POSITION PAPER

ON EDUCATION

An educated Jamaican is "well-rounded and qualified, empowered to learn for life, able to function as a creative and productive individual in all spheres of our society and able to be competitive in a global context".

Vision 2030 - Jamaica National Development Plan

Introduction

- Though there are signs of improvement, Jamaica's educational system has been underperforming for several decades.

- Low educational achievement has been a drag on the country's development, our international competitiveness and a main contributor to persistent poverty and crime.

MISSION
PSOJ Education and CSR Committee

- To position the PSOJ as a strong, committed advocate for quality education that benefits all Jamaicans

Committee Goals

- Support the provision of quality and universal Early Childhood and Primary Education to ensure that an adequate foundation is laid for continued learning at all levels.

- Support the development of quality Secondary Education products that are appropriate, and relevant to the needs of Jamaican society and employers.

- Support the development of technical, vocational and tertiary educational products that meet and exceed the needs of Jamaican society and that allow us to compete globally.

- Foster the development of entrepreneurship and self-employment as vehicles for success and earning a livelihood.

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Strategic Objectives

- **Influence and monitor policy** and legislative issues relating to education, skills acquisition and youth development.

- **Advocate** for a world class education system.

- **Foster skills-transfer** between the private and educational sectors to improve institutional leadership.

- Facilitate **private sector representation** on committees and boards to ensure that policy makers understand the needs of the current and future job market.

- Share **performance based** models with the education sector.

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WHY GET INVOLVED?

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The Education System

- Despite improvements, the quality of student performance and outcomes at all levels of the education system is consistently below acceptable standards. This is highlighted in the annual results of the following national examinations:

    - Grade One Inventory Test

    - Grade Four Achievement Test

    - Grade Six Achievement Test (GSAT)

    - Caribbean Secondary Education Certificate (CSEC)

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Indicators and targets for National Outcome
World Class Education and Training

Outcome Indicators	Baseline	Proposed Targets		
	2007	2012	2015	2030
Adult Literacy Rate	85.8%	89.7%	≥91.6%	≥98.3%
-Male	80.5%	84.4%	≥88.2%	≥98.3%
-Female	91.1%	93%	≥94.9%	≥98.3%
% of population with tertiary level certification	10.10%	12%	18.7%	37%
% of labour force that is certified.	18.7%	50%	60%	90%

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Key Performance Targets

| Measure	2015 Targets
Percent of age cohort achieving mastery in all 4 areas of Grade 1 Readiness Inventory	**90%**
Percent of cohort achieving mastery in all 4 areas of Grade 4 Literacy & Numeracy Tests	**85%**
National mean score at GSAT for each subject	**85%**
Percent of cohort attaining Grade 1-3 in 5 subjects including English and Mathematics	**60%**

Source: Task Force on Educational Reform

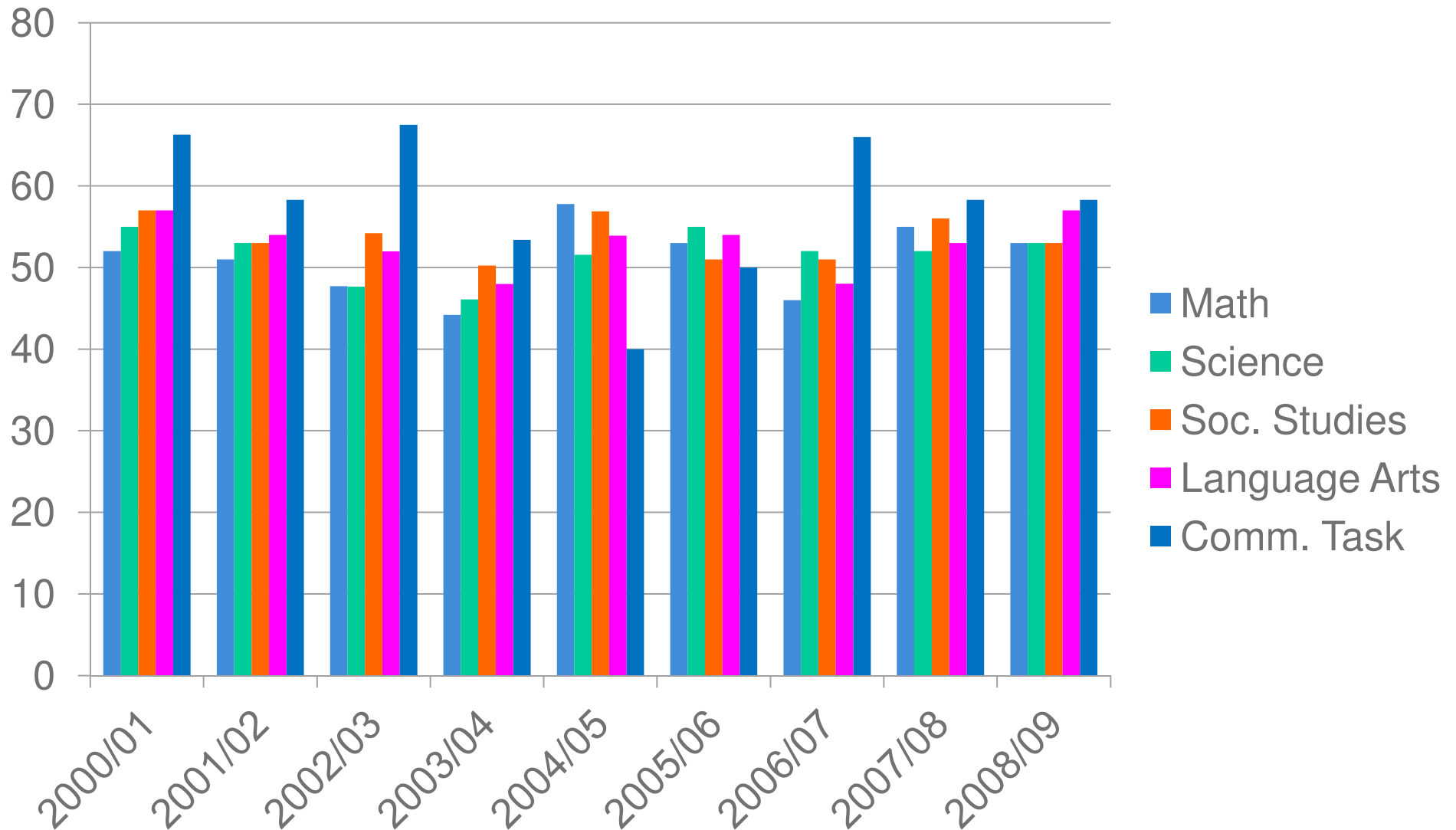*PSOJ Position Paper on Education – Approved by Council, March 15, 2012*

