



# Project Completion Report

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## PCR

**Project Name:** *Primary Education Support Project*

**Country:** *Jamaica*

**Sector/Subsector:** *Education*

**Original Project Team:** *Michelle Fryer (RE3/SO3) Project Team Leader; Gregorio Arévalo (RE3/SO3); Mario Loterszpil (RE3/SO3); Francisco Vieira (ROS/IDU); Eduardo Rodal (ROS/IDU); Valnora Leister (LEG/OPR); Brigitte Naroskyin (COF/CJA); Everett Allen (COF/CA); and Amparo Omaña, who was in charge of document production.*

**Project Number:** *JA0059*

**Loan Number (s):** *1264/OC-JA - 831/OP-JA*

**QRR Date:** *05/11/2010*

**Final Approval Date of PCR:** *05/21/2010*

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## Acronyms and Abbreviations

CIO	Chief Information Officer
CIT	Curriculum Implementation Team
DFID	Department for International Development
ETT	Education Transformation Team
EMIS	Educational Management Information Systems
GDP	Gross Domestic Product
GOJ	Government of Jamaica
JLP	Jamaica Labour Party
MOE	Ministry of Education
MOEC	Ministry of Education & Culture
MOEY	Ministry of Education & Youth
MOF	Ministry of Finance
PCR	Project Completion Report
PCU	Project Coordinating Unit
PDU	Professional Development Unit
PESP	Primary Education Support Project
PMEU	Program Monitoring & Evaluation Unit
PMU	Project Management Unit
PNP	Peoples National Party
PPMR	Project Performance Monitoring Report
RE	Religious Education
RPC	Revised Primary Curriculum
SAU	Student Assessment Unit
SMART	Systems of Monitoring, Activities, Resources & Teaching
TF	Task Force
USAID	United States Agency of International Development



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## Annexes



## I. Basic Information

BASIC DATA (AMOUNTS IN US\$)							
PROJECT NO: JA 0059	TITLE: Basic and Primary Education Program III						
Borrower: Jamaica	Date of Board Approval: September 6, 2000						
Executing Agency (EA): Ministry of Education	Date of Loan Contract Effectiveness: December 22, 2000						
	Date of Eligibility for First Disbursement: July 24, 2001						
Loan(s): 1264/OC-JA							
Sector: Education	<u>Months in Execution</u>						
	* from Approval: 8 years						
Lending Instrument: Investment Loan	* from Contract Effectiveness: 8 years 6 months						
	<u>Disbursement Periods</u>						
	Original Date of Final Disbursement: December 22, 2005						
	Current Date of Final Disbursement: September 30, 2009						
	Cumulative Extension (Months): 45						
	Special Extensions (Months): 0						
	<u>Loan Amount(s)</u>						
	* Original Amount: 31,500,000						
	* Current Amount: 29,000,000						
	* Pari Passu (if applicable): 80%						
Poverty Targeted Investment (PTI): Yes	<u>Disbursements</u>						
Social Equity (SEQ): Yes	* Amount to date: 29,000,000 (%) 100						
Environmental Classification: A, B, or C	<u>Total Project Cost</u> (Original Estimate):						
	<u>Redirectioning</u>						
	Has this Project?						
	Received funds from another Project [ ]						
	Sent funds to another Project [ ]						
	N/A [ ]						
	The project was rescoped in December 2004 following a partial cancellation of overall loan resources to the country due to fiscal constraints and some reallocation to hurricane Ivan reconstruction efforts. Total project cost after rescoping was as follows: IDB: US\$29M; GOJ: US\$7.37M total of US\$36.4M;						
	<table border="1"> <thead> <tr> <th>To/From Project Number</th> <th>From Sub-Loan Number</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	To/From Project Number	From Sub-Loan Number	Amount			
To/From Project Number	From Sub-Loan Number	Amount					
	* Current amount (adjusted for redirectioning):						
	<u>On Alert Status</u>						
	Is project currently designated "on alert" by PAIS: Yes/No						
	If yes then why is the project on alert (DO , IP Ratings and/or relevant PAIS indicators):						
	Comments on relevance of "on alert" status for this project (if applicable):						

