

# Ministry of Education, Youth & Culture

## Frequently Asked Question

No.	QUESTIONS	ANSWERS
1.	What is the Vision Statement of the MOEYC	The Ministry of Education, Youth and Culture must be the driving force for change, growth and achievement in education, training and culture providing the policies, strategies, plans, legislation and resources (financial, human and facilities) to enable institutions and agencies to achieve their agreed outputs.
2.	What is the Mission Statement of the MOEYC	To provide a system which secures quality education and training for all persons in Jamaica and achieves effective integration of educational and cultural resources in order to optimize individual and national development.
3.	What are the objectives of the Ministry?	<ol style="list-style-type: none"> <li>1. To maximize opportunities throughout the Ministry's purview that promote cultural development, awareness and self-esteem for individuals, communities and the nation as a whole.</li> <li>2. To secure teaching and learning opportunities that will optimize access, equity and relevance throughout the education system.</li> <li>3. To devise and support initiatives toward literacy for all, in order to extend personal opportunities and contribute to national development.</li> <li>4. To support student achievement and improve institutional performance in order to ensure that national targets are met.</li> <li>5. To promote youth development in Jamaica through multi-sectoral co-ordination and collaboration</li> <li>6. To devise and implement systems of accountability and performance management, in order to improve performance and win public confidence and trust.</li> <li>7. To optimize the effectiveness and efficiency of staff in all aspects of the service in order to ensure continuous improvement in performance.</li> <li>8. To enhance student learning, by the greater use of information and communication for life in national global communities.</li> </ol>
4.	What are the functions of the Minister?	<p>The functions of the Minister shall be:</p> <ol style="list-style-type: none"> <li>1. to promote the education of the people of Jamaica and to establish and develop educational institutions for this purpose</li> <li>2. to formulate an educational policy designed to provide a varied and extensive educational service in Jamaica.</li> <li>3. to ensure the effective implementation of the educational policy of the Government of Jamaica</li> <li>4. to establish a co-ordinated educational system organized in</li> </ol>

		<p>accordance with the Education Act</p> <ol style="list-style-type: none"> <li>5. to facilitate the spiritual, moral, mental, physical, social, cultural and economic development of the student population by ensuring that efficient education is available to meet the needs of Jamaica</li> <li>6. to ensure that every child has access to at least basic education</li> </ol>
5.	What are the responsibilities of the Chief Education Officer?	<p>The basic responsibilities of the Chief Education Officer shall be to:</p> <ol style="list-style-type: none"> <li>1. develop administrative principles and procedures for implementing general policies and administering the school system</li> <li>2. initiate curriculum innovation and reform and the establishment of appropriate procedure for evaluating the instructional programme of schools and institutions</li> <li>3. advise the Permanent Secretary and Minister on matters affecting education in the island</li> <li>4. ensure the observance of the legislation pertaining to the conduct of schools</li> </ol>
6.	What are the responsibilities of the Permanent Secretary?	<p>The basic responsibilities of the Permanent Secretary shall be to:</p> <ol style="list-style-type: none"> <li>1. give advice on policy to the Minister</li> <li>2. manage the total operations of the Ministry responsible for Education</li> <li>3. to be the accountable officer for all resources allocated to the Ministry</li> </ol>
7.	What are the current projects and programmes being undertaken by the Ministry	<p>They are as follows:</p> <ol style="list-style-type: none"> <li>1. The National Assessment Programme</li> <li>2. Primary Education Support Project (PESP)</li> <li>3. Early Childhood Commission</li> <li>4. Basic School Enhancement Project</li> <li>5. Reform of Secondary Education (ROSE)</li> <li>6. New Horizons Project</li> </ol>
8.	What are the agencies of the Ministry?	<p>The Ministry's agencies are:</p> <ol style="list-style-type: none"> <li>1. National Library of Jamaica</li> <li>2. University Council of Jamaica</li> <li>3. National Council on Education</li> <li>4. Institute of Jamaica</li> <li>5. Jamaica Library Service</li> <li>6. Jamaica National Heritage Trust</li> <li>7. HEART Trust/NTA</li> <li>8. Nutrition Products Limited</li> <li>9. Jamaica Commission for UNESCO</li> <li>10. National Youth Service</li> <li>11. JAMAL Foundation</li> <li>12. Council of Community Colleges</li> <li>13. Jamaica Cultural Development Commission</li> </ol>

