 3 mentees to 1 mentor.
A total of 702 mentors trained in gender mentoring, The Boy's Journal - The journal prepared at Phase 1 has been digitized for the virtual space and will also be printed.
Commonwealth of Learning (COL) is an important partner in the Boys programme. Collaborate to Educate Our Sons (CEOS) has remained a longstanding partner.

Seek efficiency gains in the school feeding programme

The school feeding programme has been expanded to provide breakfast to 100,000 students, up from 70,000 and was introduced as at April 1, 2022 given the reopening of face to face classes. Plans are being finalised to provide menu planning support, menu monitoring and beneficiaries access through the use of digital technology, we will increase the use of locally grown produce in our cooked meals and we will reintroduce school gardening projects, pulling on our parents and local community support.

Equip our classrooms so that synchronous learning can happen

User-IDs were created and shared with public, independent and home-school schools on the MoEY Learning Management System. Accounts were created for approximately 96% of students in grades 2-13 and approximately 97% of teachers currently working in the system.

All 2021 PEP 6 students were issued an email account to facilitate access. More BIO data are being included in account creation to facilitate identification of target groups (grade level and gender)

Review of the OpenEMIS platform is to be done and discussions were had regarding phased implementation.

Sectoral 2021 Commitments**Accomplishments (efforts) and Achievements (outcomes)**

All Grade 1 students are being issued with email accounts to facilitate online sitting of GOILP.

Technology audits were conducted at 362 secondary schools that are projected to be directly connected to the Government's fibre backbone. Currently, we are collecting and collating internet service contracts for these 362 schools. Twenty (20) schools have been connected to the GOJ fibre backbone.

25 schools were onboarded to the OpenEMIS platform. The Attendance APP is functional for 7 pilot schools.

30 schools are connected to the Government's broadband infrastructure.

Jamaica Education Network (JaEdNet) data management framework is being developed.

Launch a student attendance app

An Attendance APP is functional for 7 pilot schools An Attendance APP is functional for 7 pilot schools

Equip our classrooms so that synchronous learning can happen

Perspective of STEM/STEAM is to be aligned with the focus of NSC and other curricula taking into consideration:
Content Organization
Methodology
Vocational Experience
Institutional Design

Institutionalize assessment in ECIs

ECC has begun to examine the process for the digitization of the Age Four Assessment tool. The digitised version of the tool is expected to be ready for use in 2023.

107 ECI's ready to transition

There was budgetary allocation for the establishment of six (6) infant schools and eight (8) departments in academic year 2021/2022

44 ECIs have been mapped to 37 Primary schools. This will be distilled into 9 stand-alone infant schools and 28 infant departments starting from September 2021.

The total enrolment for all 44 institutions is 2,480

Sectoral 2021 Commitments	Accomplishments (efforts) and Achievements (outcomes)
<p>Raise the stature of Non-CAPE Pathway; institutionalize CAP as a 6th form program with the requisite rigour of exams; high percentage of boys attaining passes at levels 1 -3 in the TVET areas</p>	<p>Institutionalization of the Sixth Form Pathways Program 2 and 3 have started across the secondary level. An additional 8000 students have benefitted from the expanded program</p>
<p>Higher Education Policy</p>	<p>Draft Policy is being reviewed</p>
<p>Develop a Public Virtual School for students and parents called MoEY's Virtual Learning Academy and would be an Online Pathway to Secondary Education primary for parents.</p>	<p>The research has been completed, a framework has been created and discussion underway with the Commonwealth Secretariat for the sharing of content and to integrate their open school concept. Full roll out is being planned for January 2023.</p>
<p>JTC, Amendments to Ed Act & Regulations; Higher Ed Bill</p>	<p>JTC Bill was laid in Parliament before the Select Committee. The date set for national feedback ended on 31 March, 2022, Parliamentary Office is compiling the responses received. A legal consultant is undertaking work with a view for the repeal and replacement of the Education Act and regulations. Work on the Higher Education Policy will follow the approval of the draft Higher education Policy JTC Bill</p>
<p>Promote Safe Schools – complete Safe School Policy; focus on schools in ZOSOs</p>	<p>Draft Safe School Policy to be completed in this FY. Further stakeholders' consultations are being undertaken.</p>
<p>Streamline the Learning Resources for Schools</p>	<p>To ensure continuing education of children amid the COVID-19 challenges, the Ministry introduced a number of resources to reach children. These included: TV channels: Audio visual content aired using eHomeSchool Network, PBCJ and MoEY's YouTube Channels. Two channels for eHomeSchool Network - ehomeschool primary and ehomeschool secondary. PBCJ focuses on the early childhood to the secondary levels.</p>

Sectoral 2021 Commitments

Accomplishments (efforts) and Achievements (outcomes)

Streamline the Learning Resources for Schools

YouTube Channels:
Two YouTube channels: EHSN_MOEYI_Jamaica
Link: <https://www.youtube.com/channel/UCU0UpA8KZef7HYEi9Cpaylg/videos>
Channel: moey youtube channel
Link: <https://www.youtube.com/user/MOEJamaica/search?query=%20high%20school>
The MoEY's YouTube Channel carries content for all levels.

Learning Kits, workbooks and e-resources, PEP Camp booklets and PEP tips and powerpoint presentations have been provided and will continue.

Promote Safe Schools – complete Safe School Policy; focus on schools in ZOSOs

Draft Safe School Policy to be completed in this FY. Further stakeholders' consultations are being undertaken.

Customer Service - Operational Efficiencies at MoEY

Customer service will significantly improve if we can implement operational efficiencies across the central ministry and its regions. A major part of this work has started with the implementation of MyHR+

MyHR+ is an integrated HR and payroll system that serves the public sector. Key features include Human Resources Management, Payroll Management, Attendance/Absence, Employee Self Service, Manager Self Service, Claims, Subsistence and Travel Allowance, Organisational Charts, Recruitment and Selection, Competency Management, Performance Management, Training Management

Earnest work has begun with intent at MoEY and the functionalities are being implemented and expanded. Salaries for central Ministry staff and non-bursar paid teachers have started. Sensitization sessions were held for Bursar Paid & Non Bursar Paid schools as well as the Jamaica Teachers Association (JTA).

Efforts are apace for the mass digitization of personnel records of teachers and staff in public schools as well as staff within the MoEYI. As of March 2022, there are about **24,847** active teachers in the system of which a total of **11,268** files have been digitised.

Additionally, the system is currently being piloted to allow for leave calculation, beginning with Central Ministry Staff. As the functionalities are expanded, improved customer service will be experienced.

