



Jamaica

Education for All 2015 National Review

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MINISTRY OF
EDUCATION

JAMAICA EDUCATION FOR ALL REVIEW 2015



Jamaica: Education For All Review 2015

Section 1: Introduction

Jamaica, although not implementing a separate EFA Plan, has predicated the development of the education sector on the essence of the EFA goals. The country's national and sector plans reflect the developmental goals which are intrinsically linked to the EFA goals.

Since 2000, a number of changes have taken place and are taking place to improve the efficiency and effectiveness of the education system as the country prepares its citizens to meet the challenges of the 21st Century. The main changes are encapsulated in the following policies and plans:

- The White Paper, *Education: The Way Upward – A Path for Jamaica's Education at the Start of the New Millennium, 2001*.
- *The Task Force on Education Reform, 2004 Jamaica Report* and the resultant Education Transformation Programme
- *Vision 2030 Jamaica National Development Plan*
- *The National Education Strategic Plan (NESP) 2011-2020*

The Government's *White Paper which was* published after broad public consultation provided the policy framework to address the challenges of the sector. Recognizing that schools must serve the needs of a diversified student body in an era of globalisation and technological change, the White Paper emphasized quality education for all and life-long learning. In this regard, critical minimum targets were set which included the following:

- Full enrolment of the early childhood age cohort ages 4 and 5 by the year 2003
- Island-wide public education programmes by August 2001 in support of early childhood care and early stimulation for children between birth and age 4
- Ninety per cent average daily attendance by 2005 at the primary level
- Teacher/student ratio in the primary schools to be standardised 1:35 by 2003. By 2005 Grades 1 and 2 should not have more than 30 students to a teacher.
- Eighty per cent of all Grade Six completers to demonstrate full literacy by 2003
- Five years of secondary education for all students entering Grade 7 in the year 2003 and thereafter
- Five per cent annual improvement in the number of students passing English and Mathematics in the secondary education certificate (CXC) in relation to the total Grade 11 sitting
- Fifteen per cent enrolment rate in tertiary education by 2005 agreed by CARICOM Heads

- All schools to be at a satisfactory level of physical infrastructure by the year 2010
- The introduction of a high school equivalency scheme by the year 2003

The Task Force on Education Reform, 2004 Jamaica Report and the Education Transformation Programme

Confronted with many challenges in the education system the Government of Jamaica commissioned a review of the system which resulted in a Report entitled the *Task Force on Educational Reform 2004*. As a first step towards transforming the education system, the Task Force through a consultative process developed and articulated the following National Shared Vision:

“Each learner will maximize his/her potential in an enriching, learner-centred education environment with maximum use of learning technologies supported by committed, qualified, competent, effective and professional educators and staff.

The education system will be equitable and accessible with full attendance to Grade 11. Accountability, transparency and performance are the hallmarks of a system that is excellent, self-sustaining and resourced and welcomes full stakeholder participation. The system produces full literacy and numeracy, a globally competitive, quality workforce and a disciplined culturally aware and ethical Jamaican citizenry.”

Consequently, performance targets as set out in the White Paper on Education were redefined and a system review was undertaken under the following four sub-themes: **Governance and Management; Curriculum Teaching and Learning Support; Stakeholder Participation and Finance**. Pertinent recommendations were made with the goal of transforming the entire education system over a period of approximately ten to fifteen years. Some of the recommendations to be pursued within the short to medium term were:

- Construction of new schools, the upgrading of all existing schools to world-class standards and the elimination of the shift system.
- Upgrading of Curriculum Teaching and Learning Support Systems with particular focus on literacy and numeracy.
- Exposing school boards and principals to new concepts of governance with emphasis on leadership and administration.
- Building community participation and ownership of schools to influence positive behavioural changes and stimulate a higher level of involvement.
- Modernization of the Ministry of Education to become a Policy Ministry.

Vision 2030 Jamaica National Development Plan

In 2009, the, Vision 2030 Jamaica National Development Plan was published. It is built on four strategic goals which are mutually reinforcing and synergistic in design. The first goal, “Jamaicans are empowered to achieve their fullest potential” speaks to personal and national development through education and training. The education sector will contribute to the achievement of this goal by ensuring that that the education and training system produces well rounded and qualified individuals who are able to function as creative and productive individuals in all spheres of the society and be competitive globally. The following are some of the strategies to be employed:

- Ensure that every child has access to early childhood development
- Improve the learning environment at the primary and secondary levels
- Ensure that graduates from the secondary level are ready to go on to higher education, training or work.
- Promote and use standards to measure performance of the education system based on results
- Ensure that adequate high-quality tertiary education is available
- Ensure access to education and training opportunities for disadvantaged groups including unattached youths and persons with disabilities
- Develop partnerships with the private sector, parents and communities to create quality schools

The National Education Strategic Plan (NESP) 2011-2020

The Macro Strategic Objectives articulated in the NESP are:

- 1** Provide equitable access and/or attachment to a high quality education system for all Jamaican children ages 3-18.
- 2** Improve the standards and quality of Jamaica’s education system by establishing a robust accountability framework for all stakeholders by 2015.
- 3** Improve learners’ performance across the formal education system and the wider society to achieve universal literacy and at least 85% numeracy by 2015.
- 4** Provide a safe and secure physical environment which is conducive to learning for all learners in public education institutions by 2020.
- 5** Build partnerships with donors, private sector partners, the community, parents, employers, and those committed to creating a strong education system.
- 6** Provide a resource-rich environment supportive of all learners at all levels in the public education institutions by 2020.

- 7 Enable all learners in the education system to manage challenges and achieve their developmental goals through integrated curriculum offerings and support services to become well-adjusted, healthy and secure individuals .
- 8 Attract and retain well-qualified, certified and licensed teachers to fill the requirements of all educational institutions at all levels of the system by 2020

Complementing and amplifying the eight macro strategic objectives are the following objectives:

- Teaching and learning systems of international standard
- Competent educators to match needs of the system by education level, number, geographical distribution and specialisation are attracted and retained
- School places in well-equipped schools available to meet demand for all students at ECE, primary, secondary levels, post-secondary and tertiary levels
- System of research and data gathering to inform policy making and drive school performance
- Quality assurance and accountability systems implemented to support educational system
- Inclusive education promoted and supported
- Stakeholders kept informed of developments in the education system
- Safe and secure learning environment (physical environment; psychosocial and emotional climate) available to support teaching and learning in schools

Section 2: Main EFA challenges in 2000 and Targets for 2015

Main EFA Challenges in 2000

In the 2000 review it was noted that “even though the country has made great strides in providing educational opportunities for all its citizens, concerns have been voiced about the level of employment and the level of literacy of graduates from the educational system.”

The main problems were identified as:

- Economic difficulties which affect adequate provision of space, support materials and equipment
- Inadequate supervision of the system
- Inconsistent quality of education across the system, for example the rural - urban phenomenon which impacts human resource allocation, in particular
- Inefficiencies in the allocation of resources, especially human resources (teachers)

- The need for legislated changes in order to improve deployment and accountability
- Unemployment, particularly among the young was said to be high with over 65 per cent having no formal education.