(TARGET 90%) On the Grade 1 Readiness Inventory less than half the 6 years old transitioned into primary school demonstrated mastery on all 4 subtests of over the 5 year period 2002 - 2007.

Legend:
- National
- Male
- Female

X-axis: 2002/2003, 2005/2006, 2006/2007, 2007/2008*

Source: MOE

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[Target 85%] On the Grade 4 Literacy Test though performance of Girls is approaching the 85% target, close to 30% of 9 year olds were judged as "questionable" or "at risk" after the 2008/9 tests and needed to attend remedial summer classes.

Source: MOE

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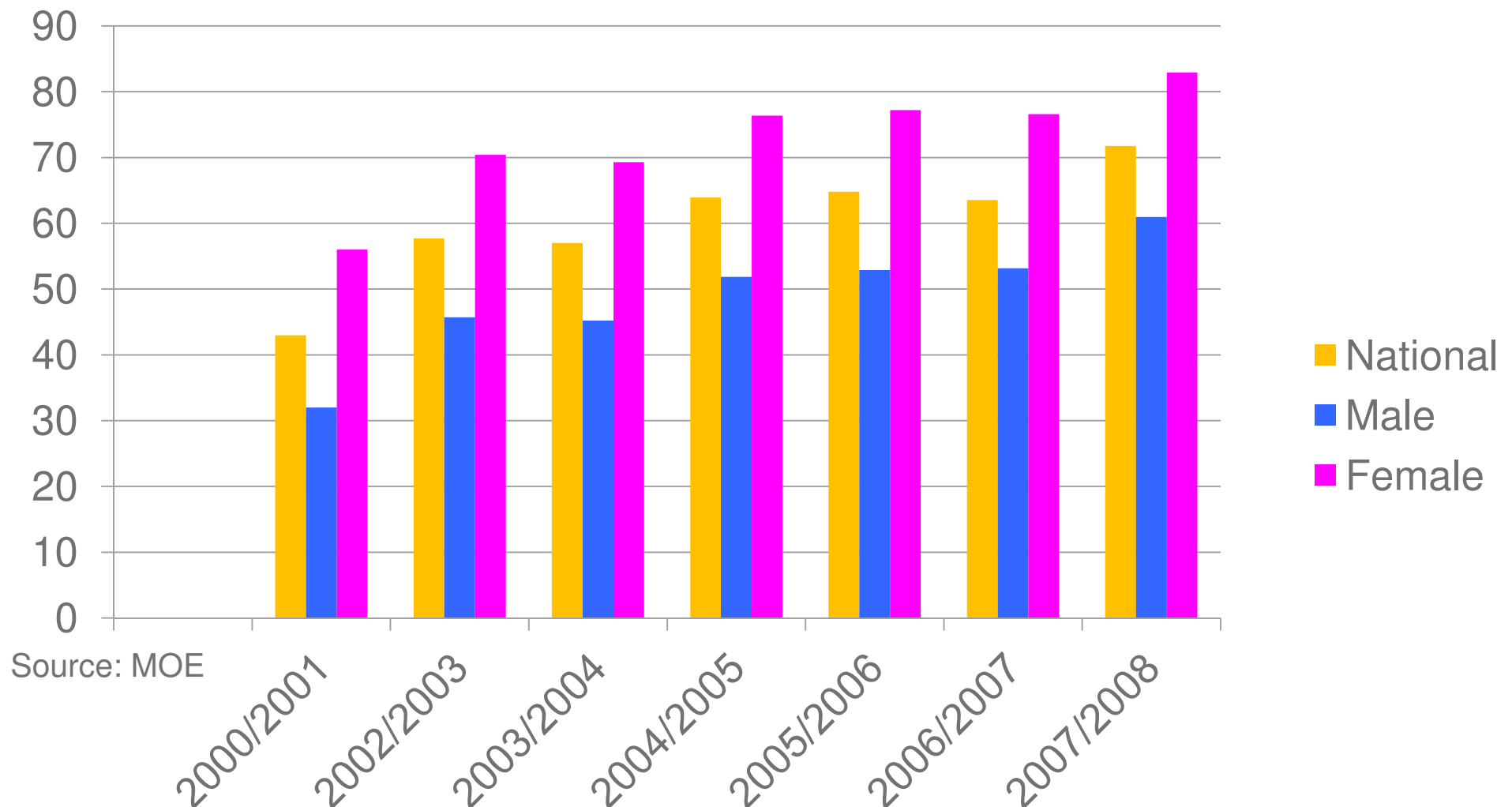
[Target 85%] On the Grade 6 Achievement Test by which students are streamed to secondary schools, scores on all 4 subjects have stayed under 60%, with only composition in a few years approaching the 85% target.

