

**MINISTRY OF EDUCATION, YOUTH  
AND CULTURE**

**CORPORATE PLAN  
2003 – 2006**

*Version 2003.4*

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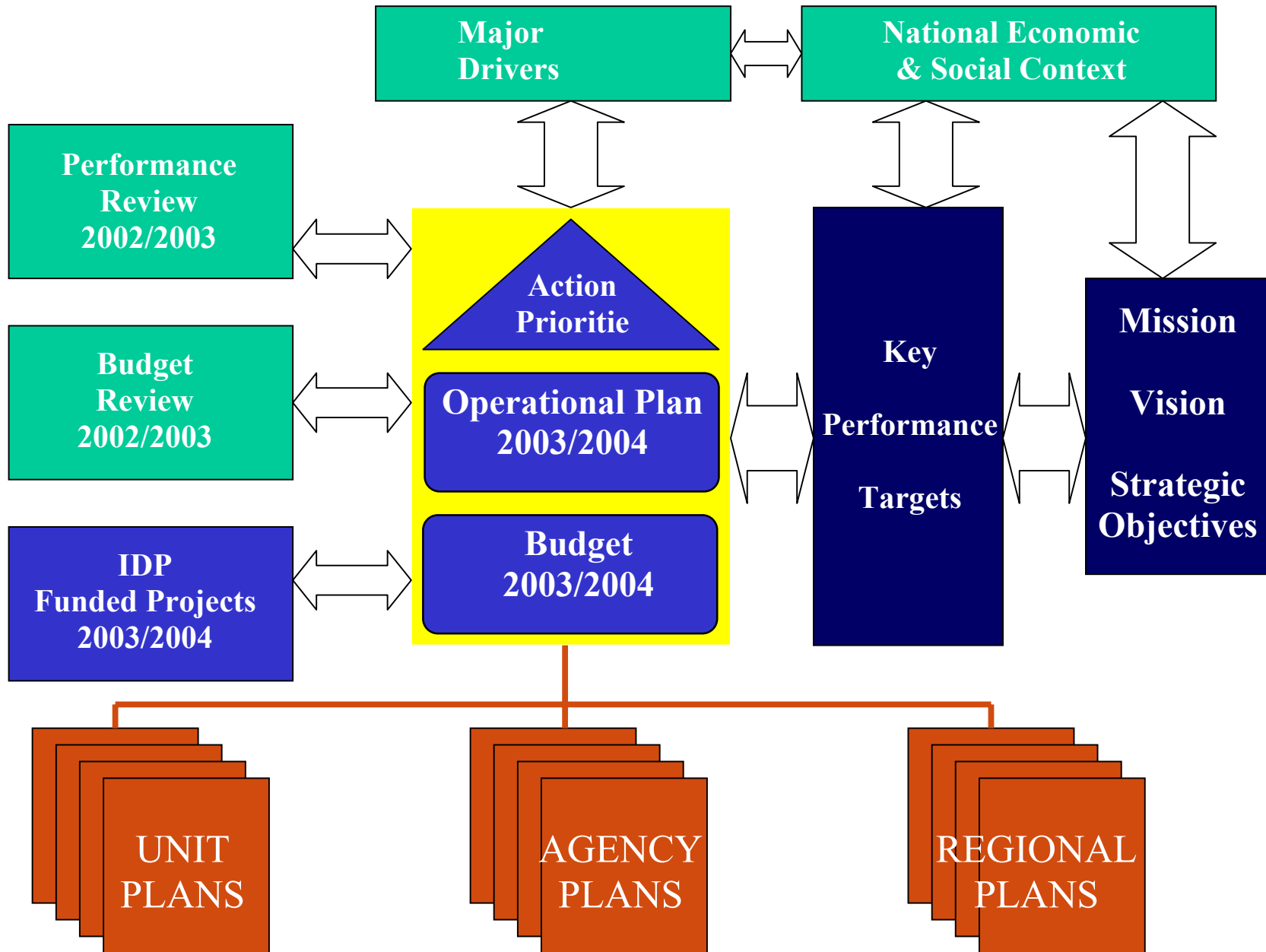
# 1 Introduction

This is the fourth full three-year Corporate Plan for the Ministry of Education, Youth and Culture (MOEYC). The approach and the associated processes are now well embedded in the Ministry, the Agencies and Institutions. This Plan follows the same format previously used and has been produced as a result of a clear process of updating and adaptation to contemporary circumstances. In particular, the corporate planning and budgeting processes are now fully integrated and have become a single process. This Plan not only covers the next three years but has also developed further the medium term planning perspective beyond 2006. Account was taken of policies and programmes for which the preparatory stages would commence during this planned period but for which impact would extend beyond 2006.

The presentation to Parliament in February 2001 of the White Paper, “Education – The Way Forward”, had been followed by an extensive programme of planning within the Ministry in response to the clear framework and direction given by the White Paper. In addition, the Youth portfolio was transferred into the Ministry in May 2001. In late 2002, the Jamaica Cultural Development Commission (JCDC) and Special Commemorative Events were also transferred to MOEYC, further consolidating the cultural function of the Ministry. All of these major developments necessitated a review of the strategic focus of the Ministry and they have led to some changes in its Mission, Vision and Strategic Objectives. The scope of the Ministry’s key performance indicators and targets has been extended to take into account these extra demands.

Diagram 1 set out the main elements of the corporate planning process in the Ministry. This process seeks to involve and engage over 35 Units and Agencies as well as providing a focus for the nearly 1,000 institutions, which form part of the Ministry’s overall portfolio.

**THE CORPORATE PLANNING PROCESS**





## 2 National economic and social context

Increased public expectations and the challenges set out in the February 2001 White Paper have set a challenging agenda for the Ministry of Education, Youth and Culture. The start of the White Paper set out this challenge in a clear and precise statement:

***Education and training must not only be better but different. They must seek to create a literate, skilled, democratic and patriotic society. They must also create a productive workforce and functional and caring communities.***

The White Paper also describes the changing context in which education has to operate by noting the following key features:

- *we operate in a world environment which will challenge our creativity;*
- *we need to seek new knowledge, new products, new markets, new possibilities, and new ways of working and living together;*
- *we require a population much better educated and trained than now exists;*
- *this better skilled population will then be capable of improved responses to competition in trade, ease of information transfer, reliance on information and ideas for increased productivity and economic growth.*

Education and training is the Government's over riding priority. It is the key ingredient in the nation's overall development of a creative, productive, democratic and caring society and should prepare citizens for changing roles in a social, economic and global technological environment that is also constantly changing.

In the recent past, the Government has secured a major share of national resources for education and training. During the current year a number of significant developments have been started and Jamaica continues to benefit from projects funded by a wide mix of donors and lenders. However, the economy and public sector finances face major issues that continue to be exacerbated by crime, which has impacted on student behaviour in schools.

The extension of free trade agreements in 2005 will bring major economic and employment opportunities to Jamaica but it will also expose the country to great risk from more severe competition in the region and from across the world. This will include the liberalisation of some education services, especially in tertiary education. With more qualified young people emerging from our schools, extended provision at tertiary and adult levels, people can be equipped with the requisite skills to respond to these challenges. However, this will place a very demanding burden on all in the education sector to raise performance to much higher levels.

The Government has committed itself to the generation of productive and adequately remunerated employment in all sectors of the economy and the number of employed persons, at just below one million, a segment of this group are own account workers whose numbers are increasing especially in the 'services producing' sectors. While the skills and capabilities acquired in education, youth development and cultural activities contribute to the economic prospects for the country, they also

impact on the social and community fabric in both urban and rural areas at the same time. The scarcity of resources in the short term will require education planners and managers to obtain the required increases in achievement without a proportionate increase in resources.

With expectations and aspirations rising for parents, students, teachers and other adults, it is vital that the Ministry of Education, Youth and Culture achieves rising outputs and generates efficiencies from the available resources. The Ministry, its associated Institutions and Agencies must continue to raise standards and improve the quality of services to the required levels so that national targets are met. Competition from other economies in the region, and beyond, for its skilled labour force, dictates that Jamaica must educate and train many more skilled workers if it is to provide the capabilities necessary to meet its own labour force requirements from among those trained.

To achieve this goal the Government is committed to engage all people in Jamaica in the strongest possible partnership to develop human resources. This partnership is based on the recognition that the best hope for development resides in the building of human and social capital of each individual and of the society and for the attainment of economic growth and social peace, which are the major requirements for an improved and sustainable quality of life in Jamaica.

In 2002 the Government published the Action Plan to implement its Public Sector Modernisation Policy (PSMP). The Action Plan imposes a number of challenges on individual ministries, including MOEYC. The Action Plan envisages a number of changes in the ways in which public sector services are delivered. It places considerable emphasis on improving customer focus, better quality services, greater use of information technology for both delivery and management of services, improving staff capabilities, providing more information to the public and greater accountability for performance and value for money.

Information and Communication Technology (ICT) is influencing every aspect of human activity. To compete successfully in a competitive global economic environment a highly skilled and educated workforce with the aptitude and skills in the application of information and communication technologies in every day life will be essential. In developing a Action Plan for IT the MOEYC took these issues into consideration along with the government's goals of universal access to technology and emphasis on public access to information. All of these themes and developments have been included within the overall strategy of MOEYC for the period under consideration.

However, the PSMP will introduce externally driven deadlines for specific progress on each of these developments within MOEYC. It is unclear that any additional resources will be provided to support implementation. The challenge for the MOEYC will be to integrate these new targets and deadlines into its existing targets and deadlines. In particular, it will have to take these developments into account when determining priorities for budget allocations. An example will illustrate the dilemma for MOEYC. MOEYC has been hesitant to promote a Citizens' Charter, as it has been unable to secure the funds to upgrade facilities, especially in terms of its telephone system, which would underpin higher service standards. As a result, the Citizens' Charter, though drafted, has not been published. Within PSMP some of these projects may need to be given much higher priority for both funds and staff time in order to meet centrally determined targets and deadlines.

Another element in performance monitoring, which will become increasingly significant, has been the implementation of Jamaica Social Policy Evaluation Programme (JASPEV). Its primary focus is to engage communities in the monitoring of public sector services, providing feedback, which will require services to respond. In addition, JASPEV is establishing a comprehensive performance target and performance indicator framework via an information gathering process, which relies heavily on ministries to supply, at least annually, timely data on an agreed range of indicators. Some indicators agreed within JASPEV are in addition to the existing performance indicators agreed within MOEYC's Corporate Plan. There are two immediate consequences for the MOEYC:

- A requirement to supply additional data to JASPEV and also delivering existing data indicators to an externally driven timetable;
- Once the data is processed within the JASPEV project, it will undoubtedly provoke questions on MOEYC performance to which responses will need to be compiled, probably within a short timescale.

There is also a third consequence of JASPEV for the MOEYC. Its first major focus area is that of 'Youth Inclusion'. This issue will be subject to detailed scrutiny with information and reports being required by the JASPEV group of committees. This will again impose further work demands on the MOEYC staff. During 2002/2003 the demands from JASPEV remained manageable but it is likely that the demands for inputs will significantly increase in 2003/2004.

Crime rates continue to be at damagingly high levels. These rates inevitably have an impact on schools and the communities within which they are located. Of even greater concern has been the incidence of violence and intimidation spilling over into some of the schools themselves. Teachers, students, other staff, parents and communities are faced with severe challenges if schools are to be able to conduct their operations in a peaceful and supportive environment. The MOEYC has intervened with the Programme for Alternative School Support (PASS) and Pathway to Peace programmes.