EFA Goals for 2015

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes
4. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Section 3: Progress towards the EFA Goals

3.1 Expanding Early Childhood Care and Education (ECCE)

National policies, legislation, strategies and plans that cover ECCE and the gaps identified.

- The 2011 Act¹ provides for the provision of free education for children at the early childhood and primary levels. Section 13 (3k) (ii) provides for “the right of every child who is a citizen of Jamaica, to publicly funded tuition in a public educational institution at the pre-primary and primary levels”

¹ The Charter of Fundamental Rights and Freedoms (Constitutional Amendment) Act, 2011

- The Child Care and Protection Act also makes provision for children in this age cohort to access educational opportunities, See Box 1.
- In 2002, the government passed legislation, which saw the establishment of the Early Childhood Commission and resulted in the drafting of comprehensive regulations to guide early childhood care and development from birth through the early childhood years. The new regulations, detail the basic health, safety and nutritional requirements to be followed by service-providers, and also provide guidelines for social- emotional development and for the most appropriate learning climate for children and their families.

Box 1 The Child Care and Protection Act, 2004 Section 28

(1) Every person having the custody, charge or care of a child between the ages of four and sixteen years shall take such steps as are necessary to ensure that the child is enrolled at, and attends, school.

(2) Where a person having the custody, charge or care of a child is financially unable to provide the child with any article required for the purposes of the child's education at a school at which the child is registered, that person shall apply to the Minister, in the prescribed manner, for assistance.

- The Early Childhood (EC) sector is governed by several legislation and policies aimed at improving child related outcomes. The Early Childhood Commission (ECC) is mandated to execute the functions outlined in the Early Childhood Act and Regulations of 2005. They outline in detail the critical functions of the Commission in its capacity as the chief monitor and regulator of all the activities of the sector. Specifically, they provide a comprehensive outline of the expectations of the sector such as teacher qualification, requirements of employees, registration guidelines for institutions and the functions and responsibilities of the ECC.
- Additionally, the National Parenting Support Policy of 2010 provides information to parents with children in the EC cohort on best practices regarding parenting and the unique needs that children have at this age which require active parental involvement.
- The Draft Infant and Young Feeding Policy (2013) outlines the health related requirement in relation to nutrition for children 0-6 years.
- Standards have been established for the operations of early childhood institutions based on legislation and best practices. There are clearly outlined sanctions in the legislation for operators of ECIs that do not adhere to legal requirements. There are institutions that are not fully compliant with the requirements of the regulations. These institutions are being supported to achieve registration requirements.

Sectors/Agencies Actively Providing ECCE Services

The early childhood development sector is multi-dimensional and requires a cross-sectoral approach to meet the demands of the sector. All public sector agencies that are concerned with the affairs of children are partners with the ECC through the Ministry of Education. These include the Ministry of Health, the Ministry of Labour and Social Security, HEART Trust/NTA, Jamaica Fire Brigade, National Parenting Support Commission, Child Development Agency, Office of the Children's Advocate, Office of Children's Registry, the CHASE Fund and the Jamaica Constabulary Force. The Planning Institute of Jamaica works closely with the ECC by finding international funding and by monitoring the projects that are funded by International Development Partners (IDPs). Support for the sector is also provided by Non-Government Organizations (NGOs), Community and Faith-based Organisations.

Collectively, all the sector partners provide services that are aligned with the 2013-2018 National Strategic Plan (NSP) for early childhood development. Support is provided to improve infrastructure, to enhance the delivery of the curriculum and to improve the nutritional status of the children. Support is also provided for the training of early childhood practitioners and teachers

Access to Early Childhood Education

Early childhood education is offered in public and private institutions. The development of the sector hinges to a large extent on private and community based support. However, Government has been playing its part in providing feedings grants and salary subsidies to most institutions which are run by the communities as well as by increasing its presence in the sector. In 2000 there were 127 publicly funded infant schools and departments offering early childhood education and in 2013, the number increased to 191. In 2013-2014, approximately 3.2 per cent of the education budget was allotted to this level (Annex 1). It must be noted however, that this does not account for the total expenditure at this level as some expenditure cannot be disaggregated and the major part of this sector is privately funded.

Whereas provision of pre-primary education in public schools, (infant schools and departments) mainly cater to children starting from age four as stipulated in *The Education Regulations 1980*, the privately run institutions cater to the majority of the three year olds in the system. Of the total 81,553 children four years and over enrolled at this level, approximately 14 per cent is enrolled in public institutions and some 10 per cent of the 132,030 when the three year olds are included. (See Annex 2). However, the thrust of the Government is to have universal access including the three year olds.

Teacher Quality

Of the total 9558 teachers and practitioners at the early childhood level, some 23 per cent are trained as teachers, either at the degree or diploma level. The majority of the individuals practising at this level are not professionally trained although efforts are made to provide competency-based training. Some 50 per cent of the practitioners are so trained. Almost all the trained teachers at this level are females (98.3%). The standard pupil teacher ratio at this level is 30 pupils to one teacher. This ratio mainly obtains in the public schools and departments and large well-established community operated institutions.

Box 2: Teachers and Practitioners at the Early Childhood Level, 2012-2013

Highest Level of Education Attained	Count	Per cent
Cannot be determined	1597	16.7
Primary	735	7.7
Secondary	286	3.0
Tertiary - Bachelors Degree	729	7.6
Tertiary - Education Diploma	1324	13.9
Tertiary - Masters Degree	95	1.0
Vocational	4792	50.1
TOTAL	9558	100.0

Successes in Ensuring Access for all Children and Barriers to Access

All children are given free access to health care and this allows for their optimal health and development. The provision of the Child Health and Development Passport since 2010, has allowed for health practitioners, parents and ECCE practitioners to track the health and development of all children in the cohort. The Programme for Advancement through Health and Education (PATH) is a social safety net that provides support to parents so that children of school age have the resources to attend school and that they are fed while at school for a number of days per week.

The School Feeding Programme that is being implemented by the Ministry of Education ensures that breakfast and/or lunch are provided particularly to needy children in order to facilitate regular attendance and to increase the likelihood of better educational outcomes.

The thrust for the government to increase its presence in this sector has resulted in an increase in the number of infant schools and departments through the Ministry's rationalisation programme. The infant schools and departments are generally staffed by trained teachers and are fully subsidised by the government unlike the community run institutions which are partially subsidised by the government and are often staffed by practitioners who are not professionally trained. At the same time, the Ministry of Education endeavours to ensure that these schools have access to at least one trained teacher.

The provision of high quality early childhood care and education is very costly. For many

years, development of the early childhood sector was mainly through private sector, community and faith-based support. Despite efforts by the government and private entities, some of the community run institutions are below the required standards but in some instances there are no alternatives for parents to access quality EC programmes.

Children with learning and developmental delays or disabilities can be considered to be most at risk. The limited number of appropriate institutions and personnel for screening, diagnosis and intervention, makes it difficult to adequately address the needs of these children. Attempt is being made to address this issue through the creation and implementation of a service delivery model for early screening, diagnosis and intervention for at risk children and households. The activities of the Early Stimulation Programme, implemented by the Ministry of Labour and Social Security, in parts of the country, assist families with children who have these issues.