Legend:
- Math
- Science
- Soc. Studies
- Language Arts
- Comm. Task

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[Target 60%] **After 5 years of High School only 19.0% of Grade 11 students attending school passed 5 or more CSEC subjects in 2008.**
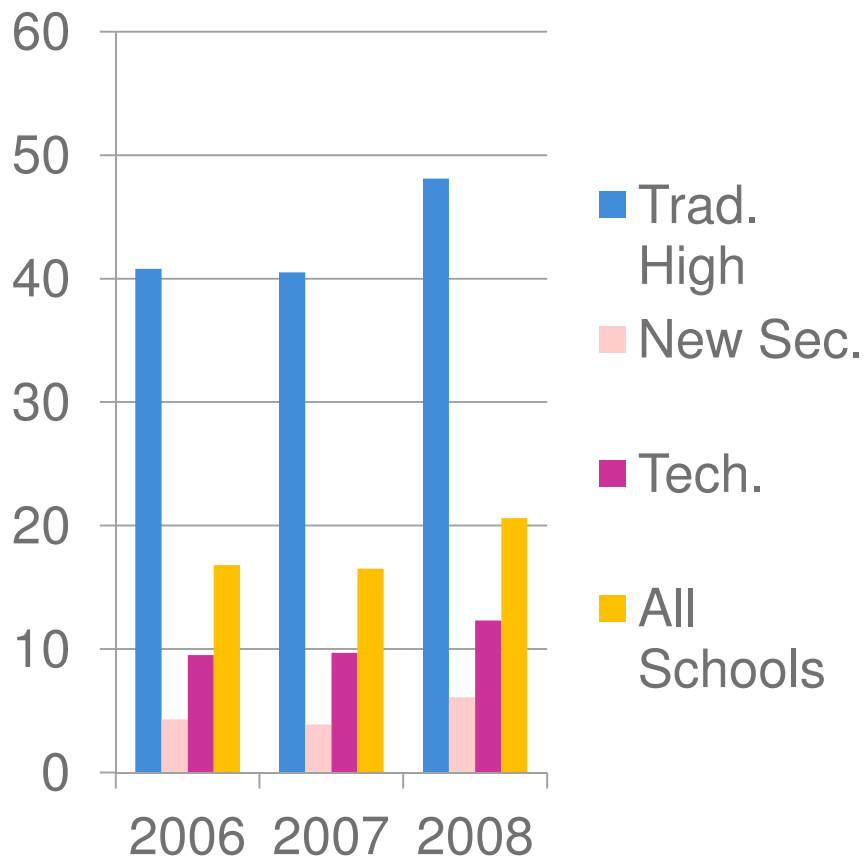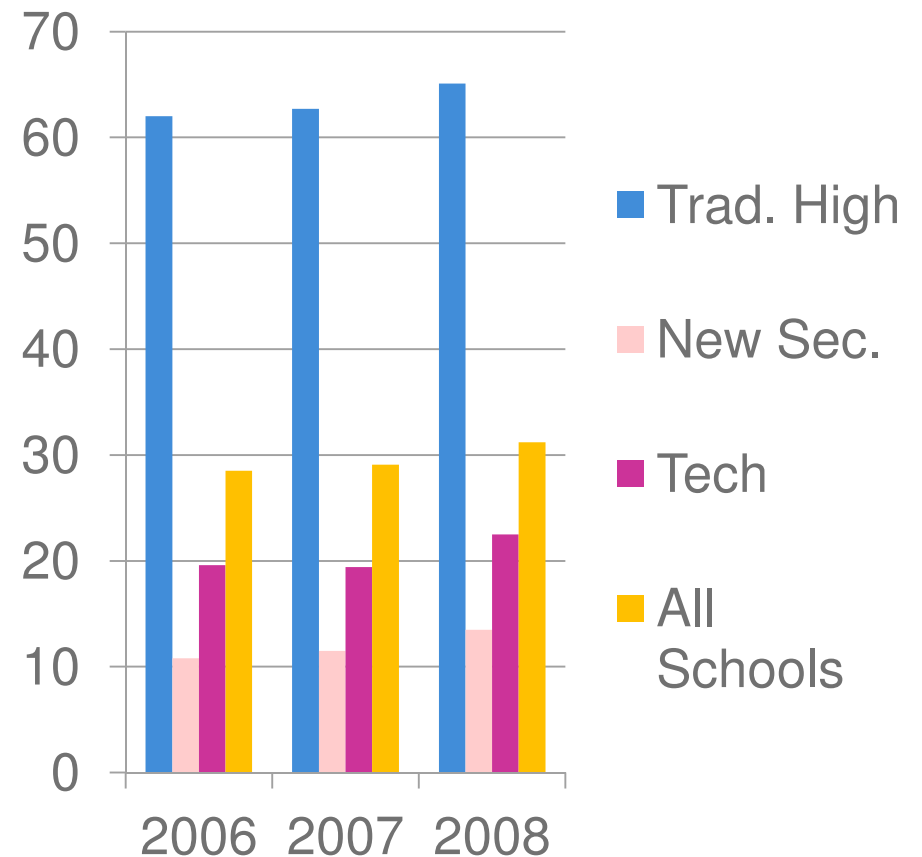
No. of Subjects passed (%age)

