



THE JAMAICA EDUCATION TRANSFORMATION COMMISSION, 2021



Summary of **RECOMMENDATIONS**

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- Prof. Colin Gyles, Acting President, University of Technology, Jamaica
- Most Rev. Donald Reece, Archbishop Emeritus of Kingston and Chairman, Ecumenical Education Committee
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- Mr. Gordon Swaby, Chief Executive Officer, EduFocal Limited
- Mrs. Esther Tyson, Former Principal, Ardenne High School
- Ms. Trudy Deans, Senior Advisor to the Prime Minister

For information on the consultation and collaborative process in the production of the report, list of stakeholders consulted and the co-opted members who served on the sub-committees, as well as the members of the secretariat who assisted the Commission, see the Appendix 1.

PREFACE

Jamaica's education system boasts many successes: among these are relatively high enrolment rates at some levels, and world class universities that yield talented individuals of the highest calibre. Despite these achievements, however, the system grapples with three major crises. Firstly, Jamaica is in the midst of what the World Bank calls a 'learning crisis', where the system has failed to educate a majority of children who attend school. Secondly, it faces an administrative crisis of organizational and strategic incoherence, redundancy and unaccountability, leading to chronic inefficiency. These two crises have been exacerbated by the third crisis: the covid-19 pandemic and its disastrous, yet still unmeasurable impacts on the provision of quality education. Irrefutably, this pandemic has been an educational calamity from which it will take a long time to recover. Detailed justifications of the recommendations below, and sub-recommendations, can be found in the full report of the Jamaica Education Transformation Commission.

1. THE STATE AND EVALUATION OF EDUCATION IN JAMAICA

The State of Education

The 'learning crisis' being experienced in Jamaica is indicated by unsatisfactory performance in national exams at the primary and secondary levels, low secondary education completion rates, a largely unskilled labour force, and insufficient number of tertiary graduates. Jamaica is unusual in the underperformance of boys in all subjects, compared with girls: two-thirds fail mathematics and over a half were illiterate at the end of their primary education. Overall, the World Bank found, in 2018, that children in Jamaica could expect to complete 11.7 years of pre-primary (starting at age 4), primary and secondary schooling by age 18. However, when years of schooling were adjusted for quality of learning, this was equivalent to only 7.2 years, a learning gap of 4.5 years.

The Value-Added Method: An Additional Measure of High School Performance

The evaluation of school performance is a fundamental pre-requisite for improvement. Complementing the traditional means of evaluation capably used by the National Education Inspectorate, the Commission has introduced another method for evaluating secondary school performance, which examines the value added or net contribution by schools to the performance of students, over and above what students and their resources bring to the school. The value-added method (VAM) takes account of the social background of students and their previous educational opportunities and performance, over a given period, as well as the location of schools, rather than rely solely on exam performance. It is a much fairer and more accurate assessment of the actual performance of schools. It also levels the playing field in comparing schools with each other. The Commission separately evaluated the nation's 42 traditional, more privileged high schools, from the 325 non-traditional institutions. The ranking of the two sets of schools differed markedly from those obtained using only exam results. The value-added assessment indicates that the nation's three highest ranked traditional high schools are Glenmuir High, Wolmers High School for Girls and St. Jago High School, in that order. The three highest ranked non-traditional high schools are: Dinthill Technical, Denbigh High, and Edwin Allen High School.

[For the complete ranking of all secondary schools see the Unabridged Version of the Report, or the VAM Policy Brief]

Recommendations:

EVAL1: It is recommended that in future years all secondary schools should be evaluated and ranked using the value-added procedure, complementing the traditional evaluation of the National Education Inspectorate

EVAL2: The value-added rankings should be combined with the rankings on the regular CSEC and CAPE exams to produce the composite rank developed by the Commission

EVAL3: MoEYI should promptly address both sets of evaluations. Special attention should be paid to schools that perform poorly on the value-added assessment. Schools that perform well should be publicly acknowledged and rewarded

EVAL4: Both sets of evaluations should be made publicly available and widely disseminated to stakeholders

EVAL5: Every effort should be made to ensure that all schools are able to provide the appropriate data needed to conduct the value-added procedure

2. GOVERNANCE AND ACCOUNTABILITY

There are key deficiencies in the governance of education, several of which relate to: the complexity of the system of governance, the absence of clearly defined roles and responsibilities for various levels, and resource inadequacies. Coupled with these deficiencies in governance is a weak accountability structure, which compromises service delivery and leads to inefficiencies. The consistent failure to introduce well-needed legislation and make critical amendments to existing laws has worsened challenges related to governance and accountability of the sector. The recommendations below are grouped into three categories: Governance, Accountability, and Legislative Changes.

Governance

GOV1: Education Reform Must be a National Priority

GOV.1.1: Crucial to the successful implementation of the following recommendations will be the creation of a structure similar to EPOC (Economic Programme Oversight Committee) to monitor their implementation. This body should develop annual work plans and provide regular reports that outline achievements against targets. One possible name: The Education System Oversight Panel (ESOP)

GOV2: A Strategic review of the MoEYI's structure is urgently required to identify inefficiencies and to create a structure that is fit for purpose.

GOV2.1: Given the vast budget allocated to the sector and its significant performance challenges, it is important that a comprehensive organizational review be conducted of the central ministry and the regions at a minimum

GOV3: An Education Management Information System (EMIS) is critically needed

GOV3.1: The Ministry must develop and deploy a functioning and fit for purpose Education Management Information System that can handle the large volume of data on students, schools, and teachers that should be maintained, processed, and analysed. This EMIS should be real-time and must also provide information regarding investments per school and teacher remuneration and allocations, among others.

GOV4: A Data Analytics department should be established as a priority

GOV4.1. It is critical that appropriate systems and teams be in place to analyse the significant volume of education-related data generated on a daily basis so that appropriate policy decisions can be made.

GOV5: Develop a fully functioning Programme Monitoring and Evaluation Unit

GOV5.1: A more expert unit is essential for better policy formulation and more effective programmes and resource allocations.

GOV6: Reform the existing culture of fear at MoEYI through an Organizational Review

GOV6.1: Given the serious concerns regarding cultural issues in the Ministry, it is recommended that an organizational review be conducted aimed at changing the dysfunctional culture of fear that restrains communication and leads to inaction, complacency and the failure to correct inefficiencies.

GOV7: A phased reorganization of the Department of School Services

GOV7.1: The Commission recommends that over time more responsibilities should be devolved to the regions so as to facilitate decision-making that is closer to the actual learning arena. However, this should be done in the medium term as the current structure of these regions is not fit for purpose. As such, there should be a comprehensive review of the regions as a component of the review of the central Ministry.

GOV7.2: In the short-term better resource the regional offices to manage the schools in their districts

GOV7.3: Consider the use of centralized and shared services that can be accommodated with the use of technology (with self-service features) so as to optimize talent capability and capacity as well as the productivity of the Ministry.

GOV8: The role of Education Officer should be adjusted to better reflect schools' needs

GOV8.1: The role of Education Officers should be adjusted to that of School Improvement Officers, and their job description amended toward a more strategic and change management role

GOV8.2: Performance management targets of education officers should be linked to improvements in school performance

GOV9: Reform the Funding Model for Primary and Secondary Schools to enhance equity

GOV9.1. MoEYI must implement a funding model that re-calibrates allocation based on the different socio-economic backgrounds of schools and varying needs of students

GOV10: Change the Selection and Operation of School Boards

GOV10.1: The Ministry should collect pools of competent candidates to sit on school boards

GOV10.2: Nominees for Board Chairs must meet minimum specified qualifications and should not serve more than two consecutive terms on the board of a single school

GOV10.3: The NCE should review boards for appropriate mix of expertise, vet qualifications of all board nominees, and provide governance training where necessary

GOV10.4: Make independent determination on whether separate schools should be governed by joint boards where the need arises, and ensure that adequate resources are in place

GOV10.5: Nonmonetary means of acknowledging this work to be identified and implemented.

GOV11: Principals should be better trained and more efficiently employed

GOV11.1. Update and require current NCEL courses for principals, to better incorporate financial management and change management processes.