Some children in poor economic circumstances are also at risk of being excluded as lack of resources inhibits their ability to access the requisite services. The PATH, however, has been instrumental in addressing many of these situations by providing support to parents of children so that they can attend school and access other services

Efforts to Ensure Quality of ECCE Programmes and Challenges

- The establishment of standards, both for the operations of ECIs and for the administrators of programmes, ensure quality of the offerings at this level. Internal and external audits are conducted regularly in these institutions to ensure programme integrity.
- Partnerships with other entities and the establishment of committees allow for an interchange of technical knowledge which facilitates the effective and efficient management of the programme.
- The development and national implementation of the Child Health Development Passport ensures that the quality of health care of the cohort is better monitored and that the development outcomes of children are tracked closely.
- The National Parenting Support Policy and the National Parenting Support Commission are geared at improving the quality of parenting for children.
- The home visiting model used by the social workers and community health aides to provide support to mothers and families with young children has also contributed to ensuring that the health and social outcomes of children are monitored.
- Development Officers in ECIs, ensure that developmental plans are crafted and implemented, teachers are trained and classes are assessed, thereby assuring the quality of inputs and outputs.

. Strategies and Measures to Increase School Preparedness

- The new Four Year Old Readiness Assessment which has been piloted for full implementation in 2015 is geared at ensuring that students are equipped with the requisite skills to transition from the pre-primary to the primary level. Administered at age four, this will provide teachers, parents and practitioners with information needed to support this transition.
- The development and implementation of age appropriate curricula contribute to the preparation of children to access primary education while ensuring the exposure of children in all types of institutions, to standardised programmes.
- The School Feeding Policy addresses the nutritional needs of children in this age cohort and provides guidelines for meeting these needs.

3.2 Universalizing Primary/Basic Education

Primary Level Education

The school age population particularly at the pre-primary and primary levels is decreasing as indicated in the latest population census. This has been manifested in declining enrolments over the past years.

In 2013-2014, the Gross Intake Rate was 96.7 per cent while the Net Enrolment Rate (NER) was 81.2 per cent (Annex 3). The Gross Enrolment rate (GER) was approximately 100 per cent with males having a ratio of 101 per cent and the females, 99 per cent. The Enrolment Rate for the primary age cohort was approximately 97 per cent, approximately 16 percentage points higher than the NER, indicating universal enrolment of this age cohort, allowing for those students who may be enrolled in special institutions, for example.

Box 3 Adjusted Net Enrolment Rate (ANER) Primary Level, 2013/2014			
	Enrolment (6-11 years)	Population (6-11 years)	ANER
Male	130730	134762	97.0%
Female	126602	131115	96.6%
Total	257332	265877	96.8%

Some 96 per cent of the teachers at this level are professionally trained with female accounting for 88 per cent of the staff complement. Most students transition from primary to secondary level education. The Effective Transition rate of over 100 per cent, however, reflects the movement of students from private to public institutions.

Public expenditure on primary education was 34.1% of total public expenditure on education and recurrent per pupil expenditure was 19.7% GDP per capita.

Related Legislation and Policies

Access to free primary education is a right that is enshrined in the *Charter of Rights*². The Child Care and Protection Act 2004 and the Education Regulations, 1980 also make provision for children in this age group to access the requisite education. (Box 1)

Jamaica has achieved universal primary education for a long time. The challenge at this level however, is the quality of the output as demonstrated in the readiness of some students to access secondary level education based on the performance on the Grade Four Literacy and Numeracy tests. The 2012-2013 results had 76.4% of the student obtaining mastery in Literacy and 58% in Numeracy. *The Competence-based Transition Policy* provides the framework which allows children more than one opportunity to demonstrate readiness to transition to secondary education.

Access to Primary Education

Primary education is offered in both private and public institutions. The public sector is the main provider of education at this level. Although education is free at this level, there are factors impacting regular attendance, the main one being the socio-economic condition of the household.

Policies/programmes which Positively Impact Access

Among the Policies/Programmes that Support Access at this Level are:

- The Textbook Policy which provides textbooks free of cost to all children The PATH which is a social safety net programme, targets vulnerable households by providing financial assistance with an attendant clause of school attendance
- The School Feeding Programme which ensures that a subsidised meal is provided to all children or where a child is not able to pay, a free meal. This is to ensure that no child is kept away because of inability to pay and also to ensure that the children are provided with nutritious meals.

Box 4

The Child Care and Protection Act 2004 Sections 33 & 34

(33) No person shall employ a child under the age of thirteen in the performance of any work.

34.-(1) No person shall employ a child who has attained the age of thirteen years, but who has not attained the age of fifteen years, in the performance of any work other than in an occupation included on the list of prescribed occupations referred to in subsection (2).

(2) For the purposes of subsection (1), the Minister shall maintain a list of prescribed occupations-

(a) consisting of such light work as the Minister responsible for labour considers appropriate for the employment of any child of the age referred to in that subsection; and

(b) specifying the number of hours during which and the conditions under which such child may be so employed.

(3) No person shall employ a child-

(a) in the performance of any work that is likely to be hazardous or to interfere with the child's education or to be harmful to the child's health or physical, mental, spiritual or social development; or

(b) in night work or an industrial undertaking.

² Op. cit

- Special Education Units are attached to strategically located primary level schools across the country to cater to students with exceptionalities
- A Draft Special Education Policy with the main goals being to promote:
 - Equity and access to educational opportunities for children and youth with special needs at all levels of the education system.
 - A system of inclusive education where possible, recognizing that some children may be best served in segregated facilities or home based programmes.

Efforts to Ensure Access and Attendance at the Primary Level

- The Child Care and Protection Act prohibits the employment of children in this age group. There are penalties associated with engaging in such activities so this works as a deterrent for prospective employers and parents/guardians.
- The provision of a cooked meal or snack is often an incentive for children, especially those in vulnerable households, to attend schools. The school meal is often the only or main meal for the day.
- The household subsidy from the PATH which is tied to school attendance is also an incentive for attending primary schools.

Strategies to Prepare Students to Access Secondary Education

A number of strategies have been implemented to prepare students to access secondary level education including the following:

- The implementation of a National Assessment Programme (NAP) which monitors how well students from Grade 1 to Grade 6 are managing the curriculum and acquiring the necessary skills and competencies for each grade level.
 - The Grade One Individual Learning Profile (GOILP) is administered prior to the start of Grade One to ascertain the children's readiness to access primary level curriculum so that strategies can be developed to advance their learning.
 - Grade Two Diagnostic Test currently being administered in Grade 3 and to be administered at the end of grade two. The results of the tests signal the areas of weaknesses on which the teacher needs to focus.
 - The Grade Four Literacy and Numeracy Tests which are administered at the end of Grade Four to determine the literacy and numeracy levels benchmarked at Grade Four. A parallel pathway is provided for students who are not certified literate after the required number of sittings of the Literacy Test and need special intervention. In this regard, the Alternative Secondary Transitional Education Programme (ASTEP) is being implemented.
 - The Grade Six Achievement Test (GSAT) is administered in Mathematics, Language Arts, Science, Social Studies, and Communication Task in Grade Six. The test is used to

determine the students' grasp of the concepts and content of the grades 4-6 curricula for transitioning into secondary level education.

