



European
Commission

Erasmus+ National Policy Reviews 2024 Jamaica

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Jamaica

Contributor

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This national policy review provides a detailed analysis of Jamaica's educational policies and their alignment with the Erasmus+ programme. It offers official, first-hand information into the country's engagement with Erasmus+ from 2021 to 2024, highlighting opportunities for improvement and identifying strategies to enhance integration and outcomes. Prepared and submitted by the Erasmus+ National Focal Point, this review contributes to ongoing efforts to strengthen international cooperation and to maximise the benefits of the Erasmus+ programme in Jamaica.

Reviews of policies, initiatives, projects, and/or stakeholders

The Reform of Education in Jamaica, 2021

The following policies can be accessed at the Ministry of Education and Youth – Every Child Can Learn, Every Child Must Learn website.

moey.gov.jm

ICT in Education Policy

This document supports teachers' efficiency in using ICT for classroom instruction. Further, it supports inclusion and diversity that will advance the learning opportunities for students at all education system levels within the classroom learning experiences.

National Youth Policy

This is a document outlining the Jamaican Government's commitment to Jamaican Youths.

National School Nutrition Policy

The National School Nutrition Policy is a significant milestone in guiding the provision of good nutrition and wellness for students in our society.

Restorative Justice Policy

Promoting restorative justice to resolve conflict and grievances.

Sixth form Pathways Programme

Outlines the details for 7 years of secondary schools.

Student Dress & Grooming Guidance For Public Educational Institutions

These Guidelines are intended to provide a structured guide for all public educational institutions to help them establish the best Student Dress Code.

Guidelines for Devotion in Schools

This is a guide that shows educational activities that encourage respect for students' beliefs and effectively contribute to each student's character development through planned curricula and extracurricular activities that promote moral and spiritual values.

Safety and Housekeeping Manual

This is a guide to show the standards to be upheld in the respective TVET labs to ensure its patrons' safety and protect them from hazardous situations.

Reintegration of School-age Mothers into the formal school system

To ensure that all school-age children enjoy their right to education, discrimination, stigmatisation, and the absence of standards hinder the educational rights of school-age mothers.

Records and Information Management Policy

This is a guideline to the Public Service to appropriately store, secure, preserve, access, and share the government's digital and physical official records and information management activities.

Work Experience Handbook

This is a guideline to facilitate a natural pathway for students to enter the National Apprenticeship Programme upon completion of their secondary level education.

TVET Policy

National Policy for Technical Education and Training - Guides the implementation of TVET in Jamaica. This policy is expected to be reviewed.

Legislative reforms and/or policies that have been put in place in the past three years or that are still being discussed

- Caribbean Qualification Framework
- The Jamaica Teaching Council Bill 2022
- The Disabilities Act 2022 – Special Education in Jamaica
- Digitising systems for the Education sector - Collection and analysis of data
- Outfitting schools with Broadband Internet

Initiatives and/or programmes that have been launched in the past three years

The Jamaica Education Commission Transformation (The Reform of Education in Jamaica. Setting a new TREND in Education)

Transforming Education for National Development (TREND) is being implemented by the Ministry of Education and Youth and is focused on positioning Jamaica to become a more globally competitive nation. The initial implementation will be between 2023 and 2030 and, therefore, aligns with Jamaica's Vision 2030 development goals.

Based on over 365 recommendations from the Patterson report (2021), TREND will ensure better quality throughout all levels of our education system, from early childhood learning to tertiary level learning. Seven (7) Key pillars have been identified in the transformation:

- Pillar 1- Governance and Accountability
- Pillar 2- Early Childhood Education

- Pillar 3- Teaching Curriculum and Teacher Training
- Pillar 4- Tertiary Sector
- Pillar 5- Technical and Vocational Education and Training
- Pillar 6- Infrastructure and Technology
- Pillar 7- Finance

World Bank support of the National Education Agenda

The proposed Project Development Objective (PDO) is to improve teaching practices and learning conditions in secondary education, as well as use information for decision-making in the education system.

Projects which are examples of good practice that have been launched in the past three years

TVET Expansion Plan

The Ministry of Education and Youth is responsible for developing Technical Vocational Education to meet the needs of the development of the national economy. The Education Act of 1965 empowers the Minister of Education, among other things, to provide the human resources for the sustained development of the education system and the country. The act also explicitly stated the responsibility to pursue the development of technical and vocational education at the various levels of society, as well as to foster cooperation of the stakeholders in commerce and industry to support the provision of technical and vocational education and skills training. With the need for Jamaica to streamline technical vocational education and training programmes to meet the needs of national development and the development of its citizens, the necessary actions need to be taken to ensure the alignment of intended outcomes, the system of training, assessment and certification with required resources, efficient administration and industry partnerships.

RATIONALE: This improvement plan aims to align the functionalities in a cohesive and efficient system to provide quality technical and vocational training and certification to many young Jamaicans to support the local labour market's demands with excess skilled workers supplied to the international job market.

Five areas have been identified for emphasis over the next 3-4 years. These include:

- Modernisation of TVET Laboratories
- Improvement of existing laboratories
- Teacher Training & Development
- Monitoring & Evaluation and Learning for Students
- TVET Leadership & Partnerships

Modernisation of TVET Laboratories

Even though the current five Core TVET areas (Industrial Arts Education, Agriculture Education, Home Economics Education, Business Education and Visual Arts Education) offered by the MoEY provide the fundamental skills, knowledge and competencies, these areas have evolved technologically. Megatrends such as digitalization, industry 4.0, climate change and migration are leading to structural changes in the economy and transforming the world of work and employment. In turn, evolving labour markets call for updated and reactive education and skilling paradigms, creating an urgent need for flexible, evolving and responsive TVET systems. Consequently, in keeping with the labour market trends, the MoEY will continue to expand its offering to include new and emerging areas aligned to the following areas but not limited to the same and modernised laboratories to support teaching and learning.