GOV11.2: The MoEYI's plan to expand the number of roving bursars to support principals in primary schools should be accelerated

Accountability

GOV12: There are major problems of accountability in performance throughout the system that require immediate attention

GOV12.1: Develop a realistic performance management framework for the senior team at the Ministry aligned with the Commission's recommendations

GOV12.2: Develop a practical strategic plan with relevant targets wherein performance assessments are more closely aligned with the elements of the strategic plan

GOV12.3: Cross reference the Government of Jamaica Performance Accountability Framework for benchmarking purposes.

GOV.13: Immediately Improve Financial Accountability

Audit findings signal potentially pervasive issues in the Ministry's financial accountability framework. Therefore:

GOV13.1: In the short-term, ore financial audits of schools are needed to identify irregularities in a more timely manner

GOV13.2: Increase staffing in Internal Audit in the Ministry as well as in the financial control units of the regions

GOV13.3: Develop a centralized cloud-based accounting software suite to be used across all schools

GOV13.4: Make publicly available information on schools' finances and performance showing exam passes, NEI reports, and co-curricular activities

GOV.14: Promote Teacher Accountability through a Code of Conduct for Teachers

GOV14.1: The Jamaica Teaching Council (JTC) Code of Conduct for teachers is necessary and should be linked to Education Regulations such as the recently passed Sexual Harassment Act
GOV14.2: The JTC Act should be passed urgently and should include the recommendations garnered from years of consultation with the Jamaica Teachers' Association (JTA) and other interest groups

GOV.15: Increase Flexibility in Movement of Teachers

*The current framework for teacher appointment by school boards has no built-in flexibility and there is no mechanism to reallocate teachers in the event of overstaffing to other schools where there is understaffing. Multilateral consultants reviewing the education system have recommended moving staffing decisions even lower to the schools, **but this recommendation is not supported***

Gov.15.1. Additional flexibility should be embedded in Education Regulations regarding the movement of teachers where the teacher-student ratio is well below the established standards (based on consultations with teachers and boards)

Gov.15.2. Place greater emphasis on regulating the process utilised to assess teachers, including the key performance indicators that must be attained. The teacher disciplinary procedure must be outlined and prioritised for implementation.

GOV.16: Strengthen the National Education Inspectorate (NEI)

Gov16.1: The National Education Inspectorate plays a critical role in the accountability framework of Jamaica's education system.

Gov16.2: Provide greater resources to the NEI to facilitate its required assessment targets

Gov16.3: There must be better and more timely handoff between the NEI and the Department of School Services (DSS) in facilitating the improvement of schools deemed underperforming

Legislation

Legislation is the framework upon which all the proposed recommendations will be built. At present, the two main governing documents are the Education Act and Education Regulations, and both need immediate amendments

GOV17. Accountability Legislation

GOV17.1: Amend the criteria for appointment and assessment of teachers to allow for greater movement of teachers across institutions

GOV17.2: Prioritise the implementation of the "School Improvement and Special Measures" aspect of the Regulations for the Minister to activate the necessary mechanisms once a school is deemed underperforming

GOV18. Teacher Performance Legislation

GOV18.1: Implement the Regulations regarding "Curriculum and Assessment" to strengthen the development of national curriculum standards within the Ministry

GOV18.2: Amend the criteria for appointment and assessment of teachers including the development of the Teachers' Handbook by the JTC

GOV18.3: Prioritise the implementation of the Regulations that address 'Cessation of Appointment' which should also allow for teachers to be reassigned to other schools within the same regions or in other regions altogether

GOV18.4: Prioritise the implementation of the Regulations that address the discipline of teachers

GOV18.5: Draft and include regulations that address the assessment of teachers' performance and prioritise the implementation of the Regulations regarding "School Improvement and Special Measures" including a definition of 'under-performing' schools

GOV19. Technology Legislation

GOV19.1: Prioritise the implementation of the Regulation relating to ‘Attendance Register of Staff’ in the 2019 draft Regulations and expand the Regulations to allow for other school records to be digitised

GOV19.2: Draft and include regulations that standardize the provision of one tablet or laptop to students for academic purposes

GOV19.3: Expand the facilities for investment in digital technologies in the educational sector to ensure that teachers and students are equipped with the knowledge, mindset and tools to thrive in the digital age

GOV19.4: Draft and include regulations that address developing, enhancing and maximizing distance learning objectives

GOV19.5: Standardise the Emergency Education Plan that currently trains teachers in technological and online distance learning systems

GOV20. Health & Safety Legislation

GOV20.1: Expand the ‘Health’ category to include provisions for the installation, regularisation and maintenance of sanitisation stations in all schools in line with recommendations of the World Health Organization and the Ministry of Health.

GOV20.2 Expand the ‘Safety’ category to include proper preparation for epidemics, pandemics, national disasters, or national emergencies in keeping with the World Health Organization, Ministry of Health and the Office of Disaster Preparedness

GOV21. Early Childhood Education Legislation

GOV21.1: Prioritise and implement the legislation recommendations of the Early Childhood Education section of the Commission (**see next section**)

GOV22. Elimination of Discriminatory Policies Legislation

GOV22.1: Prioritise the implementation of the regulations regarding “Students and Scholarships” and expand the provisions to ensure that they prohibit cultural, physical, financial discrimination, and codify the policy on non-discrimination in schools for Afrocentric hairstyles or religious beliefs

GOV22.2: Prioritise the implementation of ‘Division 6—Associations Affiliated with a Public Education Institution’ in the Regulations, empowering youth organisations to make representations on cases of discrimination or injustice.

GOV22.3: Ensure that the proposed amendments to the Regulations ensure that the faculty, the principal and the school boards must meet the same standard

GOV22.5: Codify the publication of financial allocations to schools made by the Ministry of Education

GOV22.6: Implement the mandatory annual audit of public education institutions

3. EARLY CHILDHOOD EDUCATION

Despite relatively high levels of investment in Early Childhood Education (ECE) relative to its peers, Jamaica is yet to realise adequate returns on these investments due to a number of factors. These include sub-optimal quality of service provided in institutions, largely due to resource constraints and a shortage of trained teachers. Furthermore, the agency responsible for the oversight of the sector is limited in its capacity to conduct inspections and interventions due to resource restrictions and outdated legislation. There are also inadequate facilities for students with disabilities, and inadequate engagement of, and support for parents of young children.

ECD1: Conduct a thorough institutional review of the Early Childhood Commission (ECC)

ECD1.1 Conduct analysis of the human resource needs to effectively implement, regulate and provide development support to the ECD sector, especially in regard to inspectors and supervisors

ECD1.2 Conduct analysis of the remuneration of staff at the ECC relative to other similar agencies such as the Child Protection and Family Services Agency (CPFSA), Office of the Children's Advocate (OCA) and infant school leadership.

ECD1.3 Closer supervision of Inspectors, including regular auditing of their reports, is essential both to improve quality and ensure fairness in evaluations of the early childhood institutions (ECIs).

ECD1.4 Increase capacity of the ECC to utilise data to inform its own interventions and practice, and to promptly inform the public.

ECD1.5 Conduct research to evaluate the impact of ECI Standards, new infant schools and merged basic schools on children's development/educational outcomes

ECD2: Undertake a review of laws guiding the Early Childhood (EC) sector, especially in regard to frequency of inspections of ECIs and required teacher qualifications

ECD2.1 Conduct comprehensive legislative review to address all areas of the legislation

ECD2.2 Conduct specific review of the frequency of inspections and validity of permits based on recommendation ECD 1.3

ECD2.3 Conduct specific review of teacher qualifications based on changes in programmes

ECD3: Rationalise the provision of centre based Early Childhood Development (ECD) services¹

ECD3.1 Conduct geographic analysis to determine optimum number and location of ECIs relevant to population needs. This information should then be utilised to plan for sector needs.

ECD3.2 Accelerate the programme of creating infant departments, meeting all ECI standards, within primary schools to increase tuition free early childhood places

ECD3.3 Identify ECIs within areas of poverty and prioritise these ECIs to meet ECI Standards.

ECD3.4 Increase service provision for children 0-2 years, by establishing more Brain Builder Centres

ECD4: Increase the quality of teaching and learning through provision of trained teachers and resources to ECIs.