Auditor General's Report on the Financial Affairs of MoEY

We have taken the Auditor General's report seriously and are hunkered down to bring accounts up to date and address all the issues highlighted.

CHANGING THE FUTURE OF EDUCATION

Quality of Education

Madam Speaker, the recent Jamaica Education Transformation Commission's Report that the PM commissioned has 55 prioritised recommendations across seven (7) broad areas:

- Governance, Administration Leadership and Legislation
- Early Childhood Education
- Teacher Teaching and Learning, Curriculum and Assessment
- Tertiary Education
- TVET
- Infrastructure and Technology
- Finance

The first recommendation is for an implementation oversight committee to be formed. That has been done. The Prime Minister has announced the appointment of Dr. Adrian Stokes as the Chairman.

Dr. Stokes, a former Group Strategist for the Bank of Nova Scotia Jamaica, holds a PhD in Finance from the University of Manchester and an M.Sc. in Economics from the University of the West Indies. He also sits on the board of DBJ and chairs the Enterprise Risk Management sub-committee. A former Commonwealth Scholar, Dr. Stokes is a graduate of the University of Manchester where he obtained a PhD in International Finance. He has an MSc (Distinction) and BSc (First Class Honours) in Economics from UWI.



Early Childhood

Early Childhood is a major focus of the JETC.

The Government has provided approximately \$708 Million in this year's budget to continue to provide trained practitioners in our Brain Builder Centers and in the private sector owned and run day-care centres.

Early Childhood Sector

As of March 31, 2022, there were **2,369** early childhood institutions (ECIs) operating in Jamaica and classified as public/private, public, and private ECIs. Public/private ECIs are community owned ECIs such as basic schools that are supported by government subsidies. Public ECIs are owned and operated by the government and are the Infant Schools/Departments. There are other ECIs that are privately owned and are not funded by the government.

In ECC's census for academic year 2019/2020, total enrolment for the early childhood age cohort was **111,832** children. There were **11,591** early childhood practitioners (ECPs) and caregivers working in the sector, making it an average of 10 children per practitioner.

Achievements/Strategies

Governor General Sir Patrick Allen ON, GCMG, CD, KStJ, proclaimed 2022 the Year of Early Childhood Development, a significant milestone for the ECC and Early Childhood Sector.

1. Through our series, "Learning leaders, empowering communities", the ECC conducted training session for **841** ECI board chairs and principals (November 2021 and March 2022) on the areas including, money management and corporate governance.
2. The ECC's Management and Administrative Guide for Early Childhood Institutions was developed to provide guidance and support to the management committees and leadership of ECIs. The document is also available on the ECC's website.
3. Social media has been utilized significantly to share information with our parents and practitioners.
4. Activity plans for each term are still being posted on the ECC's website.
5. In the **74** Parent Places - virtual parent places continue to be hosted using WhatsApp by our Community Relations Officers. Approximately **8,000** parents actively participate in **1,338** virtual sessions.
6. Community Relations Officers to provide moral and psychosocial support for parents hosted **68** WhatsApp groups for Parents with a membership of over **1,000** participants.
7. Social Emotional Learning (SEL) sensitization of staff and parents continue to be conducted.

Capacity Building Programmes

ECC's Annual Professional Development Institute

In 2021, the ECC's hosted its Annual Professional Development Institute (PDI), May 17-21, 2021 under the theme "Through a Transformational Learning Environment our Children are inspired to be Creative". Due to the COVID-19 pandemic, the PDI was conducted virtually and offered attendees a choice of plenary and workshop sessions within the following tracks:

Track 1: Parenting,
 Track 2: Early Care and Learning,
 Track 3: HOWARD University,
 Track 4: Science, Technology, Reading, Engineering, Arts and Mathematics (STREAM),
 Track 5: Lindamood Bell
 Track 6: Leadership in a Pandemic.

The ECC conducted approximately 108 workshops and plenary sessions with approximately 45,811 attendees from across the world. Over the 5 days, attendees were exposed to best practices for effective curriculum delivery, highlighting issues related to early childhood development. This capacity building strategy provide EC practitioners, families and other stakeholders with the support necessary to improve their skills and techniques to be more effective in supporting children's learning and development and ultimately the improvement of the sector.

Inclusive Early Childhood Development (ECD) Course

The Inclusive ECD is a 10-week training programme which is comprised of 9 modules:

- | | |
|--|--------------------------------------|
| 1. Introduction to Disability, | Education, |
| 2. Developmental Disability and Special | 6. The Inclusive Pre-School Learning |
| Education, | Environment, |
| 3. Identifying Children with Developmental | 7. Managing Behaviour in the |
| Disabilities, | Inclusive Pre-School Learning |
| 4. An Introduction to Common | Environment, and |
| Developmental Disabilities, | 8. Psycho-Social Responses to |
| 5. Early Intervention and Special | Disabilities. |

It was specifically designed to equip ECPs with the knowledge, skills and competencies necessary to facilitate the inclusion of all children's learning and development. A total of 105 ECPs have completed the training.

Standard 2 Training Programme

The Standard 2 Training Programme was developed by the ECC and through HEART Trust NSTA will be offered to early childhood practitioners in 2022/2023 school year. The programme was designed to support ECIs to have comprehensive programmes designed to meet the language, physical, cognitive, creative, socio-emotional, spiritual, cultural and school readiness needs of children. ECPs will be exposed to techniques which will allow for a better understanding of the Standard 2, ultimately improving the quality of the programmes offered by ECIs.

Re-Imagining Play

In September - October 2021, due to the continued effects of school closures, the ECC increased the focus of ECPs understanding the importance of play in early childhood development. The **"Re-Imagining Play"** is a series of training sessions focusing on

the importance and relevance of play in the early years. To date 1,199 attendees have benefited from the sessions which continue to November 2022.

The topics include:

1. The Power of Play (Prt. 1)
2. The Power of Play (Prt. 2)
3. STREAM & Early Learning and Incorporating Reflective Practice in the EC Classroom-
4. Re-Imagining Play: Playful Learning in Today's Context
5. Creating an Inclusive Environment through Play & Music.

0-3 Comprehensive training Manual

The 0-3 Comprehensive Course: Foetus to Toddler was developed by the ECC in 2021 to provide ECPs and parents with the tools needed to better support young children's development (children 0-3). The tools consist of practical strategies and resources for planning and implementing programmes for young children. The 0-3 Comprehensive Course is a part of the National 0 – 3 Strategy which was launched in July 2018. Other aspects of the Strategy Brain Builders Programme.