- Results of the children's performance are sent to the schools in which they are placed so that appropriate preparation can be made to meet the identified needs.
- The curricula for Grades 1- 9 are being revised to ensure articulation between the primary and secondary levels thereby facilitating a seamless transition. .

3.3 Meeting the Learning Needs of Youth and Adults

Secondary Level Education

Secondary level education is offered to children between the ages of 12- 16/18 years. The Government is committed to providing five years of secondary education to students who entered this level of the system as of 2003. Enrolment at lower secondary level can be considered to be universal as students enter institutions which offer full secondary education as well as those which offer only lower secondary education. The enrolment ratio for the upper secondary level is lower than that of the lower secondary level. For the 2013-2014 academic year some 229,689 students were enrolled at the secondary level, grades 7-13. The Net Enrolment Rate (NER) at the lower secondary level was approximately 81 per cent and 65 per cent at the upper secondary level with a combined rate of 74 per cent (Annex 4). Conversely the Adjusted Net Enrolment Rate (ANER) was 92 per cent.

The data indicated that all students transitioned from Grades 6 to Grade 7 in public schools however, approximately 87 per cent of the students transitioned to Grade 10 in public schools. This does not necessarily reflect the reality of the sector as some students access upper secondary education in private institutions and this is not fully captured in calculations and the reports.

Some 85 per cent of the teachers are trained with females accounting for 70 per cent of the approximately 13,000 teachers at this level. Expenditure on secondary education was 37.4 per cent of the total public expenditure.

At the secondary level, students are prepared to access further education or the world of

work. As such, emphasis is placed on the acquisition of skills and competencies which will empower them to be meaningfully engaged. The strategies that are being employed include:

- Each student should be exposed to at least one technical vocational subject and have a marketable skill at the completion of secondary education. Exposure to work and volunteerism through the Work Experience Programme in some secondary schools and the Community Service programme in schools.

Box 5 Adjusted Net Enrolment Rate (ANER)
Secondary, 2013/2014

	Enrolment (12-16)	Population (12-16)	ANER
Male	118672	132521	89.5%
Female	121190	127182	95.3%
Total	239862	259703	92.4%

- The introduction of the Junior Achievement Programme in schools, which fosters entrepreneurship.
- Introduction of the Career Advancement Programme (CAP) which provides an avenue for students who did not acquire the skills and competencies to access further education or the world of work, to have a second chance at doing so.

Integration of TVET into the Curricula at all levels of the formal system

Recognising the importance of TVET for personal and national development, particularly for the creation of employment, the Ministry of Education has mandated that by the end of 2016, all students exiting the system at the secondary level should have a marketable skill, regardless of their academic inclination.

In an effort to engender an appreciation for the area through early exposure, technical and vocational education will be integrated into the curriculum at all levels, in an age appropriate manner. Facilitating the process are the different avenues for certification that will be opened to the students. These include the Caribbean Examination Council (CXC) regional examinations such as the Caribbean Secondary Education Certificate (CSEC), the Caribbean Vocational Qualification (CVQ) and Caribbean Advanced Proficiency Examination (CAPE), the National Vocational Qualification (NVQ) and City and Guilds.

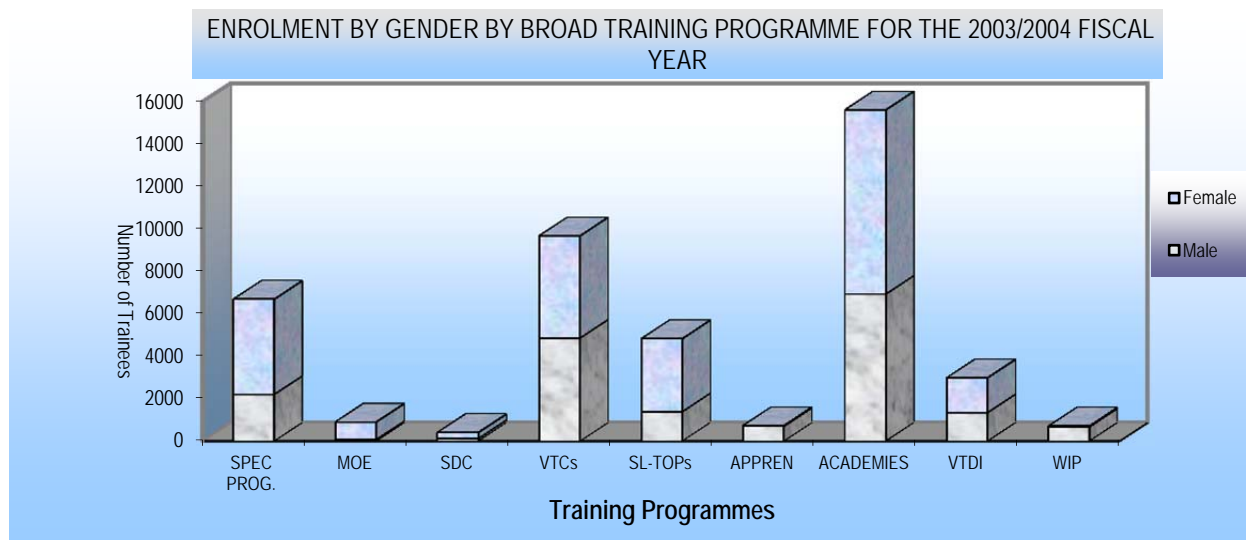
Training Programmes for Youth and Young Adults

The HEART Trust/NTA, the country's national training agency, focuses on increasing the pool of trained and certified members of the workforce in a bid to meet the national priorities and improve the country's competitive advantage on the global sphere. In addition to the development of workforce competence, increased focus has been placed on the need to train for employment, especially the youth, in a bid to drive economic growth and development.

There are a number of areas where the HEART Trust/NTA has made significant advancement, including:-

- increasing the number of individuals engaged in training in higher level programmes,
- re-introducing the apprenticeship programme,
- improving the gender balance, as previously, more females were engaged than males (Figure 1).
- developing and implementing the TVET Integration Programme

Figure 1: Enrolment by Gender and Broad Training



Number and Percentage Distribution of technical/vocational education and skills training (TVET) centres

There are currently a total 265 TVET institutions across the system of which 125 is directly HEART funded (Annex -5)-. Four (4) of these are HEART Workforce Colleges, seven (7) TVET Institutes with a representation of 3-4 campuses each; the Vocational Training Development Institute, 94 Community Training Interventions, and one Workforce Solution, which is an amalgamation of over 1000 firms (Annex 6). In 2012, Workforce Colleges and TVET Institutes were conceptualized. The Colleges and the TVET Institutes were developed with the intention of giving greater focus to higher level programmes and as such training is conducted at levels 2 to 5. Workforce Colleges are industry-specific institutions geared towards developing and improving competencies of the workforce to enhance valued-added performance, efficiency and productivity. They facilitate professional advancement and licensing of industry personnel. The TVET Institutes were established to respond to just-in-time labour market demands and the training needs of the community.