ECD4.1 Rationalise training and qualification for the early childhood sector.

ECD4.2 Provide at least one trained teacher for each ECI with urgency

ECD4.3 Improve quality of pre-service and in-service training at all training levels.

ECD4.4 Introduce early integrated STEAM and socio-emotional learning via a digital playground pedagogical strategy in which pre-primary children learn to code and code to learn.

ECD5: Improve the services to children with disabilities, and their families, along the lines recommended in the Teaching, Curriculum & Teacher Training section.**ECD6: Develop a co-ordinated strategy to engage and support parents of young children.**

ECD6.1 Provide education and training for parents in basic academics and other vocations.

ECIs should become hubs of parent training in basic literacy and numeracy, and other vocational skills through partnership with NCTVET and the private sector.

¹ Centre-based ECD services refer to "registered and licensed service[s] providing care and learning experiences for children during parents' working hours throughout the year". (CARICOM, 2008)

ECD6.2 Develop a structured parent support, child development and stimulation programme to be offered at ECIs.

ECD7: Ensure co-ordination and monitoring of educational strategies with all other strategies in the current National Strategic Plan and those for young children in other ministries, departments, and agencies

ECD7.1 Establish an oversight body to co-ordinate and monitor implementation of strategies to improve services to young children. A cross-sectoral body is recommended to guide the development of a monitoring and evaluation framework.

ECD8: Ensure adequate financing of the ECD sector. If necessary, reallocate funds from other levels of the education system, as recommended by the World Bank, this being the foundational level of the entire system.

ECD8.1 Specific areas of financing include provision of trained teachers for each ECI, teacher training, investment in teaching and learning resources at ECIs, investment in support services for children with disabilities, and investment in improving efficiency of the ECC.

4. TEACHING, CURRICULUM AND TEACHER TRAINING

Teaching quality and practices constitute the most important elements of the education system. Addressing teacher effectiveness involves an assessment of the quality of the individuals entering the profession, maintaining standards and accountability in the profession, and reviewing the quality of training provided.

There are approximately fifty-four (54) recommendations, supported by sub-recommendations are proposed to transform the education system. For a detailed, tabular presentation of all the main and sub-recommendations see the unabridged version of the report.

Education Philosophy

EP1: Widely promote an education philosophy which sees learning as a collaborative interaction between teachers, students and the curriculum and pursue efforts to ensure widespread acceptance.

The Teaching Profession

TP1: Quickly move to a regime of licensing given its direct link to professionalizing teaching and other co-benefits including greater accountability structures.

TP1.1: Complete legislative processes to enable the JTC to act as the sole entity to Issue teacher licenses by the end of 2022.

TP1.2: Resource JTC to launch and effectively manage the licensing process.

TP2: Create/Define a professional (non-administrative) track which teachers can pursue without leaving the classroom.

TP2.1: Define a three-tiered professional teaching track based on levels of teaching mastery which culminates at the Master Teacher level.

TP3: Consider how incentives can be strategically utilised to attract, retain, and fill gaps for quality teachers, as well as improve quality in the teaching profession.

TP3.1: Use data to ensure that current allowances/ incentives for serving in underserved geographical (e.g. rural and inner-city) and subject areas remain appropriately targeted. Utilise data to periodically update the efficient targeting of incentives.

TP3.2: Link incentives to professional development and advancement.

TP3.3: Consider providing performance incentives to schools and teachers based on value-added metrics.

TP4: Formalise a framework for the engagement of contract teachers to fill teaching gaps in Science, Technology, Engineering, Arts and Mathematics (STEAM) and Technical and Vocational Education and Training (TVET) areas.

TP4.1: Conduct a gap analysis to ascertain where contract teachers are needed.

TP4.2 Ensure provisions are made for the licensing mechanism to accommodate contract teachers.

TP4.3: Develop and/ or partner on programmes similar to the Teach America or UWI BOOST models.²

TP4.4: Promote the profession to contract teachers and provide them with incentives to remain in teaching.

TP5: Allow for the reallocation of teachers within regions in response to needs.

TP5.1 Pilot within one region the granting of authority to reallocate teachers according to need.

TP5.2 Modify the way teachers are employed to allow mobility within a region to areas of staff shortage.

TP6: Re-examine and renegotiate the leave entitlements of teachers and principals, within the context of holistic reform of all aspects of the education system, and to the benefit of both the teachers and student performance.

TP6.1: Utilise money saved for the purpose of leave to increase the salary of teachers.

TP6.2 Set a 2-year timetable for implementation of renegotiated teachers' leave entitlements.

Teacher Training

TT1: Institute a mechanism for screening of entrants into the teaching profession from teacher training institutions (TTIs).

TT1.1 Ensure the JTC is legislated to work in conjunction with teacher training institutions and other partners to assess and screen teaching candidates

TT1.2 Work with the JTC to institute a mechanism for psychosocial screening of entrants into the teaching profession at year 3 of teacher training.

TT1.3 Implement a mechanism to assess the quality of persons entering the teaching profession, measured against standards for teachers set by the JTC

TT2: Increase matriculation standards for entering TTIs over time.

TT2.1 Using a phased approach, increase the requirements for entry to teacher training institutions to include a combination of CAPE and CSEC passes, contingent on the successful policy implementation of a seven-year high school programme.

TT3: Re-examine pre-service training to increase hours spent in practical training.

TT3.1 Increase and standardise across all teacher training programmes hours spent in practical training using the 3 plus one (3+1) model.

TT3.2 Remunerate beginning teachers on school-based practice/internship. i.e. during their one year of internship under the model proposed above.

TT4: Enhance partnerships between teacher training institutions and schools.

TT4.1 A school-based practice /teacher training institution policy should be developed by the MoEYI to include a robust induction programme

TT4.2 The MoEYI should assign designated practicum schools.

² The UWI BOOST (Building Out Our STEM Teachers) was created to provide graduates with employment immediately upon graduation and also supply the education sector with a steady stream of new STEM teachers each year.

TT4.3 The JTC, along with the Joint Board for Teacher Education (JBTE), should establish criteria for, and monitor the partnership between TTIs and practicum schools.

TT5: Review the legislation under which TTIs are presently governed.

TT5.1 A higher education act should be developed to include regulations for teacher training colleges.

TT6: The MoEYI should work with public and private institutions to establish a consortium of higher education institutions engaged in teacher training.

TT7: Review the current funding model for Teacher Training Institutions.

TT7.1 Establish a more suitable mechanism (80% government / 20% tuition) for the funding of teacher training institutions, to include quality programme delivery, infrastructural development and investment in human resource.

TT8: Conduct a review of the curriculum offered in teacher training institutions.

TT8.1 Teacher training institutions, the MoEYI, JBTE, and the UCJ should work in partnership to review the teacher education curriculum

TT8.2 The MoEYI through its agencies should set standards and criteria for teacher training programmes that all institutions must adhere to.

TT9: Develop standards for teacher educators.

TT9.1 The Ministry of Education, through the JTEC and/or JTC should develop standards for teacher educators which should be closely monitored.

Teaching

TG1: Roll out a targeted programme of re-training for all teachers at all levels of the education system.

TG1.1 Re-introduce and re-train teachers in the NSC curriculum.

TG1.2 Train teachers in the STEAM-infused methodology of teaching.

TG1.3 Train teachers in online and blended learning skills to ensure quality education during and after COVID-19 in Jamaica

TG1.4 Consider the Quality Education Circle model for the placement of new STEM Schools. Consider a STEM Hub model that will see them serve as resources for all schools within a jurisdiction.

TG2: Make continuous professional development mandatory and a condition for the renewal of licences for teachers.

TG2.1 Work with JTC and NCEL on a scheme that defines professional development credits among other requirements for licensing renewal.

TG2.2. Empower JTC and NCEL to manage the accreditation of continuous development courses.

TG3: Link professional development to professional advancement.

TG3.1: Develop (through the JTC) a scheme that includes mandatory professional development credits in teaching career path.

TG4: Refocus in-service training to improve teaching effectiveness.

TG4.1. Revise in-service training to emphasize efficient lesson planning, use of class time, strategies to improve student engagement, and more effective teaching techniques especially considering the shift to ICT.