9.	What section of the Ministry is responsible for the administration of the Access to Information Act?	The Information Management Unit which is a part of the Human Resource , Management and Administration Division (HRM&A) has the responsibility of administering the Act. This unit is situated on the third floor of building two, at the head office.
10.	How do I apply to gain access to a document?	Applications may be made in writing, telephone or any other electronic means. An official form must be completed before the application is processed.
11.	How long am I required to wait for a response?	The Ministry will respond to your application as soon as possible, and not later than thirty days after the application is made. If there is some level of difficulty in locating the document, the period to respond may be extended to another thirty days. This and any other development concerning the application, will be communicated to the applicant in due course.
12.	Can I obtain copies of documents?	Yes. Copies of documents will be made available to each applicant at a fee.
13.	What is the National Assessment Programme?	The National Assessment Programme monitors how well Grade One through to Grade Six (6 year old-11 year old) students are learning throughout the years of primary level schooling
14.	What does the National Assessment Programme do?	The programme provides tests for schools to use with students in Grade One, Grade three, Grade four and Grade Six. It also trains teachers on-the-job, to prepare and use tests and other assessments, to keep better records to report how well students are doing and to use the results of tests and assessments.
15.	How does the programme work?	The programme provides national tests, teacher training and equipment
16.	How are these tests used?	Teachers administer the tests at Grades One, Three and Four, mark them and use the results to diagnose the students performance, then provide strategies to deal with areas of weaknesses that have been identified.
17.	What is the basis of the tests?	The test papers are based on work that students should be doing in school, as outlined in the national curriculum guides.
18.	In what areas are students tested	<ul style="list-style-type: none"> <li>a. At Grade One:- The Grade One Readiness Inventory is given to find out which of the basic skills students have when they first enter primary school</li> <li>b. At Grade Three:- At the end of Grade Three, the Grade Three Diagnostic Tests in Mathematics and Language Arts (including writing) are given</li> </ul>

		<p>c. At the end of Grade Four, students are given the Grade Four Literacy Test, which checks their ability to recognize words, read and understand simple stories, factual texts, directions, lists and tables. It also checks their ability to write simple stories, reports and letters.</p> <p>d. Near the end of Grade Six, students are given the Grade Six Achievement Tests (GSAT) in Mathematics, Language Arts, Social Studies, Science and Writing.</p>
19.	How will the programme be of benefit to students?	All the tests given under the programme will inform students, teachers and parents on the level of performance of a student in relation to his age and grade level.
20.	When was the programme instituted?	All schools have implemented the tests and have been receiving training since 1999.
21.	How is the GSAT different from the Common Entrance Exams?	The Grade Six Achievement Tests (GSAT) are based completely on the work that the students are doing every day in schools. The test papers used in the Common Entrance Examination were based on the idea of testing a student's intelligence, and covered some of what was done in schools.
22.	Is extra preparation needed for the GSAT?	No special preparation is needed for the Grade Six Achievement Tests.
23.	When was the last time that students sat the Common Entrance?	The papers for the Common Entrance Examination were written for the last time in January, 1998.
24.	When did school begin to sit the GSAT?	Since 1996, all Grade Six children in Primary, All Age and Preparatory Schools have had the opportunity to sit the Grade Six Achievement Tests in the last term of the school year.
25.	How will the GSAT be administered and marked?	Students will sit the Grade Six Achievement Tests at their own schools, with outside examiners. The answer papers will be collected and marked by the Ministry of Education and Culture. The writing tests are marked by selected teachers supervised by Education Officers.
26.	How will the Grade Six Achievement Tests be used?	The Grade Six Achievement Tests are given at the end of primary schooling. They help students, parents, teachers and the Ministry of Education find out how well the student has learned the subjects during his/her time in school
27.	How will the Ministry of Education decide which	Boys and girls are placed in secondary school depending on: their performance on the GSAT, the choice of school as stated by parents on the registration form, and how near the school is to the student's home.