The Community Training Interventions provide training at levels 1 and 2 through partnerships with churches, trade groups and others. These interventions are aimed at equipping individuals within the community with the requisite knowledge, skills and attitude in a bid to make them employable. This group includes (but is not limited to) “at-risk” and unattached youth. The Workforce Solutions focuses on providing assistance to entrepreneurs to build competitive and sustainable businesses with the intention of realising an increase in productivity through MSMEs and SMEs, through capacity building and workforce development initiatives. The Vocational Training Development Institute prepares the cadre of TVET professionals required to instruct the individuals across the TVET system.

Number and Percentage Distribution of young people and adults enrolled and completed in different types of technical/vocational education and skills training (TVET) programmes, by gender

Annex 6 outlines the gender representation of the young people and adults enrolled the types of TVET programmes. The data illustrate that enrolment for adults was approximately 17% more than that of young people 15-24 years old for the individuals attending the HEART institutions/interventions. The number of females was more in both groups. The inclusion of the students from the formal school system has resulted in more individuals being enrolled in the group of young people 15-24 than the adults over 24 years. The details presented in Annex 7- indicate that 4% more males were certified than females for the group representing the adults over 24 and conversely 1.4% more females were certified for the age group 15-24 years old.

Number and Percentage Distribution of TVET Teachers/Facilitators by type of TVET Centre

A total of 127 males and 152 females are engaged as Facilitators across the HEART Trust (Annex 8) The Tourism sector has the highest representation of females and the Building Construction sector the highest for males. The other male dominated sectors are Information and Communication Technology and Services, while the females are mainly present in the Business and Education sectors. This representation has been consistent over the years. There has been an increase at the higher levels over the years of female facilitators in the Building Construction sector.

3.4 Improving Adult Literacy Level

The Jamaican Foundation for Lifelong Learning (JFLL), an agency of the Ministry of Education, has been mandated to provide *access to quality basic and continuing education learning opportunities that are relevant and adult-centred*. This is with the view of equipping the adult learner with the knowledge, skill and attitude that will empower him/her to achieve his/her fullest potential as articulated in *Vision 2030, Jamaica National Development Plan*. In light of this, the organization has expanded its strategic focus from just providing learning opportunities and certification in literacy and numeracy at the basic level to include the secondary level. In so doing, the strategic focus of the organization is now aligned to the *Lifelong Learner Policy*, the national and sectoral goals, as outlined in *The National Development Plan*, the *National Education Strategic Plan (2011-2020)* and international commitments, such as *Belem Framework For Action, Education For All (2015)*, and *The Millennium Development Goals*.

The JFLL has embarked on a process of upgrading its instructional programmes, infrastructure and capacity to better serve this population of the education sector. In an effort to improve the

literacy outcomes among the adult population, the JFLL will be implementing the High School Diploma Equivalency Programme, as of September 2014. The High School Diploma Equivalency (HSDE) is an alternate pathway to a general education programme for adult learners ages 17 and older. It caters to individuals who have exited the formal education system and require a “second chance” to access learning opportunities to pursue their personal, academic and professional goals.

The programme is a direct response to the growing demand for education and skills training for the adult population. The programme is expected to improve the outcomes of the adult learner and equip them with skills that will make them marketable locally and internationally and contribute to workforce productivity and competitiveness. The target audience for the HSDE consists of adult learners from varied backgrounds, including the unattached youth (approximately 166, 000); the unskilled first time job-seekers (approximately 70%); and the unskilled labour (70% without academic or vocational certification).

Adult literacy rate was estimated at 91.7 per cent in 2010 (Jamaica Survey of Living Conditions, 2010) compared with 86.8 per cent estimated in 2009.³ In 2013, enrolment in JFLL’s Literacy and Numeracy Programme was 5424 learners with 55 per cent being females. A total of 1725 learners were assessed with 79 per cent certified as literate at levels 3 and 4.

3.5 Gender Parity and Equality in Education

All children, regardless of sex, have equal access to public education from pre-primary to tertiary levels. The only deterrent at the tertiary level is the requirement, mainly academic, as set by the institutions. The only provision made under the Act for children not being able to access an educational institution is lack of space.

From the early childhood to the lower secondary levels of the system, there is hardly any difference in enrolment for males and females. However, as you progress to the upper secondary level and beyond, the disparity in enrolment becomes evident. In 2012-2013 approximately 50.5 per cent of the children enrolled at the early childhood level were boys and the 2013-2014 Adjusted NER for the primary level was 97 per cent for the boys and 96.6 per cent for the girls. For the secondary age cohort, the Adjusted NER was 89.5 per cent for the males and 95.3 per cent for the females. At the tertiary level the enrolment rate for females was 40.2 per cent, more than twice the rate for males, which was 17.9 per cent.⁴

³ Projections from UNESCO based on data from the 1999 Jamaica Literacy Survey

⁴ Economic and Social Survey Jamaica, 2013.

The education sector is staffed predominantly by females. The latter accounted for 96 per cent at the early childhood level, 88 per cent at primary and 70 per cent at secondary. The difference between the sexes is reduced at the level of the principals particularly at the primary and secondary levels with females accounting for 71 and 45 per cent respectively. At the early childhood level, all principals are females (Annex 9).

Among the strategies that are engaged to encourage the attendance and participation of both sexes in the education process are:

- Ensuring, as far as possible, that there is no gender bias in the development of the curricula
- Allowing students at the secondary level to choose vocational areas without stereotyping
- Experimenting with different modalities for curriculum delivery such as single sex classes
- Discriminating for the boys at the secondary level in the allocation of subsidies under the PATH Textbooks and support materials reviewed to ensure there is no gender bias in their content
- Training of educators to recognize and treat with behavioural differences between the sexes

3.6 Quality In Education

Quality in the education sector refers to both inputs into and outputs from the system. These include, inter alia, leadership and management, human resources, teaching learning and support materials, facilities and infrastructure and support services. The quality of the output speaks to students having achieved their fullest potential and are qualified for the world of work and/or further education and training. The Ministry of Education has implemented strategies to improve the quality of education at all levels of the system.

Policies and Measures to Improve the Quality of Education

- Provision of teaching and learning materials

Subsidies are provided to early childhood institutions for the acquisition of resources while textbooks are provided free of cost at the primary level and at minimal cost at secondary. Expenditure on textbooks for 2013-2014 was 1.1 per cent of total recurrent expenditure

- Teacher Quality

The importance of the teacher in the delivery of the curricula and the quality of the outputs from the system cannot be over emphasised. Among the strategies to improve teacher quality are the following:

- Focus on the quality of the intake into teacher training institutions and programmes, the quality of the training programmes and the professional development of teachers.
 - The professional development of teachers through a system for registering and licensing by the Jamaica Teaching Council (JTC).
 - The provision of scholarships in particular areas such as mathematics, sciences and special education.
 - The provision of in-service training to fulfil identified needs
 - The establishment of Quality Education Circles (QECs) which allows for the sharing of best practices in teaching and the sharing of solutions to challenges.
- The establishment of institutions to provide oversight and improve the quality of the different aspects of the system

- The Jamaica Teaching Council

The Jamaica Teaching Council, established in September 2008, is responsible for maintaining and enhancing professional standards, regulating, registering and licensing teaching professionals. Its mandate also includes the provision of strategic direction and advice on training and teacher supply and distribution in the public system. The main functions of the JTC are:

Regulatory - All teachers employed and to be employed are required to apply for registration as part of the documentation for employment. As soon as the relevant legislation is in place, all teachers will be required to be licensed, signifying that they possess a body of knowledge and competence to teach in the area specified.