IRIE Homes

The ECC, in collaboration with the World Bank, piloted **Irie Homes Tool Box** in September to November 2021 as a part of the World Bank's early learning partnership systems research programme.

The project is a combined violence prevention and early stimulation intervention that will be delivered to parents of young children in community preschools. The intervention aims to reduce child abuse and neglect, and to promote positive parent-child interaction and stimulation in the home. It will include content relevant for preschool children related to child behaviour management, child-directed play and interactive book reading.

IRIE Classroom Toolbox and Functional Literacy and Numeracy

Started in 2019, the IRIE Classroom Toolbox and Functional Literacy and Numeracy training is a violence prevention programme where ECPs are engaged in an interactive training that focuses on classroom behaviour management strategies. The module will train teachers to promote children's critical thinking skills, give effective feedback and use effective language facilitation skills. The programme is in partnership with the Caribbean Institute for Health Research and led by Professor Helen Henningham and funded by UNICEF.

Information Technology

1. Continued promotion of the 1st1000 Days App

The 1st 1000 Days Mobile App, as a tool, is a focused strategy geared towards providing parents/caregivers with access to information regarding child development and best

practices for positive parenting. Released in December 2019 in Google Play and Apple AppStore and available for free, the 1st 1000 days App continues to make strides in the ECD sector as recent numbers indicate an increase of 28.83% in downloads over the last FY. We continue to utilize our various social media strategies and improve upon our monthly virtual and physical parenting sessions, to ensure further progression in the right direction.

2. Online Registration Portal

The IT department developed a software solution accessible via ECC website, to facilitate the online data collection of registration documents and the registration of new ECIs. This will further enable the Commission to maintain compliance in registration and certification and improve service delivery within the sector, by capturing critical information in a timelier manner. Since its launch in November 2021, we have seen steady use of the platform. We anticipate continued rise in usage as we intensify sensitization sessions planned across the 7 regions.

3. Network Infrastructure Improvement - Remote Sites

A key part of ensuring that we continuously improve our service delivery, is maintaining a reliable infrastructure upon which these technological advancements will be built. In an effort to provide additional convenient avenues to meet the needs of our stakeholders, the ECC is conducting a critical upgrade exercise within the early childhood resource centres. To date upgrades we have upgraded the physical spaces with modern and secure ICT technologies, equipping ECC staff with improved tools to conduct face-to-face and virtual training sessions, in addition to creation of ICT hubs for practitioners and parents. Below is a list of resource centres impacted by this activity during FY 21/22.

- | | |
|------------------|------------------------------|
| 1. Trelawny RC | 4. Westmoreland RC |
| 2. Manchester RC | 5. St. Catherine RC |
| 3. St. Thomas RC | 6. Clarendon Resource Centre |

Resource Mobilization - Partner Involvement

The 2021/2022 financial year saw an increase in donor support

Usain Bolt Foundation (150 laptops)	J\$5,880,000.00
PACE Canada - COVID-19 Supplies	J\$4,498,725.00
Caribbean Cream Ltd - Learning Resource Kits	J\$3,500,000.00
CHASE Fund - Learning Resource Kits	J\$10,000,000.00
CHASE Fund - Training	J\$680,000.00
Grace Kennedy Financial Group - Grace Kennedy & Staff Community Development	J\$480,000.00
Kiwanis -Division 23 Central	J\$300,000.00
Digicel Foundation - 3 tablets	J\$60,000.00
Barita Foundation - to assist 5 ECIs achieve certification	J\$2,000,000.00
PACE Canada - Adopt-a-school (114 sponsored ECIs)	J\$6,084,259.20
TOTAL	J\$33,482,984.20

Impact of the Donations

An increased number of children in ECIs who were approved to remain open, benefited from receiving supplies so as to maintain the health protocols and keep children and their teacher/practitioners safe. Personal Protective Equipment (PPE) such as face masks, rubber gloves and thermometers, along with soap dispensers, hand soap, hand sanitizer, bleach and alcohol were provided.

Donations provided 10 ECIs with hand washing sinks (impacting approximately 650 children). These were essential during the pandemic but which will remain useful to ECIs for the long term. 1 water tank provided water storage to an ECI in St Catherine which impacted 20 children and 2 ECPs.

Learning Resources Kits will offer increased support to practitioners and parents of at least 1700 children in adjusting to the new learning environment. The learning resources provided the materials to be used for early stimulation activities in situations where those resources were lacking. The learning resources along with the training provided to parents and practitioners guided them in how to utilize the materials and ensure that the children's learning skills were sustained.

One hundred and fifty (150) ECIs in rural areas were able to provide support for the online teaching and learning environments for approximately 5,000 children. Tablets provided the tools to make access to virtual learning spaces possible for 3 children.

Assisting ECIs to obtain a certificate of registration indicates that the ECI has scored 100% on the ECC's inspection instrument. Therefore, the optimum level of programmes and services is being offered to children enrolled in a certified ECI. Donations used to achieve certification will impact approximately 535 children.

Seven (7) MOUs were signed and implemented for the FY that supports the nine strategic areas of the National Strategic Plan (NSP) for Early Childhood Development (ECD) 2018-2023.

- 1) HEART/NSTA Trust (May 2021)
- 2) MoEYI Special Education Unit (Dec 2021)
- 3) MoEYI Student Assessment Unit (Dec 2021)
- 4) MoEYI National Parenting Support Commission (Dec 2021)
- 5) MoEYI Child Protection & Family Services Commission (Dec 2021)
- 6) Caribbean Cream Ltd
- 7) World Bank Early Learning Partnership-Irie Homes

"What Should My Child Know and Do?"

In order to help our parents participate in their children's education, we must give the parents tools. And so we will be launching a series called "What Should My Child Know and Do."

This will allow parents to track how their children are doing but also give them the knowledge about what their children should know and do and by what age they should know and do these things. This will allow more timely intervention and a closer working relationship with the practioners and the parents.

"What should my child know and do?" education campaign will focus on 4 areas: Reading Development, language development, physical development and emotional development. More will be said about this in the days ahead.

Special Education Students

In all of this, we have not forgotten our Special Education students. At the Ministry, we have an entire unit focused on special education that is doing the same things for those schools as we do for others. When the pandemic hit, we prioritized our special education students and continue to develop a curriculum for them. We expanded the number of shadows, did modification of material, created material for adaptation and with PEP approaching we are providing our special education students with support in the administration of PEP. Our recovery plan is for all our students. Students, particularly the disadvantaged, will need tailored and sustained support to help them readjust and catch-up on lost learning.