19.10%

47.40%

15.50%

18.80%

- 5 or more
- 3 & under
- 0 passes
- Did not prequalify
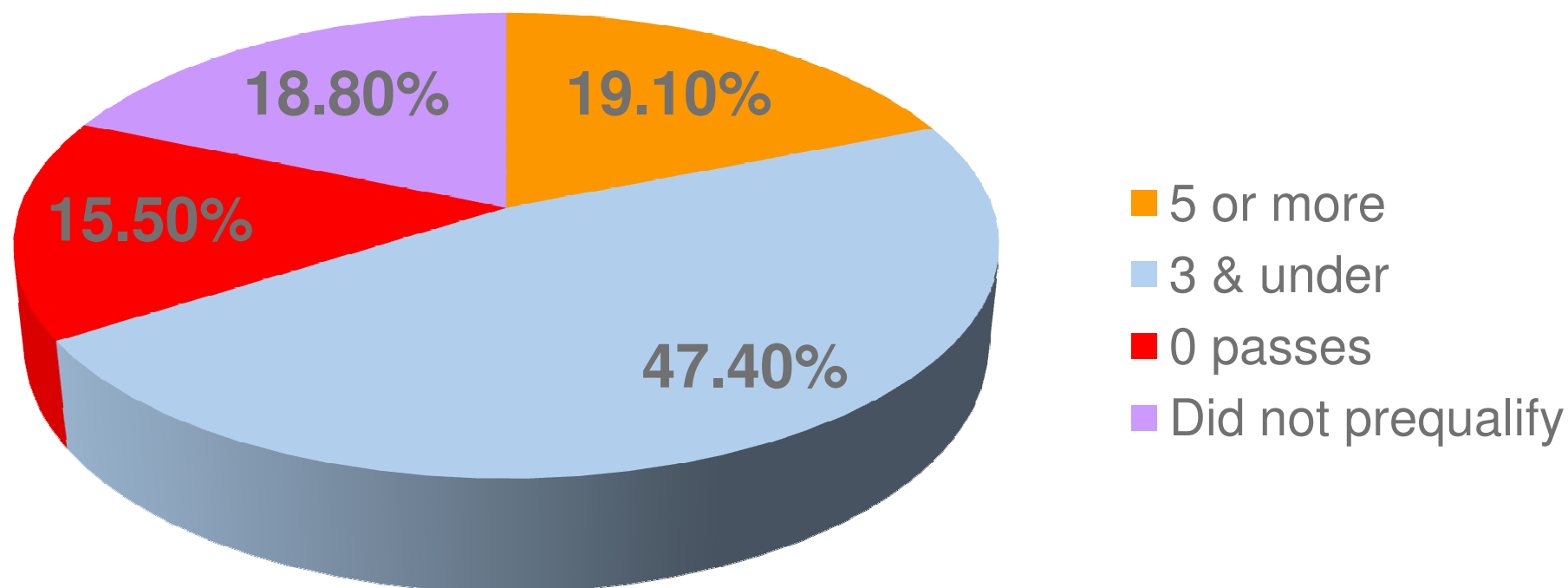
Source: Economic & Social Survey Jamaica 2008