TG4.2 Work with the NEI and JTC to monitor and evaluate teacher effectiveness and to formally recognise schools with best practices.

TG5: Ensure a robust and mandatory appraisal system linked to licensing and professional advancement.

TG5.1: Ensure that the Standards for Licensure (renewal) are aligned to the current standards for Teacher Appraisal by JTC.

TG5.2 Take advantage of the online environment to create customized professional development programmes.

TG5.3: Resource JTC and NCEL to adequately manage and exchange data (with each other and MoEYI) related to teacher appraisals.

TG6: Reduce student to teacher ratios to create a more conducive physical and online teaching environment to facilitate student engagement and teaching effectiveness.

TG6.1 Mandate classroom sizes and establish maximum student:teacher ratios for each school type.

TG6.2 Pursue a Teaching Team model.

TG6.3 Revise and update minimum infrastructure and equipment standards for classrooms and schools.

TG7: Review the multi-grade school structure to determine its effectiveness in achieving optimal student learning with a view to improve its operation or eliminate it from the education system.

TG8: Establish Professional Learning Communities (PLCs) in schools

TG8.1 Work with the JTC to establish PLCs in schools. The advent of greater use of technology also affords the use of PLCs across schools.

TG9: Ensure teachers and school are adequately resourced to deliver online teaching.

TG9.1 Implement schemes for teachers to access laptops and accessories. This could be through government distribution and lease schemes and/or brokered arrangements with the private sector to offer concessions.

Curriculum and Assessment

CA1: Review the National Standards Curriculum (NSC) to ensure alignment with the agreed educational philosophy, Vision 2030 goals, and in response to national socio-cultural issues.

CA 1.1: Mandate greater emphasis in both primary and secondary schools on Civics, History and citizenship.

CA1.2 Review and appropriately revise children's curricula to include social and emotional learning.

CA2: Evaluation on the last five years of the implementation of the NSC.

CA2.1: Commission either a task force or research-based study to evaluate the state and effectiveness of various aspects of the NSC and its implementation.

CA3: Promote ICT integration in NSC in primary schools as a means of enhancement but not as a primary method for teaching and learning.

CA3.1 Equip all primary schools with ICT. The use of ICT should be seamlessly integrated into teaching and learning at the primary school.

CA3.2 Target tablet distribution schemes at the primary level. All children entering secondary level should be competent and comfortable with the use of ICT.

CA3.3 Make the use of ICT to enhance teaching of the NSC an important focus of in-service training at the primary level.

CA4: Revamp APSE and CAP or develop a simplified curriculum framework that provides alternative curriculum pathways to success mapped from early childhood through tertiary. *Scores alone should not be used to place students. Envision different ways in which students can be successful based on their strengths.*

CA5: Implement core standards for a basic mandatory and uniformed co-curricular curriculum structure for all schools

CA5.1: Expand the mandate of the Curriculum Unit to include developing, implementing, and monitoring a co-curricular curriculum mapped against the likely emotional, physical, and social well-being provided for students and parents through these activities.

CA6: Improve access to, co-ordination and integration of, extra-curricular activities especially in under-performing schools, particularly those with behaviour challenges and/or those located within Zones of Special Operations.

CA7: Modify the National School Leaving Certificate to include co-curricular activities as a requirement for graduation in all schools

CA8: Implement a standardised curriculum framework that outlines the core strategies and principles for students with special needs and procedures for managing these needs.

CA9: Give credence to parallel alternative assessment pathways, especially at the secondary level of the education system

CA9.1 Map alternative curriculum pathways with parallel assessments especially at the secondary level to demonstrate the opportunities they provide

CA9.2: Change eligibility for the top national school leaving scholarship to include a range of certifications

CA9.3 Evaluate all the standardised examinations that students pursue throughout their school life to determine relevance and complementarity with expected outcomes.

CA10 Consider a national assessment programme for secondary schools with stackable certification.

CA10.1 Map present and potential use of micro-credential-based certification in the secondary school system. This should include a mapping of employer-desired 21st century workplace skills

CA10.2 Pilot a framework governing the use of stackable certification and micro-credentialing. Explore also how the framework could complement the APSE and CAP.

CA11: Enhance the capacity of the MoEYI for implementation, monitoring and evaluation of curriculum.

CA11.1 Review resource allocation, with a view to building the human capacity of the MoEYI to monitor and support curriculum implementation and evaluation

CA12: Strengthen the structure for curriculum governance and implementation monitoring.

CA12.1 Expand the Core Curriculum Unit to facilitate integration of specialists for assessment of teaching and learning and psychosocial support.

CA12.2 Implement a robust programme of ongoing training for Curriculum Monitoring

CA12.4 Strengthen regional offices to offer contextualised training and curriculum support to schools.

CA12.5 Strengthen school-based curriculum leadership to improve the fidelity of NSC implementation

CA12.6 Provide a specific programme for change management to support curriculum implementation training.

Out of School Factors

OSF1: Improve social protection for children in poverty by using research to support targeted investment.

OSF1.1 Conduct research on social protection coverage for poor children.

OSF1.2 Prioritise investment in schools in neighbourhoods where poor children/ PATH recipients are concentrated.

OSF2: Use a partnership approach to expand social protection support for students.

OSF2.1 Provide a co-ordinating mechanism to facilitate school administration of social protection support. The MoEYI should develop guidelines that will address identification of students, mechanisms for support, and monitoring and evaluation of social interventions.

OSF2.2 Increase personal/community/corporate investment in schools through establishment of Past-Student week.

OSF3: Increase children’s interest in school through curriculum revision and expanding teachers’ capacities to meet their needs.

OSF3.1 Increase capacity of teachers to meet cognitive learning needs as well as non-cognitive and socio-emotional needs of children and adolescents.

OSF4: Increase engagement of students at all levels in extra-curricular activities (ECA) and life skill intervention programmes, using data to identify, coordinate, and guide implementation

OSF4.1. Establish partnerships with other professional groups/GoJ agencies

OSF5: Increase student access to peer and adult mentors at primary and secondary levels.

OSF5.1 Use data to assess where mentorship programmes are needed.

OSF5.2 Coordinate implementation and monitoring of mentorship programmes at primary and secondary schools.

OSF6: Increase school connectedness through a variety of mechanisms

OSF6.1 Expand school leadership to include other stakeholders. School leadership should expand to include children, as well as parents, teachers and other school staff, and community members.

OSF6.2 Provide students with a variety of opportunities to practise and improve their academic, and non-cognitive skills.

OSF6.3 Establish communication norms in the school. These should encourage open and respectful communication and teach respect for diverse opinions at all levels of interaction.

OSF7: Implement measures to ensure that schools at all levels are safe havens for children, protecting them from violence and providing early identification and initial management for victims of childhood trauma.

OSF7.1 Improve capacity of teachers and guidance counsellors to identify signs of child trauma and to provide initial intervention through training in mental health/psychological first-aid

OSF7.5 Amend the Education Act to ban corporal punishment in schools at all levels. Currently, corporal punishment is banned only at the early childhood level.

OSF7.6 Develop a structured referral system for children who are victims of trauma.

OSF8: Ensure legal and policy framework is in place to address the rights of children with disabilities

OSF9: Provide and coordinate adequate services for early identification and support of children with disabilities and behaviour disorders, as well as their families

OSF10: Develop and/or expand successful Alternative Educational Programmes (AEP) in areas of socio-economic deprivation.

OSF10.1 Increase access to successful AEPs. Develop and/or expand effective and validated programmes, such as the YMCA Youth Development Programme

OSF10.2 Develop and/or expand access to successful Government of Jamaica programmes such as the CAP and NYS programmes

OSF10.3 Pilot an alternative education curriculum in collaboration with the PSOJ that links out-of-school interventions with priority growth industries to rapidly prepare youth at risk of dropping out for work in industries that need employees.

OSF11: Increase parent and community engagement with schools.

OSF11.1 Include parental and community involvement indicator in all school inspections

OSF11.2 Develop NCEL course on effective home-school and community-school participation

OSF11.3 Implement after-school education programmes for parents

OSF11.4 Implement micro-enterprise programme at schools targeting parents.