Significant improvements in achievement by pupils, students and adults must be attained if the full range of life opportunities is to be accessed by individuals and communities. At the same time, these improvements will have to be underpinned by better accommodation and facilities and a more capable workforce in education.

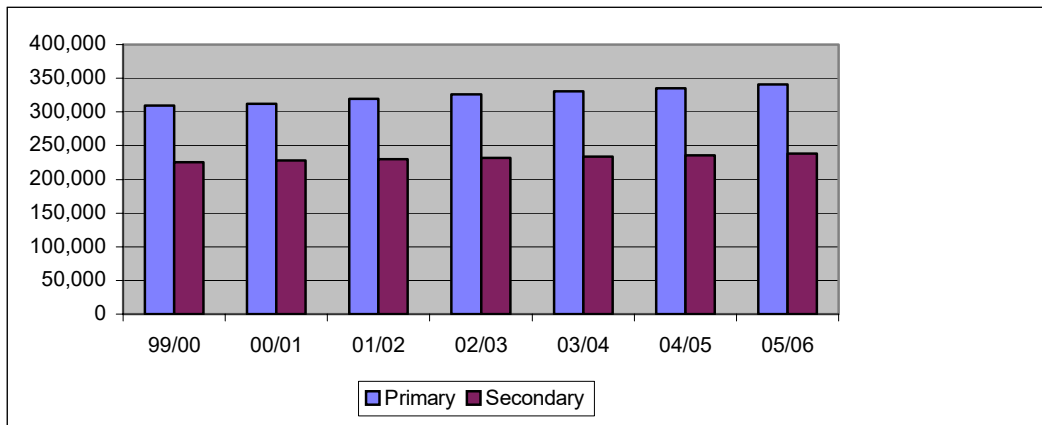


### 3 Key drivers and trends

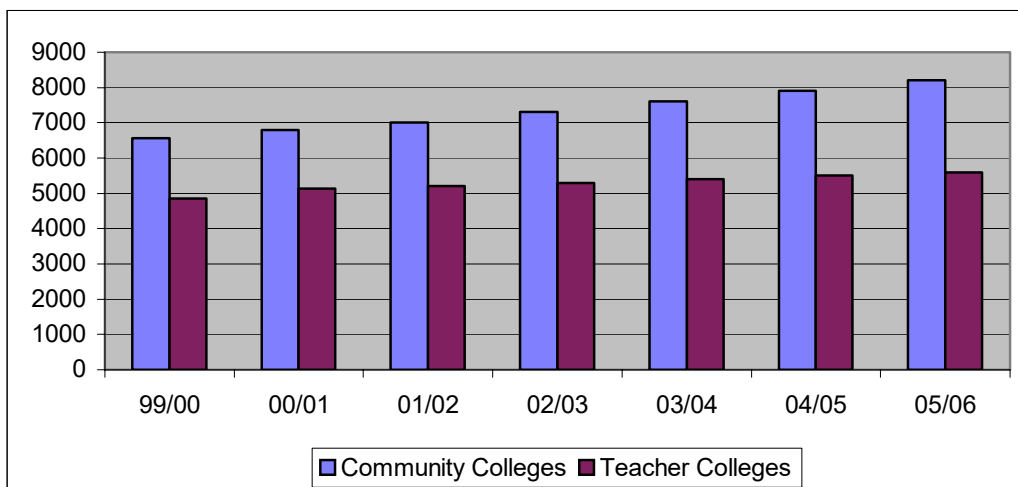
The Ministry's budget caters for over 600,000 full time pupils and students across all sectors each year. In order to ensure adequate space, teachers, materials and other resources to meet the needs of these students the Ministry has to take into account a multiplicity of considerations. These include: continuing improvements in the forecasting of the future numbers of pupil and student that will attend schools and colleges throughout the island up to 2005/06 and beyond, forecasting the geographical distribution of these pupils and students in order to locate schools, teachers and other resources to match the distribution of demand and deciding on national pupil teacher ratios which then determines the number of teachers required. Teacher costs account for over half of the Ministry's budget therefore; it is critical that the Ministry is able to provide estimates that are as accurate as possible.

The following graphs sets out the current forecasts for the pupil population over the next three years.

**Graph 1: Forecast pupil numbers Primary & Secondary – 2003/2006**



**Graph 2: Forecast student numbers Community and Teacher Colleges – 2003/2006**



Although the trend indicates slow overall growth in the number of pupils in schools, several other factors have to be taken into account when calculating the required number of teachers: These include:

- the geographic shift of pupil populations towards a limited number of schools, usually towards the urban areas and away from rural schools;
- opening new schools in areas of high population growth. (There were three (3) new schools opened in 2002/03

#### Region 6

1. Angels Basic
2. Angels Primary
3. Friendship Primary

and three (3) opened in 2001/2002);

- indicative signs of improved retention in primary and secondary schools which is contributing to the need for more teachers, through grades 1-6, grades 7-11 and into grades 12 and 13. ;
- policy to provide Universal Secondary Education to all pupils entering Grade 7-11 beginning September 2003.
- the existing teacher contract which locates teachers at specific schools does not allow for the transfer of teachers to follow the movements of pupils and as a result a number of schools will remain overstaffed during the plan period.

The Ministry is working hard with schools to maintain pupil teacher ratios as close to the national standards as possible. The pupil teacher ratios need to be sensitively applied in each region and local area according to its particular circumstances. If the Ministry is able to deploy teachers more flexibly than at present, the imbalance of overstaffed schools and understaffed schools could be ameliorated. The loss of an appeal at the High Court relating to teacher contracts has set back an option for the Ministry to deliver the improvements, which are planned and listed in the table below. Alternative methods will have to be determined to continue with the task of rationalising the deployment of teachers.

**Table 1: Estimated number of teachers 2002/2005 (Primary and Secondary)**

	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06
Number of teachers	22,385	22,758	22,621	<b>22,505</b>	<b>22,420</b>	<b>22,330</b>	<b>22,280</b>

In addition, it should be noted that the national figures arise out of some markedly different situations in each region and areas within the regions. Some aspects of these variations include:

- a different balance between rural and urban populations;
- variations in transport and access to schools;

- a varied structure of schools within areas between Primary, All Age, Junior High, High and Technical;
- a wide range of sizes of schools with a varying proportion of schools employing the shift system.

The number of students and teachers in the Teacher Colleges will remain at similar levels to the current year. Further work will be undertaken during the early part of the Plan to reconsider the supply and demand for teachers, taking into account subject specialisations such as Science and Mathematics Teachers, and this will be reflected in later Corporate Plans.

There are a number of key factors, which are significant drivers in respect of the provisions for young people, either in terms of Community Colleges or youth focused training and opportunities. There are nearly 500,000 young people aged 15-24 years, the defined age range for youth. Unemployment among this group exceeded 36% in 1999, or around 177,000 individuals, as identified in a Situation Assessment of Youth by USAID /NCYD. Additionally, approximately 30% of all births in Jamaica are to teenage girls and enrolment in education beyond Grade 11 is below 5% in parts of Jamaica. These three factors when combined can have tremendous negative impact on quality of life of young people and the social services that can be provided for them.

The modest increase in enrolment in Community Colleges reflects the expected affordable capacity of the sector rather than the demand for this sector. Undoubtedly many more young people could benefit from access to college provision to supplement and build on their school qualifications however sufficient information is not available to do reasonable assessment for this sector. During the early part of this Plan a strategic study is to be conducted on the future shape and scale of Community College provision. However the terms of reference are now being developed.

The development of other services for young people must take into account both the nature of young people's needs as well as the scale of the numbers in need. As such a well-coordinated approach is required with the full use of the available though limited resources. In addition efforts will be made to access extra resources to move some way towards satisfying demand from this age group. The National Youth Policy is being developed to facilitate the creation of an environment that optimises the potential of each young Jamaican.

Specifically, the Policy seeks to:

- Define a common vision and framework for youth development;
- Articulate the roles and responsibilities of youth in their personal and national development;
- Serve as a tool for advocating youth development issues.

## 4 2002 / 2003 Performance

The 2002/2003 performance of the Ministry is reviewed under five headings:

- the priority actions from the 2002/2005 Corporate Plan;
- budget and financial performance in 2002/2003;
- performance against agreed targets;
- strategic analysis of Ministry's performance;
- conclusions.

### *The priority actions from the 2002/2005 Corporate Plan*

The Ministry set out its priority actions for 2002/2003 in the Corporate Plan under its four part strategic framework. The progress on each of these priority actions in 2002/2003 has been the focus of monthly monitoring by the Ministry's Performance Management Group, with quarterly reports being submitted to the Office of the Prime Minister. The Ministry also conducts a quarterly review of progress across all units and agencies. The summary of progress of the actions reviewed is listed below.

#### **Seeking Efficiency Gains**

- Establish strong focus for seeking efficiency gains across all of the Ministry's expenditures by the introduction of a value for money regime, led by a senior manager.

*The Ministry has not yet established a method of recording its achievement of efficiency gains. It is acknowledged that some of the required investment in education, youth and culture is dependent on achieving significant gains within the present operations. A Divisional Director spearheaded the creation of value for money regime in the 2002/2003 fiscal year. Values for Money studies also offer opportunities for middle management to conduct studies as a part of their management development activities. Workshops were held for training the members of the two teams that were established to conduct studies in Teacher Contact Time and Improving Occupancy Rates in the Ministry.*

- Continuing the application of establishment procedures and establishment controls for the staffing process for the academic year 2002/2003, catering for some increased enrolments in primary and secondary schools but within current school staff establishments and retiring persons aged 60 years and over together with enforcing the termination of pre-trained teachers with six or less years of years service;

*Controls established in 2000/2001 have been maintained. All parties are coming to terms with the clarified responsibilities. A study to look at the feasibility of the distinct model of school*

*governance will commence in the 2003/04 academic year and this should provide guidance on how the Ministry will manage the deployment of teachers.*

- Taking further steps towards securing greater flexibility for staff re-deployment and reducing the scale of leave entitlement for teachers and other staff, and where possible reaching agreement on alternative options for staff deployment. Continuing actions towards obtaining stakeholders commitment for the introduction of the pilot scheme for school districts;

*The Attorney General recommended that some changes would have to be made to the Education Regulations (1980), if the proposed model is to be piloted. The matter of leave entitlement for teachers was included in the Heads of agreement of the last salary and fringe benefits package.*

- Conducted rationalisation studies for individual areas focusing on improved use of buildings and staff through systematic planning of school places and produce timetabled action plans for implementation.