Professional Development – This is provided through an induction programme which supports key areas of practice; the Mentorship Programme for new teachers which provides support in the practice of teaching; the Master Teachers’ Programme which identifies excellent teachers in the profession and recognizes them as masters in the art and science of teaching and the In-service Training Programme which provides training in specified areas as identified.

- National Education Inspectorate (NEI)

National Education Inspectorate (NEI) has been given the mandate to inspect all primary and secondary schools in an effort to identify the needs of each school in effecting improvement in the delivery of the curriculum and the performance of the students.

- The National College for Educational Leadership (NCEL)

The NCEL is mandated to provide leadership training through the design of a professional development programme that will provide inter alia, exposure to the Ministry’s policies and programmes.

- Jamaica Tertiary Education Commission (J-TEC)

J-TEC is a regulatory body for the tertiary sector. The establishment of the J-TEC allows for the rationalisation of a number of the oversight bodies with their roles and functions being incorporated.

- The National Parenting Support Commission

Recognizing the importance of the partnership between the home and the school in the education of our children, a National Parenting Support Commission has been established with responsibility to oversee the implementation and operation of the National Parenting Support Policy, to co-ordinate activities and resources in the area of parenting support and provide informed advice on policies and programmes to support parenting in Jamaica. The Commission provides support to parents in the care, nurturing and support of their children for improved educational outcomes

- Infrastructure

- The thrust to improve the quality of infrastructure at the early childhood level has resulted in the establishment of infant schools and infant departments in a number of primary level institutions with excess capacity. The number of such institutions increased from 127 in 2000 to 191 in 2013.
- Private sector support has facilitated the replacement and/or extension and refurbishing of a number of the community operated institutions at the early childhood level.
- Support from the private sector as well as government's funding have seen the replacement of pit latrines with water closets in some institutions at the early childhood and primary levels. Currently some 86 per cent of the pre-primary, primary and secondary level public institutions have satisfactory sanitary facilities, that is, water closets. The effort is continuing to rid the system of the use of pit latrines.
- With support from the IDPs and Government's initiatives over 100 interventions were made including construction of new schools, replacement and extension of existing facilities

Section 4: Prospects for Post-2015

The emergence and rapid growth in technology requires individuals who are flexible and equipped to adapt to these changes. In this regard, there is the need to change the way in which education and training are provided, that is, a rethink of the way education is “conceptualized, developed and implemented”. For too long our education system tended to be theoretical rather than competency-based and geared mainly towards preparing students for jobs in traditional professions. There is a need to transform the education system to one that will better prepare our citizens for the twenty-first century knowledge economy.

The Vision 2030 Jamaica National Development Plan articulates clearly this role in describing the education system as “an education and training system that produces well-rounded and qualified individuals who will be empowered to learn for life, able to function as creative and productive individuals in all spheres of our society and be competitive in a global context.” This

is also highlighted in the Mission of the Ministry of Education which is “to provide.....quality education for all Jamaicans to maximize their potential, contribute to national development and compete effectively in the global economy.”

In order to achieve this mandate , the Government of Jamaica continues to develop and implement programmes and policies aimed at improving the quality of education being offered at all levels of the system. To this end, the Government has placed focus on the following sector priorities in the Medium Term Socio Economic Policy Framework (MTF):

- Early Childhood Development
- Special Education – sensitivity to gender , gifted and disabilities in education
- Media and ICT in Education – increased use of technology in education
- Improvement in Teacher Quality
- Tertiary Sector – access to and quality of Tertiary education
- Infusion of TVET in the school system (expanded access to relevance of training programme, including TVET)

The following strategies are being developed to prepare our citizens for the national and international challenges:

- *Competency-based articulated and relevant curricula*

The curricula at all levels of the education system are being revised to be standards driven and competency-based. Competency may be defined as the ability to do a particular activity to a prescribed standard. Emphasis is on what people can do rather than what they know. There is need to ensure that competencies are developed not only for the technical and vocational areas but also for the so called traditional areas.

At the secondary level, the curriculum will be geared towards preparing students for further education and/or the labour market. Efforts are being made to ensure that secondary and post-secondary education, are aligned with international and national standards leading to industry-recognized credentials.

- *Literacy for lifelong learning*

The perception of literacy has changed over time from being able to identify and read simple words and sentences including undertaking minimal personal tasks to a more dynamic definition as outlined by UNESCO. Literacy is defined as

“the ability to identify, understand, interpret, create, communicate, compute and use printed and written material associated with varying contexts. Literacy involves a continuum of learning to enable an individual to achieve his or her

goal, to develop his or her knowledge and potential and to participate fully in community and wider society". (UNESCO)

The curricula that are being developed and piloted for full implementation, will further facilitate students to acquire the necessary skills and competencies to make them literate in this context. These are the foundations for lifelong learning and personal and national development.

- *Creative and Performing Arts*

The Jamaican people are gifted in many areas such as the sports and the creative and performing arts. The curricula will further provide avenues for these areas to be developed and to be seen as viable alternatives for professional development, instead of being considered only as extra-curricular activities. These areas are being incorporated into the programmes at the earliest level. There are new, emerging and exciting prospects in the **Creative Industries** which we are tapping into and will continue to tap into by honing the talents which exist.

- *TVET and Science, Technology, Engineering and Mathematics (STEM) Methodology*

The integration of technical and vocational education (TVE) into the education system ensures that the system prepares fully rounded students equipped with the skills and competencies necessary for a globalized workforce. The small number of entries for the technical and vocational subjects in the regional examination (CSEC) is a reflection of the low premium that the society in general, places on these subjects. The thrust of the Ministry of Education is that all students should exit the secondary level with at least one technical or vocational subject.

Additionally, the integration of the Science Technology Engineering and Mathematics (STEM) methodology is one way that these occupational competencies can be rebranded to ensure better understanding and preparation for employment. The 21st century requires a modern labour force and disciplines in STEM which are required to move the country to growth and prosperity. Science, technology, engineering and mathematics are and will continue to be the drivers of innovation. We have taken note and are developing curricula for education and training to emphasize instructions relating to STEM methodology.

- *Attitudes and values*

There is a pressing need to restore the values and attitudes which have been seriously eroded in our society. Students need to learn how important and necessary it is to work well with others and to be tolerant and appreciative of different views as these are often the avenues for innovations and solutions. We have started the process by re-introducing Civics into the curricula, increasing the presence of uniformed groups in schools, encouraging volunteerism

through community service and enhancing the behaviour modification programme. These programmes will continue and be further enhanced in the post 2015 period.