Madam Speaker, catering for the special needs of the children/youth within the sector is at the heart of the Ministry. During the year, 18 institutions were funded to the tune of 52 million dollars to provide educational, rehabilitation and therapeutic services for children with diverse disabling conditions. We also continue to provide shadow/caregiver support to the system.

We have also initiated the development and implementation of a national School to Work Transition programme for students with disabilities as well as the National Standards for Special Education Schools and Programmes.

Infrastructure Development

We have to move on 5 different fronts swiftly for our infrastructure development.

1. Create more Brain Builder Centers for our 0 – 3 years old and pick up the pace of creating more infant schools and infant departments.
2. Take schools off shift. Thirty seven (37) schools of which 16 are primary and 21 are high schools still remain on shift. This impacts a of total 49,528 students.

3. Build the 6 STEAM/STEM schools and 1 Performing Arts Center.
4. Expand other schools that are in need of expansion because they have more students than what the classrooms were originally built to accommodate.
5. Maximise our annual maintenance budget, which is \$400 million this fiscal year, to fix the leaky roofs, broken windows and doors, faulty electrical, repair sanitary facilities, provide termite treatment and the list goes on.

Also, Madam Chair, through the efforts of the National Education Trust (NET), PIMSEC has approved the **STEAM Project (ESTPII)** which is designed to catapult the national strategy for education development through the mainstreaming of STEAM education. The project will be implemented over an eight (8) year period (2021/22 – 2028/29) at a projected cost of US\$133,370,881.

The Project is broken down into four (4) key components as follows:

- a. Institutional Strengthening of School Governance and Management Arrangements - this component focuses on the development and execution of the scheme of management and operations for the STEAM Schools
- b. Infrastructure Development - the main objective of this component is to create 16,800 additional school spaces through the construction of seven (7) greenfield secondary level STEAM School with one (1) institution focused on the visual and performing arts. We are at the stage of announcing the Architectural Design Competition for the design of these STEM Academies. Key design elements to be incorporated include the green building technology, access for special needs students and alternative energy.
- c. EMIS and ICT Support – this involves the development and implementation of an Education Management Information System (EMIS) which will allow the Ministry to move its EMIS from an incipient state to one of high impact.
- d. Capacity Building and Quality Assurance- the focus of this component will be the provision of capacity building, including training, for teachers in the delivery of STEAM education.

This financial year, the Ministry will continue to repair and maintain schools. As such, we intend to implement a robust maintenance programme/schedule so that we provide a safe and conducive learning space. We will complete work on four (4) major infrastructure projects being carried over from the 2021/22 financial year (Black River High, Kingston College and wastewater projects for Black River High and Papine High).

In addition, we will begin construction on nine (9) major infrastructure projects (Cedric Titus High, Bridgeport High, Holmwood Technical, Exchange All Age, Westwood High, Albert Town High, Newell High, Mount St. Joseph High and Dias Infant School) and fencing and electrical upgrades of several schools across the island.

Procurement for construction services will also be undertaken within the financial year for nine (9) major infrastructure projects (Papine High, Port Antonio High, Denham Town High, Nain High, New Forrest High, Belair High, Aberdeen High, Stony Hill Technical High

and Boundbrook Primary).

The infrastructure development projects are designed to enhance the teaching and learning environment for our students and teachers across all levels of the education system. The projects were geared towards the elimination of the shift system, the reduction of overcrowding in schools and the provision of quality school places.

Technology in Schools

Madam Speaker, the utilization of technology in education is paramount as we look towards the 21st Century. Important to note, Madam Speaker, is that the Cabinet has approved the ICT in Education Policy. This will enhance access to a comprehensive programme of deployment and utilization of ICT within the education sector. The pandemic has also provided us with an opportunity to move forward with alacrity with a number of our plans relating to technological integration within the sector. So far, the Ministry has been able to introduce a number of programmes and/or initiatives which have helped to integrate the appropriate learning support tools that are needed within the sector. Some of the activities are:

1. Learning Passport (LMS)

- Implementation of a Ministry-owned LMS (Learning Passport) which gives teachers and students access to education 24/7. This is being finalized for full roll out.

2. Online Pathway to Secondary Education (OLPSE)

- Implementation of an Online Pathway for secondary-level. This will provide an alternative to the physical high school. Work on this is ongoing. Support is being enlisted from an international partner that now operates an Open School.

3. MoEY School Board Platform

- Platform developed for the submission of board minutes. **Training is underway for principals, board chairmen and secretaries following a series of sensitization sessions.**

4. Email Accounts

- Email accounts have been created and distributed for all the following groups:

Student accounts - 486,000+

Teachers - 30,000+ inclusive of private/independent schools

Support Staff - 2,700+

Boardchairs - 931+

Practice teachers - 5,400+

5. Microsoft Office 365 accounts -

to be distributed to teachers and students

6. Internet Connection for schools -

- 370+ schools audited for WIFI upgrades

- 30+ high bandwidth schools connected with Government broadband
- 381+ schools to be connected to government internet service through 3rd party contractor
- 362+ schools' WIFI Local Area Network to be installed and or Upgraded



On May 7, 2021 our Pilot Coding in Schools Programme was launched in collaboration with the Amber Innovations Group at Stony Hill HEART NSTA Academy targeting 2,000 students in Grade 4 and Grade 9.

After an assessment by the Ministry's Planning and Development Division (PDD) on its effectiveness and follow up periodic discussions with stakeholders, it was determined that we were now at the point where we could expand it to more schools across the island. November 19, 2021 marked the beginning of the full roll-out of Coding in Schools including the training of our teachers.

The objective of the programme is to develop skills such as logical and critical thinking, problem solving, collaboration, teamwork, mathematical thinking and to instill confidence in students through Coding. To support this, a coding/computer applications class will be incorporated in the regular school curriculum.

Children & Youth Portfolios

Our children remain our number one priority. To this end, an Oversight Committee was established for the National Plan of Action for an Integrated Response to Children and Violence (NPAVC). To provide support, Technical Working Groups have been established and a robust public education and sensitization Plan has been initiated with a view to raise awareness on the issue. Madam Speaker, approximately 80% of Jamaican children experience some form of psychological or physical violence administered as discipline; about 65% of students are bullied at school and 79% of children witness violence in their community or at home.



