

TC ABSTRACT

I. Basic Project Data

▪ Country/Region:	JAMAICA/CCB - Caribbean Group
▪ TC Name:	Digital Transformation for School Management
▪ TC Number:	JA-T1195
▪ Team Leader/Members:	HOBBS, CYNTHIA MARIE (SCL/EDU) Team Leader; RIEBLE-AUBOURG, SABINE (SCL/EDU) Alternate Team Leader; THAILINGER, AGUSTINA (SCL/EDU); HOLGUIN MADRINAN, ALEJANDRA (SCL/SCL); CENTENO LAPPAS, MONICA CLARA ANGELICA (LEG/SGO); ARIAS ORTIZ, ELENA (SCL/EDU); ELACQUA, GREGORY MICHAEL (SCL/EDU); BLASCO, IVANA (SCL/EDU); SAMUELS, ROCHELLE KAYE (CCB/CJA); CASCO, MARIO A. (ITE/IPS)
▪ Taxonomy:	Client Support
▪ Number and name of operation supported by the TC:	N/A
▪ Date of TC Abstract:	07 Jul 2021
▪ Beneficiary:	Ministry of Education, Youth and Information
▪ Executing Agency:	INTER-AMERICAN DEVELOPMENT BANK
▪ IDB funding requested:	US\$200,000.00
▪ Local counterpart funding:	US\$0.00
▪ Disbursement period:	30 months
▪ Types of consultants:	Individuals; Firms
▪ Prepared by Unit:	SCL/EDU - Education
▪ Unit of Disbursement Responsibility:	CCB/CJA - Country Office Jamaica
▪ TC included in Country Strategy (y/n):	No
▪ TC included in CPD (y/n):	No
▪ Alignment to the Update to the Institutional Strategy 2010-2020:	Social inclusion and equality; Productivity and innovation

II. Objective and Justification

- 2.1 The objective of this TC is to assist the Ministry of Education, Youth, and Information (MOEYI) to develop processes and systems able to capture and analyze detailed school-level financial and student management data in order to attain more effective and efficient management of school resources.
- 2.2 The eruption of the COVID-19 pandemic has had a tremendous impact on the economy worldwide. According to the International Monetary Fund (IMF), global GDP fell by 3.3 percent in 2020 and is expected to grow 6 percent in 2021. The most affected region was Latin American and the Caribbean (LAC), where in 2020 GDP fell by 7 percent. Likewise, expected GDP growth for the area in 2021 is equal to 4.6 percent, quite below that expected for the world economy. This situation has implied a strong drop in public income, resulting in budget cuts for most countries. Jamaica's economy is no exception to this trend. The country's economy is highly dependent on tourism and single-market commodities, two sectors strongly affected by the pandemic. Although Jamaica's real GDP is expected to grow by 1.5 percent in 2021, in 2020 the country experienced a GDP contraction of 10.2 percent (versus an expected 5.6 percent negative change). This has had serious implications on Jamaica's fiscal situation, and in particular on the available resources for public spending in capital investments for education.

- 2.3 A recent request from Jamaica's Ministry of Education, Youth and Information (MOEYI) regarding school financial management, highlighted the challenges the central MOEYI has had in obtaining adequate financial reports from public schools. According to the Ministry, this is because the MOEYI's current platform is not being used by all schools. Further, an IDB-financed study on Jamaica's Education Management Information Systems (EMIS) identified differences in use by school, whereby well-financed schools bought their own software to meet their needs while poorly financed schools used paper-based collection of data, creating inequities in access to and use of data from school management. This hinders the MOEYI's effective development of plans and decision-making processes. In this regard, the existence of a finance system that provides homogenous and up-to-date information from each school would improve the MOEYI's capacity to manage the financial aspects of the education sector and make timely decisions with real time information.

III. Description of Activities and Outputs

- 3.1 **Component I: Analysis and roadmap for school management system.** This component will analyze and systematize information on how schools collect and use their finances, as well as student information related to progress and learning. It will include: (i) an analysis of financial and student management processes at the school level, and (ii) support the elaboration, with key stakeholders, of a roadmap describing the inputs and processes necessary for the improvement and digital transformation of Jamaica's school management system.
- 3.2 **Component II: Prototype for data collection.** This component will include the development of a country-specific prototype or model for data collection, leading to the creation of a single and integrated database on school financing and student information.
- 3.3 **Component III: Training of school leaders.** This component will consist of the design and piloting of a professional development module to better equip policy makers and school leaders with practical skills in strategic financial and student data management. It will include the introduction of the prototype model for data collection and training of a core group of education actors on its use.

IV. Budget

Indicative Budget

Activity/Component	IDB/Fund Funding	Total Funding
Analysis and roadmap for school management system	US\$40,000.00	US\$40,000.00
Prototype for data collection	US\$80,000.00	US\$80,000.00
Training of school leaders	US\$80,000.00	US\$80,000.00
Total	US\$200,000.00	US\$200,000.00

V. Executing Agency and Execution Structure

- 5.1 Per request of the Ministry of Education, this TC will be executed by the Bank's Education Division.
- 5.2 In the absence of any ongoing loans or TCs with the MOEYI, there is no Project Management Unit, and the MOEYI does not have funds to establish a PMU. This hampers the institutional capacity of the Ministry to manage these funds. Further, the Bank has extensive regional experience in these issues, including knowledge about Jamaica's EMIS and school financing mechanisms.

VI. Project Risks and Issues

- 6.1 One potential challenge to this operation is related to schools' hesitation regarding the use of the new management system. The workshops in Component 1 will be crucial to mitigate this risk since they will help bring together critical actors to collectively determine the appropriate roadmap to a user-centered country-specific software prototype design. Also, these workshops will help identify key activities to ensure schools' use of the new platform and will build stakeholder buy-in.
- 6.2 The COVID-19 pandemic has increased the importance of data collection in order to support teaching and learning activities and the distribution of resources, which are now scarcer. This new platform will contribute to this issue.

VII. Environmental and Social Classification

- 7.1 The ESG classification for this operation is "undefined".