*Capacity for six (6) primary schools recalculated the distributed of these schools lies within the parishes of Clarendon, St. Ann, Trelawny and St. Mary. The Geographic Information system (GIS) was used to update school maps all parishes were completed. Thirteen (13) workshops were also conducted and capacities for fifty (50) schools were determined.*

## **Raising the quality of services and outputs**

- introducing a trained teacher to basic schools and providing appropriate support to ensure the full impact on pupil readiness for starting primary education;

*Fifteen teachers were placed in basic school by the ministry, One hundred and seventy (170) trained teachers were placed in Basic Schools in 2001/2002, in addition to the 45 placed in 2000/2001. The support program for basic school provision has continued and will be strengthened with the establishment of the Early Childhood Commission and the passage of the Early Childhood Act.*

- implementing the literacy plan, language policy and continuing to improve practices in the light of proven experience in schools and within the donor/lender projects;

*A Literacy initiative inclusive of a Language Policy has been developed.*

- producing the numeracy plan and engaging all stakeholders;

*Focus group discussions were held in Regions 1,3 & 5 with major stakeholders along with committee meetings held with JAASP. The first draft of the policy was prepared and is scheduled*

*to be by officers, teachers, principal and lecturers. A three-day training workshop for teachers piloting the numeracy strategy.*

- implementing the new school evaluation process aimed at raising standards in schools and providing a national report to drive the in-service training and infrastructure upgrading programmes;

*Secondary Education Standards have been developed and officers will be conducting a series of workshops in the regions. A number of schools have been selected to participate in piloting of the standards.*

*The Ministry has also designed the Secondary Enhancement Programme to address quality in Upgraded High Schools. Along with its implementation will be that of three projects at the primary level i.e. The New Horizon, the Jamaica All-Age School Project, and the Primary Education Support Project.*

- securing further expansion in cultural activity through work in schools and in developing the relationship with individual agencies focusing their efforts on the Ministry's intended outcomes;

*The Culture in Education programme was designed to develop a set of activities in schools geared at fostering greater cultural awareness, an example of one such activity was, Jamaica Day for the Easter term, which was celebrated on February 21, 2003. The theme for this celebration was "celebrating the Elders ". Schools were invited to focus on the elders within their community.*

- implement the Citizen's Charter within the limits of the available resources;

*The Citizen's Charter has been developed but funds are not available for its implementation.*

- production and implementation of a communications plan for the Ministry, covering both internal and external stakeholders.

*A plan was developed through a short-term consultancy and actions to progress its adoption and implementation should continue in the next year.*

## Investing more funds in raising standards

- completing the refurbishment projects, including the supply of furniture and equipment, which are listed within the budget including both GoJ and externally funded projects;

*In addition to routine activities Twenty-one Infant Schools, Eighty-three Primary and All Age, Thirteen Primary and Junior High, and Twenty-six High were upgraded.*

- continue to disseminate ICT curriculum materials and produce ICT plan for teaching and learning in all sectors;

*Thirty-one primary schools have received software and encyclopaedia from the New Horizon Project. In addition all schools that have applied received Internet access from Cable and Wireless Jamaica under the Voyageur ClassMate Internet Service programme. All public schools have received at least one computer through Edunet Projects.*

- complete the revision of the National Youth Policy and the National Youth Strategic Plan;

*The National youth policy was in the process of revision.*

## Creating informed decision making

- continuing to shorten the timetable for the collection and reporting of the annual census so that budget preparations are well informed;

*Census data was collected from all Regions as follows:*

*100% – Public*

*49.5% - Independent Schools*

*84.6% - Special Education*

*53.3% - Tertiary*

- establishing the data collection system across the Ministry and Agencies for measuring performance against the key performance indicators and targets and meeting the deadlines set out in the annual calendar;

*An Information Systems Plan Document for the Ministry was produced by KPMG consulting and budgetary support approved for its implementation. The implementation of this plan will enable information technology to be used by the Ministry to facilitate the achievement of its strategic objectives.*

## Budget and financial performance 2002-2003

There were a number of developments arising within the year, which are summarised in the table below:

	\$billion	\$billion
Outstanding payments at 31 March 2002	0.515	
<b>BUDGET ALLOCATION 2002/2003</b>		<b>20.735</b>

MoFP approved costs for agreed salary rates and arrears		<b>2.400</b>
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Within year developments		
Summer Employment	0.050	
JAMVAT	0.062	
CXC fee payments for all students	0.040	
		0.152
Senior Executive / Administrative staff pay adjustment	0.044	
Civil Service pay adjustments	0.042	
Interim travel increases	0.057	
		0.143
Students' Assistance shortfall	0.200	
Licence fees(Primary book production)	0.053	
		0.253

<b>SUPPLEMENTARY ESTIMATE ALLOCATION</b>		<b>3.463</b>
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In addition, in October the responsibility for the Jamaica Cultural Development Commission (JCDC) and Special Commemorative Events was transferred from the Ministry of Local Government to MOEYC, with an in year budget of \$154 million.

During 2002/2003 the spending on Capital A and B was less than planned. The original allocation had been Capital A - \$400 million and Capital B - \$600 million. By the end of March 2003 that actual cash released was Capital A \$300 million and Capital B - \$250 million. As a result spending programmes were restricted.



## Performance against agreed targets

The following section examines the performance against the agreed key performance indicators and includes the indicators and targets brought from the previous Corporate Plan as well as those from the White Paper published in February 2001 have also been included.

Year	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05
	est			target	target	target
<b>Percentage of primary pupils completing Grade 6 demonstrating full literacy.</b>	45%	58%	65%	75%	80%	82%

In 2001 GSAT the national average scores for Language Arts was 58% and 53% for Communication. A group is working to provide a sound method for measuring the level of functional literacy and preparedness for secondary education using the existing GSAT data.

Year	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05
		Perf	Perf	Perf	target	target
<b>Number of adults achieving functional literacy against plan.</b>	5174	5700	4000	7039	7000	7000

JAMAL's current definition of functional literacy is set to be the equivalent of Grade 6 in Primary school. It has commenced classes in the workplace and it is hoped that these will improve the numbers gaining functional literacy. High School Equivalency piloted.

Year	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05
	perf	perf	Perf	target	target	target
<b>Enrolment rate of 12 – 14 year olds in Grades 7-9.</b>	94.4%	95.7%	97.3	97.0	97.5	98.0

Since the introduction of the Grade 4 reading test, a number of pupils have been retained at Grade 4 for a further year to improve their basic skills especially in English. As a result this indicator does represent the rate at which pupils are progressing at the expected rate of moving one grade upwards each year.

Year	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05
			perf	target	target	Target
<b>Enrolment rate of 15-16 year olds in Grades 10-11</b>	74.4%	75.7%	77.6%	78%	79%	80%

As the demand for five years secondary education increases this indicator should continue to rise over the next three or four years. Once the commitment to provide five years secondary education for all pupils is in operation for those entering Grade 7 in 2003, this indicator should move much closer to 100%.

Year	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05
	Census	Census	Census	target	target	target
<b>Percentage of buildings requiring major refurbishment against plan</b>	Primary 52% Second 33%	Primary 42% Second 61%	Primary 46% Second 61%			
				40	30	20

At present the Ministry is dependent on the Census for the assessment of building quality. The PESP project is expected to create an accommodation database that will enable the Ministry to monitor this indicator more effectively. The White Paper has set the challenging target that by 2010 all schools will have a satisfactory infrastructure. In the resourcing part of the Corporate Plan the funding requirements to achieve this target are set out.

Year	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05
	CXC	CXC	CXC	target	target	target
<b>Percentage of students in Grade 11 sitting and attaining Grades 1-3 at the general proficiency level at CXC examinations in English and Mathematics.</b>	Eng 47.8% Maths 37.4%	Eng 57.9% Maths 30.3%	Eng 53.2% Maths 36%	Eng 63% Maths 38%	Eng 65% Maths 43%	Eng 70% Maths 48%

No data yet available

While the pass rate at English has seen a very significant rise over the past three years, the trend is much more variable for Mathematics. The White Paper has set a target of a 5% improvement in the pass rates for both subjects on an annual basis.

At present the indicator refers solely to those who sit the examination rather than the wider group all Grade 11 pupils. In recent years just over half the year cohort have been entered for the English examination and in the case of Mathematics it is under half who enter the examination. The Ministry is currently working to establish a standard school leaving Diploma and transcript for all secondary schools graduates.

Year	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05
				target	target	target
<b>Percentage of Grade 11 students qualifying to enter tertiary institutions (attain 4 or more subjects including Mathematics &amp; English Language at GI-III)</b>	N/a	N/a	10.2			

An additional 12.1 % of students achieve four or more subjects but had only Mathematics or English Language

Year	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05
	est	est	est	target	target	target
<b>Number of school and college pupils, participating in designated cultural programmes against plan.</b>	67,000	105,000	377,211			

Year	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05
	perf	perf	perf	target	target	target
<b>Number of communities and other cultural programmes successfully generated.</b>	1	3	4			

Year	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05
				target	target	target
Number of artefacts, information material and sites, specimens acquired, researched, preserved and conserved.	850	1950	77,443			
Number of cultural information items disseminated through multi-media activities	N/a	N/a	250,193			

Year	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05
				target	target	target
Percentage of institutions inspected by a panel, attaining satisfactory performance standards against plan.	N/a	N/a	N/a			

No data available

As part of the PESP programme a consultant is being appointed to support the compilation of a national report on inspections. Part of the work aims to establish a methodology which enables the overall performance of an institution to be assessed. This work will be completed by mid 2002 and the results of the project will allow this target to be measured in the next Corporate Plan.

Year	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05
	perf	perf	target	target	target	target
Number of panel inspections completed, by type of institution against plan.	25 /25	138 /138	142 /140	105 /120		

The annual inspection programme looks as though it will settle into a regular pattern. Each year the experience is reviewed and improvements made to the methodology and the standards to be delivered within the inspection process. From 2001/02 the process will be titled the school evaluation programme.

Year	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05
				target	target	target
Percentage of school boards meeting at least three times per year.	57	68	80			

Year	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05
	perf	perf	perf	target	target	target
Pupil/teacher ratios, by type of institution against plan -	P 34	P 33	P 34	P 32	P 33	P 33
Primary 35:1	S 20	S 21	S 19	S 23	S 23	S 23
Secondary 25:1	C 14	C 15	C 16	C 17	C 17	C 17
Community 15:1	T 12	T 13	T 14	T 15	T 15	T 15
Teacher 15:1						

The targets for this indicator were adversely affected by the outcome of the class action lawsuit by teachers. Some further analysis is required before any further action can be considered. Nonetheless posts are being reduced through attrition, resignations, the reduction of the number of pre-trained teachers in the system and tighter management control at the regional level.

Year	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05
	est	est	est	target	target	target
<b>Percentage of annual census returns completed to standard against plan at 31 December.</b>	80	80	81	100	100	100

Year	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05
				target	target	target
<b>Ratio of students to computers available for teaching/learning, by type of institution against plan</b>						
<b>Infant</b>	1:614	1:523	1:619			
<b>Primary</b>	1:241	1:315	1:233			
<b>All Age</b>	1:107	1:198	1:148			
<b>Prim. &amp; Jnr. High</b>	1:188	1:425	1:245			
<b>High</b>	1:277	1:76	1:63			
<b>Technical High</b>	1:77	1:34	1:44			
<b>Vocational/Agricultural</b>	-	1:42	1:25			

A commitment to install a computer in every Primary school is on track for achievement by early 2002. The Ministry will be conducting a survey of all schools in the first half of 2002. This will provide the first comprehensive picture of this indicator and enable realistic targets to be set for the future.

Year	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05
			perf	perf	target	target
<b>Percentage of secondary school teachers with basic ICT capability against plan</b>			0.94	13.2		

The Ministry has embarked, in 2001/02, upon a programme to significantly increase the ICT capability of secondary school teachers. Steps will have to be taken to measure this very significant target.

#### **Additional performance targets as set out in the White Paper**

The following three 'critical minimum' targets were listed in the White Paper and will form part of the key performance indicators and targets for the new Plan period.