There continues to be wide variation in performance according to school types

Math passes as %age of cohort

Legend: Trad. High, New Sec., Tech., All Schools — years 2006, 2007, 2008

English passes as a %age of cohort

Legend: Trad. High, New Sec., Tech, All Schools — years 2006, 2007, 2008

Jamaica's performance has only recently begun to surpass the regional average in certain subjects on the CSEC

Subjects	2004		2005		2006		2007		2008	
	Reg	Ja	Reg	Ja	Reg	Ja	Reg	Ja	Reg	Ja
English	50	48.8	59	54.8	51	45.1	49	43.7	44.7	53.3
Math	35	37	41	31.6	36	29.6	34	37.2	40.7	36.1
Int. Sci	80	72.4	80	70.6	77	78.1	81	83.5	85.7	87.0
Soc. Stud	79	75.5	83	75.0	76	75.4	69	64.9	66.3	79.6
IT	76	51.2	79	57.2	73	75.3	88	78.5	82.3	86.4

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Education at the tertiary level (along with the traditional high schools) appears to be the only area where performance, though not optimal, may be bordering on satisfactory

- Since 1991/2 the numbers of persons enrolled in tertiary institutions have almost trebled from 22,000 to 64,000 in 2008.
- As a percentage of the 20-24 years-old cohort, registration has increased from 8.4% in 1991/2 to 30.8% in 2008 with 40.7% of young women in that cohort now attending college and 20.3% of the men.
- The numbers of universities and programmes have also become quite diverse and multifarious and many programmes that were not formerly offered by local institutions are now available.
- There has also been a corresponding increase in the numbers of graduates of tertiary institutions which has nearly trebled from about 5,240 in 1991/2 to 13,953 in 2008.

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But there are several challenges posed by the relative successes at the tertiary level raising issues of equity and prioritisation

Levels	Per Capita Expenditure
E. Childhood	$19,739
Primary	$47,651
Special Ed.	$147,079
Secondary	$64,814
Tertiary	$275,612

Source: ESSJ 2008

- We spend 10-times as much on tertiary education as is spent on early childhood education; and per capita expenditure at the UWI of $603,630 is about four times as high as the $135,317 expended at UTech.

- Other key challenges posed by the relative success of tertiary education:

- The number of graduates in the technical, professional and managerial category -14,000 in 2008, now exceed the annual job openings in those areas-8,677 in 2008 by 1.6:1 ratio.

- This has often resulted in prolonged unemployment and frustration among graduates leading to high rates of migration.

- Sometimes too, there is a lack of synchronisation between the skills possessed by the graduates and what the economy needs.

Financing Education

% of National Budget spent on Education
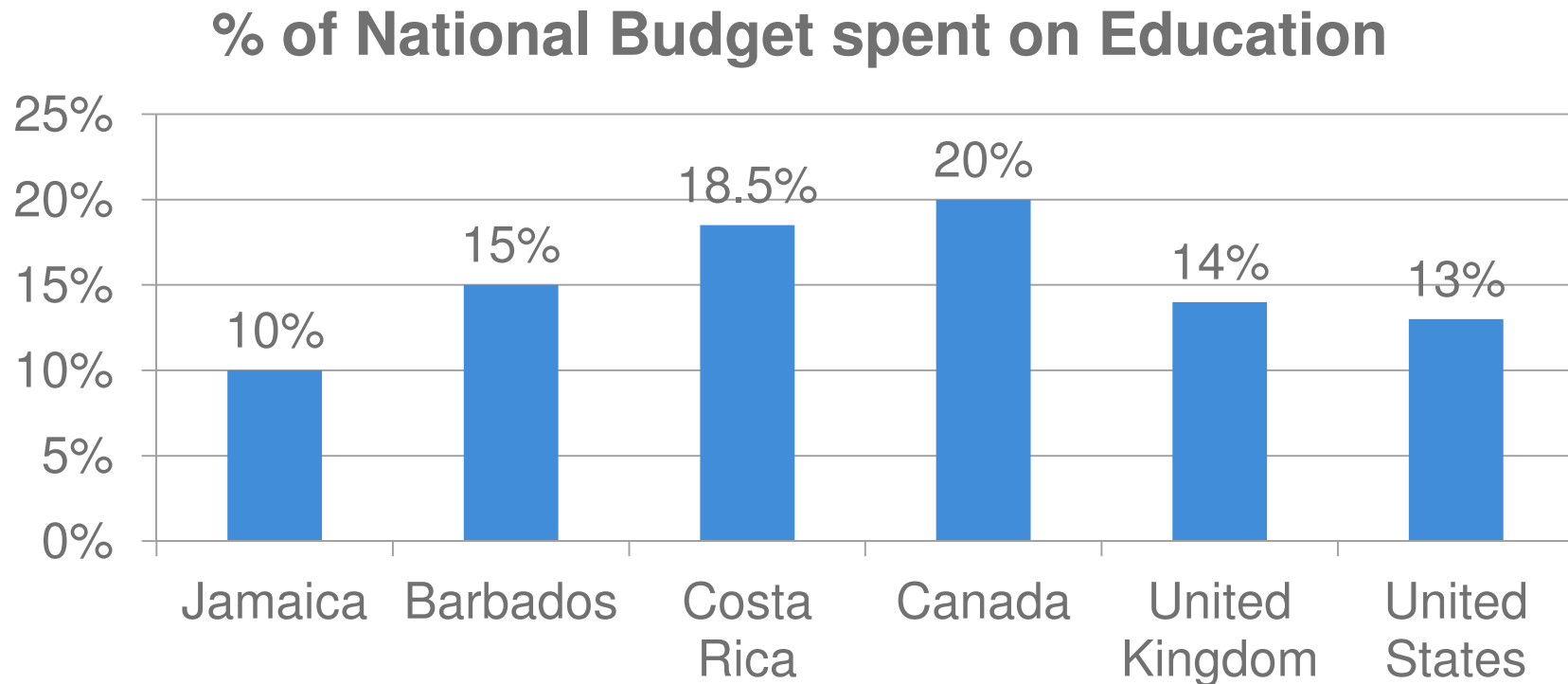
Over the past two decades Jamaica has spent a little under 10% of the national Budget on Education. This compares with an average15% in Barbados; 18.5% in Costa Rica; 20% in Canada; 14% in the United Kingdom; and 13% in the United Sates of America.