Responding to COVID

COV1: Set a target of 3 years from the 2021/22 school year to map, curb, and recover from learning loss, focussing on students already in the system or who have just exited the educational system. [See recommendations in the Finance section on costs]

COV1.1. Increase instructional time in schools by one hour for the most affected using the extra lessons model.

COV1.2 Consider suspending the placement value assigned to grades 4 and 5 PEP exams and use only grade six PEP results for placement for the next three years.

COV1.3 Provide opportunities for those leaving secondary school over the next three years to pursue a 'recovery year'.

COV2: Immediately evaluate the online teaching experience with the aim of capturing best practices.

COV2.1 Task an appropriate unit within the MoEYI to collaborate with the JTC on capturing the best online teaching practices emerging over the past year.

COV2.2 Keep an inventory of MoEYI approved online resources and expand existing (e.g., MoEYI, JTC, JTA) online repositories.

COV3: Capitalise on the current interest and engagement of community and private sector stakeholders in the educational process.

COV3.1 Create an inventory of initiatives not initiated by the MoEYI in support of education.

COV3.2 Negotiate on behalf of the education sector for new incentives, and the extension of present concessions offered by the private sector

COV3.4 Create a track-a-student Hotline. The private sector should be asked to collaborate on the implementation and marketing of a hotline for the community to report students not in school.

5. THE TERTIARY SECTOR

Several of the challenges experienced in the Jamaican tertiary education sector relate to general governance and legislative inadequacies. Currently, the system lacks an overarching law governing the sector. There are multiple overlapping regulatory bodies leading to inefficiencies and compromised service delivery. Furthermore, despite satisfactory levels of investment (relative to Jamaica's peers), most institutions fail to meet total operational costs, leading them to seek alternate revenue sources. Despite impressive performance by several institutions, the system fails to offer programmes that adequately prepare students for the job market.

TER1. Develop a Streamlined Governance Framework

TER1.1: The Higher Education Act and Policy should be finalised and passed into law without further delay. *[For key considerations see the Unabridged version of the Report]*

TER1.2. J-TEC should be fully established as the Higher Education Authority and should be responsible for the following developments:

- *A higher education policy*
- *A Tertiary Education Management Information System (TEMIS) that tracks all data across institutions and students so as to inform strategic decision-making*
- *Funding agreements with all tertiary institutions as well as the monitoring of performance targets*
- *A three-year strategic framework for tertiary institutions aligned with the GOJ's strategic priorities.*
- *Comprehensive research on all aspects of the system, as well as periodic assessments of the rate of return on investment in tertiary education.*

TER1.3. To streamline governance and avoid duplications, the Ministry's Tertiary unit should be rolled into J-TEC and all oversight and research relating to the sector would take place in that body. (See the Unabridged version of the report for detailed sub-recommendations)

TER1.4: A functioning Tertiary Education Management Information System (TEMIS), tracking all related data, should be developed to improve the current sub-optimal policy environment

TER1.6. The designated Higher Education Authority should conduct routine tracer studies to determine the employment status of graduates and the alignment of employment to achieved qualifications

TER2. Eliminate Inefficiencies

TER2.1. Conduct a comprehensive operational review of publicly funded institutions to unearth significant inefficiencies in the sector

TER2.2: Move toward the creation of a tertiary system with different institutions offering different programmes but with complementarity between the entities. This should be linked to the National Qualifications Framework (NQF), allowing for the movement of students within the tertiary system.

TER2.3 Support and encourage collaboration between institutions to jointly deliver programmes.

TER2.4. Eliminate sources of inefficiencies such as under-enrolment and duplication of programmes through coordination across institutions

TER.2.5. Mandate greater collaboration through the merger of some back-office operations, sharing of labs and other facilities, and the provision of joint programmes.

TER2.6. Implement a consortium of teachers' colleges which work together to deliver programmes and grant teaching degrees, similar to the current structure of the CCCCJ.

TER2.7. Return to the policy of specialisation in teachers' colleges where programmes/subjects with lower enrolment numbers are offered by a maximum of two institution.

TER2.8: Improve the provision of critical information to prospective students on labour market trends, strategic priority areas, and available tertiary options, enabling them to choose programmes consistent with their interests and strengths and employment prospects

TER3. Improve Quality and Flexibility

TER3.1: The UCJ Act should be amended to better reflect its mandate and core functions; regulations should also be drafted as a corollary to the Act.

TER3.2: In a phased in process, all tertiary institutions should be registered within two years and on the path to accreditation with the UCJ as expeditiously as possible

TER3.3: Operationalise the National Qualifications Framework (NQF)

TER3.3.1: The NQF should be enshrined in policy and legislation and the structures established for the Framework to operate

TER3.3.2: All higher education institutions should be required to operate according to the NQF through a mapping of their programmes on to the Framework

TER12.3.3: It should be a statutory requirement for all institutions to function within this framework

TER3.3.4: Institutionalise the alternative pathways for lateral and vertical movements within the tertiary system.

TER12.5: Embed within the functioning of the NQF the recognition of prior learning

TER3.4: Promote Flexible Learning Pathways by developing a framework for micro-credentialing and stackable degrees aligned with the National Qualifications Framework.

- *Micro credentialing involves partnering with agencies offering Massive Open Online Courses (MOOCs) with shorter completion time, increased affordability, more career relevance and greater learning flexibility for working students*

- *Stackable degrees allow students to pursue smaller programmes and certificates while building toward a final degree*
- *UCJ should continue to carefully explore a quality assurance framework for MOOCs, taking account of recent mixed appraisals of them (i.e. low completion ratios)*

Institutional Funding

TER4.1: Funding for tertiary institutions should be based on the principles of equity, transparency and institutional autonomy in expenditure and access

TER4.2 Funding to the sector should be allocated using the following formula which is explained at greater length in the Unabridged version of the Commission’s Report:

BASE GRANT + RESEARCH GRANT + Special Alignment Grant

- *Basic allocation – Based on the number of students taught*
- *Research allocation – For research institutions (to cover overheads and salaries associated with research). On top of the per student grant (e.g. 10% more)*
- *Allocation for Strategic Priorities – For teaching and research in areas determined to be strategically important by the GOJ.*
- *Special allocations should be made for programmes such as History or the wider Arts given their social importance.*
- *Institutions should have autonomy in how they use their funds and for the setting of students’ tuition fees.*
- *Appropriate transitional arrangements will have to be agreed on, with adequate timelines to allow institutions to adjust to this arrangement, during which the GOJ’s current budgetary allocation to the tertiary sector should not decrease.*

TER4.3: Re-examine the functioning of government entities established to provide funding support for tertiary education

TER4.4: To enhance accountability, a small percentage of funds allocated to tertiary institutions should be linked to some performance criteria, consistent with common global practice. Such accountability measures should include, at least:

Annual submission of key data to the designated Higher Education Authority on students and graduates, including enrolment, attrition, and graduation rates and completion times, submission of such data being a condition of funding.

TER4.5: Explore the role and functioning of the National Education Trust (NET) as a source of additional funds for the sector, especially regarding capital projects

TER4.6: To correct extremely low capital investment over past decades, a capital investment fund should be established and seeded with J\$2billion, to be distributed through competition, with emphasis on changes in the use of technology in the administration of the institutions as well as the delivery of programmes.

TER4.7 There should also be enhanced use of online learning platforms to both widen local access and to tap into international student markets.