The Agency launched and activated its 211 Child Helpline for reporting child abuse on September 22, 2021. The helpline aim is to make reporting, especially from children easier to remember and dial. A communication plan developed by the Agency's Public Relations and Communication Team and the Agency continues to carry out activities to increase awareness of the helpline through educational campaign. Identification of a logo to drive public knowledge was done in consultation with internal and external stakeholders, especially our children. Additionally, the

NCR has introduced 24/7 operations to support the receipt of child abuse, neglect, and maltreatment report of all forms.

Since launch of this 211 helpline, the telecommunication systems in use tallied Ninety Four Thousand Nine Hundred and Sixty Four (94, 964) calls. There is clearly acceptance of this helpline. However, there is still more resourcing needed as a large number of the calls are terminating before being answered.

Abandoned children to spend less time in state care

The Agency commenced work geared at developing legislation and or a policy paper for treating abandoned babies so that they spend less time in state care facilities and more time with families. Thus far, a Concept Note & Policy Paper has been developed and a Cabinet submission is being finalized. Additionally, CPFSA has begun to mobilize internal teams to engage with potential families with whom children can be placed. Furthermore, the Agency with the support of the United Nations Children's Fund (UNICEF) is developing a Roadmap for Maintaining Children in Families.

Development and Implementation of an Early Warning System

The Agency commenced developing and strengthening proactive systems designed to treat vulnerable children by creating early warning signals to alert state actors when something is going wrong in the lives of our children. The following were achieved:

1. A literature review was conducted on early warning systems and a planning session on the Early Warning System was facilitated.
2. Subsequently, a Concept Note was developed, reviewed, and approved internally.
3. CPFSA has commenced the process of developing a roadmap or blueprint for the early warning system. This will guide the implementation of a robust approach to shift the child protection system from not only responding to children abused, or in need of care and protection, but proactively mitigating the issues which predispose children to being abused or in need of care and protection.
4. As part of strengthening the early warning mechanisms, the Agency has also advanced work on re-establishing Child Protection Committees (CPCs) programme to strengthen the collaborative response mechanism being offered at the parish/community level. The Committees form the key local bodies for developing and implementing child protection strategies across and between agencies, local authorities, and citizens' groups. One of the key functions of the committees is to raise awareness through public education of the need to safeguard children and promote their well-being while working with members of the community to establish and strengthen the mechanisms for child care and safety. The objective of the CPCs is to offer children who are vulnerable and exposed to issues of child abuse receive effective child care and protection benefits from the services provided through the operations of the CPC apparatus.
5. The Agency advances work to analyse reports of child abuse received at the National Children's Registry through geocoding technology to map the location of reports at a national level to determine trends and hotspots of reports which will be used to inform targeted interventions to be rendered through multi-agency approach in at the community level in response to socioeconomic conditions which influences the vulnerability of children to being abused or at risk.

Ground-breaking - Therapeutic Centre

The CPFSA continues to collaborate closely with Jamaica Social Infrastructure Fund, (JSIF) and the Caribbean Development Bank to support the construction of the Therapeutic Centre.

Consequently, a ground-breaking and contract signing ceremony was held on July 6, 2021, for the Therapeutic Centre on the grounds of the Maxfield Park Children's Home which signalled the beginning of the construction phase of the project. The Centre will seek to consolidate the provisions of psychological and therapeutic intervention to provide consistent psycho-social services for children displaying mild to severe behavioural and emotional challenges. Construction is at an advanced stage.

Maxfield Park Children's Home

Despite the challenges faced by Maxfield Children's Home, our goal is to do the planning and execution of the work that will transform the Children's Home to be a model of Child Care Centre for Excellence. These are early days yet but the construction of the Therapeutic center is a signal of the transformation. Much work is still ahead.

Youth & Adolescence Division

Madam Speaker, under the Youth Portfolio, a number of programmes and Initiatives were started last year and new ones are being undertaken for this Financial Year.

A national pilot survey was conducted in 25 youth-serving Institutions to find out the nature of youth programmes and services that exist island wide across these institutions.

Approximately 200 stakeholders were sensitised on the importance of the National Youth Policy to achieve sustainable development and empower the Jamaican youth.

In an effort to encourage wider youth participation in governance, the 12th Sitting of the National Youth Parliament of Jamaica was executed.

Madam Speaker, with respect to Youth Month, over 40 National Youth Month activities were hosted for 2021 to include activities such as:

1. The Around the Table Series;
2. Pon di Corna
3. The Installation of the Students Governance and Leadership Bodies
4. Youth Month Tree Planting and Beach Cleaning Exercises
5. Day of Service- Muirton Childcare Facility

Also, Youth Forums were a part of the Youth Month 2021 activities. These included:

1. Youth in Investment.
2. Youth with disabilities
3. Youth Crime and Violence

The Prime Minister's Special Award was introduced for 2021 and One Youth was conferred with the Award.

In a bid to provide access services among others to the youth population, approximately 10,000 youth were facilitated in Youth Innovation Centres/Youth Access Points. Support was also provided in a number of areas including skills training, homework assistance,

resume writing, among others. In addition, some 396 participants have been engaged in Mobile YIC to date.

For this Financial Year, the Youth Portfolio will continue the work in providing programmes and activities geared towards the empowerment of our youth.

National Council on Education

During the period 2021-2022, there has been a remarkable improvement in the training of school board members. Over 3,000 board members were trained in eight two-day virtual sessions in the seven educational regions. The boards are also supported with ongoing sensitisation sessions based on requests by chairpersons and quality education circles (QECs). Approximately 27 sessions were facilitated.

Improvement in Appointment Process

With regard to the appointment process, significant progress has been made in appointing school Boards on time, that is before the end of the tenure of the outgoing Boards. This is necessary to prevent a hiatus in the governance process. Record levels of achievement were accomplished in Regions 4 (Hanover, St. James and Westmoreland) in December 2021, and 5 (Manchester and St. Elizabeth) in March 2022, with over 70 percent of school boards being appointed before the end of the tenure of the out- going board.

Transitional Statement

School boards play a vital role in the governance of public educational institutions in our country. They have extensive responsibilities and are required to operate within a complex legal and regulatory framework.

Quality of Education and Alignment with Future Job Market

Madam Speaker, as I turn to look at quality of education and alignment with future job market, this we do know, the future job market landscape will continue to evolve, bringing us jobs in the next two decades that we can barely imagine now. Forefront in our minds in the education sector should be the question, "What set of skills we emphasize now so that our children will be prepared for that future job market?"