### Summary Performance Classifications –what do these ratings mean?

DO	<input type="checkbox"/> Highly Probable (HP)	<input checked="" type="checkbox"/> Probable (P)	<input type="checkbox"/> Low Probability (LP)	<input type="checkbox"/> Improbable (I)
IP	<input type="checkbox"/> Highly Satisfactory (HS)	<input checked="" type="checkbox"/> Satisfactory (S)	<input type="checkbox"/> Unsatisfactory (US)	<input type="checkbox"/> Very Unsatisfactory (VU)
SU	<input type="checkbox"/> Highly Probable (HP)	<input checked="" type="checkbox"/> Probable (P)	<input type="checkbox"/> Low Probability (LP)	<input type="checkbox"/> Improbable (I)



## II. The Project

### a. Project Context

Primary education in Jamaica is offered free of charge to children 6-11. In 1998/1999 about 310,000 students were enrolled in Grades 1-6 in some 800 Schools<sup>1</sup>. With a net enrolment of 93.3% at the time, Jamaica had achieved near universal primary education, nevertheless budgetary constraints and a shortfall of quality inputs have combined to produce an education system that was unable to provide an acceptable level of literacy and numeracy across socio-economic groups. In 1999, approximately 42% of 4<sup>th</sup> graders could not read, and the Language Arts proficiency, based on the GSAT results at Grade 6 were just over 40%.

Over the years, the Bank has supported the education sector through key investments in primary education. The first Primary Education Improvement Project (PEIP I) contributed to improving access of education, through a large school building program. The second operation PEIP II, moved the system towards sector reform through the revision of curriculum<sup>2</sup>, the introduction of the national assessment system, and the subsequent elimination of the common entrance examination.

The Primary Education Support Project (PESP) was conceptualized to continue the work started under the PEIP II in order to bring about wide-scale use of the curriculum, align the assessment standards, and reform the way the teaching and learning proceeds. The program was premised on the knowledge and understanding that an excellent curriculum, teaching and leadership are significant factors in producing highly effective schools that improve student-learning outcomes. The actions proposed were fully consistent with the strategic objectives for the sector, at that time, which included a performance driven system, results oriented and capable of delivering literacy for all<sup>3</sup>.

The project was approved and executed in a moment of financial difficulties. Jamaica had been facing a deteriorating economic environment and performance since the mid-1900s. Recurrent large fiscal deficits during this period resulted, not only, in high real domestic interest rates, economic stagnation and worsening of portfolio problems in the financial sector, but also led to a drastic increase in the level of public debt, representing about 144% of GDP.

Given the rigidities of the budget expenditures, the efforts to curb spending to keep the fiscal deficit under control, fell disproportionately on capital outlays and on spending in social and community services. This situation severely limited the ability of the government to channel significant additional resources to infrastructure investment and the provision of social services.

Taking into consideration the country's economic difficulties, the proposed project, even though relatively modest in size, attempted to maximize its long-term impact on educational quality, institutional improvement and sector efficiency, without generating significant incremental recurrent costs. Even so, the demand of the GOJ to balance the budget and maintain balance of payments constrained the amount of funds committed to the PESP during any financial year. The PESP mid-term summative evaluation noted that although Primary Education and PESP have remained a GOJ priority, PESP implementation and achievements of objectives were constrained by efforts to balance debt.

This situation impeded full scale implementation and had three main effects on the project:

1. A reduction of US 2.5 million of the loan for the project, and consequent cancellation of the pilot for school districts and an intervention<sup>4</sup> to improve attendance in 100 primary schools with the lowest rate of attendance. Its removal significantly limited the possible impact of the project on

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<sup>1</sup> Primary education is delivered in Primary, All Age, Primary & Junior Highs and private Preparatory Schools. The project document spoke about 876 schools but the number was revised to 800 that accounts for 100% of public schools.

<sup>2</sup> The new curriculum was published in September 1999 for grades 1-6, and it shifted from a traditional teacher-led subject-oriented structure, to integrated/thematic approach in grades 1-3 and to a more student-oriented methodology at all levels. It covers all areas to be taught in primary schools.

<sup>3</sup> Educational Policy Framework (1995-2000); MOEC Corporate Plan 2000-03; the green paper: Education; the way upward, 2000.