Student Funding

TER5.1: Examine the Student Loan Bureau (SLB) to ascertain whether loan criteria can be adjusted to better facilitate increased demand by students, especially those from low-income families. In addition to the recommendations made in the Finance Section below, it is recommended that:

- *Consideration could also be given to lengthening the loan repayment period.*
- *The SLB should also factor non-tuition expenses into the overall allocation of loans (add 10% premium to assist in non-tuition expenses)*

- *The SLB should explore a repayment model based on income upon graduation. This would lessen the burden on students who have not been able to find employment after graduating. This approach would also allow for greater equity where payments are made on a sliding scale based on income after graduation.*

TER5.2: Most government scholarships at the tertiary level should be provided via needs testing rather than academic achievement, which will enhance equity

TER5.3. While family resources should be an important factor in means testing, measures also need to be in place for students who are estranged from their parents, or whose parents opt not to provide financial support. (See the Unabridged version for details)

5.4. Establish a Child Opportunity Fund along the following lines:

- *The GOJ would fund each student at the birth of each child*
- *GOJ will make a specified contribution into the child's account.*
- *The funds will be managed/invested by private financial institutions and administered (possibly by the NET).*
- *Funds will only be made available once the child reaches tertiary age and can only be used for pre-determined purposes (e.g. tuition fee for tertiary entity; post-secondary education; skills training; entrepreneurial ventures; etc.)*
- *For children on the PATH programme, the GOJ will make the parental contribution, along with the specified governmental contribution.*

TER6: Public Private Partnership

TER6: The tertiary sector, especially community colleges and some universities, should partner more effectively with private sector entities to provide on the job training in learning hubs in the organisations, thereby addressing the problem of graduates lacking employable skills

TER6: Measures to Address Brain Drain

According to the World Bank, some 85% of Jamaica's tertiary graduates migrate, the second highest in the world. With due regard to the human right to migrate, key areas for exploration should include:

TER6.1: Introduce measures to compensate for the lost income-earning potential of tertiary graduates who leave the island

TER6.2: Introduce measures to bond the beneficiaries of any government support for an appropriate length of time (for example, scholarship and SLB recipients)

TER6.3: Introduce a longer moratorium period for SLB loans for graduates who remain in Jamaica

TER6.4: Inculcate a sense of patriotism and commitment to give back to their homeland among tertiary students. Also enhance the awareness among students of the social, psychological and structural disadvantages of minority status in racially constituted societies.

TER6.5: GoJ should consider a targeted recruitment program aimed at bringing back skilled migrants. Mobilise the transnational character of Jamaican migration networks to facilitate the encouragement to return.

Programmes aimed at attracting skilled tertiary migrants back to Jamaica should focus on the first five years abroad, since migration research shows that beyond this point migrants become too committed to their host countries in terms of career and domestic responsibilities

TER6.6: Researching and planning more carefully for the nation’s human resource needs will ensure the production of graduates with skills that align with the needs of the economy, thereby facilitating their employment in jobs that encourage them to stay

TER6.7: Human resource needs should be continuously updated and broadcast on the internet and in the transnational community, so that migrants learn of economic opportunities in Jamaica

TER6.8: Encourage employers to hire less on the basis of personal network and more on the basis of qualifications, which would reduce frustration among graduates seeking entry level professional jobs

TER6.9: GoJ should consider measures to regulate the mass recruitment efforts by foreigners of graduates in certain professions. Such measures might include requiring foreign head-hunters to obtain permits to recruit within a specified number of years after graduation

TER.6.10: GoJ should work with other Caribbean nations to encourage policies of regional skill exchange in order to retain skills within the region

6. TVET IN JAMAICA

A sub-committee of the Commission examined the state of TVET education in Jamaica. It was decided that TVET in the schools is integrally related to the work of the HEART-NSTA/Trust programme which will be thoroughly reviewed in the next phase of the Commission’s work. Recommendations on this sector will therefore be provided in the report of the second phase of this Commission. An agreement for technical cooperation from IDB to support this review has been reached and an international consulting agency to assist our investigation has been identified. The report of the second phase of the Commission should be available by the middle of 2022.

7. INFRASTRUCTURE AND TECHNOLOGY

The overwhelming concerns regarding infrastructure and technology relate to the inadequacy, and inefficiency in resource use and allocation. Lack of an up-to-date information system for school equipment and resources, and complex procurement processes, contribute to significant delays in performing critical repairs and upgrades to school infrastructure. Several schools lack the technology infrastructure required to improve levels of digital literacy.

Infrastructure

Improve Maintenance of School Infrastructure

IT1: Increase government expenditure on school maintenance from 1% to 3% of the annual budget

IT2: Deploy an information system for management of school buildings and equipment, including registers of school buildings, assets and equipment as well as school maintenance visits, maintenance requests and intervention management

IT3: Implement service level agreements between the MoEYI and schools to ensure service level delivery

IT.4 Better coordination between procurement and stock management is urgently required.

IT.5 Simplify, centralise, and automate the maintenance request and approval processes, ensuring continuous review and replacement of outdated equipment

Providing Infrastructure Framework for a Holistic Education

IT6: Renew commitment to prioritising and investing in infrastructure to support cultural, athletic, and social growth and development including more green spaces, athletic fields and equipment, music, and theatre assets

IT7: Establish a special purpose fund to upgrade assets related to cultural, athletic, and psychosocial development

IT8: Regularly assess and meet specific infrastructure needs of specialised institutions including sports institutions, STEAM, and special education institutions across all levels

Safety and Security

IT9: Invest in infrastructure and facilities to improve security on school campuses

IT9.1 Procure additional security cameras and on-site security personnel to enhance safety and security on school campuses

IT9.2 Continue the implementation of the security fencing programme

IT9.3 Continue to encourage and seek external funding to support the roll out of the security fencing programme, through the National Education Trust, or otherwise

IT9.4 Negotiate group bulk procurement of fences and other required material for wider and faster roll-out of the programme

Green Building Strategy

IT10: Implement Green Building Strategy including solar energy and water conservation systems

IT10.1: Introduce modern, sustainable standards for buildings

IT10.2 Make buildings more energy efficient by mandating all new buildings to be built with energy and water conservation technologies implemented

IT10.3 Undertake further investment in the roll-out of solar panels for school and Ministry-owned buildings to gradually reduce energy costs

IT10.4 Design buildings with audit meters for each department so each unit can manage their network and areas that are being utilised.

IT11: Develop specialised labs at the secondary level to be used as a way for primary level students to have exposure to different STEAM areas, through visits to such labs and various technology centres in each parish

Technology

Internet Penetration

IT12: MoEYI should continue to deploy broadband infrastructure to increase penetration across the island including Wi-Fi and other access points.

IT13: Improve school connectivity and ensure availability of established standards for minimum IT equipment in all public schools (with priority given to infant and primary schools).

Technology Infrastructure to Support the Digitisation of Education

IT14: Investment in new software platforms should be made to enhance governance, accountability and improve productivity and efficiency to the school level. This includes financial software and education and information management system. [Detailed guidelines are specified in the Governance and Accountability section above.]

School Learning Infrastructure

IT15: Require that the Broadcasting Commission of Jamaica dedicate minimum a number of bands on the digital spectrum for education

IT16: Develop guidelines for the safe and secure use of online learning platforms, including guidance for schools on discipline and decorum in the online learning space

IT17: Continue rigorous upskilling and training for teachers who may be technophobic or less technologically savvy

IT18: Deploy technology in the cloud or virtualised environments to save costs of system deployment

IT19: Ensure implementation of strong cybersecurity software and hardware systems acquire licenses in bulk to minimize costs

8. FINANCE

The GOJ's overall expenditure on education is comparable to that of its peers but has not seen the corresponding return on its investment. Jamaica differs from its peers in the lack of prioritisation of concepts of equity and efficiency in the use of education expenditure. This is largely due to the wide variations in private (parental) contributions, which contribute to variations in quality-of-service delivery at each level. The Commission found evidence of funding gaps in at least the primary level of education that disproportionately affect the poorest households. To improve educational outcomes and alleviate these social inequities, the GOJ must employ more efficient means to attract and utilise private funding, as well as critically review and expand its social security programmes.

It was decided that all recommendations be assessed with respect to the adequacy, efficiency and, importantly, the equity of the financing arrangements. For each recommendation, consideration be given as to whether the educational opportunity ought to be provided as a public good (financed from taxes) or as a private good (financed by households in line with their preferences and ability to pay). Finally, it was agreed that recommendations are benchmarked against international best practices.

Adequacy of Education Expenditure

It is critical to the long-term future of education in Jamaica that the GOJ makes increased and consistent budgetary allocations to capital investment in education, guided by a long-term vision and plan

FIN1: Identify underutilised capital – particularly real estate assets -- for (a) re-purposing within education and the wider public service, (b) increased utilisation (including across the educational system) or (c) divestment (to raise funds for further re-investment).

