

MINISTRY OF EDUCATION & YOUTH



LEGACY POLICIES



*Every Child Can Learn
Every Child Must Learn*



LEGACY POLICIES OF THE MINISTRY OF EDUCATION AND YOUTH



- NATIONAL SAFE SCHOOL POLICY
- SPECIAL EDUCATION POLICY
- NATIONAL SCHOOL NUTRITION POLICY
- LANGUAGE EDUCATION POLICY
- STUDENT DRESS & GROOMING
POLICY FOR PUBLIC EDUCATIONAL
INSTITUTIONS
- HIGHER EDUCATION POLICY



NATIONAL SAFE SCHOOL POLICY



The Safe School Policy is intended to provide a conceptual framework and agenda for action to enable the creation of secure, safe, child-friendly and stimulating environments in our schools, resulting in responsible, confident, emotionally intelligent and goal driven students empowered to reach their full potential and make a productive contribution to society. The Policy will guide legislative amendments to the Education Act and Regulations for the abolition of corporal punishment in all schools while enhancing provisions for school safety and student discipline.

A Safe School is Associated With Improved Student and School Outcomes





Stages in the Development of the Safe School Policy

The Draft Safe School Policy has been revised to include:

- an updated situational analysis
- enhanced policy strategies
- sections addressing emerging global threats such as pandemics.
- Research was carried out on legal frameworks for school safety and student discipline in other jurisdictions that is used to develop model legislative provisions. The internal committee reviewed and accepted provisions on abolition of corporal punishment and general school safety but recommended further work on model provisions dealing with student detention and restraint, student searches, drug testing, temporary transfers, suspensions and expulsions on the basis that greater emphasis should be placed on a developmental approach. The outcome of the policy review will inform the direction of the proposed legislation