<sup>4</sup> This intervention was later supported through a grant arrangement facilitated by the IDB and funded by the Japan Fund.

efficiency in resource management. This reduction was done as part of a re-scoping exercise of the Bank's portfolio in 2004.

2. The execution period was longer than planned, 8 years instead of the anticipated 5 years. Without the supplemental that is expected to last two additional years.
3. The Government of Jamaica did not have the fiscal capacity to complete all the Civil Works within the PESP timelines and budget. The infrastructure component started construction<sup>5</sup> late in 2006; the delays resulted in eroding the value of the funding due to compounded inflationary effects from fluctuations in labor, equipment and material prices. These cost increases were substantial, so projected funding was not adequate to meet project needs. A Supplemental Loan (2100/OC-JA) was approved in January 2009 for the amount of US\$14,000 in order to complete activities in this component.

The People's National Party (PNP) was replaced by the Jamaica Labor Party (JLP) in the General Elections of 2007 and the project continued to enjoy bi-partisan support. The social and economic context did not change much, except towards the end, at the onset of the international recession, which ushered in a worsening of the economic underpinnings – falloffs in tourism, bauxite exports and remittances, bearishness on emerging market debt, etc.

Education reform remains a national priority as evidenced by the Education Transformation Programme that began in 2005 which were in line with PESP initiatives and gave them continuity. Major contributions of the PESP to the Education Transformation Project are described in the externalities section of this report.

## **b. Project Description**

### **i. Development Objective(s)**

The goal of the project was to contribute to the improved performance, efficiency, and equity of the primary education system. The strategic objectives of the project were:

- a) Improve performance through the effective implementation of the revised primary-school curriculum and national assessment standards in all primary schools;
- b) Increase efficiency through the rationalization of teacher education and the strengthening of educational management capacity at all levels; and
- c) Enhance equity in the delivery of educational services to children from lower socioeconomic backgrounds, which are at the margin of both equity and achievement.

### **ii. Components**

The project was organized in three articulated components:

**Quality assurance:** This component had the objective of ensuring wide-scale use of the new primary school curriculum and student assessment protocol. Central to this reform were efforts to achieve major improvements in literacy and numeracy and to rationalize and reform teacher education. It included five Sub components:

- a) Curriculum, That provided technical assistance, materials, equipment and training to identify strategies for periodic evaluation of the curriculum, develop supplementary materials, and implement training for teachers on the delivery of the new curriculum.

<sup>5</sup>

It should be noted however that the pre-contract works had been initiated and were in a state of readiness to start from as early as 2003, however due to limited fiscal space the construction programme had to be rescheduled to match available funds.

- b) Textbooks and supplementary materials, that facilitated improved book storage for all primary schools and selection of appropriate text books, as well as, the provision of supplementary reading materials to 509 primary schools.
- c) Literacy enhancement, to introduce a literacy program in 80 low performing urban schools. The scope was later changed to include the development and design of a literacy programme to benefit all primary schools. This resulted in the development of the Literacy 1-2-3 programme and materials for Grades 1-3.
- d) Student assessment, was aimed at building MOEC capacity for student assessment and standardized testing; and strengthen teachers' utilization of performance –based continuous assessment. It also saw to the alignment of the National Assessment Programme to the Revised Primary Curriculum (RPC).
- e) Teaching and learning resources/Instructional Communication Technology, the sub-component was to develop, document and evaluate innovative models of teaching and learning using various types of technology devices. Funding was provided for a pilot in fifteen (15) school which was later rolled out to an additional 60 schools. Schools were provided with various technology devices and teachers trained to use the technology to deliver instruction.
- f) Teacher education and professional development, will contribute to changes in sector organizations, instructional management and improved teaching quality. It includes: upgrading of skills and qualifications of teacher college lecturers; the development and implementation of a plan to reform teacher education; in service professional development and teacher certification, and establishment of demonstration schools clusters to model effective teaching strategies and related studies.