- Green Engineering
- Agro-Food Processing
- Precision Agriculture – The Internet of Things

- Information Documentation and Business Outsourcing
- Animation and Graphic Design

Improvement of existing laboratories

The MoEY will provide financial support to all Secondary Schools towards the improvement of TVET existing labs. This will be done over three years. Fifty labs will be done in year 1, and 65 labs in years two and three. This will require a collaborative approach among the various TVET disciplines to ensure that there is a return on investment. Each secondary school will receive a TVET grant to support continuous assessment for each discipline offered in the institution. Additionally, all primary schools will receive support for the implementation of Resource and Technology.

Teacher Training & Development

The MoEY will direct training activities aimed at building the capacity of TVET practitioners at both the instructional and administrative levels to include:

- Competency-Based Education Training and Assessment methodology (CBETA). This is the methodology used by TVET practitioners
- Specialised Training.
- Integrate industry in providing structured support in furlough and work experience opportunities
- Monitoring & Evaluation and Learning for Students
- Promote greater levels of student engagement in TVET nationally (Skills Competitions, TVET Forum)
- Publicise the documented MoEY TVET Integration Model
- Engage schools to offer structured TVET programmes for all students
- Engage schools to timetable TVET offerings to maximize the success of students
- Encourage schools to implement effective strategies aimed at optimising assessment processes across diverse exit exams
- Engage schools to maximize TVET offerings at all levels
- Seek to increase the number of schools offering TVET programmes

TVET Leadership & Partnerships

- Identify and initiate the important networks and partnerships critical to TVET system.
- Establish frameworks for collaborative working relationships with major partners.
- Invite critical stakeholders to assume roles of commitment to the functioning of the national TVET system.

Expansion of the City and Guilds Level 2 Certificate/Diploma in Engineering #2850

In responding to the challenges confronting education in Jamaica, the Ministry of Education Youth (MoEY) has taken strategic measures to expand the City and Guilds Level 2 Certificate/Diploma in Engineering #2850 in secondary schools to mitigate the shortage of engineers in Jamaica. This initiative not only addresses immediate workforce needs but also sets the foundation for sustained economic growth, innovation, and social development in the long term. The City and Guilds Level 2 Certificate/ Diploma in Engineering #2850 P is a cutting-edge initiative designed to provide high school students in Jamaica with practical and industry-relevant skills in engineering. It is designed in collaboration with industry experts, ensuring that students acquire skills and knowledge directly applicable to real-world engineering challenges and are up-to-date with the latest advancements and best practices in the engineering field. Employers value certifications that demonstrate a commitment to maintaining industry standards.

Possessing a City and Guilds Engineering Certification enhances students' chances of securing internships, apprenticeships, and entry-level positions in reputable engineering firms. The certification serves as a stepping stone for students aspiring to advance their careers in engineering, thus increasing their employability as employers often seek candidates with relevant certifications.

Expanding the City and Guilds Engineering programme in schools in Jamaica is imperative due to several compelling reasons, particularly the shortage of engineers. A shortage of engineers can hinder the progress of infrastructure projects and technological advancements, which are crucial for overall economic development. By expanding the City and Guilds Engineering programme, Jamaica can cultivate a workforce positioned to compete globally. Certification also provides tangible evidence of a student's commitment to professional development and continuous learning.

A robust engineering workforce facilitates economic diversification by supporting the growth of various sectors, including renewable energy, telecommunications, and healthcare. This diversification contributes to a more resilient and sustainable economy. A well-trained engineering workforce contributes to social development by addressing societal challenges through innovative solutions. This includes improving public infrastructure, ensuring environmental sustainability, and enhancing overall quality of life.

Objective of the Assignment: The primary objective of engaging a Team Lead is to spearhead the successful expansion of the City and Guilds Level 2 Certificate/Diploma in Engineering #2850 in selected secondary schools in Jamaica.

Specific objectives include:

- Develop and implement a strategic plan to expand the Engineering #2850 Programme.
- Establish partnerships with selected high schools to facilitate the programme's seamless integration into their curriculum.
- Ensure the curriculum is aligned with industry standards and relevant to the local context.
- Monitor and evaluate the progress and impact of the programme in each selected high school.
- Provide leadership, guidance, and support to the expansion team.

STEAM/ STEM Education Framework

STEAM Education Framework is the main priority for year one, as it forms the basis for the design and implementation of other activities associated with teaching and learning. The STEAM Education Framework will reflect lessons learned from international experiences of STEAM in education to include:

- The integration and differentiation of the new STEM/Arts schools in the secondary education network
- Curriculum use, teacher recruitment and training, student admissions and pathways
- STEAM areas should be strengthened at other educational levels such as early childhood and primary, to facilitate students' preparedness for secondary education integration.

Recover Smarter strategy- Focusing the improving the CORE areas (Math, Numeracy, Science and Social Studies) - Proficiency Pathways – Learning Pathways

This initiative addresses how secondary education can be more accessible, flexible and inclusive to learners.

Mental Health and Psychosocial support for students

School-Wide Positive Behaviour Intervention and Support (SWPBIS) Framework. School staff are rigorously trained in violence prevention, building safe environments, leading response and support services for affected students and promoting positive social and emotional skills. SWPBIS is a student-centred, psychosocial support intervention that aims to bring together school communities to improve children and adolescents' social, emotional, behavioural and academic outcomes. It is a collection of practices, interventions and systems that enhance learning outcomes and promote positive and respectful relationships among peers and teachers.