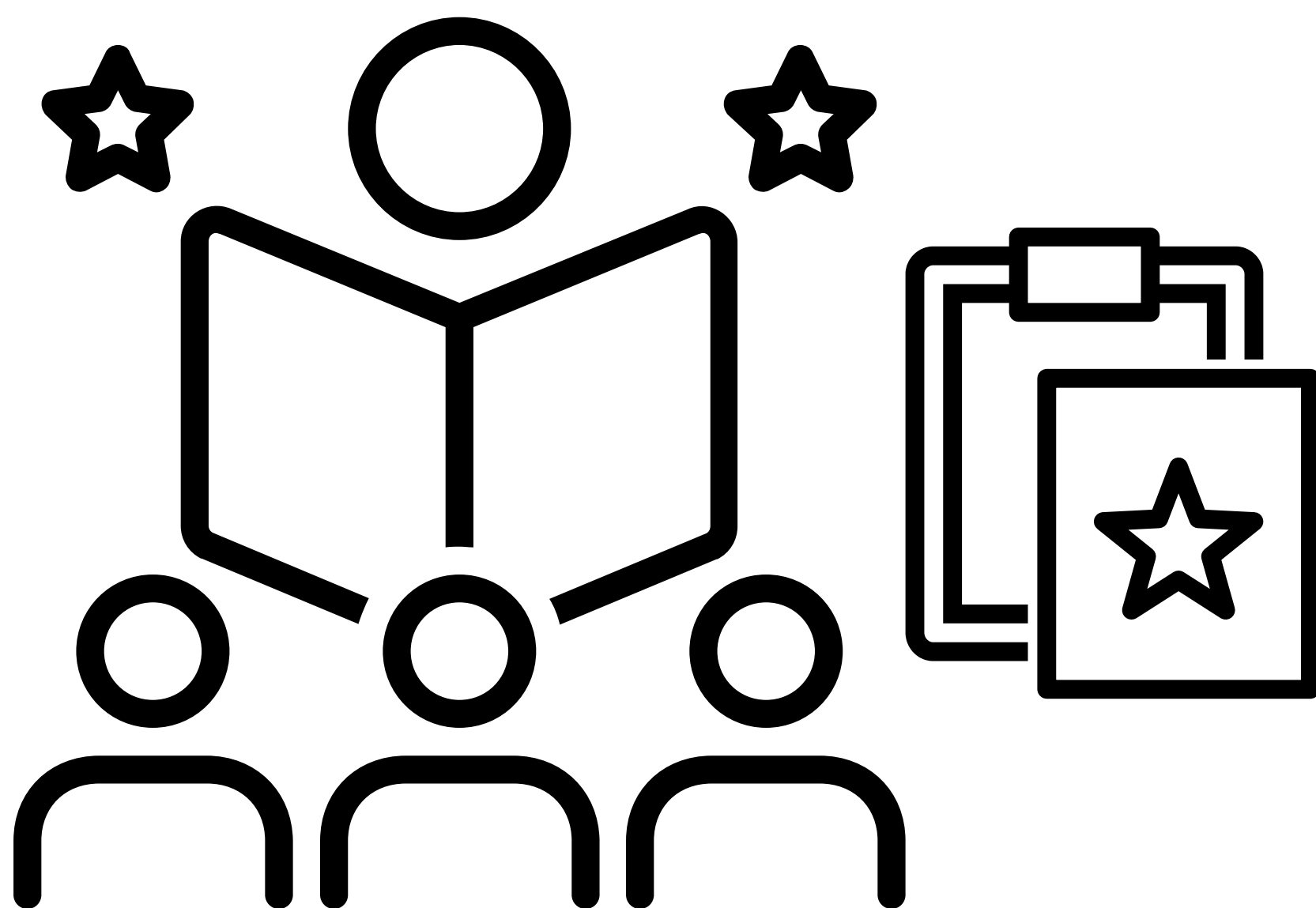


Special Education Policy



The Special Education Policy is intended to promote equity and access to educational opportunities for learners with exceptionalities at all levels of the education system and to further promote a system of inclusive education, where possible, recognising however that some learners may be best served in segregated facilities or home-based programmes. The Policy will guide legislative amendments to the Education Act and Regulation to harmonize with the Disabilities Act. The Policy is complimented by the draft National Policy on Pathways to Education.





Stages in the Development of the Special Education Policy

- The Special Education Policy was submitted to the Ministry of Finance and Public Service, the Attorney General's Chambers, the Ministry of Labour and Social Security and the Ministry of Health and Wellness.
- Amendments were made to the document based on the feedback and a Cabinet Submission has been prepared.
- The policy will be submitted soon to the Cabinet for approval for tabling in the Houses of Parliament as a Green Paper.

The proposed Special Education Policy addresses the matter of a non-discriminatory approach to educational provision for students with special needs; entry requirement, accommodation , disciplinary action , relevant training and professional development specific to the field of special education, and parent involvement.





NATIONAL NUTRITION POLICY

"PROMOTING QUALITY AND COST EFFECTIVE NUTRITIONAL AND WELLNESS SERVICES TO ALL CHILDREN IN OUR EDUCATIONAL FACILITIES IN ORDER TO IMPROVE LEARNING AND WELL-BEING"





Stages in the Development of the National School Nutrition Policy

- By way of Cabinet Decision No. 17/22 dated 9 May 2022 the Policy was approved as a Green Paper
- This is a collaboration between the Ministry of Education and Youth and the Ministry of Health and Wellness.
- As a Green Paper, further consultations are being held with key stakeholders and the public.

The overarching goal of the National School Nutrition Policy is to improve the health and wellness of children in our educational facilities. This will foster the physical, social and cognitive development of children and contribute to the reduction in malnutrition. The Policy will target students particularly those between the ages of 3 to 18 years. Additionally, the policy aims to reduce the increasing rates of obesity by increasing physical activity and balanced eating among the student population by 2030.