Year	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05
	perf	perf	target	target	target	target
<b>Percentage of ages 4 &amp; 5 enrolled in Early Childhood institution</b>	91.6	92.3%	98.7%	100%	100%	100%

The Annual Survey of Living Conditions reports that 95% of children starting Primary school have enjoyed some Early Childhood experience, including either Basic school or Infant class.

Year	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05
				target	target	target
<b>Percentage average daily attendance at:</b>	P 81	P82.9	P83.5			
<b>Primary</b>						
<b>Secondary</b>	S -	S85.4	N/a			

There are 190 days in the school year. The design and delivery of the curriculum takes into account the full year. It is critical that pupils attend school for the maximum number of days possible. Monitoring this indicator will be very important, as it will assist schools and regional offices to target efforts to raise attendance levels.

Year	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05
			perf	target	target	target
<b>Percentage enrolment rate in Tertiary Education</b>	15.1	16.9	21.5	15.0	15.0	15.0

This target from the White Paper relates to a CARICOM target of 15% enrolled in tertiary education by 2005. In the absence of secure funding for expansion of this sector up to 2005 it is prudent to set a level target for the next few years.

### **Strategic summary analysis of Ministry's performance**

The Ministry is undergoing a transformation of its processes and structures as it seeks to upgrade its own performance as well as that of all the institutions and agencies for which it is responsible. During 2002/2003 a number of successes have already been noted in the review of the corporate priorities. A number of challenges remain to be met both in terms of:

**Chart 1. SWOT Analysis of Ministry of Education, Youth and Culture**

<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• committed / qualified staff</li> <li>• regional structure</li> <li>• clear strategic priorities</li> <li>• improving financial control</li> <li>• increasing collaboration among education/culture stakeholders</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• poor physical working environment in institutions and offices</li> <li>• big gap between strongest and weakest performers</li> <li>• lack of timely accurate data</li> <li>• high turnover in senior management posts in the Plan period</li> <li>• inadequate access and underdevelopment of ICT for management purposes</li> </ul>
<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• increasing impact of Corporate Plan</li> <li>• efficiency drive to lead to performance improvement</li> <li>• lessons from donor projects</li> <li>• introduction of new blood to management</li> <li>• education at the centre of national agenda</li> <li>• transfer of youth portfolio offers new approaches to key age group</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>• failure to capture data will weaken its case for efficient use of allocated funds</li> <li>• failure to achieve committed efficiency gains reducing investment spending</li> <li>• failure to change conditions of service impeding required efficiency gains</li> <li>• failure to access adequate funds to upgrade facilities to required standards to meet future targets</li> <li>• failure to enthuse young people and meet student performance targets</li> </ul>

## Conclusion

The substantive issues requiring further effort to achieve a resolution are scheduled later in the Plan. However, the Ministry's discussions and examination of its performance identified four developments, which need to bear fruit during 2003/2004 and progressed throughout the three-year period of the Plan, namely:

- MOEYC must maintain a strong focus on performance management to secure the implementation of key projects to the agreed deadlines;
- The performance management process, especially in respect of performance agreements, should be cascaded down to the next tiers of management within divisions to secure strong management control and accountability. Also the milestone monitoring approach should be continued to help to sharpen reporting and enhance learning from experience;
- It is critical that there is a substantial improvement in the Ministry's management information capability in respect of the capture of timely and accurate data, its analysis and reporting leading to more informed decision-making. In particular, the strategic management group should spend more time monitoring outputs and outcomes, then devising projects and programmes to sustain further improvements;

- The preparation of the 2004/2007 Corporate Plan and associated budgets should build on the process deployed for 2003/2004. A clear timetable of events leading from mid year through to a finalised plan and budget should be agreed and followed.

As this underpinning performance structure continues functioning it will facilitate the achievement of main targets, which concentrate on the actual student performance at key stages. The number of young people and adults gaining externally recognised qualifications will remain the key test of the Ministry's progress.

## 5 Mission, vision, strategic objectives and policies

The Ministry of Education, Youth and Culture is guided by its mission and vision statements and a set of eight strategic objectives. Together they set out what the organization will achieve if it succeeds in implementing its proposed plans and what must be done effectively for the plan to be implemented successfully.

**Mission**      *To provide a system which secures quality education for all persons in Jamaica and achieves effective integration of educational and cultural resources in order to optimise individual and national development*

**Vision**        *Be the driving force for change, growth and achievement in education, youth and culture providing the policies, strategies, plans, legislation and resources (financial, human and facilities) to enable institutions, agencies and other bodies to achieve their agreed outputs.*

### Strategic objectives and expected outputs

	Strategic Objective	Expected output
1	<i>To devise and support initiatives striving towards literacy for all in order to extend personal opportunities and contribute to national development</i>	Literate Grade 6 primary pupils able to access secondary education  A functionally literate adult population with skills to access employment, be capable parents and contribute to social, economic and community development
2	<i>To secure teaching and learning opportunities that will optimise access, equity and relevance throughout the education system</i>	Five years secondary education for increasing numbers of pupils  Higher levels of attendance and less disruption in the classroom at both primary and secondary levels  Increasing majority of pupils learning in a satisfactory physical environment



### Strategic objectives and expected outputs

3	<i>To support student achievement and improve institutional performance in order to ensure that national targets are met</i>	<p>More students leaving school better qualified for work and adult life</p> <p>More students accessing teaching and learning with an increasing emphasis on technology and citizenship</p>
4	<i>To maximise opportunities throughout the Ministry's purview that promote cultural development, awareness and self-esteem for individuals, communities and the nation as a whole</i>	<p>More pupils and adults participating in cultural activities with an enhanced feeling of self worth</p> <p>The nation's cultural heritage accessible to all communities</p>
5	<i>To devise and implement systems of accountability and performance management in order to improve performance and win public confidence and trust</i>	<p>Schools accountable to the Ministry for their performance through published inspection reports</p> <p>Greater public debate about education performance</p>
6	<i>To optimise the effectiveness and efficiency of staff in all aspects of the service in order to secure continuous improvement in performance</i>	<p>Schools' staffing levels sustained according to agreed regulations</p> <p>Measurable efficiency gains achieved each year</p>
7	<i>to enhance student learning by the greater use of information and communications technology as preparation for life in the national and global communities.</i>	<p>Students leaving schools and colleges with ICT skills</p> <p>Teachers with ICT skills and able to use modern technology to support teaching and learning</p>
8	<i>To promote youth development in Jamaica through multi sectoral coordination and collaboration</i>	<p>Young people supported through the transition from teenager to adult.</p> <p>Wide ranging provision for young people to nurture their talents and potential, and to meet their specific needs.</p>

## 6 Overall approach, plans and priorities for 2003 / 2004

In determining its overall approach and selecting priorities for 2002/2003 the Ministry has followed a three-stage process:

- **Clear recognition of the key performance targets** which need to be achieved in seeking to deliver on the overall outcomes for the Ministry;
- **Understanding the resource parameters** (financial, human, physical), and including timescales, within which activities and policies have to be managed;
- **Prioritising actions** which underpin the main strategies and whose outputs are critical to meeting the required performance improvements.

**Appendix 1** provides the detail of the planned programme of corporate actions, which the Ministry will undertake to deliver the performance as set out by the targets, which are framed within the strategic objectives. These actions are set within the Unit Workplans that were finalised with the budget allocation for 2003/2004.

In addition to the ongoing progress within MOEYC, within the framework of the Education White Paper and Corporate Plan a number of significant developments in government in general will impact on the Ministry during 2003/2004, namely:

- The Modernisation Programme following the White Paper on Public sector Reform;
- JASPEV
- Access to Information Act
- Introduction of an Audit Committee for the Ministry

Also within the Ministry and as part of the 'joined up government' agenda there are three other significant developments impacting on 2003/2004:

- National Culture Policy
- National Youth Policy
- Establishment of the Early Childhood Commission

Taking into account all of the above the Ministry's balanced approach has been structured within four key themes that have provided the framework for the last three years. The priority actions are listed under these four themes;

## Seeking efficiency gains

- Continuing the efforts towards securing efficiency gains across all of the Ministry's expenditures by implementing the recommendations of the current value for money studies and extending the regime to other critical areas of the Ministry's operations.
- Securing greater accountability and improved output levels by leading the effort to cascade the performance review and appraisal process from the Divisional level to the Unit level and eventually Ministry-wide thereby preparing the Ministry for the formal introduction of the performance appraisal scheme in the MOEYC in 2004/2005.
- Continuing to monitor the application of the establishment procedures and controls for staffing for 2003/2004 to ensure that the student/teacher ratio is maintained at the targeted level while continuing to enforce the retirement of persons 60 years and over as well as seeking the termination (or upgrading where appropriate) of the remaining pretained teachers within the system.
- Continue the process of securing increased flexibility for the redeployment of teachers throughout the system by working towards the introduction of the pilot scheme for school district while supporting/assisting in the planning process for the pending performance appraisal system for primary and secondary school teachers.
- Implement the access to High School Certification at any age through the High School Equivalency programme developed by HEART/NTA, with system wide implementation by JAMAL.
- Protect the Ministries assets through the initiation of strategies for the continuous revision of the computer inventory system.
- Implement the recommendation by MoFP, to establish an independent Audit Committee to oversee financial, process and value for money auditing.
- Plan for the provision of school furniture and the refurbishment of school buildings to meet the needs of the educational system.
- Establish and launch three Youth Information Centre and deploy Youth Empowerment Officers, to foster an environment, which allows for the self-actualisation of Jamaica's youth.

## **Raising the quality of services and outputs**

- Continue the on going work leading to the implementation of the Citizen's Charter within the limits of the available resources.
- Implementing the numeracy strategy throughout the primary system to raise the level of students' preparedness in grasping the critical ideas that are involved in the process of learning mathematical concepts.
- Securing further expansion in cultural activities through the consolidation of the Culture in Education Programme and the formalization of the use of Culture Agents in order to secure the anticipated outcome driven by the culture policy.
- Continue the work towards the full implementation of the literacy plan and the language policy plan in order improve the practices that will assist in building and maintaining acceptable levels of literacy and the desired standards in language throughout the educational system.
- Provide enhanced learning opportunities by improving the learning environment in targeted schools under the Inner City and the Expanded Secondary Programmes while continuing the initiatives aimed at lowering dropout/expulsion and strengthening the effort to address violent/inappropriate behaviour within all schools.
- Taking further steps towards the production and implementation of the communication plan for the Ministry, addressing the needs of both internal and external customers.
- Continue to distribute primary workbooks and secondary textbooks for rental for the start of the school year.

## **Investing more funds in raising standards**

- Increasing the level of subsidy to students sitting CXC examination by providing funds to pay for a maximum of four (4) core subjects for preparing to sit these examinations.
- Continuing the effort to raise the standard of governance throughout the school system by funding training for principals through the establishment of the Principals' Diploma programme.
- Providing greater assistance to students by increasing the level of subsidy provided on school fees at the secondary level.
- Continue to foster and support the development of young people by providing guidance and leadership through the deployment of Youth Empowerment Officers to work throughout the expanded/upgraded Youth Information Centres.

- Secure the implementation of the succession plan that is currently in the development stage.

### **Creating informed decision-making**

- Continue the on going efforts to shorten the timetable for the collection and reporting of the annual census so as to inform the budget preparation process on a timely basis, making full use of the assistance available under the USAID funded project.
- Implementing programmes and strategies to improve the data collection system that has been established across the Ministry and Agencies for measuring performance against the key indicators and targets, thus improving the ability of the various Units/Divisions/Sections of the Ministry to meet the deadlines set out in the annual calendar more effectively.
- Implementing the key recommendations of the MIS plan that has been developed for the Ministry as a whole, taking advantage of the projects being funded as part of PESP, ROSE II and JAASP.