Report after report point to higher cognitive skills which include advanced literacy and writing, critical thinking, quantitative analysis and statistical skills, social and emotional skills which will allow our students to have advanced communication, empathy, adaptable, and the ability to learn continuously. In technology, everything from basic to advanced IT skills, data analysis, and engineering are likely to be the most highly paid. Finance skills will still be in high demand, but there'll also be a need for soft skills which includes emotional intelligence for communication and conflict resolution, problem-solving and innovation, and even basic social skills, such as friendliness. Yes, friendliness skills can and should be taught.

Encourage Teamwork

Experts say one of the biggest things that students today need to succeed at work is the ability to work as a team. They need to understand how to communicate, compromise and share credit so that they can be a valuable contributing member to projects. Our students will need to understand how to manage a project, how to deliver a product on time and on budget, and how to work in teams with little or no oversight. This can be taught in school by encouraging teamwork.

School is a stepping stone to the life goals of the students as such I will be encouraging our schools, especially our tertiary institutions, to start measuring post-graduation success; to focus not just on whether students have learnt the material they are being taught, but more important, where will this learning take students later. Will our students attain financial, career and personal success because of what they learned?

We have lots of hopes and expectation for our STEAM curriculum (Science, Technology, Engineering, Arts, Math). But beyond that, we have to teach life skills and workplace habits that employers prioritize, including reliability, punctuality, written and presentation skills, customer service and high-quality task completion. We have to teach self-discovery, accountability, how to find and evaluate information, citizenship and thinking habits. We have to teach our Jamaican students about Jamaicans who have excelled so our students have an appreciation of a wider range of excellence and persons as role models in a wide variety of field.

Celebrating Outstanding Jamaicans On the Global Stage

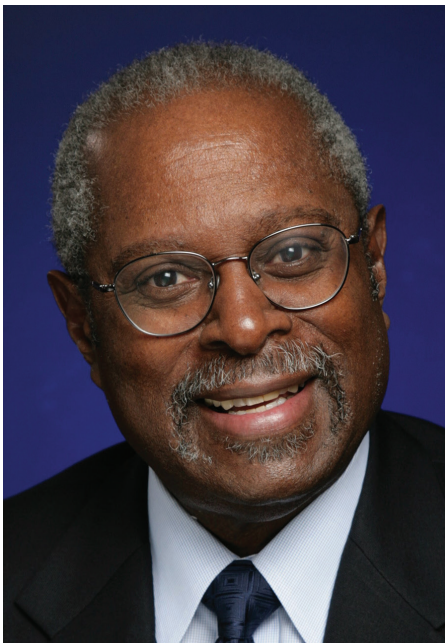
Jamaican Claire A. Nelson, futurist, sustainability engineer, social engineer, and storyteller, is the founder and president of the Institute of Caribbean Studies. Nelson has been included in the Forbes magazine list of the 59 most influential female futurists in 2020. Claire Nelson, a Ph.D. attended St. Hughs School for Girls in Jamaica.

Among her advanced degrees are the Industrial Engineering Degrees from the State University of New York at Buffalo, Purdue University, and a Doctorate in Engineering Management from George Washington University.



Deon Byrne

Articles on Pilot Deon Byrne say she pilots one of the world's most impressive aircraft – the Boeing 787 Dreamliner which seats up to 290 passengers and estimated to cost about USD \$250 million. In a profession dominated by men, this is an achievement in the aviation industry. Pilot Deon Byrne, a Jamaican, has flown for United for many years. She is a Westwood High past student.



Mr. Walt Braithwaite

Born in Jamaica, Mr. Braithwaite received a degree in engineering in 1966 and joined up with Boeing the same year. Articles chronicling his career said just as commercial flying was taking off, Mr. Braithwaite began flying up the ladder, leading and developing some of the most important aircraft and systems. He is credited with being an early pioneer of a small feat of engineering that's arguably the most important invention of the 20th century. It is known as CAD – Computer Aided Design. Historians say we have Mr. Walt Braithwaite to thank for it.

Mr. Braithwaite's teams oversaw the engineering development of the 707, 727, and 737 and later as head of engineering operations for the 747, 767 programs and the 777, the first commercial aircraft to be designed entirely with computer-aided design.

Celebrating Outstanding Jamaicans On The Home Stage

Madam Speaker, over the six decades of our independence and even before that, Jamaica has produced outstanding individuals in a wide variety of fields. This year we want to highlight the contribution to Jamaica and the world and to help our youngsters to see that there are many persons whom they can emulate.

Among them are:

- Dr. Thomas Phillip (T.P.) Lecky, pioneer scientist who developed several new breeds of cattle.
- Professor Manley West and Dr. Albert Lockhart who developed, in local laboratories, a cannabis-derived medication Cantimol to treat glaucoma. A potentially disabling eye condition.
- Professor Orlando Patterson, educator, sociologist, author and Chairman of the Jamaica Education Transformation Commission
- Claude McKay, internationally acclaimed writer and poet
- Brian Wynter, CD, - distinguished service to Central Banking and the Financial Sector
- Patrick Hylton, CD, Banker, - distinguished contribution to the Financial Sector and Philanthropy.

We need to impress on our students that Jamaicans are excelling at home and abroad in a wide cross section of industries such as finance, education, aeronautics, science, technology, health, real estate, energy, construction, insurance, fashion, telecommunications, transportation and utilities to name a few. For our Jamaica 60 project, the MoEY has the awesome responsibility to position the achievements of Jamaicans in these fields on the same level as sports, music and the arts in the minds of our children and that their aspirations can be those industries as well.