LANGUAGE EDUCATION POLICY

(TO BE LINKED TO THE NATIONAL CURRICULUM POLICY)

**PROVIDING THE DIRECTION FOR THE
TREATMENT OF LANGUAGE ISSUES IN
THE JAMAICAN EDUCATIONAL
CONTEXT IN ORDER TO IMPROVE
LANGUAGE AND LITERACY
COMPETENCIES.**



Stages in the Development of the Language Education Policy

- The Language Education policy (2001) was recently reviewed by the National Literacy Team, Ministry of Education and Youth. We now have an updated (2022) draft education policy.
- The draft policy was shared and interrogated at a senior policy meeting of the Ministry of Education and Youth which was held in June 2022.
- Recommendations for adjustment in key areas were made and the final draft is being prepared for eventual submission to the Cabinet Office.
- Public conversations have already begun around the draft policy.

The proposed policy addresses the issues of Jamaica's bilingualism, the relationship between Standard Jamaican English (SJE) and Jamaican Creole (JC), the use of the Jamaican Creole in the classroom, the profile of the Jamaican language educator, language in the National Standards Curriculum (NSC), the place and role of Spanish in the classroom and the wider Jamaican society, and Special Education language needs.





- The policy seeks to give official recognition to Jamaican Creole as a legitimate language and the first language of most Jamaicans. It also makes clear that in our celebration of our culture, history and language, because of the global dominance of English in communication and commerce, Standard English will remain as Jamaica's official language with the accompanying mandate that all our students must develop literacy in Standard English.

English vs Patois Jamaican language

| | |
|---------------------|-----------|
| Take care | Walk good |
| Look at that | Coo Deh |
| | Tanks |
| Children | Pickney |
| Where are you from? | Weh u com |

- Standard Jamaican English is not recognized as superior to Jamaican Creole. Both languages must be harvested as means to self-development through education, entertainment, and the canvassing of economic opportunities both locally and abroad.
- The proposed policy is an ambitious attempt at prioritizing the language reality and needs of Jamaica in an ever-expanding global socio economic.



STUDENT DRESS AND GROOMING POLICY

FOR PUBLIC EDUCUATIONAL INSTITUTIONS



Providing the framework for all public educational institutions (PEIs) to work in establishing their own Student Dress and Grooming Policy that best fits their local situation, which should promote good societal values and which do not violate individual rights and/or laws.





Stages in the Development of the School Dress and Grooming Policy

- Key stakeholders have provided feedback on the draft policy.
- Other stakeholders consultations are being conducted.



In providing guidance on student dress and grooming, the MoEY is conscious of two imperatives, namely: to ensure universal and non-discriminatory access to education; as well as to ensure that an orderly and safe environment is maintained in educational institutions conducive to learning.





Highlights of the Student Dress and Grooming Policy

The Policy is underpinned by eight (8) guiding principles set out below:

- Equity, diversity and inclusion in education;
- Respect for institutional identity, ethos and tradition;
- School autonomy within defined limits;
- Affording school administrators flexibility to deal with local conditions;
- Balancing student rights with the operational requirements of schools;
- Teachers as role models for students and promoting positive values and attitudes;
- The best interest of the child including safety, health and well-being, both physical and psychological; and
- Respect for inclusiveness

In providing guidance on student dress and grooming, the MoEY is conscious of two imperatives, namely: to ensure universal and non-discriminatory access to education; as well as to ensure that an orderly and safe environment is maintained in educational institutions conducive to learning.



HIGHER EDUCATION POLICY



**CREATING A WELL-RESOURCED, INTERNATIONALLY
RECOGNISED, VALUES-BASED SYSTEM THAT DEVELOPS
CRITICALLY-THINKING, LIFE-LONG LEARNERS WHO ARE
PRODUCTIVE, SUCCESSFUL AND EFFECTIVELY CONTRIBUTE
TO AN IMPROVED QUALITY OF LIFE AT THE PERSONAL,
NATIONAL AND GLOBAL LEVELS**