## 7 Compiling the 2003/2004 budget

Public debt continues to consume a larger proportion of Gross Domestic Product (GDP) ranging from 25.9 percent in 1996 to 14.7 percent in 2002. As the total public debt grew by some 15.5 percent between 2001 and 2002, it has been devouring larger slices of the public purse. In the previous years the allocation to debt servicing increased from 45.3 percent in 1996 to 58.2 percent in 2000, severely reducing government's expenditure in the public sector.

Against the increasing economic challenges, the Government of Jamaica continued to make education a priority, allocating to this, the largest portion of the national budget outside of the Ministry of Finance and Planning (MOFP). Bearing in mind that over the past five years an average of 84.6 percent of the budget of MOFP has gone to debt servicing, the remaining budgetary allocation has been much smaller than that to education.

Over the past five years, (1996 – 2002), the budgetary allocation to education has fluctuated between 10.6 and 10.4 percent of the Government's budget with debt servicing and 20.2 to 20.0 percent without debt servicing. For the same period, public expenditure on education as a percentage of GDP has been in the range of 6.1 to 6.4 percent.

Over the years, the Ministry's allocation to the different levels of the system has been consistent with its objective to increase its support to the earlier stages, as it is crucial to develop a solid educational foundation. The percentage allocation of the Ministry's budget to the primary and early childhood levels has increased to over 40%.

The introduction of the Cost Sharing Scheme at the secondary level has made more funds available to this sector of the system. Of the subvention provided by the Ministry, approximately 95 percent went to salaries and related expenses and of the remaining 5 percent, only about one and half percent was slated for instructional materials and the rest for the other operational areas. The cost-sharing scheme has resulted in a significant increase in the amount of money available to the schools for the provision of instructional materials and equipment. However this policy will be reversed over the next three years as tuition fees are phased out. It is anticipated that the cost to support this policy in the first year will be \$85 million. The MOEYC compliance levels are expected to decrease which a gap of \$200 million.

Bearing in mind the difficulty that some parents would experience in contributing to the economic cost of their children's education, the Ministry established a welfare programme to assist needy students with these fees. Through the Guidance Counsellors or other qualified persons at the schools, students are identified through an assessment process and requests submitted on their behalf for assistance with a portion, or the full fees, as is deemed necessary. In this way, the Ministry ensures that no child is denied an education because of financial hardship. The programme has been enjoying approximately 90 percent compliance rate. However this programme is now replaced by the Poverty Alleviation Through Health and Education, which is an inter ministerial approach to solving the some of the students problems.

Another initiative, the Income Generating Project started in 1993, is a revolving loan scheme that is geared towards helping schools to develop and implement projects to generate additional income.

This is being implemented across all school types. Profits from the different ventures have been used to subsidize examination fees and provide uniforms for needy children, among other things.

At the tertiary level, students are asked to assume a part of the economic cost of their education. However, provisions have been made to assist needy students through student loans, bursaries, scholarships and the Jamaica Values and Attitude Project where tertiary level students participate in community programmes and institutions in exchange for part payment of fees by the Government through the National Youth Service.

### **Parameters for budget 2002/2003**

Based on the experience so far there are a number of factors, which have had to be taken into account when preparing the budget for 2003/2004:

- The NYS budget was supported by funds from HEART/NTA in 2002/2003 and this \$70 million will have to be supplied from the MOEYC budget in 2003/2004;
- Secondary schools are supplied with textbooks by a rental scheme, which should be funded from secondary school fees. However, schools have had problems transferring sufficient funds to cover the expenditures. It is estimated that \$200 million is required to balance this fund at the start of the year.
- For a number of years the MOEYC budget has been imbalanced in favour of staff salaries with a consequent low proportion of non-staffing funds to support the work of the staff. It is estimated that the present balance between salaries and non-salaries in the budget is approximately 90:10. The consequence of this imbalance leads to:

Inadequate working environments for staff, teachers and pupils;

Repeated breakdown of equipment with no planned replacement / maintenance / repair programme with the negative impact on productivity;

Staff under stress to produce with inadequate tools to do their job;

Lower productivity from the available resources;

- Some effort must be made in 2003/2004 to improve this balance and provide staff in the Ministry and schools with an improved level of facility support;
- The estimates for 2003/2004 indicated an allocation of Capital A \$275 million and Capital B \$600 million. From the experience so far it seems unlikely that the receipt of cash for spending for capital A & B monies will exceed \$482 million in total for the year. This pattern of cash release being less than the budget has been a feature of recent years.

Following the guidelines from the Ministry of Finance and Planning, received at the end of November 2002, the following parameters have been applied:

- Salary costs based on current numbers of staff and current pay scales;
- The above costs have the first call on the available resources;

The proportion of the budget spent on salaries must be lowered if sufficient investment is to take place to allow productivity to rise and service quality to improve to the necessary standards. This is a decision, which has to be taken at the strategic national level rather than within a single Ministry.

The Budget submissions, which have been received for 2003/2004 from units and agencies, have been examined closely to ensure that they follow the guidelines set out by MoFP. To date the indications are that the roll forward of the budget into 2003/2004 will require the full \$26.3 billion implied by the MoFP budget call, to cover salaries and other costs.

Within the preparation of the budget for 2003/2004 it is important to note the internal dynamics covering 'normal' activities. 'Normal' activities for education include:

- **Responding to the overall growth in pupil population** and the success of schools in retaining more pupils on roll throughout their eligible years for statutory education. As a result, it is estimated that normal activities includes catering for at least a 3% rise in the primary pupil population over the period 1999-2000 to 2002-2003. This is further compounded by the increasing trend for pupils to remain in school beyond Grade 9 and more pupils progressing into Grade 7. Put together, these two occurrences are increasing secondary pupil enrolment by about 4% each year.
- **Responding to the shifts in the geographical distribution of pupils**, which continue to put pressure on some schools, especially in certain parts of the urban areas. Due to the current terms and conditions for teacher deployment it is not a simple task to transfer teachers from overstaffed schools to those needing more teachers to enable the standard pupil teacher ratios to be achieved. These geographic shifts also lead to the need to supply new schools and three have been opened in the last year.
- **Teachers gaining qualifications and qualifying for higher salary rates.** The teaching force is becoming better qualified as part of the drive to improve teacher quality and effectiveness. It is estimated that the percentage of graduates in the teaching force has risen from 15% in 1999/2000 to 21% in 2002/2003. At the other end of the scale the number of pre-trained teachers has declined from 12% in 1999/2000 to 9% in 2002/2003.

Each of these factors drives up the cost of education within 'normal' circumstances and can result in major a major increase in the investment required to maintain 'normal' activities.



## Current estimates for 2003/2004

Table 5 Budget allocations to each major spending area for 2002/2003 and 2003/2004

Function/Programme <i>\$Millions</i>	Year 2002/2003				Year 2003/2004			
	Revenue	Capital A	Capital B	Total	Revenue	Capital A	Capital B	Total
Executive Direction and Administration	555	15		<b>570</b>	507	3		<b>510</b>
	6			<b>6</b>	6			<b>6.0</b>
Regional & International Cooperation	16			<b>16</b>	16			
Social and Economic Support Programme		15		<b>15</b>		15		<b>15.0</b>
Local Development Programme								
Regional Direction and Administration	453		1	<b>454</b>	432		.01	<b>432.01</b>
Early Childhood Education	981	12.3	11	<b>1004.3</b>	1032	8	57	<b>1097.0</b>
Primary Education	7177	172.5	349	<b>7698.5</b>	6908	137	404	<b>7449.0</b>
Secondary Education	6770	52	38	<b>6860</b>	6805	49		<b>6854.0</b>
Tertiary Education	3139	.5		<b>3139.5</b>	3128	5		<b>3133.0</b>
Technical/Vocational Education	850	1.3	1	<b>851.3</b>	880	31	139	<b>1050.0</b>
Special Education	294	1		<b>295</b>	293	1		<b>294.0</b>
Teachers Education and Training	606	20.4		<b>626.4</b>	545	20		<b>565.0</b>
Adult Education	68			<b>68</b>	70			<b>70.0</b>
Common Educational Services	498			<b>498</b>	460			<b>460.0</b>
Library Services	361	10		<b>371</b>	315			<b>315.0</b>
Nutrition of Students	455			<b>455</b>	495			<b>495.0</b>
Arts and Culture	455			<b>455</b>	538	6		<b>544.0</b>
Agricultural Education	245			<b>245</b>	135			<b>135.0</b>
Youth	176			<b>176</b>	236			<b>236.0</b>
<b>Totals (re- Estimates of Expenditure For Year Ending March 31, 2004)</b>	<b>23,105</b>	<b>300</b>	<b>400</b>	<b>23,805</b>	<b>22,800</b>	<b>275</b>	<b>600</b>	<b>23,675</b>

## Budgets for 2003/2005

In the present circumstances, the Ministry can only plan for the later two years of the Plan period on the basis of similar resource levels being made available at that time. The overall picture, both in the Ministry and in the institutions/agencies will continue to be unbalanced. Many members of staff are working in unsatisfactory environments without most of the necessary facilities to perform at the required levels.

The overall planning approach of the Ministry, to date, had been based on the following assumptions:

- pupil numbers would only increase slowly (perhaps by less than 1% pa) – however, with rising expectations for five years of secondary education and the ability of primary schools to retain pupils improving, pupil growth will be between 1 and 2% pa;
- teachers' leave and redeployment conditions would be changed – however, there is little prospect of significant change in the near future and so earlier expectations about reducing the number of teachers cannot be achieved. This is further exacerbated by the commitment to lower pupil teacher ratios from 42:1 to 35:1 in primary schools. There is also a further commitment to reducing class sizes in Grades 1 and 2 to a maximum of 30 pupils.
- Seventeen (17) new schools will be built over the period, some will be replacements for inadequate buildings, but with the majority will be adding to the number of schools. All of these schools will create extra pressures on the recurrent budget and will have to be taken into account in future financial plans.

In view of the resources being allocated to the Ministry, it has been forced to realign its performance targets for the period of the Plan to lower levels than it had originally expected based on the previous year's Plan. In terms of the key performance outputs of literate primary school pupils and qualified secondary leavers, pupil achievement standards will be put at risk by the reduced resources. The likely budget will also make it more difficult for schools to cater for children with behavioural problems, needy pupils and those with specific support requirements. Education will find it more difficult to contribute to the government's goal of a gentler more caring society. The extension of the curriculum will be at a slower rate than required and much of the intended growth that was aimed at extending support and services to groups in need will also be slowed. Within the current budget allocations many preventive measures cannot be established and therefore there is a greater likelihood of more crises in the schools.

There are two targets in the White Paper which relate to accommodation for schools:

- By 2003 all pupils will have adequate seating and writing facilities;
- By 2010 all schools will have a satisfactory infrastructure.

It is estimated that a total of \$440 million will be needed to meet the first 2003 target. A further \$430 million will need to be spent each year until 2010 to achieve the second target. In addition more will need to be spent over the period for regular maintenance and replacement of the facilities. These two targets present severe challenges to the present funding patterns which will not permit these targets to be met.