	secondary schools students attend?	
28.	Does the Ministry plan to expand the places at the secondary level to accommodate all students?	<p>By the end of 1998 all New Secondary Schools will have been upgraded to Comprehensive High or Technical High Schools, with classes beginning at Grade Seven. Grades Seven to Nine Department will be removed from some All Age Schools and expanded in others to create Junior High Schools or Departments. This is being accomplished through the Reform of Secondary Education (ROSE) Programme.</p> <p>Plans are also being made to improve and expand technical education, and to ensure that the secondary level core curriculum is equivalent in all schools.</p>
29.	What is an Independent School?	The Education Act (1965) and the Independent Schools Regulation, 1973 define Independent School as “any school at which education is provided for twenty or more pupils between the ages of six (6) and nineteen (19) years, not being a public educational institution.
30.	What is the government’s policy towards Independent Schools?	Where Independent Schools are concerned it is the policy of the Government to insist on the maintenance of standards of education that are consistent with national requirements. Where schools are unable for one reason or another to meet these standards, Government offers help of various sorts to enable them to do so
31.	Is the operation of Independent Schools governed by the Education Act	To ensure that Independent Schools are operated for the benefit and welfare of the pupils who attend them, the government is bringing into operation the section of the Education Act, which empowers the Minister of Education to register and regulate the operation of Private Educational Institutions.
32.	What is the power and authority given to the Minister	<p>The Act (1965) and Regulation (1973) give the Minister of Education the power, authority and responsibility to:</p> <ul style="list-style-type: none"> <li>- determine the age at which children maybe admitted to an Independent School</li> <li>- evaluate the quality of the educational experiences being offered in Independent Schools</li> <li>- exercise control over the establishment and termination of such school</li> </ul>
33.	Is there a body that oversees the operations of Independent Schools?	Yes, the Independent Schools Committee. The Committee consist of three Government representatives one of whom is named Chairman and one an Attorney, one representative of Jamaica Teachers’ Association and one representative of the Jamaica Independent Schools Association.
34.	What are the responsibilities of the	<p>This Committee meets once per month to:</p> <ul style="list-style-type: none"> <li>- consider all applications for registration</li> <li>- consider complaints against registered schools</li> </ul>

	Independent Schools Committee	<ul style="list-style-type: none"> <li>- deal with representation made to the Minister in respect of Notice of Complaint served under section 27 and disqualification arising therefrom</li> <li>- make recommendations and give direction to the Registrar (as the case may require)</li> </ul>
35.	Is there a department of the Ministry that is responsible for Independent Schools	Yes, the Independent Schools Section
36.	What are the responsibilities of the Independent Schools Section?	<p>The Independent Schools Section has the responsibility to:</p> <ul style="list-style-type: none"> <li>- ensure that all qualified schools throughout the island are duly registered, this involves locating and inspecting schools</li> <li>- exercise some degree of management and control over these schools</li> </ul>
37.	Are there any stated objectives that the Independent Schools Section should meet?	<p>Yes, the objectives are:-</p> <ul style="list-style-type: none"> <li>-Equalise educational opportunities for the child population both in public and private schools system</li> <li>-Ensure that education is dispensed under conditions which are suitable and desirable</li> <li>-Ensure that education is dispensed only by those whose academic competence and regard for acceptable standards in morality and unquestionable</li> <li>-Protect parents from persons whose sole intent is financial gains through exploitation</li> <li>-Ensure that students can obtain records after they have left school</li> </ul> <p>-Provide Government with information and data which will permit them to construct a reasonable picture of the total educational needs of the country, as the basis for future planning</p> <p>-Prepare the grounds for the institution of compulsory education</p>
38.	How are Independent Schools supervised?	<p>The Education Act and Regulation of Independent Schools authorized the Registrar or an Education Officer to enter upon the premises and building of an Independent School for the purposes of Inspection of the school. The schools are required to establish and furnish the officers with the following records:</p> <ul style="list-style-type: none"> <li>- Admission Register</li> <li>- Log Book</li> <li>- Attendance Register</li> <li>- Account</li> <li>- Student</li> <li>- Staff Records</li> <li>-</li> </ul>