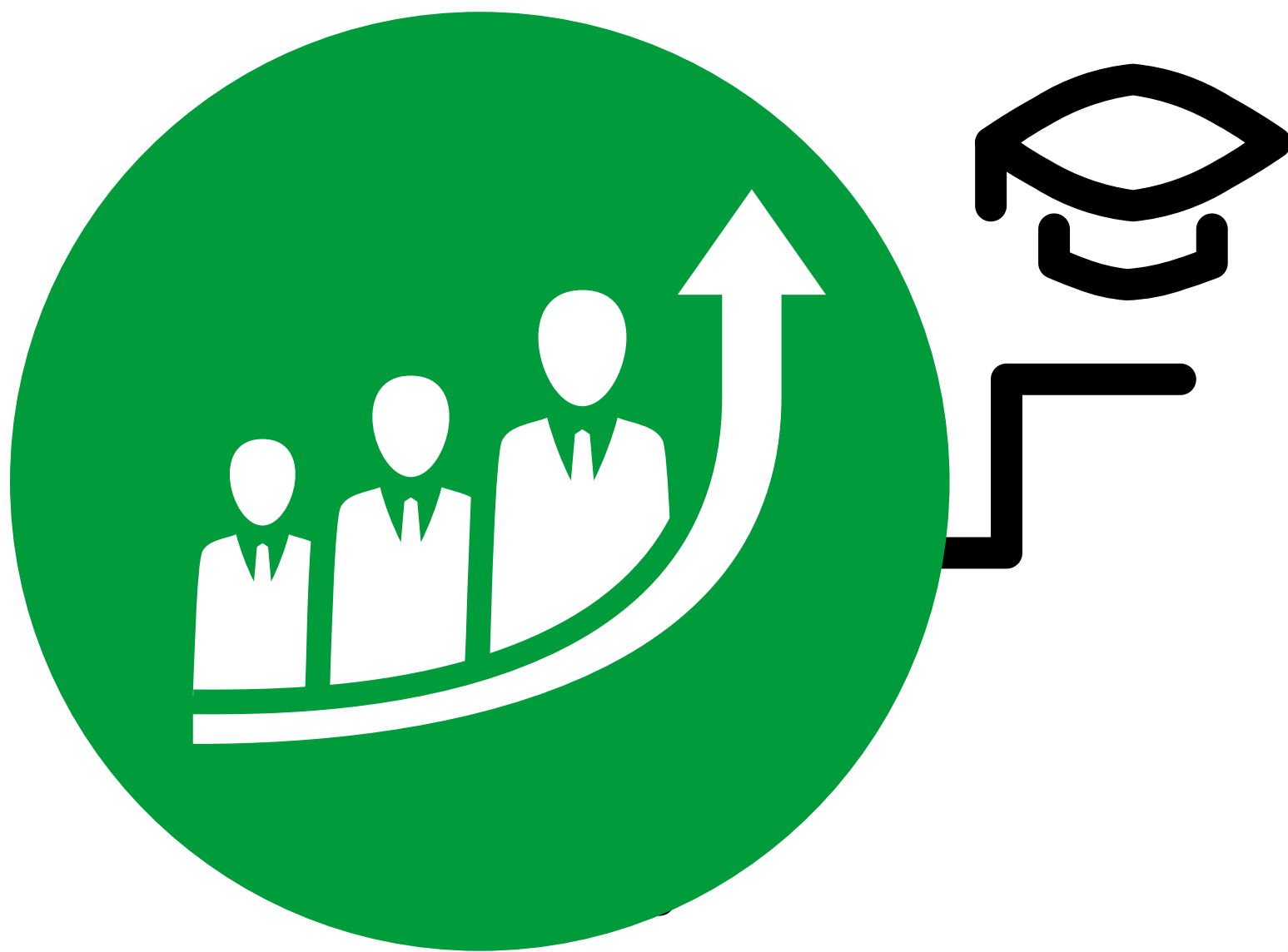


A National Higher Education Policy is aimed at streamlining Jamaica's higher education (HE) system so that it works in a cohesive and efficient manner in meeting the needs of the nation. This policy will overhaul the Higher Education sector ensuring high-quality delivery, while guaranteeing access, equity and inclusion. The policy will include the following changes to the current HE system:

- streamline of the governance and oversight of the sector;
- strategies/framework for funding arrangements for institutions and students;
- a framework for the autonomy of public HEIs; and guidelines for the relevance of HEIs programmes to national development mandates, and the changing global economy in the Fourth Industrial Revolution era.