## 8 Beyond 2006

All developments do not fit easily within a three-year time frame. The Government is committed to implementing five years secondary education for all pupils who start in Grade 7 in September 2003 and beyond. A recent study in the Ministry estimated that the full recurrent expenditure cost of this development, once fully in operation, is *J\$1 billion at today's prices*, for the extra teachers and other ongoing expenditure. A capital expenditure in excess of J\$6 billion could be required to supply all the additional teaching spaces to the required standard. The main impact of the policy will be from 2006 onwards. However, preparations must begin well before that time given the scale of the change which is being proposed. It will be vital that the additional staff are in place and trained to meet the new demands of a major expansion of Grades 10 & 11 by up to 60%. In the years immediately preceding the advance of the first cohorts into Grades 10 & 11 almost all of the capital expenditure will be consumed by this development. It is critical that the demands from elsewhere in the service have been met by this time.

Monitoring patterns of pupil movements from rural areas to urban areas and a changing balance between the different regions of the country has shown an increasing mismatch of pupil numbers and pupil places in schools. The Ministry will have to consider, in the near future, a major exercise of rationalising school places in order to use its funds as efficiently as possible. Such rationalisation could release very large sums to be re-directed towards the pressure points in the system. Any resulting changes would have to have taken into account such factors as the availability of bus transport, opportunities for residential accommodation, patterns of community development and parental views.

The Ministry is committed to producing a full scale plan relating to the expansion of secondary education. Once completed, the plan will be submitted the Cabinet and Ministry of Finance and Planning for approval and support.

The Ministry has compiled a medium term financial strategy and plan, covering up to ten years. This plan covers the GOJ expenditures but also other sources of income from within Jamaica. Account has been taken of the likely funds to be made available from donor / lenders.

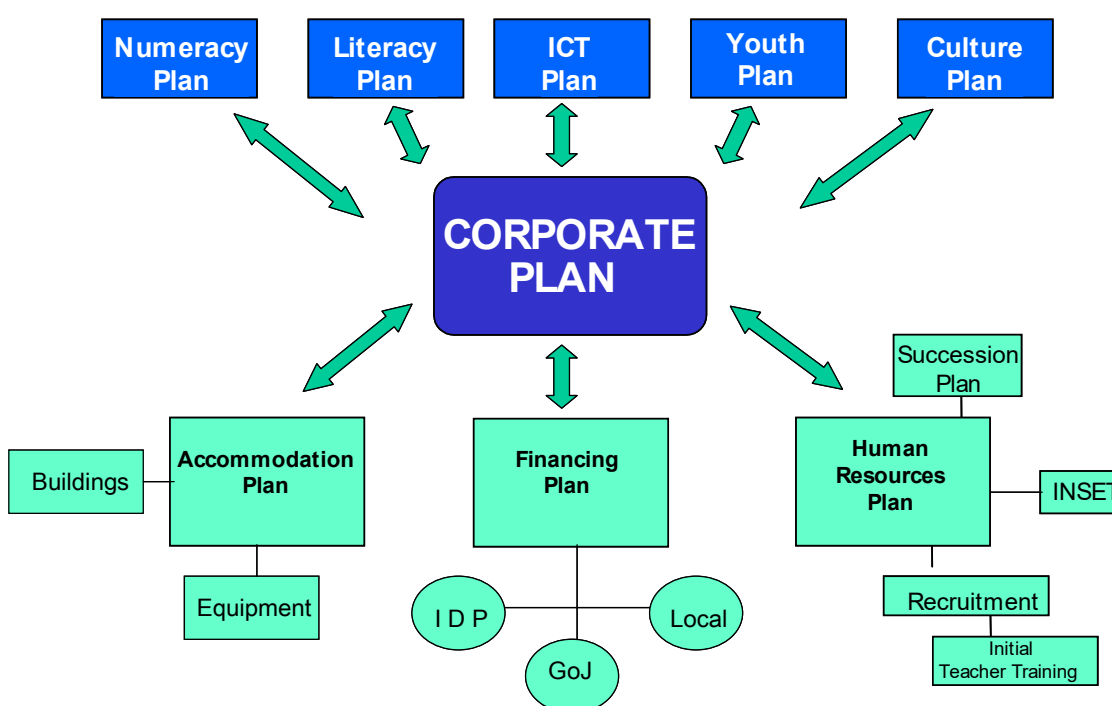
Also, Jamaica is fully committed to the liberalization of primary, secondary and higher education. In terms of the modes of supply of the service there are no restrictions, however the government is 'unbounded' where 'natural persons' offer the service, in that it has not committed to any specific arrangement.

Issues discussed are leverage in adult education and the extent of liberalization; the level of subsidies provided to students in public institutions versus what is given in private institutions or foreign institutions operating locally; and whether the government should increase investment in teacher/community colleges or allow foreigners to invest in this sector.

## 9 Additional issues and Developments

The construction of the Corporate Plan 2003/2006 is a step forward in the planning and development of the education and other services under the control of the Ministry. A number of additional plans will be required to supplement the main thrusts in the Corporate Plan and to provide sufficient detail for Units, Agencies and institutions to understand their individual roles and contributions. The following diagram sets out the main supporting plans which will have to be developed. Some of which are at varying stages of development.

**Diagram 3: Plans to support the Corporate Plan**



A Literacy Plan has already been drafted and the ICT Plan is being prepared. The Numeracy Plan is also being constructed, and will involve the full range of stakeholders.

Support is available and committed from one of the donor projects, PESP, to support the development of an accommodation and assets register. This register could form the basis for an Accommodation Plan which could cover both new build, refurbishment and maintenance.

Of necessity the Ministry has a number of strategic partners with which strategic relationships need to be formally developed. Additionally, considerations must be given to the way in which strategic partnerships are operated and the ministry must examine its collaborative arrangements to see how best to achieve its goals through shared planning and integrated services. On such relationship is that which the HEART/NTA is operating in the training field and providing services which overlaps extensively with the interests of the Ministry. HEART/NTA is committed to giving support to the

introduction of ICT facilities in schools over the next few years. In view of these close links it is important that both organisations forge closer links and align their strategic plans to be complementary. For example, with a strategic relationship between HEART/NTA and the Ministry it would be easier to develop a shared programme for those 16 and 17 year olds who need access to a vocational programme other than in school. The transfer of the youth portfolio and the work of the National Youth Service further strengthen the case for a more formal planning and collaborative implementation system. Some resources will have to be devoted to improving the strategic relationship with HEART/NTA during the Plan period.

In addition to HEART/NTA, the Ministry should also take the initiative to improve links with the Ministries of Health and Local Government. Creating such links will be the first steps towards improving co-ordinated responses to inner city areas, poverty and community issues.

<b>Plan</b>	<b>Progress 2003/2006 with an emphasis on 2003/2004</b>	<b>Comments</b>
Literacy Plan	Completed. Language Policy will be in place for 2003/2004.	Constraints on progress if resources not available.
Numeracy Plan	Policy drafted. Ministry to produce a plan for implementation in 2003/2004 within the resources which are made available.	To avoid standards in Mathematics progressing too slowly this is an urgent item for attention.
ICT Plan	Study being planned to provide situation analysis. Plan for the future should be compiled in 2003.	A need to draw wide range of contributors into single framework, eg external donor lenders, National Housing Trust, HEART/NTA
MIS Plan	Projects within PESP is designed to create databases for finance, personnel, accommodation and pupils. Medium term development plans are also to be produced.  State of Technology Study within PESP completed in 2002. Further consultancy report recommended major restructuring of MIS arrangements within Minsitry.	All of the core functions of the Ministry and in the regions will be engaged in these projects and they will create many extra demands on staff and managers.
Financing Plan – medium term	A consultancy project is being completed for early 2003.	A number of medium term trends require this project to be an urgent priority
Human Resource Plan	A consultancy in 2002 supported the HRMA Division to make progress. A Plan should be available in early 2003. At the strategic level there is a need for a plan to map the Ministry' longer term staffing needs in its institutions, agencies, regional and central offices.	As pressures mount for improved productivity supporting staff upskilling will be critical.

Initial Teacher Training	A PESP project will produce a strategic plan for the sector by the end of 2002.	When the plan is approved it will need to be implemented immediately.
Management development	A committee has been formed to examine the issues of succession planning and the needs of the Ministry	Given the length of service for many of those about to retire there is a severe risk of service disruption if the succession is not handled effectively.
In service Training	This should include teachers, management and administrative staff in the institutions, in the Ministry and the Agencies.	There is a need to move from the current annual round of bids to a longer term consideration of staff needs and service requirements
Accommodation Plan	There are high expectations for the PESP project which will start in 2003.	Some interim arrangements may need to be put in place as there is an urgent need to have accurate assessments of the cost of meeting current infrastructure requirements.
National Cultural Policy	Policy should be submitted to Cabinet in early 2003.	This policy will increase demands on MOEYC staff time for coordination and stimulation of a wide range of resources in other Ministries, in communities and in the private sector. Additional resources will be required to achieve the goals.
National Youth Policy	Policy should be submitted to Cabinet in early 2003.	This policy will increase demands on MOEYC staff time for coordination and stimulation of a wide range of resources in other Ministries, in communities and in the private sector. Additional resources will be required to achieve the goals.

The Ministry will have to take considerable care over the supervision of the many externally funded projects, which will be ongoing in 2003/2006. Several of the projects are aimed at improving core services and functions. It will be important that all relevant parts of the Ministry are engaged in the progress of these projects to ensure coordination and feasible implementation.

In addition, the drive towards a output focus culture and the tighter management of these outputs will have to be further enhanced given the number of external drivers, GOJ sponsored public sector reform activities that are being proposed and adopted in Government.

## 10 Monitoring and Development

The work agenda set out in the Plan is challenging. It will be important that the Ministry exerts strong control over the work programmes and action projects, which have to be completed within, agreed timescales for the performance targets to be achieved. To clarify responsibilities and facilitate monitoring, each level of management will continue to focus their attention on separate parts of the Plan, as follows:

- |  |                   |
|--|-------------------|
| ■ Permanent Secretary and Senior Management Team | Plan Priorities   |
| ■ Divisional Directors and Unit Heads            | Corporate Actions |
| ■ Unit Heads and Unit staff                      | Unit Workplans    |

The Ministry will continue its usual monitoring system, assessing progress and taking appropriate action at the end of each quarter during the year. A key element in the monitoring and accountability system will be the allocation of responsibility to individual managers for each Priority and Corporate Action. For each Priority and Corporate Action a timetabled action plan will be produced for the approval of the Senior Management Team. The responsible manager and the Senior Management Team will then monitor progress against the action plan and take corrective action whenever necessary.

A key shift in the Ministry's approach to performance management will be the process being adopted by the Performance Management Group. During 2003/2004 the Group will continue using 'milestone monitoring' to improve behaviour toward meeting deadlines and raising standards. There will be a reduction in the repetitive monthly monitoring of all activities. Instead, the Group will receive reports, at key stages in the projects under review, which focus on bringing evidence of progress and drawing out lessons to be disseminated to spread good practice. This approach will also improve the level of awareness of Divisional and Unit Heads and improve the opportunities for collaborative decision-making.

A major feature of the Ministry's improved performance must be its capacity to capture the key data items relating to its strategic performance targets. Many will be captured in the improved performance of the Annual Census. However additional data collection systems will continue to be established to encompass all of the key performance indicators and targets and other monitoring requirements. A manager has been allocated responsibility for ensuring that the full data set for the indicators and targets is secured accurately and on time. This must be achieved in order to improve the impact of the Corporate Plan on the performance of the Ministry. Already, the Senior Management Group has reviewed data set for one full year providing valuable feedback which will be used to adjust the collection and reporting cycle and as well as improve the analysis of the data.