		<p>The Ministry ensures that:-</p> <ul style="list-style-type: none"> <li>- all compulsory records are established and maintained</li> <li>- inspection of new sites and buildings is done to ensure suitability</li> <li>- the quality of the teaching/learning experiences provided is of high standard</li> <li>- the programmes offered and suitability of teachers to teach them as acceptable</li> <li>- provision is made for the welfare and interest of both teachers and students</li> <li>- proposals for new schools are submitted to the Registrar prior to the starting of schools</li> <li>- all complaints against schools are investigated and report with supporting documents sent to the Registrar's Office</li> <li>- students who wish to return to the main stream are assisted</li> <li>- assistance is given to registered schools to obtain concessions available to them</li> <li>- census forms are distributed, collected and data entered</li> </ul>
39.	How does one establish an Independent School?	<p>Any organization or individual wishing to establish an Independent School is required to submit a proposal to the Registrar. The proposal should be sent to the Regional Office for the parish in which the school will be established. The proposal should include:-</p> <ul style="list-style-type: none"> <li>- Mission Statement for the school</li> <li>- name of the school</li> <li>- proprietor of the school and Board Members</li> <li>- source of funding for the school</li> <li>- the course(s) which the school will offer and the cost to students</li> <li>- the age group it will cater to</li> <li>- how the school will be staffed that is ratio of trained to untrained as well as full-time to part-time teachers</li> <li>- character reference of proprietor</li> <li>- the parish/town in which school will be</li> </ul> <p>The proprietor should make an appointment with the Registrar at which time the proposal will be discussed prior to the granting of permission.</p> <p>No advertisement for student or staff should be made until permission is granted by the Ministry of Education, Youth and Culture</p>
40.	What is the procedure for registering an Independent School?	<p>An application for registration of an Independent School shall be made in writing, on the prescribed form, addressed to the Registrar, Independent Schools, Ministry of Education, Youth and Culture, 2 National Heroes Circle, P.O. Box 498, C.S.O. and shall contain the particulars specified in the schedule</p>
41.	What happens after the application is made?	<p>Upon receipt of the application the Registrar shall request from the Regional Office in which the school is located, a preliminary report on the school. If the school fulfils the requirements of an Independent School as stated in the Regulation, it shall be granted provisional registration.</p>

42.	How long is the provisional registration?	<p>After the first year of operating as a provisionally registered school, the school should seek to qualify for final registration. To qualify for final registration a school must satisfy the minimum requirements in respect of:-</p> <ul style="list-style-type: none"> <li>- suitability of the premises for the use of the school as regard to location, play area, safety, water supply and general environmental factors</li> <li>- the adequacy and suitability of accommodation, facilities, furniture and equipment provided for pupils, having regard to their age, sex and levels of development</li> <li>- the scope, appropriateness and educational values of instructional courses and experiences offered to pupils, having regard to their age, sex and levels of development</li> <li>- the character, qualification, capabilities and competences of the proprietor and staff conducting the school</li> <li>- any criteria inherent to the proper application of Section 25, subsections (4) and (5) of Education Act</li> </ul>
43.	What happens after final registration?	<p>After the Committee has approved final registration of a school the Registrar shall cause a notice to be published in the Gazette and the school entered in the Register of Schools.</p>
44.	What should be done if there is a change in the name or proprietorship of the school?	<p>The Proprietor shall furnish in writing to the Registrar as soon as possible the particulars of any changes in the name or proprietorship of the school</p>
45.	Are there any other requirements of the Ministry?	<p>In October of each year, the Proprietor should complete and return census form with all information about the school. Schools neglecting to comply could run the risk of losing access to Tax Exemptions.</p>
46.	What is the procedure that should be followed if a proprietor wishes to change the location of the school?	<p>After an application has been made for registration of a school, the school or any department thereof shall not be transferred to any site without the prior approval of the Independent School Committee.</p> <p>Where a proprietor purposes to transfer a school or department thereof to a new site, he shall notify the Registrar in writing of the postal address of the site and furnish a simple plan, sketch of building showing the proposed physical layout of the school/department.</p> <p>The Registrar shall arrange for the proposed new site and building to be inspected and furnish the Committee with:</p> <ul style="list-style-type: none"> <li>(a) the particulars furnished by the proprietor</li> <li>(b) the Education Officers' report</li> <li>(c) the Registrar's comments and recommendation</li> </ul>