FIN2: Significant resources must be allocated to facilitate the reduction of learning losses, as Jamaica seeks to quickly recover from COVID-19.

The World Bank (2021) estimates that the mitigation of learning losses due to the pandemic could cost between J\$2.4 billion to J\$3.9 billion annually for one to two years. This would involve both getting school facilities ready to meet health and hygiene protocols, and planning for learning remediation.

FIN2.1 Possible means of financing might include:

- Reallocation of funds to education from other parts of the budget; and/or*
- Seeking emergency funding from international development partners*

FIN3: The GOJ should gradually increase the allocation of budgetary resources to the early-childhood level to an initial target of 10 percent of per capita GDP, and to the primary level

Jamaica has elected to allocate public funding for vocational education at a rate much higher than its global peers and to allocate public funding for early childhood education at a rate that is much lower than its global peers.

FIN3.1 Cascade Public Resources from Vocational Training towards Primary and Early-Childhood Education

Improving Access to Education for the Poor

FIN4: Enhance and expand support to low-income households to meet non-fee educational expenses

Although students at the secondary level are not required to pay school fees, the cost of education is still substantial, particularly for low-income households among whom money problems are the second most cited reason for students dropping out of secondary school.

FIN5: It is recommended that the school feeding and PATH programmes be re-examined with a view towards expanded and enhanced support to low-income households to meet the costs associated with sending their children to secondary school.

FIN6: The school feeding programmes should be altered to allow students in the lowest socioeconomic quintile that do not attend school for five or more days in a month (often for economic reasons) to get free school meals

FIN7: It is recommended, that the school feeding programmes be standardized within parishes, thereby realizing savings from economies of scale.

While Jamaica spends more in school feeding per student than other reference and aspirational countries, a more efficiently run programme could generate savings of between J\$277 million and J\$1.2 billion.

FIN8: With the savings garnered in Recommendation FIN7 above, along with enhanced contributions to be collected by other means, expand support to low-income households to meet the costs associated with sending their children to secondary school.

This requires further study, and it is recommended that technical assistance be sought from one of the international development partners to do so.

FIN9: Revisit aspects of the No-Fee Policy at the Secondary Level.

FIN9.1: Additional resources should be provided through a progressive system of school fees, wherein middle and high-income households are required to monetarily contribute to financing the cost of their children's education, while poor households that cannot afford such contributions are exempt without penalty.

FIN9.2: Alternatively, if it is found that parental contributions are adversely impacted by this manner of redistribution, measures could be implemented to reallocate GOJ resources from secondary schools which collect higher tuition fees from parents, to those for which little or no such fees are collected.

FIN10: Increase Access to Tertiary Education for the Poor

The World Bank (2021) notes that improving equitable access to tertiary education is imperative, particularly for the disadvantaged, males, and the rural population.

The Students' Loan Bureau

FIN11: Re-examine the functioning of the Student Loan Bureau in the context of ensuring equity in financing education in Jamaica.

The SLB is an outlier in Jamaica's education financial system. It has accumulated a capital base of approximately J\$30 billion and the combined funding generally available to it from the education tax and loan repayments have allowed it to maintain a surplus. Accordingly, among other things, this Commission expressly recommends that, over time, the share of private funding for tertiary education should be increased to allow for the re-allocation of public funds to other levels. There should be greater utilisation of the SLB. This will allow for an increase in the share of private funding available for tertiary education and, ultimately, facilitate the movement of public funds to other levels of education. The specific policy proposals are set out below:

FIN12: Complete an assessment to quantify and demonstrate the net financial returns from investment in tertiary education, by profession and by tertiary institution. This tool would be applied both to enhance students' acceptance of the student loan product and, importantly, as an underwriting tool to determine the payback potential of specific fields of study.

FIN13: Improve the availability of student loans by relaxing certain requirements on the basis of need. The particular requirements for review include the maximum loan amount as well as the guarantee requirement.

FIN14: Improve the enforcement of collections. This should include emphasising credit reporting, both locally and internationally, and the engagement of private financial services to handle organisation and data management.

FIN15: Establish a 'brokerage' or 'referral' function within SLB in which referrals are made to private institutions that are able to offer credit on comparable or competitive terms.

FIN16: Improve the systems necessary to increase the disbursement rate, including by supporting private financial services firms in loan disbursement based on pre-agreed criteria and agreed rates of interest.

FIN17: Realise loan assets by mobilising private sector resources to acquire performing loans from the SLB on commercial terms to allow for increased capacity for further loans.

FIN18: Over time, increase the share of private funding for tertiary education to allow for the re-allocation of public funds to other levels

Child Opportunity Fund

FIN8: Establish a Child Opportunity Fund along the lines specified in the Tertiary section above and in the unabridged JETC report.

APPENDIX 1. HOW THE REPORT WAS PRODUCED—THE CONSULTATION AND COLLABORATIVE PROCESS

The report was produced through the engagement of a wide range of stakeholder’s consultations both at the local and international levels. These include key stakeholders across the education system to include the Ministry of Education Youth and Information, agencies and departments of the MoEYI, schools, universities and colleges, the Opposition Spokesperson on Education, The Jamaica Teachers’ Association, The Private Sector Organisation of Jamaica and other key international players.

A total of thirty-one (31) meetings were held by the general Commission using the virtual platform. Additionally, over fifty (50) meetings were held with other stakeholders by the six (6) subcommittees.

The main objectives of the meetings were to determine the various challenges/issues, gaps and weaknesses affecting the education system and to identify ways to improve existing systems, introduce new measures, or to fully remove those that no longer served the industry. The Commission took a keen interest in the 2004 Taskforce Report on Education and also the agencies implemented following the recommendations of the 2004 report.

Representatives from the various sectors

Prime Minister of Jamaica

- The Most Honourable Andrew Holness ON, PC, MP

Ministry of Education, Youth and Information

- The Honourable Fayval Williams, MP. Minister of Education
- The Honourable Robert Nesta Morgan, State Minister of Education
- Dr. Grace McLean, Permanent Secretary (Acting)
- Dr. Kasan Troupe, Chief Education Officer (Acting)
- Mrs. Winnie Berry, Assistant Chief Education Officer, Core Curriculum and Support Services
- Dr. Clover Flowers, Assistant Chief Education Officer, Core Curriculum and Support Services
- Mr. Sandpha Bennett, Senior Education Officer
- Mrs. Shereen Davy Stubbs, Senior Education Officer
- Dr. Tamika Benjamin, National Mathematics Coordinator
- Dr. Andre Hill, National Literacy Coordinator
- Mrs. Terry-Ann Thomas Gayle, ACEO, Assessment and Administration
- Ms. Barbara Allen, Chief Technical Director
- Dr. Phylcia Marshall, Assistant Chief Officer - Tertiary Unit

Former Ministers of Education

- Rev. Ronald Thwaites, Former Minister of Education, Youth & Information
- The Honourable Karl Samuda, Former Minister of Education
- Mr. Alando Terrelonge, Former Minister of State in the Ministry of Education, Youth and Information

Agencies of the Ministry of Education, Youth and Information

National Education Inspectorate (NEI)

- Mrs. Maureen Dwyer, Chief Executive Officer

Jamaica Teaching Council (JTC)

- Dr. Winsome Gordon, Chief Executive Officer

National Parenting Support Commission (NPSC)

- Ms. Kaysia Kerr, Chief Executive Officer

National College for Educational Leadership (NCEL)

- Dr. Taneisha Ingleton, Principal/Director, National College of Educational Leadership

National Education Trust (NET)

- Ms. Marcia Phillips-Dawkins, Chief Executive Officer
- Ms. Latoya Harris, Director, Donor & Partnership Management

National Education Commission

- Ms. Merris Murray, Executive Secretary

Jamaica Tertiary Education Commission (JTEC)

- Dr. Dameon Black, Chief Executive Director

Opposition Spokesperson on Education & Team

- Dr. Angela Brown-Burke and other representatives, Opposition Spokesman on Education
- Mrs. Elaine Foster-Allen, Former Permanent Secretary - Ministry of Education Youth and Information
- Dr. Canute Thompson
- Mrs. Yvonne McCalla Sobers
- Mrs. Rasheen Roper Robinson
- Ms. Latania Thomas