At the same time more effort will have to be devoted within the Unit and Agency Workplans to the collection of relevant data in a timely and accurate manner. This issue will form a major component of the Strategic Reform Division's work programme in 2003/2004.

**APPENDICES**



## **Appendix 1 - Plan and programme for 2003/2004**

The operational strategy for the Ministry has been set out in Section 7 of the Plan.

The Corporate Actions are to focused on and support the achievement of the key performance targets set within the eight strategic objectives. Each of the following eight sections deals with the actions associated with each objective setting out:

- the approach being adopted to meet the performance targets;
- any overarching strategies;
- the corporate and specific actions, to be completed within 2003/2004, which will make a significant contribution to the achievement of the required levels of performance.

The Units and Agencies will continue with their Annual Workplans which provide the comprehensive framework for all of the work, in addition to the corporate actions, scheduled to be completed by each Unit and Agency throughout the year.

### **Strategic Objective #1: To devise and support initiative striving towards literacy for all in order to extend personal opportunities and contribute to national development.**

#### **Approach**

Performance at primary level is critical to pupil performance at later stages in education and underperformance at this stage is increasingly difficult to compensate for. Current performance at the end of primary education is well below the level which is required by secondary schools which in turn has, over the past, left a huge legacy of inadequate literacy levels in the adult population which also has to be addressed as a matter of immediate priority.

Given the ambition to enable all pupils to participate in five years of secondary education, improving literacy standards by the end of primary schooling is the fundamental factor which will underpin almost all of the other improvements in education in Jamaica. MOEYC has been very active bringing all stakeholders together to produce a national literacy plan. The approval and implementation of the language education policy in 2003/2004 will provide focus and direction for the treatment of language issues in order to improve language and literacy. With the first year of the full implementation of the revised primary curriculum, schools will need to ensure they are using effective methods and materials. Higher volumes of teacher training and improved development and provision of learning materials will also be required. Improved attendance levels will need to be achieved requiring more collaboration with parents, community involvement and the use of innovative local projects to enable students to benefit from the educational intervention. Clear leadership from school principals supported by a range of education officers will spearhead the drive for improved pupil achievement and the provision of management training to principal will further enhance their ability to manage institutions more effectively.

At the same time, the literacy levels in the adult population must also be improved and it is likely that both trends, when established, will reinforce each other. Improved access to adult literacy provision, both in communities and in the workplace, will be an important component of the move to achieve this target. The proposed implementation of the High School Equivalency programme to be piloted by JAMAL in 2003/2004 will provide a standardized assessment tool as well as new access points and creative approaches to encouraging participation will be necessary.

**Strategy – Implement national Literacy Plan covering schools and adults**

<b>Corporate Actions</b>	<b>Lead responsibility</b>
Ensure independent and guided reading; teaching of English as a second language; literature based reading - all to be cascaded to schools from funded projects	DCEO CURRICULUM
Target teachers for literacy training	REGIONAL DIRECTORS / PDU
Design and implement programme to deliver Literacy Plan and Language Policy	DCEO CURRICULUM
Compile Numeracy Policy and Plan involving all stakeholders	DCEO CURRICULUM
Provide trained teachers and support for Basic Schools	ECU
Meet August/ September deadline for textbook delivery	MEDIA

**Strategy – Increase public education and opportunities for literacy support and lifelong learning**

<b>Corporate Actions</b>	<b>Lead responsibility</b>
Extend locations for provision to improve access for adults and increase numbers gaining functional literacy	JAMAL

**Strategic Objective #2: To secure teaching and learning opportunities that will optimise access, equity and relevance throughout the education system.**

**Approach**

Under current policies all pupils should attend at least three years secondary education and therefore obtain a minimum level of skills through this participation. However the students who enter the secondary level of the system as of September 2003 should benefit from provisions being made for a full five year programme. A major factor in securing access, equity and relevance is that all schools meet the minimum standards of facilities and staff capabilities in order that pupils are encouraged to attend.

Many of the recent initiatives and projects have focused tackling the weakest schools and targeting capital works to remove the worst conditions in schools. This approach will continue for some time in order to minimise the range of the quality of school facilities and teacher capabilities. Securing high levels of regular attendance for all pupils will be a major factor in achieving these targets and the plans and strategies for improving pupil attendance have been detailed in the Regional plans developed during 2002/2003. They will also form a sound foundation for the later expansion of secondary education to include access for all to five years secondary schooling.

**Strategy - Develop and deliver relevant curricula, which meet individual needs, taking into account Jamaica's social, cultural and physical environment.**

<b>Corporate Actions</b>	<b>Lead responsibility</b>
Provide resources and programmes to enhance learning at primary grades through raising attendance levels providing for needy students and the provision of targeted programmes	DCEO OPERATIONS / REGIONAL DIRECTORS
Deliver programmes to enhance learning at secondary grades through raising attendance levels, lowering dropouts/expulsions, providing for needy students and targeting entry level literacy skills	DCEO OPERATIONS / REGIONAL DIRECTORS
Secure appropriate opportunities and develop programmes to cater for students with special educational needs in mainstream/special schools	SPECIAL EDUCATION
Provide opportunities for students to be psycho-socially adjusted and demonstrate qualities of citizenship, work ethics, mental and physical wellness	GUIDANCE & COUNSELLING
Construct grid of policy issues to be addressed across all sectors.	CHIEF EDUCATION OFFICER

**Strategy - Plan for and provide appropriately furnished and equipped pupil places with supporting resources.**

Corporate Actions	Lead responsibility
Compile an accommodation database, aided by PESP, as the base for an Accommodation Plan	TECHNICAL SERVICES
Conduct rationalisation studies for each area focusing on improved use of buildings and staff through systematic planning of school places and produce timetabled action plans for implementation	EDUCATION PLANNING
Complete planned refurbishment projects including GOJ and externally funded projects	TECHNICAL SERVICES
Secure the establishment of the Early Childhood Commission	DIR PROJECTS AND TECHNICAL SERVICES

### **Strategic Objective #3: To support student achievement and improve institutional performance in order to ensure that national targets are met.**

#### **Approach**

In order to have maximum opportunities after schooling it is vital that all students leaving Grade 11 have achieved their maximum level of qualifications. Once at secondary school, pupils need to attend regularly, be taught by appropriately skilled teachers and learn in a satisfactory environment both buildings and facilities. Schools need to work in partnership with parents and draw on the local community for support and stimulation. Schools also need to target support to those children in most need either in terms of their physical well-being or their learning capabilities.

The Ministry will focus on supporting improved performance by helping schools to identify attendance problems which need to be tackled, supporting the improved performance of inadequate teachers, generating increased parental and community support and ensuring curriculum materials are available when required. The enhanced inspection programme will be identify best practices, schools requiring management strengthening and other support and steps needing to be taken to improve compliance with required standards.

#### **Strategy - Design and implement integrated programmes for attaining desired student achievement.**

<b>Corporate Actions</b>	<b>Lead responsibility</b>
Conduct authorised training programme for Principals and establish induction procedures.	PDU
Implement expanded secondary programme.	DEP CEO (CURRIC)
Development plan for community college sector	DIR PLANNING / TERTIARY
Complete the production of TVET materials and conduct the necessary training to support the implementation of the new curriculum	TECH VOC

#### **Strategy - Promote the use of research findings to guide policy and programmes.**

<b>Corporate Actions</b>	<b>Lead Responsibility</b>
Produce research reports as per plan on key topics as determined by SMT and provide other relevant information and analyses on the education system	PAR MIS / PROG MON
Completion of education standards document for Grades 7 - 9	CHIEF EDUCATION OFFICER

**Strategic Objective #4: To maximise opportunities throughout the Ministry's purview that promote cultural development, awareness and self-esteem for individuals, communities and the nation as a whole.**

**Approach**

It is important that individuals and communities have access to cultural opportunities in order to increase awareness and self esteem. At the same time, the cultural activities themselves, can also contribute to other strategic goals, such as those for literacy for children and adults and make a positive input to the national economy. Current opportunities are limited and unevenly distributed across the island.

To meet the targets wider participation has to be achieved and a greater volume of activity generated. This will require more people to be involved in stimulating activity as well as current organisations extending their influence and involvement. Although cultural activities form a minor part of the overall Education and Culture budget small increases in the resources attracted to cultural activities should lead to significant increases in activity and participation. Involving all stakeholders in this process will be a critical component contributing to a greater volume of good quality activities. The contribution of the agencies, for example, IOJ, National Heritage Trust, and National Library Service are very significant and advice and support will be given to secure a growth in activity and active participation.

**Strategy - Provide co-ordination / leadership within the cultural sector**

<b>Corporate Actions</b>	<b>Lead responsibility</b>
Complete national culture policy document	DIR CULTURE
Develop inter Ministry collaboration to extend cultural activities	DIR CULTURE
Developing the agencies and their relationship with the Ministry	DIR CULTURE

**Strategy - Extend the range of cultural activities, especially within the education context**

<b>Corporate Actions</b>	<b>Lead responsibility</b>
Develop culture in education, through extended activities	DIR CULTURE
Extend community cultural activities partly through the compilation of an inventory of usable facilities	DIR CULTURE
Develop range of activities for Jamaica Day	DIR CULTURE
Take steps to strengthen culture industries	DIR CULTURE

**Strategic Objective #5: To devise and implement systems of accountability and performance management in order to improve performance and win public confidence and trust.**

**Approach**

Education spends a significant proportion of national expenditure and many elements of the national economic and social strategy are founded on improving standards of achievement in education. Active participation in education by a wide range of stakeholders, including parents, employers and communities, is critical to its success.

Inspections and audits will play a critical role in demonstrating that education is committed to being accountable, assesses its performance, tackles under-performance, and constantly seeks to improve performance. The revised panel inspection programme should improve the support to schools and Principals by identifying good practice and focusing on areas for improvement. The new inspection programme should also supply rigorously gathered data at a national level on the progress and needs of schools as they seek to contribute to the national education targets.

An important feature is this improvement programme is the role and function of the school boards both in terms of supporting the school and its pupils and also being accountable to the community and the Ministry. The operation of the school boards also offers a means by which the community can become more involved in the development of the school for the benefit of the pupils.

**Strategy - Design and implement a system of performance management and accountability.**

<b>Corporate Actions</b>	<b>Lead responsibility</b>
Implement school evaluation procedures, completing number of inspections as per target and producing annual national report on results of evaluations to inform national plans and priorities	DCEO (OPERATIONS)
Implement Succession Plan for Ministry	DIR HRM&A
Conduct rationalisation studies for individual areas focusing on improved use of buildings and staff through systematic planning of school places and produce timetabled action plans for implementation	DIR PLANNING
Secure all relevant data for monitoring progress on all White Paper and Corporate Plan targets	DIR PLANNING
Implement school district pilot scheme	DCEO (OPERATIONS)

**Strategy - Establish standards and implement systems for improved customer service.**

Corporate Actions	Lead responsibility
Commence design of the publication of school performance information to assist parents.	DCEO (OPERATION)
Produce and implement a communications plan for the Ministry, covering both internal and external stakeholders	DIR SRD
Continue the decentralisation process by transferring more responsibilities to the regional offices and to schools, and implementing improved accountability to enhance performance	PERS / DCEO OPS
Implement action plan related to Citizens' Charter	DIR HRMA

**Strategic objective #6: To optimise the effectiveness and efficiency of staff in all aspects of the service in order to secure continuous improvement in performance.**

**Rationale**

It is likely that education and culture will have limited budget allocations and, therefore, in order to meet its performance targets existing resources will have to be used more effectively and efficiently. Efficiency gains will be required to fund re-investment into the services to raise the standards of staff capabilities and the quality of facilities to required levels. Without these efficiency gains funds for improving service performance will not be available and targets will not be met.