		The Committee may direct the Registrar to approve or disapprove the transfer of the school or department thereof as the case may be.
47.	What is the procedure to be followed, if a school is to be closed?	The Ministry should be informed of the pending closure at least a year before closure. The public should be notified and during this period there should be no admission of new students.  All employees should be duly compensated.  In order for past students to obtain records the Admission Register should be submitted to the Ministry.
48.	How can an Independent School be accredited?	An on-site evaluation will be conducted by a team of specially selected Educators and practicing professionals in the field, at which each programme will be reviewed to determine if the features of accreditation are met. The features of accreditation include:- 1. The institution's mission, goals and objectives 2. Students welfare 3. Quality of Staff and Administration 4. Design and Implementation of Appropriate Curricula
49.	Who is eligible for accreditation?	All registered Independent Schools offering Pre-Primary, Primary, Secondary and Vocational Courses or a combination of any of these courses requiring a minimum of one academic year to complete
50.	What is the purpose of accreditation?	Accreditation seeks to: - foster excellence in primary and secondary education - encourage school improvement through the process of continuous self-study education - assure the public that quality education is provided for students based on clearly defined goals and objectives that are appropriate for unique school population served.
51.	What other areas of assistance are applied trainees	Assistance to Independent Schools has been in the form of:  1. providing advice re teaching/learning. 2. providing grants to specific/desijnation 3. access to relief from property tax, custom and stamp duties on tickets for educational tours, consumer tax as well as G.C.T/ on educational materials and equipment.
52.	Are there any laws, rules and regulations which protect teachers of Independent Schools.	Not directly, but it is strongly recommended that in the interest of all parties concerned that the Schools' Administrator/Board submit to each employee a contract stating terms and condition of service for their consideration and signature before there is an agreement to employ. It should include:- a. salary b. leave c. duties d. evaluation procedures e. termination of services

		f. procedure relating to infractions-disciplinary actions re violation of stated values
53.	What are the strategic objectives of the Ministry?	<p>The following are the objectives ensuing from the Strategic Performance Review of the Ministry of Education and Culture, 1998-99.</p> <ol style="list-style-type: none"> <li>1. To devise and support initiatives striving towards literacy for all, in order to extend personal opportunities and contribute to national development</li> <li>2. To secure teaching and learning opportunities that will optimize access, equity, and relevance throughout the education system.</li> <li>3. To support student achievement and improve institutional performance in order to ensure that national targets are met.</li> <li>4. To maximize opportunities, through the Ministry's purview, that promote cultural development, awareness, and self-esteem, for individuals, communities, and the nation as a whole</li> <li>5. To devise and implement systems of accountability and performance management in order to improve performance and win public confidence and trust.</li> <li>6. To optimize the effectiveness and efficiency of all staff in all aspects of the service in order to secure continuous improvement in performance.</li> <li>7. To enhance student learning by the greater use of information and communication technology preparation for life in the national and global communities.</li> </ol>
54.	What are the functions of the Minister of Education?	<p>The functions of the Minister shall be:</p> <ol style="list-style-type: none"> <li>1. to promote the education of the people of Jamaica and to establish and develop educational institutions for this purpose</li> <li>2. to formulate an educational policy designed to provide a varied and extensive educational service in Jamaica</li> <li>3. to ensure the effective implementation of the educational policy of the Government of Jamaica</li> <li>4. to establish a co-ordinated educational system organized in accordance with the Education Act</li> <li>5. to facilitate the spiritual, moral, mental, physical, social, cultural and economic development of the student population by ensuring that efficient education is available to meet the needs of Jamaica</li> <li>6. to ensure that every child has access to at least basic education</li> </ol>
55.	What is the procedure to be followed by institutions seeking technical assistance?	<ol style="list-style-type: none"> <li>1. The project proposal and drawings are to be submitted to the relevant Regional Office, for appraisal. The Regional Office will forward the drawings together with their comments to the Technical Services Unit. Upon review of the drawings the institution will be advised of any recommended adjustments/approval. Where adjustments are to be made, these must be done and the revised drawings resubmitted. The institution may then proceed to submit the drawings (where applicable) to Local Authorities for building</li> </ol>