- *Advancing the use of Technology*

Increased capability in the use of ICT promotes student-centred learning as the teacher now becomes the facilitator of learning instead of the provider of all knowledge. This allows for creativity, initiative and independence in learning with pupils being able to make informed decisions. The infusion of information technology into education is a major thrust of the education sector.

- *Teacher Development*

Our teachers should be prepared to teach 21st Century students. They should be equipped with the requisite skills categorised as:

- **Ways of thinking.** Creativity, critical thinking, problem-solving, decision-making and learning
- **Ways of working.** Communication and collaboration
- **Tools for working.** Information and communications technology (ICT) and information literacy
- **Skills for living in the world.** Citizenship, life and career, and personal and social responsibility⁵

Teachers who possess these skills will be better able to transmit them to their students. Innovative ways are being sought to develop interest in areas such as mathematics and the sciences where there is a demand for good quality teachers.

- *Effective Communication*

Effective communication is critical to the conduct of business. It is important that we recognise that not only is it important for us to be able to communicate in our own language but also to communicate in other languages in order to compete in the world of business. In light of this, there is greater emphasis on the teaching and learning of other languages especially those of our neighbours.

- *Financing*

Despite the financial constraints being experienced by the country, education is still considered a priority and efforts are made and will continue to be made to maintain the budgetary allocation to the sector. In 2012-2013 expenditure on education was 6.2 per cent of GDP and 13.3 per cent of total government expenditure. The latter increased to 16.6 per cent in the 2013-2014 fiscal year.

It is only through partnerships that the education sector will continue to develop so the

⁵ Assessment and Teaching of 21st Century Skills

government will endeavour to strengthen existing partnerships and forge new ones with local, regional and international bodies.

Annexes

Expenditure on Education

Goal	Indicator	2012/2013	2013/2014
Goal 1	Public expenditure on pre-primary education and other ECCE programmes as a percentage of total public expenditure on education	3.2%	3.2%
Goal 2	Total public expenditure on education as a percentage of GDP	6.2%	
	Total public expenditure on education as a percentage of total government expenditure	13.3%	16.6%
	Public expenditure on primary/basic education as a percentage of total public expenditure on education	34.1%	34.1%
	Public recurrent expenditure on primary education as a percentage of GDP	2.1%	n.a
	Public recurrent expenditure on primary education per pupil as a percentage of GDP per capita	19.7%	n.a
Goal 3	Public expenditure on secondary education as a percentage of total public expenditure on education	37.5%	37.4%
Goal 4	Public expenditure on adult literacy or continuing basic education as a percentage of total public expenditure on education (<i>includes funds allocated directly for the Adult Literacy Programme</i>)	0.3%	0.3%
Goal 6	Recurrent public expenditure on textbooks as a percentage of total recurrent public expenditure	1.1%	1.1%
	Teacher's compensation as a percentage of recurrent public expenditure by levels of education - Primary	83.3%	81.8%
	Teacher's compensation as a percentage of recurrent public expenditure by levels of education - Secondary	71.5%	71.6%

Early Childhood Enrolment by Gender and Facility Type, 2012-2013

Facility Type	Boys less than 3	Boys age 3	Boys age 4	Boys age 5	Boys more than 5	Total Boys	Girls less than 3	Girls age 3	Girls age 4	Girls age 5	Girls more than 5	Total Girls	Total Enrolled
Kindergarten & Preparatory School	304	1173	1480	1384	124	4465	373	1311	1426	1253	116	4479	8944
Mixed Pre - School / Nursery	1801	1161	895	681	96	4634	1713	1144	859	640	80	4436	9070
Pre-school	370	585	496	462	90	2003	403	648	527	427	69	2074	4077
Infant Departments	55	182	1057	1265	179	2738	56	213	1213	1081	160	2723	5461
Day Care/Nursery	523	209	155	74	8	969	503	242	162	83	7	997	1966
Infant Schools	39	491	1563	1566	152	3811	40	507	1429	1459	129	3564	7375
Basic School/Pre-School	24	85	77	54	4	244	20	67	59	45	5	196	440
Govt Supported Day Care	89	15	18			122	84	16	17			117	239
Nursery/Kindergarten /Prep	5	8	6	8		27	11	3	5	16		35	62
Special Education		5	7	11	8	31		4	10	6	9	29	60
Basic School	3482	14299	15421	13415	1069	47686	3751	14463	14756	12737	943	46650	94336
TOTAL	6692	18213	21175	18920	1730	66730	6954	18618	20463	17747	1518	65300	132030

Intake and Survival Rates for Public Primary Level Institutions

Gross Intake Rate for Grades 1

	2012/2013				2013/2014			
	Grade 1				Grade 1			
	Enrolment	Repeaters	Population (6yr old)	Admission Rate	Enrolment	Repeaters	Population (12yr old)	Admission Rate
Male	20182	1053	22272	85.9	19367	1016	21523	85.3
Female	18471	557	21712	82.5	18363	545	20940	85.1
Total	38653	1610	43984	84.2	37730	1561	42463	85.2

Net Intake Rate for Grades 1

	2012/2013				2013/2014			
	Grade 1				Grade 1			
	Enrolment	Repeaters	Population (6yr old)	Admission Rate	Enrolment	Repeaters	Population (6yr old)	Admission Rate
Male	16572	1053	22272	69.7	15664	1016	21523	68.1
Female	15653	557	21712	69.5	15477	545	20940	71.3
Total	32225	1610	43984	69.6	31141	1561	42463	69.7

Survival rate by sex, 2012/2013

Sex	Survival rate to Grade 5 in primary education by sex	Survival rate to last grade primary education by sex
Male	96.6	96.5
Female	99.7	99.9
Total	98.1	98.6

Enrolment Rates at the Primary and Secondary Levels, 2013-2014

Gross Enrolment Rates

Sex	Primary	Lower Secondary Grades 7 - 9	Upper Secondary Grades 10 - 11	Secondary
Male	101.2	92.0	86.4	89.7
Female	98.7	98.8	93.2	96.5
Total	100.0	95.3	89.7	93.1

* Mid year population

Net Enrolment Rates

Sex	Primary	Lower Secondary Grades 7 - 9	Upper Secondary Grades 10 - 11	Secondary
Male	94.0	76.1	59.7	69.5
Female	93.3	85.4	70.2	79.2
Total	93.7	80.6	64.9	74.2

* Mid year population

Adjusted Net Enrolment Rate (ANER) - Primary 2013/2014

	Enrolment (6-11 years)	Population (6-11 years)	ANER
Male	130730	134762	97.0%
Female	126602	131115	96.6%
Total	257332	265877	96.8%

Adjusted Net Enrolment Rate (ANER) - Primary 2013/2014

	Enrolment (12-16)	Population (12-16)	ANER
Male	118672	132521	89.5%
Female	121190	127182	95.3%
Total	239862	259703	92.4%