There are conflicting views on the quantum of Jamaica's expenditure on Education

- In 2003, the Government and the Opposition joined in a unanimous resolution mandating the GoJ to devote 15% of the national budget to Education by 2008. That goal however, was not achieved until 2010.

- Jamaican parents are estimated to match the annual GOJ per capita expenditure for their children's education on travel, lunch, books, tuition and other incidentals. There is also significant expenditure on education by agencies such as Jamaica Social Investment Fund and the CHASE FUND which amounted to J$275 million in 2009/10. Many companies and individuals also make significant philanthropic contributions to education. In all, public and private expenditure on education in Jamaica in 2009 could be conservatively estimated at $150 billion or 15% of gross domestic product annually.

There are conflicting views on the quantum of Jamaica's expenditure on Education

- Still there are widespread complaints of resource shortage at all levels of the educational system and persistent inequality.

- It costs about 6-times as much to train a student at UWI compared to UTech.

- Partly because of the relative strength of their alumni associations, the traditional high schools can access greater resources than the new secondary schools.

- At the early childhood level there is a 3 to 1 disparity in funding of GOJ run infant schools and the community basic schools – J$43,000 per child compared to J$13,690.

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Failings of the Education System

- A **two-tiered system** exists, comprised of a small elite, and a majority who are either **under-performing** or **failing completely**

- The country is producing future workers who have **not been adequately socialised for work**

- We cannot fully participate in the local & global economy with a **workforce that is not adequately prepared or trained.**

Failings of the Education System

- Low educational achievement has been a drag on the **country's development and its international competitiveness** and has been a main contributor to persistent poverty and crime.
- Close to **20 % of the labour force** has been adjudged to be **functionally illiterate**.
- Approximately **15%** possess only **basic numeracy** skills
- Close to **142,000 youth** are **outside of the** education system and **labour force**.
- Estimates show that **38 % of young adults** living in the inner city are unemployed. The **lack of opportunities** for employment creates vulnerability among young people.

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Failings of the Education System

- Largely untrained workforce and high levels of Illiteracy
- Government-based training programmes do not meet the needs of employers
- Poor labour market alignment
- Inadequate funding for supporting labour force training
- Insufficient support for entrepreneurial growth & development
- Inadequate career guidance

Source: Vision 2030 - Jamaica National Development Plan

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POSITION & RECOMMENDATIONS

Foreword

- Despite the many efforts that have been made over the past 40 years to improve access and equity within the educational system; to raise standards and enhance quality; to reduce non-attendance due to hunger and poverty - through the school feeding, text book and uniform assistance programmes; and to encourage parents and stakeholder engagement, the results in terms of student performance continues to be disappointing.

- In February 2004, the Government of Jamaica commissioned the Education Transformation Task Force (ETTF) to undertake a broad review of the educational system. The ETTF issued its report in September 2004 and this Report has been the template guiding Jamaica's Education Policies since.

- The Report contained over 100 recommendations and established a number of targets to be achieved. After a slow start, many of the initiatives are only now just been rolled out .

Foreword

- While we cannot comment on the efficacy of all the recommendations in the ETTF, this Position Paper reflects the current view of The PSOJ, through its Education and CSR Committee, on the key strategies and approaches that, we believe, if implemented, will go a far way in achieving the long-sought after gains in Jamaica's educational system, considering the limited resources available.

- The PSOJ however, generally supports the main recommendations of the ETTF.