		<p>permission.</p> <ol style="list-style-type: none"> <li>2. The institution must advise the Regional Office whenever construction activities are started to facilitate their monitoring of the project.</li> <li>3. Where assistance in funding of the project will be required steps 1 and 2 above must be done at least one year before implementation is planned.</li> <li>4. The Government of Jamaica Public Sector Procurement Guidelines</li> </ol>
56.	Which section of the Ministry deals with the clearance of imported goods by public schools/	The Technical Services Unit has primary responsibility for the procurement of school furniture and the clearance of goods imported by public schools and the Ministry and its agencies from airports and seaports
57.	What is the procedure to be followed to facilitate easy clearance of goods for the school?	<p>To facilitate easy clearance of goods donated to, and imported by public schools and the obtaining of tax and custom waivers it is recommended that schools do the following.</p> <ol style="list-style-type: none"> <li>1. Have the articles consigned to the respective school care of the Ministry of Education, Youth and Culture.</li> <li>2. Submit a letter seeking waiver of duties or other taxes</li> <li>3. Present the shipping documents such as <ul style="list-style-type: none"> <li>• Bill of Lading if shipped by sea</li> <li>• Air Waybill if shipped by air</li> <li>• Original invoice if the goods are new</li> </ul> </li> </ol>
		<ul style="list-style-type: none"> <li>• A list of the items and their approximate cost if they are used</li> </ul>
58.	How can a private body gain the use of lands allotted to schools?	Institutions or private bodies requiring the use of school lands are to submit the request to the Permanent Secretary, which will be forwarded to the Commissioner of Lands, if supported by the board.
59.	When was the ROSE project implemented in Jamaica?	In September 1993, the Government of Jamaica and World Bank signed a loan for the Reform of Secondary Education
60.	What is the objective of ROSE	ROSE is designed to effect qualitative improvements to first cycle secondary education, through physical upgrading of schools; implementation of a common core curriculum in 72 selected schools; rationalization of certain secondary level examinations; pre-service and in-service teacher training and provision of relevant textbooks and other support materials.
61.	When was the Cost Sharing Scheme introduced	The Cost Sharing Scheme was first introduced at the Secondary level in 1994/95.

62.	What is the Cost Sharing Scheme?	<p>The Cost Sharing Scheme requires that parents and guardians contribute, through the payment of school fees, to their children's education. However, it is the policy of the Government that no student will be denied the opportunity to acquire an education because of inability to pay school fees. The Government therefore, proposes to develop and implement a Cost Sharing Scheme which:</p> <ul style="list-style-type: none"> <li>- Encourages increased private participation</li> <li>- Involves careful targeting accompanied by support schemes to assist those who cannot afford to pay the full fees</li> <li>- Ensures efficient use of all resources</li> </ul>
63.	What is the Junior High School Certificate Examination?	<p>The Junior High School Certificate Examination (JHSCE) was done by grade 9 students of primary and junior high, comprehensive and traditional high schools in Mathematics, Language Arts, Science, Social Studies, Resource and Technology and Extended Writing. In addition, grade 9 students of all age schools writing the Grade Nine Achievement Test (GNAT) took the JHSCE papers in Mathematics and Language Arts. This meant that all age schools were also provided with the curriculum, textbooks as well as other resources for Mathematics and Language Arts, like the other school types.</p>