

MINISTRY OF EDUCATION, YOUTH AND INFORMATION

WHOLE OF GOVERNMENT REPORT 2019-2020

**1.0 INTRODUCTION**

1.1 Members are asked to note the Whole of Government Report, which presents performance assessments of key policies, programmes and projects that support the strategic priorities of Government under the Human Capital Development Initiative.

**2.0 BACKGROUND**

2.1 In a bid to strengthen the Ministries' Strategic Planning Framework there has been a thrust to align objectives/initiatives and activities to the Government's Performance Management Evaluation System (PMES) This performance assessment tool which is utilized across the sector ensures that MDAs' planned objectives/initiatives and activities are for every three year reporting period. The Ministry of Education, Youth and Information's Strategic Planning Framework is built upon a number of pillars which are linked to the Medium Term Socio-Economic Policy Framework (MTF). It is within this context that the Vision 2003 Jamaica – National Development Plan is implemented. This Plan outlines the overall vision, goals and national outcomes of Vision 2030 Jamaica – National Development Plan and allows for a stage by stage operationalization of the long term National Development Plan. As it relates to its alignment, the Ministry operates under the Vision 2030 National Goal for Education -Jamaicans are empowered to achieve their fullest potential and the National Outcome - World-Class Education and Training. In addition, the Ministry's operation is linked to eleven (11) National Strategies.

2.2 In addition, in a bid to ensure that the Government's mandate is effectively undertaken there are a number of key priority areas to which the Ministries/Department/Agencies (MDAs) must be aligned. Accordingly, the Ministry of Education Youth and Information forms part of the Human Capital Development Initiative. Under this initiative, there are a number of focus areas. These include:

1. Access to Early Childhood Education
2. Student Support
3. Differentiated Instruction For Effective Teaching And Learning
4. Youth Development and Career Advancement

This report provides a breakdown of the achievement made in 2019-2020 period of the aforesaid areas however see initial synopsis hereunder.

**3.0 STRATEGIC AREAS**

**3.1 Access to Early Childhood Education**

Under this area, the aim was to increase access to quality care and stimulation at the early childhood level. One of the main target was to ensure that Early Childhood Institutions (ECIs)

were approved as Brain Builders Centres (BBC) as well as to have 126 Brain Builders established. Overall, to date a total of 69 ECIs have been approved as Brain Builder Centres, 33 of which were approved during the 2019-2020 period. To increase quality assurance at the early childhood level, 151 permits were issued to operate ECIs. Approximately 111 ECI have been registered and met legal requirements to operate. This shows an increase of an additional 11 registered ECIs of the 100 that were targeted. Further, the objective to administer Classroom Observation Tool (COT) was met as over 3,000 reports were completed. Four hundred and thirteen (413) versus the 400 development plans targeted for that period were also completed. In addition, 387 of 400 new plans were reviewed and updated. For the year, ten (10) primary schools were identified with a view to be establish infant departments.

3.2 To increase teaching skills and competencies at the early childhood level, 200 of two hundred (200) temporary trained teachers (TTT) were approved in the sector along with 34 trained teacher assistants (TTA). Approximately 15,000 Early Childhood Practitioners were trained in various areas of specialization. This represents an additional 50 practitioners trained against the targeted 14, 950. Further to this, the 1<sup>st</sup> 1000 days mobile app was launched to track the developmental milestone of children.

#### **4.0 Student Support**

4.1 The provision of Nutritional Support for students is vital for improved student outcomes and so the Ministry of Education Youth and Information is striving to ensure that there is increased access to feeding grants and nutritional support for students at the early childhood, primary and secondary levels. Consequently, over 18,000 students benefitted from the snack component of the Programme while 70,000 students at the early childhood and primary levels were provided with additional nutritional support. As it relates to the PATH component, over 200,000 students were beneficiaries. Due to the COVID -19 pandemic, for the period of March 2020 over 90,000 snacks were provided to all students under the PATH.

#### **5.0 Differentiated Instruction for Effective Teaching and Learning**

5.1 Under the STEM and TVET Programmes, the Ministry's objective is to ensure that all secondary schools are equipped to deliver TVET to the CVQ/NVQ level. During the period under review some 2000 thousand students were certified with National Vocational Qualification in the occupational examinations. Regarding Cadet training and certification, approximately 18 cadet officers completed assessor training and 500 cadets certified in Level 3 in 14 platoons. Where it related to the capacity building of teachers/assessors 114 teachers were impacted from developmental sessions. Further over 500 teachers accessed training in various skill areas.