Foreword

- In the view of The PSOJ, Jamaica must strive to provide an education system that becomes a tool for transformation of the society and has a strong foundation of:
    - Universal early childhood and primary level education
    - An accessible and equitable secondary system
    - An effective tertiary system that is well aligned to the needs of the labour market
- Additionally, the system should ensure that there is Accountability at all levels, and finally
- These two bases should provide support for the four pillars of **Making the System Student Centred**; **Focusing the MOE on Policy Formulation and Financing**, **Devolving Leadership and Governance to the level of the School** and **Ensuring Stakeholder Involvement.**

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Educated Jamaicans: "well-rounded and qualified, empowered to learn for life, able to function as creative and productive individuals in all spheres of society and able to be competitive in a global context".

Make the System Student Centred

Focus the MOE on Policy Formulation and Financing

Devolve Leadership and Governance to the level of the School

Ensuring the Involvement of all Stakeholders

Build Accountability at all Levels

A Quality System:
Universal Early Childhood and Primary
Accessible and equitable Secondary
Effective Tertiary

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Make the System Student Centred

We support:

1. Ensuring that the entire educational curriculum includes training in principles of citizenship and social skills, values, self-concepts and social participation.

2. Extending the school years from age 5 to 18 years as is done in many Asian countries to increase the teaching/learning or 'contact time' between teachers and students.

3. A National Remediation Programme to bring all students up to their grade level in reading and mathematics and the principle of 'competency-based transition'.

Make the System Student Centred

We support:

4. Developing teacher hiring programme to achieve internationally accepted optimal teacher students ratio for the various levels, viz: 1:15 for ECE; and 1:25 for primary and secondary schools.

5. The re-orientation of teachers to allow them to foster good citizenship and the essential skills and concepts required for successful participation in society and the world of work.

6. Incorporating knowledge of the physiological and psyco-social differences between boys and girls into teaching and learning process that will reduce the disparity in performance levels among boys and girls at all levels of the education system.

Make the System Student Centred

We support:

7. More consistently utilising the visual and performing arts as vehicles for teaching and learning and incorporate them in curriculum development.

8. Introducing entrepreneurship education in the curricula at all levels to equip young people to create their own jobs and employ others.

9. Utilising edutainment and e-learning methodologies and universal access to related devices and the Internet to support teaching and learning.

Focus the MOE on Policy Formulation and Financing

We support :

1. A decentralised student-centered educational system in which the Ministry of Education is responsible for finance, auditing, developing policy, setting performance targets and standards and upholding accountability.

2. The MOE should, as a matter of priority, review and amend the Education Act of 1980 to make it more relevant to the objectives of an education system that is equitable and supports the economic and social development of the country.

Focus the MOE on Policy Formulation and Financing

We support :

3. A review of the Regional Education Authorities and the National Education Inspectorate to determine their effectiveness in the roles currently conceived and their future roles.

4. The cost sharing model of financing. Those who can afford fees should be required to pay.

5. A review of the PATH programme and in particular, the system of means testing to determine whether further subsidies ought be made available for poor students to support nutrition or transportation services

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Focus the MOE on Policy Formulation and Financing

We support:

6. Establishing a floor for education expenditures at 15% of the national budget; or at 2010/11 levels in real terms (whichever is greater); to compensate for any shrinkage of the budget.

7. Engagement with stakeholders (including the private sector) on the most effective ways of using tax dollars to support the education system.

8. The MOE should evaluate the administrative structures in schools and increase the support given to them.

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Devolve Leadership and Governance to the level of the School

We support:

1. Creating a decentralised, student-centered system in which the schools are integral parts of the community managed by a Board including community and school stakeholders.

2. Boards would be accountable to the MOE which would retain responsibility for monitoring school performance and providing specialist support such as curriculum implementation and subject specialists and be an intermediate appeals body in cases of disputes arising in the schools that are not satisfactorily resolved by the Boards.

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Devolve Leadership and Governance to the level of the School

3. There should be an open, rigorous, transparent and clearly articulated and documented policy and process for the nomination, selection, and appointment of Board members to ensure that they have the appropriate competencies and experiences in school leadership and governance and that there is diversity in gender and civil society participation, including the business sector and alumni. The *Framework for Corporate Governance in the Public Sector*, approved by Cabinet, should provide a guide for good governance in schools.

Devolve Leadership and Governance to the level of the School

4. All Board members and principals must receive specialised training in school governance , leadership and management

5. The principal should retain authority for the day to day management of the school ensuring that the curriculum is delivered effectively in an ordered and disciplined environment that allows teachers and students to achieve their full potential. The principal should retain responsibility for assessing teachers and be accountable for the overall performance of the schools.

6. The MOE should consider clustering schools that are located in close proximity to each other and sharing:
   - Governance (e.g. a common board)
   - Resources, including the management of plants and teaching resources

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Stakeholder Participation

We support:

1. The establishment of the National Education Trust to garner and manage donations from whatever sources for educational activities, facilities and programs.

2. Each school at the secondary and tertiary level should have a democratically elected Student Council and an able representative to participate effectively and responsibly on the School Board and in school governance.