Jamaica Teachers' Association

- Mr. Jasford Gabriel, President

Jamaica Association of Principals for Secondary Schools

- Mr. Linvern Wright, President

Tertiary Sector

The Mico University College

- Dr. Asburn Pinnock, President

Moneague Teachers' College

- Mr. Howard Isaacs, Principal

Shortwood Teachers' College

- Dr. George Dawkins, Principal

The College of Agriculture Science and Education (C.A.S.E)

- Dr. Derrick Deslandes, President

University of the West Indies (UWI)

- Professor Dale Webber, Principal, Mona Campus
- Dr. Marcia Rainford, Director, School of Education
- Ms. Zoya Kinkade Clarke, Head of the Early Childhood Section of the School of Education

Joint Board of Teacher Education (JBTE)

- Dr. Joan Hernandez, Director

HEART/NSTA Trust

- Dr. Janet Dyer, Managing Director
- Mr. Edward Gabbidon, Chairman of the Board of Directors
- Mrs. Kenesha Campbell, Director, Strategic Partnership, Research and Innovation
- Ms. Christine Gittens, Senior Strategic Planning Director

Jamaica Union of Tertiary Students (JUTS)

- Mr. Everton Rattray, President
- Ms. Christina Williams, Vice President

Church and Trust Schools

- Anglican Schools: Most Rev. Howard Gregory, Archbishop of the West Indies
- United Church of Jamaica: Rev. Dr. Gordon Cowans, Moderator of United Church of Jamaica & the Cayman Islands
- Methodist Church Schools - Bishop Christine Benguche, Head of the Methodist Church - Jamaica Methodist District
- Trust Schools: Dr. Brian Morgan, Leader of Trust Schools in Jamaica

University Council of Jamaica (UCJ)

- Professor Errol Morrison, Chairman
- Mrs. Althea Heron, Executive Director

Students' Loan Bureau (SLB)

- Mr. Nicholas Scott, Chairman
- Mrs. Charmaine Rose Anderson, Deputy Executive Director

Northern Caribbean University (NCU)

- Dr. Lincoln Edwards, President

The Caribbean Maritime University

- Professor Gordon Shirley, Chairman
- Professor Evan Duggan, Interim President

National Secondary Students Council

- Mr. Cheslan Douglas (President)
- Mr. Jadon Hewitt (General Secretary)
- Ms. Ree-Anna Robinson (PRO) Immaculate Conception High School
- Mr. Jamaul Hall, Munro College
- Mr. Ajae Clacken, Munro College
- Mr. Nichardo James, Spanish Town High School
- Mr. Orane Hanson, Manchester High School,

Jamaica Prefects' Association:

- Mr. Michael Forbes, Outgoing President
- Mr. Shemar Grant, Outgoing Region 6 Vice President

Inter-American Development Bank (IDB)

- Ms. Cynthia Hobbs, Lead Education Specialist
- Dr. Diether Mendoza Beuermann, Lead Economist, Caribbean Country Department
- Ms. Sabine Rieble-Aubourg, Lead Education Specialist
- Ms. Augustina Thailinger, Economist
- Ms. Adrianna Viteri, Education Economist
- Mr. Gregory Elacqua, Principal Education Economist
- Ms. Carolina Mendez, Education Specialist

Early Childhood Commission

- Mrs. Trisha Williams-Singh, Chairman
- Mrs. Karlene Degrasse-Deslandes, Chief Executive Officer

United Nations Children’s Emergency Fund

- Ms. Mariko Kagoshima, Head of UNICEF
- Dr. Rebecca Tortello, Education Specialist, UNICEF

Private Sector Organisation of Jamaica (PSOJ)

- Mr. Keith Duncan - President, PSOJ
- Ms. Jacqueline Sharp - Vice President, PSOJ
- Mrs. Greta Bogues – Chief Executive Officer, PSOJ
- Ms. Eva Lewis - Honorary Secretary, PSOJ
- Mrs. Mariame McIntosh Robinson - Vice President, PSOJ
- Ms. Melanie Subrati - Vice President, Jamaica Chamber of Commerce
- Mr. David Wan - President, Jamaica Employers’ Federation
- Mr. Richard Pandohie - President, Jamaica Manufacturers and Exporters Association
- Ms. Gloria Henry - President, Business Process Industry Association of Jamaica
- Mr. Clifton Reader - President, Jamaica Hotel & Tourist Association
- Ms. Lois Walters - President, Human Resource Management Association of Jamaica

Independent Schools Association

- Dr. Faithlyn Wilson, President

The World Bank

- Mr. Shawn Powers, Economist, World Bank Education Global Practice
- Ms. Ingrid Bjerke, Co-led the Early Childhood Development Project

Tufts University

- Professor Marina Bers, Chair, Eliot-Pearson Department of Child Study and Human Development, Tufts University
- Eliot-Pearson, Chair, Department of Child Study and Human Development

Other Stakeholders

- Ms. Jean Hastings, Former Executive Director, Education System Transformation Programm
- Mr. Chris Treadwell Former Assistant Deputy Minister, Province of New Brunswick, Canada
- Mr. Gunther Neubert, Managing Director, German Chamber of Commerce Abroad
- Dr. Herbert Gayle, Youth, Violence Specialist

Appendix 3: Co-opted Members – Subcommittees

Tertiary

- Mrs. Maxine Henry Wilson, Former Minister of Education
- Mr. Damion Brown, Group Chief Investments Officer, JMMB
- Dr. Adian McFarlane, Asst. Prof. of Economics, King’s University College at Western University

Governance, Administration, Leadership and Legislation

- Mrs. Lisa Soares, Founder/CEO Great People Solutions (G.P.S.) Limited

Teaching, Curriculum and Teacher Training

- Mr. Carlyle Thompson, Principal, Southborough Primary
- Dr. Steven G Kerr, Board Member, Sam Sharpe Teachers' College
- Ms. Sian Williams, Specialist, Early Childhood Development
- Dr. Renee Rattray, Education Consultant
- Dr. Carmel Roofe, Deputy Dean Graduate Studies and Research, Faculty of Humanities and Education, UWI Mona, Curriculum and Instruction Specialist
- Dr. Marcia Rainford, Director, School of Education, Faculty of Humanities and Education, UWI Mona
- Dr. Rebecca Tortello, Education Specialist, UNICEF Jamaica
- Dr. Marsha Smalling, Principal, Glenmuir High School
- Ms. Kelly Magnus, Jamaica Country Lead, Fight for Peace
- Mrs. Terry Ann Collins-Fray, Faculty of Science and Technology, The UWI, Mona (Secretary)

Finance

- Mrs. Sheryl Brown-Wray, Director, Budgets, MoEYI
- Mr Rohan Purcell, Regional Financial Controller, Region 2, MoEYI

Technical and Vocational Education and Training

- Mr. George Lewis, Principal, Rodger Clarke High School
- Dr. Kethurah Williams-Howell, STEM and Education Consultant
- Professor Halden Morris, Retired Professor, UWI / Electrical Engineer
- Ms. Priscilla Deans, Monitoring & Evaluation Manager
- Dr. Carolyn Hayle, Former Executive Director HEART/Formal Chairman UCJ
- Ms. Andria Givans, Principal, Naggo Head Primary School

Infrastructure and Technology

- Mrs. Maureen Wong, Principal, St. Richards Primary/Acting Education Officer, MoEYI
- Professor David McBean, Executive Director, Mona School of Business and Management
- Mr. Junior Bennett, Lecturer, Industrial Engineering Department, UTech

Office of the Prime Minister

- Mr. Alok Jain, Consultant
- Ms. Merle Donaldson, Chief of Staff

Secretariat:

- Mrs. Dilette Hope-Webb Director, School Feeding, ZBB Project, MoEYI
- Ms. Stephanie Sewell, Senior Consulting Officer, JETC Secretariat
- Ms. Christal Parris-Campbell, Jamaica House Fellow, OPM

Interns/Research Assistants

- Ms. Alexia Craig
- Ms. Erica Harris
- Mr. Travis Barrett
- Mr. Lance Scott
- Mr. Kenneil Jackson