Creating this national focus on the organisation and operation of the higher education sector is seen as a means of engaging more Jamaican citizens in it, thereby increasing the level of education in the work force and contributing positively to national development.



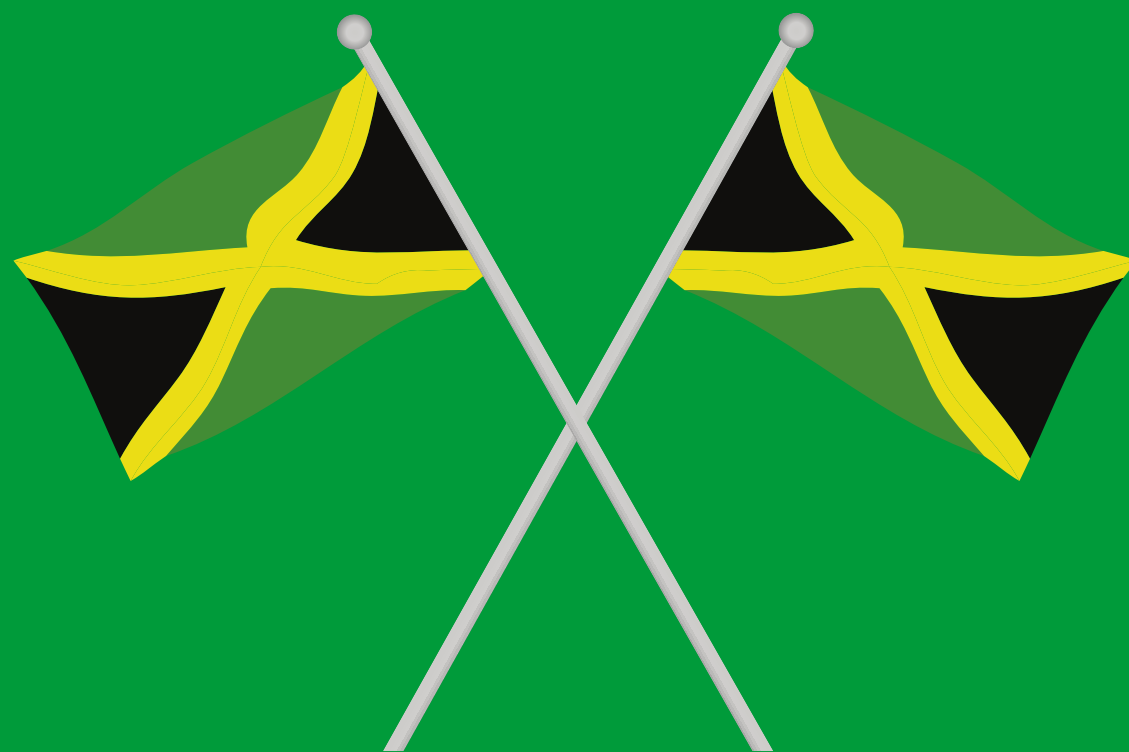


Stages in the Development of the Higher Education Policy

- By way of Cabinet Decision No. 15/21 dated 29 March 2021, approval was given for the development of a National Higher Education Policy.
- Consequently, a draft policy has been developed and consultations are being held with key stakeholders. The Policy may be amended based on feedback from the consultations.

In order to meet the goals of Vision 2030, Jamaica and the mandate of the Ministry of Education and Youth in ensuring that all Jamaicans achieve their full potential, higher education must play a critical role in ensuring the manpower needs for the development of the country. There is an urgent need to transform the present system so that its role as the driver of socio-economic mobility and national growth and development is fulfilled. Consequently, there is need for a policy framework document to be developed.





Prepared by the Planning and Development Division