The 2022/2023 Budget

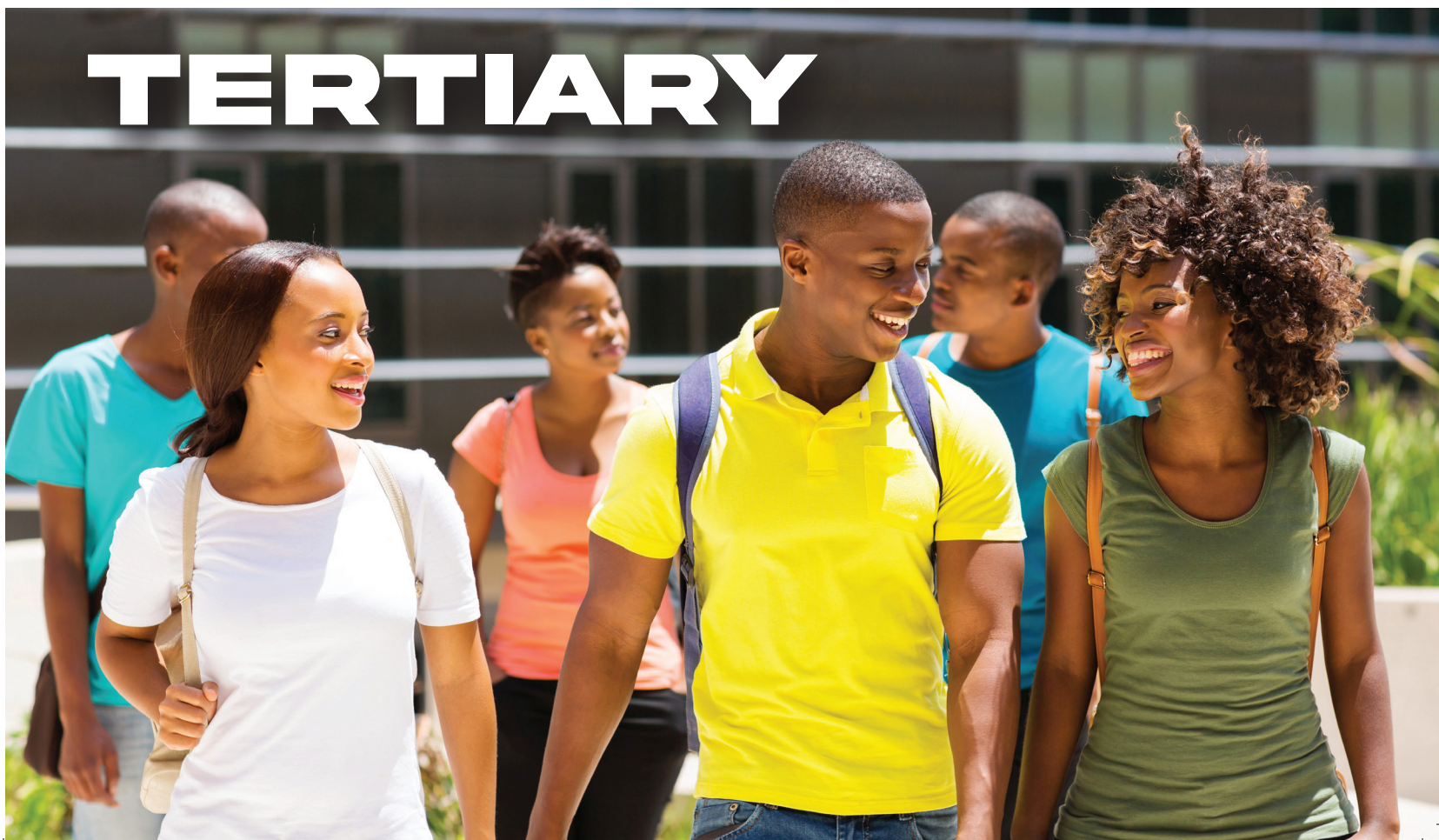
The Ministry of Education and Youth was allocated a sum of **\$121,141,717,000** for the 2022-2023 Financial Year - \$119,830,217,000 in the Recurrent Budget and **\$1,311,500,000** in the Capital Budget. This includes Appropriations-in-Aid of **\$605,000,000**.

In the Budget, as it relates to school levels, Secondary Education received the highest allocation at **31.2%** followed by Primary Education at **28.7%**, Higher Education at **14.9%** and Pre-Primary Education at **4.2%**.

When the five programmes of the Ministry are considered, Education and Training Services accounted for the highest portion of the Budget at **86.7%**. This is followed by Student Support Services at **10.7%** which include Student Nutritional Support, Student Financial Assistance and School Transportation Support.

Madam Speaker, for the upcoming 2022-23 Financial Year, the Ministry is committed to continue the implementation of programmes, projects and initiatives as well as to strengthen areas where necessary to enable our schools to function optimally.

TERTIARY



The tertiary institutions have generally resumed normal operations with most utilising hybrid modalities for the delivery of some courses and engaging students face to face particularly for practical courses and some STEM based areas.

Most are focused on full resumption of face to face engagement for the 2022/23 academic year.

Jamaica Tertiary Education Commission (J-TEC) maintains two databases, which provide timely information, especially, to students preparing for entry to tertiary education.

Programme Tuition Fee Database

The Programme Tuition Fee (PTF) database provides information on programmes of study including costs, length/duration, modality and the qualifications awarded. The PTF database allows users to have a simultaneous glance of programmes of study offered across a variety of institutions. The objective of the PTF is to increase access to information on tuition fees at the tertiary education level.

Scholarship Database

The Scholarship database provides details on scholarships as well as other financing options available to Jamaican students to study in Jamaica. The scholarship database is available on the J-TEC website, and has over 15 thousand visitors annually.

Tertiary - Initiatives to attract Teachers

Madam Speaker, amid these many area of focus, we have not forgotten that developing teacher competences and retaining them in the system are important and so the Ministry has afforded scholarships in a number of subject areas to persons who have an interest in teaching.

Madam Speaker, the Ministry of Education and Youth provides tuition funding for tertiary students pursuing courses of study in education (STEM related fields) under the Tertiary Student's Assistance Programmes through scholarships. Since the inception of the scholarship programme in 2015, the Ministry has awarded a total of 1,137 education scholarships including 657 mathematics and 228 science education pre-service scholarships.

The first cohort of 247 fully qualified teachers graduated in 2019 (123 mathematics teachers, 70 science teachers and 54 TVET teachers), 350 graduated in 2020, 77 in 2021 and 100 are scheduled to graduate in 2022. To date a total of 699 awardees have graduated. All have been absorbed into the system and are bonded to serve for five years.

Madam Speaker, in addition to the scholarships offered for teacher education, the Ministry introduced a suite of engineering scholarships available for students pursuing programmes at the University of the West Indies, Mona (UWI), the University of Technology Jamaica (Utech) and the Caribbean Maritime University (CMU) in 2018. Over the period a total of 192 awards have been made. The first set of recipients are scheduled to graduate in 2022.

The Ministry's Scholarship programme has an annual budget of \$365M.

Applications for the 2022/2023 Financial Year open on April 1, 2022 and close on June 2022. Students may apply via the portal now hosted on the Ministry's website. In addition to scholarships \$180M in funding is also available through grants and the Jamaica Values and Attitudes programme (JAMVAT).

Six Form Pathways Program – Mitigation, Recovery and Growth

I could not close Madam Speaker without speaking about our Sixth Form Pathways Program. In the first instance, it is learning loss mitigation strategy for those who already left Grade 11 in June 2021 with significantly reduced educational levels having lost almost 2 years as a result of the pandemic. They have a chance now to recover those two years in the Sixth Form Pathways Program 2 and 3.