Stakeholder Participation

3. Given the strong correlation between student performance and parent interest and support, employers should be encouraged to allow employees to attend PTA meetings, or other school matters affecting their children.

4. Strengthen and enforce the compulsory attendance law.

Stakeholder Participation

5. The MOE and schools should engage with employers to understand the changing workplace and how these trends should be translated to changes in curricula and the education system. This should include use of information and communication technologies (ICT), social media and conversational foreign languages that can facilitate more international trade and improve the marketability of Jamaican talent.

Stakeholder Participation

6. Schools should consider introducing a uniform color-coded parental notification system for children experiencing disciplinary or academic problems requiring parents to visit the school for discussion when their children present such notices. This should be communicated directly to parents via email, text, etc.

7. Encourage voluntary Homework/Extended Learning Time Programmes in partnership with the school community.

8. Develop standardised scorecard recording the school's performance in academic and non-academic areas against objectives and disseminate information to the school community annually.

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Build Accountability at all Levels

1. The Ministry of Education must be transparent and accountable in how it governs, manages, and finances the total education system:

   - The MOE should provide a comprehensive annual report directly to the Parliament on the status of the targets that have been agreed for the education system.

   - Strategic scorecards, aligned to the targets in the National Strategic Plan (Vision 2030 Development Plan) should be published and half-yearly updates provided to the public.

Build Accountability at all Levels

2. School boards should be accountable for the schools' performance and ensure that principals are making all reasonable efforts to achieve the objectives and targets of the school as sub sets of regional and national strategic targets; and conforming to national guidelines and protocols relating to administration, financial management and disciplinary matters.

3. Schools should utilise standardised scorecards to record their performance in academic and non-academic areas against objectives and the results should be disseminated to the school community annually.

Build Accountability at all Levels

4. Automatic increments should be discontinued and the performance based system proposed by the ETTF implemented to reward teachers based on improved student achievement. To support this process, the MOE should provide adequate resources for on-going, regular professional development of teachers.

5. Incentives should be provided to teams/departments within schools, based on increased student performance in specific subject areas and to the management team based on the performance of the school.

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Build Accountability at all Levels

6. The PSOJ supports the establishment of the Jamaica's Teachers Council as the regulatory, registration and licensing agency for teachers and the ETTF recommendation that teachers be required to renew their teaching license every 5 years.

7. Because of potential conflict of interest in teachers and principals belonging to the same union, teacher assessment should be done by principals, students, parents AND Education Officers, in at least two random assessments every year.

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PSOJ's Commitment

- To facilitate the development of high quality education product, by offering Private Sector **technical** and **financial** support to strategic elements of the education sector

- To **advocate** for an improved and relevant education policy

- To **actively participate** in initiatives within our fields of expertise to improve the quality of the Jamaican workforce

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PSOJ's Areas of Strategic Focus for Education

- Training & Capacity Building

- Youth Employment & Entrepreneurship

- Mentorship

- School Governance & Management

- Holding Government and Educators accountable for the achievement of sustained improvements in the education system

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Training & Capacity Building

The PSOJ will:

1. Encourage its members and the wider private sector to provide on the job training opportunities

2. Undertake research amongst its members to ensure that training programmes and qualifications are relevant to the current and emerging trends in the job market

3. Encourage increased linkages between schools, training institutions and the private sector, with visitations and contacts between youth and PSOJ members to motivate further job-preparedness

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Youth Employment & Entrepreneurship

The PSOJ will:

1. Foster and promote self-employment as a viable alternative to employment - ("job-creators" vs. "job seekers")
2. Support training in the areas of entrepreneurship and enterprise development for youth in school and in out-of school environments
3. Advocate for access to youth-friendly credit to foster entrepreneurship among youth
4. Advocate for a legal and regulatory framework that are entrepreneur-friendly e.g. company registration and tax compliance.
5. Advocate for and implement programmes that seek to reduce the numbers of at-risk youth whilst increasing economic growth amongst the youth sector
6. Lobby for incentives for beginning entrepreneurs
7. Encourage its membership to avoid job discrimination practices such as age, geography, gender and socio-economic factors.

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Mentorship & Apprenticeship

The PSOJ will:

1. Encourage members to offer career guidance to aid youth in identifying available career fields and entry level opportunities

2. Support and advocate for a work experience/placement programme for youth in secondary and tertiary education institutions and encourage members to participate

3. Support mentorship programmes, particularly for at-risk youth and encourage members to sign up as mentors.

4. Promote corporate social responsibility and in particular, volunteer programmes amongst its members

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School Governance & Management

The PSOJ will:

1. Share best practices in Governance and Management with Schools and the Ministry of Education
2. Encourage its members to provide personnel support on secondment to the Ministry of Education, its agencies and schools e.g. administration of a school for 2 years
3. Encourage its members to share technology competencies among school administrators and teacher leaders
4. Encourage members to recognise and award educators and schools that demonstrate excellence in the delivery of quality education

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