5.2 As for the percentage of students graduating with at least one (1) marketable skill, 58% of the targeted 80% were NVQ certified in 2019. Five hundred (500) of 1000 interns have been placed under the National TVET Programme (NTP) in the School Internship Programme. There is a target to transform all nine (9) STEM schools by upgrading at least 30% of its equipment. For the period under review, 25% of equipment has been upgraded. There is also a goal to increase the number

of STEM graduates in tertiary institutions. For the 2019-2020 period there is a 60% certification rate among graduated.

The Ministry also has a target to increase the cadre of at least 100 certified and competent STEM teachers and MoEYI Officers. The period under review saw approximately 80 primary school teachers 110 secondary teachers along with thirty 30 MoEYI Officers across the island trained in STEM Fields.

5.3 The monitoring of the National Standards Curriculum (NSC) within the education sector is also a key goal. For the 2019-20 period, approximately 300 schools were monitored across regions for the implementation of the grades 1-6 curriculum. Forty - two (42) workshops and training sessions were conducted at the grade 4-6 levels. This impacted 146 teachers. At the grades 7-9 levels 149 school visits were also conducted at secondary level.

5.4 Monitoring activities were also conducted in primary and secondary schools to support the Literacy Programme. School visits were done at about 314 primary schools. At the primary level, consultations were held with approximately 2000 school officials. Twenty -five (25) schools established Literature Circles with over 300 students and over 20 teachers. Seventy- eight (78) sessions were also conducted for students with approximately 3000 students engaged at grades 4-5 levels. Relating to the secondary institutions 28 visits made. Curriculum Mapping was done and training conducted in Language Arts.

5.5 Strides were made in the Mathematics Programme aimed to improving students' performance in this area. For instance, 93 Coaches trained further to the development of a needs based professional leadership programme. For the period the Ministry aimed to develop, administer and analyse the 2019 Student Teacher Diagnostic Test. So far, the test has been developed, administered and analysis has commenced. Regarding the provision of support for parents with special need children, six (6) parent meetings were held to discuss assessment along with 25 meetings relating to student placement.

5.6 As for the Alternative Pathway to Secondary Education (APSE), there is a target to revised and implemented the draft Curriculum units and related documents for grades 1-9. So far, ASPE I documents were revised and APSE II and III curriculum guides reviewed and revised. There is also the intent to provide training/professional development support for teachers under the special needs umbrella. During the period, Behaviour Management training was provided for 91 Special Education Teachers. One hundred and thirty six (136) shadows were trained as well. A total of 124 assessments were slated to be conducted, however, over 450 were completed. In addition, 250 assessments were completed against the 23 that were initially agreed. As it relates to furniture procurement and distribution, over 20,000 pieces of furniture were delivered to schools as the aim was to ensure that all the necessary furniture were delivered to institutions in need.

## 6.0 Youth Development and Career Advancement

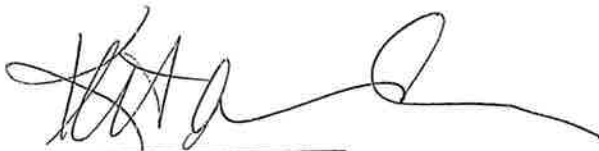
6.1 It is also the Ministry's goal to provide Financial Aid through scholarships, bursaries, Boarding Grants and JAMVAT to vulnerable students studying at the tertiary level. To this end, approximately 300 students were awarded Financial Assistance for 2019-20. An additional 300 were approved from JAMVAT as well as a number of students benefitted from two major scholarship ventures.

Under the Youth Arm of the Ministry, one of the major activities is to develop and finalize the monitoring and evaluation framework for the National Youth Policy. So far, the Implementation Plan for the Policy is being reviewed and the work has commenced on the Monitoring and Evaluation Framework. There was also a target to provide support to over 25,000 youth in the Youth Innovation Centres. For the period, nearly 25,000 youth were engaged. There was also a goal to ensure that 75 % of secondary schools were compliant with student council participation and membership. Over 80% of schools have so far been compliant.

In addition to the aforesaid, Youth Month activities were executed as planned. Regarding access to the National Youth Advisory Council of Jamaica (YACJ), five (5) Youth Council members were engaged in a work shop during the period. In addition, 110 Youth Parliamentarians were trained versus the targeted 76. In addition, as planned, preliminary planning activities were conducted for the execution of the 10th Commonwealth Youth Ministers Meeting.

6.2. For the Career Advance Programme (CAP), the goal was to implement activities for the recruitment process as well as forge partnerships with the Business Processing Outsourcing (BPO) industry. In that vein, nearly 6,500 students were recruited under the CAP programme while approximately 4000 students enrolled for training in the Customer Service area. In addition, 70 student placements were also initiated in the BPO sector.

The Whole of Government Report 2019-2020 attached hereto provides details to support the aforesaid preamble.



Honourable Karl Samuda CD MP

Minister

July 27, 2020