However, Madam Speaker, the Sixth Form Pathways Program 2 and 3 are more than a pandemic loss mitigation effort, much more. These two programs are for those of our students who get to Grade 11 and want to have a chance at tertiary education or a good job despite not being able to access the traditional Sixth Form program primarily offered by our traditional high schools due to the very high cost of the traditional Sixth Form programme and the requirement to have 5 CSEC subjects including Maths and English in order to matriculate into tertiary.

It is to give those students a fighting chance that we have created two new pathways: Pathways 2 and 3 with a focus on providing students with an opportunity to meet the minimum certification standard and support them in working towards attaining an Associate Degree by the end of Grade 13 in any of the following:

- An Occupational Associate Degree offers students workplace competencies while they are learning the discipline
- Certificate or a Diploma (within an Occupational discipline)
- An accredited Council of Community College of Jamaica (CCCJ) or University Council of Jamaica (UCJ) Associate Degree
- Additional CSEC and City and Guilds subjects to include Math and English
- National Vocation Qualification-Jamaica and/or Caribbean Vocational Qualification Level 2 or 3. The Caribbean Vocational Qualification allows you to work anywhere in the Caribbean. The National Vocation Qualification-Jamaica Level 3 is also equivalent to an Associate Degree on the National Qualification Framework of Jamaica.

This is the opportunity we have open up for over 20,000 students who would not otherwise have this opportunity for certification, Madame Speaker. When you consider that the recent **Jamaica Survey of Living Conditions 2019** again reported that 65.2% of the prime working age population (25-54 years) do not have academic certification, Madam Speaker, this begs for action. With our Sixth Form Pathways 2 and 3 programs, we expect to see an increase in the percentage of prime age working population that have certification in the years to come because we have deliberately targeted certification and the effort will be sustained.

This effort at certification will give our young people opportunities to work anywhere in the Caribbean by them having the Caribbean Vocational Qualification certification. Of even more significance, Madam Speaker, this year we will completely align the National Qualification Framework of Jamaica with the Qualification Frameworks of other countries thus giving our students the certainty in knowing that their certification received here in Jamaica will be accepted in the rest of the world.

The two new Sixth Form Pathways 2 & 3 will also provide access to other school-based services such as exam subsidy, nutritional support, career preparation, job readiness fairs, field trips, clubs and societies, honing of sporting and artistic talents, motivational, spiritual and psychosocial engagements among others.

We are also pleased, Madam Speaker, that since the soft launch of this program, we have seen an uptake by our students. Across all the Sixth Form Programs, including the traditional Six Form, **19,122** students registered this academic school year. The increase of 8,194 students has been primarily our students taken up the Pathways 2 and 3 programs.

The current enrolment under the SFPP shows:

REGION	GRADE 12		GRADE 13	
	SECONDARY	TERTIARY	SECONDARY	TERTIARY
1	2,453	2,572	1,069	3,146
2	985	80	154	-
3	692	352	185	354
4	470	710	159	285
5	994	306	289	82
6	1,471	472	509	422
7	525	193	179	14
	7,590	4,685	2,544	4,303
TOTAL GRADE 12		12,275		
TOTAL GRADE 13		6,847		

Closing

There is no shortcut to improved learning outcomes in a world economy where knowledge and skills have become the global currency, the key to better jobs and better lives. We can only develop it through sustained effort and investment in our students.

GLOSSARY

AGC - Attorney General's Chambers
BBC - Brain Builders' Centre
CAD - Computer-Aided Design
CAM - Computer-Aided Manufacturing
CAPE - Caribbean Advanced Proficiency Examination
CCCJ - Council of Community Colleges of Jamaica
CBT - Curriculum Based Tests
CDB - Caribbean Development Bank
CEOS - Collaborate to Educate Our Sons
COL - Commonwealth of Learning
CPC - Child Protection Committees
CPFSA - Child Protection and Family Services Agency
CSEC - Caribbean Secondary Education Certificate
ECC - Early Childhood Commission
ECI - Early Childhood Institution
ECD - Early Childhood Development
ECP - Early Childhood Practitioner
EMIS - Education Management Information System
GOILP - Grade One Individual Learning Profile
IDB - Inter-American Development Bank
ISP - Internet Service Provider
JAMVAT - Jamaica Values and Attitudes programme
JETC - Jamaica Education Transformation Commission
JSIF - Jamaica Social Investment Fund
JTA - Jamaica Teachers' Association
JTC - Jamaica Teaching Council
JTEC - Jamaica Tertiary Education Commission
LMS - Learning Management System
MDA - Ministry, Department, Agency
MFAFT - Ministry of Foreign Affairs & Foreign Trade
NCEL - National College for Educational Leadership
NCOPC - National Child Online Protection Committee
NCTVET - National Council on Technical and Vocational Education and Training

NCVP - National Commission on Violence Prevention
 NCR - National Children's Registry
 NPSC - National Parenting Support Commission
 NSLIP - National School Learning and Intervention Plan
 NEI - National Education Inspectorate
 NET - National Education Trust
 NQFJ - National Qualifications Framework of Jamaica
 NSC - National Standards Curriculum
 OLPSE - Online Pathway to Secondary Education
 OYOD - Own Your Own Device
 PATH - Programme of Advancement Through Health and Education
 PBCJ - Public Broadcasting Corporation of Jamaica
 PEP - Primary Exit Profile
 PDD - Planning and Development Division
 PIMSEC - Public Investment Management Secretariat
 PLAR - Prior Learning Assessment and Recognition
 PPE - Personal Protective Equipment
 PMEU - Programme Monitoring and Evaluation Unit
 QEC - Quality Education Circle
 QRJ - Qualifications Registry of Jamaica
 RC - Resource Centre
 SEL - Social Emotional Learning
 SFPP - Sixth Form Pathways Programme
 SOHEMA - Social & Health Management
 STEM/STEAM - Science, Technology, Engineering (Arts) and Mathematics
 STREAM - Science, Technology, Reading, Engineering, Arts and Mathematics
 TSAP - Tertiary Students' Assistance Programme
 TVET - Technical and Vocational Education and Training
 UCJ - University Council of Jamaica
 UNESCO - United Nations Educational Scientific and Cultural Organization
 UNICEF - United Nations Children's Fund
 USF - Universal Service Fund
 WAN - Wide Area Network
 YIC - Youth Innovation Centre
 ZOSO - Zones of Special Operations