Annex 5

HEART Trust/NTA TVET EDUCATION 2013-2014

Number and Percentage Distribution of technical/vocational education and skills training (TVET) centres and/or programmes for young people and adults by type (formal and/or non-formal)		
TVET Institution Type	Total	Description of Institution/Programmes
Community Training Interventions	94	Partnerships that the HEART Trust/NTA engaged with to provide training in TVET programmes. Examples include trade groups, churches, youth clubs and others
HEART Colleges	4	Industry-specific TVET institutions geared towards developing and improving competencies of the workforce to enhance value-added performance, efficiency and productivity. They facilitate professional advancement and licensure of industry personnel.
Vocational Training Development Institute	1	This is the tertiary arm of the HEART Trust/NTA that caters to the training of instructors in TVET programmes.
TVET Institutes	25	Provides post-secondary, pre-tertiary and tertiary level education and training in a range of skills geared towards preparing Levels 1 to 4 TVET certified workplace-ready workers for industry. They are established to respond to just-in-time labour market demands and the training needs of the community.
Workforce Solutions	1	A Department entrusted with the responsibility to build competitive and sustainable businesses. Focuses on increasing productivity through MSME and SME through capacity building and workforce development initiatives.
HEART	125	
Ministry of Education Secondary Schools	109	Institutions governed by the Ministry of Education, Jamaica that offer TVET programmes.
Private Provider Institutions	31	Privately-run institutions offering TVET programmes.
HEART TRUST/NTA	265	

Annex 6

Number and percentage distribution of young people and adults enrolled in different types of technical/vocational education and skills training (TVET) programmes by sex, 2013-2014

TVET Programme Type	Enrolment						Total	Percentage Distribution (%)				
	Adults over 24 Years		Sub Total	Young people 15 - 24		Sub Total		Adults over 24 Years		Young people 15 - 24		Total
	Female	Male		Female	Male			Female	Male	Female	Male	
Community Training Interventions(CTI)	3,442	837	4,279	3,833	2,519	6,352	10,631	10.6%	2.6%	13.9%	9.1%	17.7%
HEART College	890	925	1,815	896	1,275	2,171	3,986	2.7%	2.9%	3.2%	4.6%	6.6%
Vocational Training Institute	1,208	807	2,015	164	476	640	2,655	3.7%	2.5%	0.6%	1.7%	4.4%
TVET Institute	5,294	3,891	9,185	5,847	7,215	13,062	22,247	16.3%	12.0%	21.2%	26.1%	37.1%
Workforce Solutions(W/S)	7,098	8,029	15,127	3,488	1,906	5,394	20,521	21.9%	24.8%	12.6%	6.9%	34.2%
HEART	17,932	14,489	32,421	14,228	13,391	27,619	60,040	55.3%	44.7%	51.5%	48.5%	100.0%
Ministry of Education Secondary Schools	53	84	137	4,723	5,102	9,825	9,962	38.7%	61.3%	48.1%	51.9%	100.0%
HEART TRUST/NTA	17,985	14,573	32,558	18,951	18,493	37,444	70,002	55.2%	44.8%	50.6%	49.4%	100.0%

Note: Enrolment for private provider by gender and age range is not available at this time. However, total Enrolment as of March 31, 2014 was 1,186.

Number and percentage distribution of young people and adults completed/certified in different types of technical/vocational education and skills training (TVET) programmes by sex, 2013-2014

TVET Programme Type	Certification							Percentage Distribution (%)				
	Adults over 24 Years		Sub Total	Young people 15 - 24		Sub Total	Total	Adults over 24 Years		Young people 15 - 24		Total
	Female	Male		Female	Male			Female	Male	Female	Male	
Community Training Interventions(CTI)	1,342	367	1,709	1,216	881	2,097	3,806	9.9%	2.7%	13.3%	9.6%	16.7%
HEART College	307	341	648	250	362	612	1,260	2.3%	2.5%	2.7%	3.9%	5.5%
Vocational Training Development Institute	530	286	816	31	49	80	896	3.9%	2.1%	0.3%	0.5%	3.9%
TVET Institute	2,516	2,006	4,522	2,213	2,867	5,080	9,602	18.5%	14.8%	24.1%	31.2%	42.2%
Workforce Solutions(WS)	1,826	4,050	5,876	831	476	1,307	7,183	13.5%	29.8%	9.1%	5.2%	31.6%
HEART	6,521	7,050	13,571	4,541	4,635	9,176	22,747	48.1%	51.9%	49.5%	50.5%	100.0%
Ministry of Education Secondary Schools	22	28	50	976	729	1,705	1,755	44.0%	56.0%	57.2%	42.8%	100.0%
HEART TRUST/NTA	6,543	7,078	13,621	5,517	5,364	10,881	24,502	48.0%	52.0%	50.7%	49.3%	100.0%

Note: Certification for private provider by gender and age range is not available at this time. However, total certification as of March 31, 2014 was 401.



HEART Trust / NTA
Instructors and Skills by Institution, Gender, and Sector

Sectors	Gender	Count of Gender
Agriculture	Female	4
	Male	4
Agriculture Total		8
Building Construction	Female	11
	Male	45
Building Construction Total		56
Business Services	Female	33
	Male	2
Business Services Total		35
Construction	Female	1
	Male	6
Construction Total		7
Creative Industries	Female	9
	Male	2
Creative Industries Total		11
Distribution	Female	2
Distribution Total		2
Financial Intermediation	Female	4
	Male	1
Financial Intermediation Total		5
Information & Communication Technology	Female	18
	Male	29
Information & Communication Technology Total		47
Manufacturing	Male	1
Manufacturing Total		1
Education	Female	78
	Male	28
Education Total		106
Services	Female	6
	Male	17
Services Total		23
Tourism	Female	41
	Male	14
Tourism Total		55
Grand Total		356

**Percentage of Trained Teachers in Public Early Childhood, Primary and Secondary Education by sex
2009-2013**

Year	Early Childhood				Primary				Secondary			
	Number of Teachers			Percentage Trained	Number of Teachers			Percentage Trained	Number of Teachers			Percentage Trained
	M	F	T		M	F	T		M	F	T	
2009	27	742	769	90.9	1,153	9,620	10,773	92.3	4,161	9,626	13,787	81.1
2010	28	756	784	92.2	1,138	9,350	10,488	93.4	4,112	9,555	13,667	81.9
2011	33	718	751	94.7	1,177	9,430	10,607	93.6	4115	9687	13,802	82.6
2012	26	762	788	94.8	1,178	9,344	10,522	94.1	4023	9571	13,594	83.4
2013	31	791	822	94.6	1,175	9,000	10,175	96.0	3918	9206	13,124	84.6

Number of Principals by School Type and Sex (2013/2014)

School Type	Male	% Male	Female	% Female	Total
Infant	0	0.0	34	100.0	34
Primary	165	27.0	445	73.0	610
All Age	34	30.6	77	69.4	111
Primary & Junior High	31	36.0	55	64.0	86
Secondary High	78	53.8	67	46.2	145
Technical High	10	62.5	6	37.5	16
Agricultural High	2	100.0	0	0.0	2
Grand Total	320	31.9	684	68.1	1004

NB. The number of principals include those on leave

Source: Annual School Census 2013

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