Around 80% of the Ministry's budget is devoted to staffing. Any major efficiency gains will have to focus on critically examining staffing requirements and performance to determine where such gains can be achieved both immediately and in the medium term. During any expansion, such as in secondary, every effort must be made to cater for greater numbers within the existing establishment before resorting to recruiting additional staff. The consistent seeking for and achievement of efficiency gains will have to become another key component in the overall drive for improved performance within the Ministry and its institutions. To achieve the national targets for pupil teacher ratios regional officers will work very diligently to secure every opportunity for rationalising the number of staff which arise within each region during the year.

A vital element in the improved efficiency of the Ministry and its institutions will be the creation of an information culture which produces accurate data in time for informed decisions to be taken. The flagship of this strategy will be the annual census. Its success will demonstrate how similar standards can be achieved in other processes and systems.



**Strategy - Engage in systems improvement processes.**

<b>Corporate Actions</b>	<b>Lead responsibility</b>
Complete annual Census and distribute reports to deadlines	PAR MIS
Determine the Ministry's technological needs and develop and maintain an efficient MIS to address the needs to sustain informed management decisions	PAR MIS
Develop regional plans	DCEO (OPERATIONS)
Produce Corporate Plan 2003/2006 aligned with budget	DIR SRD

**Strategy - Increase the productivity of staff throughout the system**

<b>Corporate Actions</b>	<b>Lead responsibility</b>
Apply establishment control system for school and college staffing for start of each academic year	DCEO (OPERATION) / TERTIARY
Improve targeted teachers basic teaching skills	PDU
Produce professional guidance manual	DCEO (OPERATIONS)
Continue process to change employment conditions of teachers and staff to facilitate re-deployment and reduce costs of leave entitlement.	DIR HRMA
Introduce performance contracts for new Principals and Vice Principals.	DIR HRMA

**Strategic objective #7: To enhance student learning by the greater use of information and communications technology as preparation for life in the national and global communities.**

**Approach**

Within its overall economic strategy the Government attaches critical significance to the contribution to be made by the information technology sector as well as the crucial role to be played by the new technologies in supporting progress and improved competitiveness across all sectors of the economy, both private and public. While some schools and colleges have made great strides in using and offering access to the new technologies, the overall pattern is characterised by the uneven distribution of resources between institutions and the need to invest in improving staff capabilities.

The 1999 Census should provide the first island wide assessment of ICT provision and capability. From this baseline a number of initiatives will improve the position and further investment in the future will need to address the issue of bringing all schools and colleges up to minimum standards and then extending skills and capacities beyond the minimum. The Ministry will follow a two stage strategy which will first give schools access to the Internet as a means improving curriculum

materials while at the same time investing in teacher in service training. As a second stage the intention will be to provide greater access for individual pupils to use the new technologies as part of their own individual learning programme.

**Strategy - Improve capability within the system to effectively utilise and sustain ICT in programmes delivery.**

<b>Corporate Actions</b>	<b>Lead responsibility</b>
Complete and disseminate ICT Curriculum for Grades 7-9 ensuring its integration with the TVET developments	DCEO CURRICULUM
Produce ICT for teaching and learning across all sectors	CHIEF EDUCATION OFFICER
Produce MIS Plan for whole Ministry	DIR PLANNING

**Strategy - Provide students with opportunities to acquire the requisite knowledge, attitude and skills to function in the information age.**

<b>Corporate Actions</b>	<b>Lead responsibility</b>
Forge partnerships with the wider community to access additional resources for ICT investment	MEDIA
Train 1800 teachers in use of ICT for enhancing teaching resources	PDU
Begin the development of teaching and learning materials accessed by teachers and students through the Internet	CURR

**Strategic objective #8 To promote youth development in Jamaica through multi sectoral coordination and collaboration**

**Approach**

The National Centre for Youth Development was established in the Ministry for Local Government. NCYD and the National Youth Service were transferred to the Ministry of Education, Youth and Culture in May 2001. The youth portfolio will continue on its agreed development programme which involves the two strategies listed below.

In addition to the revision of the National Youth Policy it is critical that a support and development structure is on the ground to link NCYD with local organisations catering for young people. NCYD will tap into to extensive local networks of the Ministry as well as supplying assistance to the implementation of existing programmes in education and culture.

The Ministry will also have to provide the wider framework within which NCYD will extend its work with other Ministries, NGOs and voluntary organisations catering for all aspects of youth development.

**Strategy – Establish national policy framework for youth development and inter sector collaboration**

Corporate Actions	Lead responsibility
Complete revision of National Youth Policy and produce Youth Strategic Plan for implementation	DIR NCYD
Establish national framework of Youth Information Centres for supporting youth serving organisations	DIR NCYD

**Strategy – Extend options for young people to access education, training, social, personal opportunities for individual and group development**

Corporate Actions	Lead responsibility
Introduce local area staff to support the development and expansion of opportunities for young people available in their own local areas	DIR NCYD

## Appendix 2

### Performance targets - data collection timetable

Academic Year 2003/2004

Financial Year 2003/2004

Key performance indicator / target	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A
Literacy at Grade 6			C			R														
Adult literacy															C		R			
Grades 7 to 9										C		R								
Schools refurbished															C		R			
CXC passes									C		R									
Progression to Tertiary										C		R								
Cultural activity						C		R												
Cultural heritage				C		R								C		R				
Inspections						C		R												
School boards										C		R								
Pupil teacher ratios										C		R								
Annual Census										C		R								
Computers in schools										C		R								
ICT capability										C		R								

Month of Annual Census

C = month of collection

R = month of reporting

## Appendix 3 Donor Projects

### *Donor / Lender projects - mapping the contributions*

	Accommodation	Information	Teacher quality	Curriculum	Resources	Management
PESP Apart from accommodation all other elements are for the sector as a whole 2000 -2005	4 new schools / 2 replacement schools extend 25 existing schools	Accommodation database (all schools?) Action research component	Teacher preparation and professional development to follow PEIP Reform Teacher education	Curriculum & Assessment Model learning strategies	Teaching/learning resources ICT pilot	School governance Institutional strengthening Improved partnerships Devolution to Regional Offices
NEW HORIZONS 72 in Primary sector - 28 Primary, 42 All Age, 2 Prim/JH 1998 - 2004	.	Integration of databases at school, region and MOEC for analysis & decision making. Linking schools to regional and national EMIS network	Training to improve teaching of literacy / numeracy (certified & pre-trained) Training Literacy/Numeracy Resource Teachers	Supplementary materials for Literacy and Numeracy	Use of ICT for teaching & learning	School Development Plans School Board development School based models of reform Parenting Education/Training
JAASP 48 All Age Schools(rural) 2000-2004	.	Promote action research culture	Train untrained teachers in schools	.	Books and equipment for interactive learning	Support Principals in school development planning Strengthen Regional Offices to deliver school management Strengthen community involvement
ROSE c. 50 All Age/ Junior High Schools 1993-2000	Refurbish 28 schools. Classroom furniture supplied	Provision of MIS for MOEC	In service training for teachers	Common Curriculum for Grades 7-9 Rationalisation of exam system	Provision of textbooks and support materials to 48 schools	Strengthen Regional Officer capacity to support schools

## Appendix 4 Resourcing trends (Recurrent & Capital)

<b>Recurrent (000s)</b>	<b>98/99 Outturn</b>	<b>99/00 Outturn</b>	<b>00/01 Outturn</b>	<b>01/02 Revised Estimate</b>	<b>02/03 Estimates</b>	<b>03/04 Estimate</b>
Executive Direction and Administration	332	241	251	441	555	507
Training	5	2	1	6	6	6
Regional & International Cooperation	16	12	13	16	16	16
Social and Economic Support Programme				15		
Local Development Programme						
Regional Direction and Administration	292	289	281	369	453	432
Early Childhood Education	550	594	631	901	981	1032
Primary Education	6,135	5,848	6,596	7,092	7178	6908
Secondary Education	5,327	5,578	5,789	6,451	6770	6805
Tertiary Education	3,227	3,056	2,966	3,020	3139	3128
Technical/Vocational Education	661	698	726	815	850	880
Special Education	242	255	256	276	294	293
Teachers Education and Training	441	456	453	517	606	545
Adult Education	60	69	58	54	68	70
Common Educational Services	466	317	298	361	498	460
Library Services	273	267	255	267	361	315
Nutrition of Students	507	422	357	462	455	495
Arts and Culture	323	323	311	338	455	538
Youth Development Services				112	176	135
Agricultural Education	227	233	186	228	245	236
<b>TOTALS</b>	<b>19,085</b>	<b>18,659</b>	<b>19,428</b>	<b>21,606</b>	<b>23,105</b>	<b>22,800</b>

<b>Capital A (000s)</b>	<b>98/99 Outturn</b>	<b>99/00 Outturn</b>	<b>00/01 Outturn</b>	<b>01/02 Revised Estimate</b>	<b>02/03 Estimates</b>	<b>03/04 Estimates</b>
Executive Direction and Administration	18102	19788	11825	15000	15000	2547
Training	1860	1373				
Regional & International Cooperation						
Social and Economic Support Programme	8431	12582	16125	15000	15000	15000
Local Development Programme						
Regional Direction and Administration						
Early Childhood Education	17978	15213	4945	9290	12290	7890
Primary Education	435570	369104	175763	149638	172528	137016
Secondary Education	146926	90475	64823	77912	51910	48720
Tertiary Education					500	5000
Technical/Vocational Education	248	6405	8170	340	1340	31280
Special Education	546	1144	1075	1000	1000	1000
Teachers Education and Training	46371	22418	8600	8532	20432	20000
Common Educational Services	7439		538	10926		
Library Services	0	7549	17200		10000	
Nutrition of Students						
Arts and Culture	5331	15441	20425			6000
Public Libraries						
Agricultural Education	236	3889	7203	5000		
<b>Totals</b>	<b>689038</b>	<b>565380</b>	<b>336690</b>	<b>292638</b>	<b>300000</b>	<b>274453</b>

<b>Capital B (000s)</b>	<b>98/99 Outturn</b>	<b>99/00 Outturn</b>	<b>00/01 Outturn</b>	<b>01/02 Revised Estimate</b>	<b>02/03 Estimates</b>	<b>03/04 Estimate</b>
<b>Regional Direction and Administration</b>	44760	28023		500	1000	10
<b>Early Childhood Education</b>					10971	57000
<b>Primary Education</b>	124608	132452	145018	107485	348949	403980
<b>Secondary Education</b>	267566	403533	269288	76910	38275	139010
<b>Technical/Vocational Education</b>	4464	7778	3977.5	8105	805	
<b>Teachers Education and Training</b>	14383	5948				
<b>TOTALS</b>	<b>455780</b>	<b>577733</b>	<b>418283</b>	<b>193000</b>	<b>400000</b>	<b>600000</b>