**Institutional Development:** This component had the objective of improving management and efficiency through the organizational development for the MOE, leadership training and a more effective system-wide approach to decentralization and site-based management. It had eight lines of action. The component financed organizational development in order to increase efficiency and more effective system-wide decentralization. It included:

- a) Pilot School districts initiative, envisioned support to a new policy for education management and teacher redeployment by the creation, as a pilot basis, of two new school districts, the goal of the pilot was to improve the efficiency and effectiveness of school governance, organizations and resource management. (cancelled with re-scoping)
- b) Diploma program for school principals, was intended to train 800 principals in educational administration and leadership.
- c) Strengthening MOEC institutional management, through mentorships, internships and fellowships programs.
- d) Strengthening MOEC regional offices, included management training over a two year period to 100 participants, which received Certificates of Achievement in Educational Management. (a total of 176 attended)
- e) Educational Management Information Systems (EMIS) to integrate the different technology pockets of expertise found in the MOE. A new position of Chief Information Officer (CIO) was created, and three new databases were to be provided to allow for real time information management and control. The most relevant data bases were thought to be human resource, document<sup>6</sup> management and infrastructure data management systems.
- f) Site Based Management and Governance, included the development of new models of school –based management in 12 “light house Schools”, that would have received grants to develop innovative experiences in collaborative school leadership, site management, instructional innovation and decision making.

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<sup>6</sup> A financial data base was originally proposed, however since any financial system would need to be in conformity to the government wide system , it was revised to include a document management system which was also identified as critical.

g) School Attendance, will finance community interventions in 100 schools with low attendance, in order to evaluate and identify best practices. (cancelled with re-scoping)

h) Efficiency Gains no financing was provided but the ministry was required to report on initiatives and actions to improve efficiency in procurement, waste management and teachers leave rationalisation.

**Civil Works:** The components goal was to improve access to education by the construction, furnishing, and equipping of approximately 11<sup>7</sup> Primary and all age schools and the establishment of a detailed inventory and school maintenance data base. This component is still under execution under the Supplementary loan for the PESP, so the following report only includes information for the 5 schools actually accomplished during the execution of the initial loan. Upon completion, a separate PCR will be done for the civil works component in the supplementary Loan (2100/OC-JA).

### c. Quality -At- Entry Review (if applicable)

Quality -At- Entry Review			
<input type="checkbox"/> Highly Satisfactory (HS) - 1	<input type="checkbox"/> Fully Satisfactory (S) - 2	<input type="checkbox"/> Less than Satisfactory (LS) - 3	<input type="checkbox"/> Unsatisfactory (U) - 4

At the time the project was prepared, the quality at entry review was not conducted yet.

## III. Results

### a. Outcomes

ACHIEVEMENT OF DEVELOPMENT OBJECTIVES (DO)			
Development Goal			
1. To improve the quality and efficiency of the primary education system			
Planned Outcomes		Outcomes Achieved <sup>8</sup>	
An increase of 10% in the number of students that achieve mastery in literacy skills as measured by the Grade 4 literacy test.			
Baseline	End of Project		
Total 57.7% (2001 )	67.7% (2008)	Total 71.7%	
Male 47.3%	57.3%	Male: 61%	
Female: 69.3%	79.3%	Female: 82.9%	
85% attendance in primary schools by 2008.(disaggregated)			
Baseline	Intermediate	End of Project	
males 75% (1999 )		85% (2008)	Total 83.1% (2008)
females 78%		88%	Males: 82%
Total 76%		86%	Females:84.1%
Reformulation.			
[ ] N/A LEGIII/JA-916806-07, June 13, 2007. The project was re-scoped in 2004 following agreement with IDB to reduce the portaoilio by 16%. The re-scoping resulted in: a) one subcomponent- The School District Pilot – being dropped; b) reduced support for the attendance Pilot Project; c) extended support for the Student Assessment Unit and expansion of the Evaluation of the rationalization of the teachers Colleges Study. The loan amount was reduced by US 2.5 million and the Budget was revised to US \$37 million. Annex 1 presents the loan amendment and main changes in the loan.			
PPMR Retrofitting. Indicate if and when the PPMR was retrofitted and explain any changes resulting from this exercise.			
[] N/A Logical framework was modified in 2006, two years after the re-scoping. Annex II shows main changes in log frame			
Summary Development Objective(s) Classification:			
[ ] Highly Probable (HP)	[x] Probable (P)	[ ] Low Probability (LP)	[ ] Improbable (I)

<sup>7</sup> A 12<sup>th</sup> school was added due to strong lobby for the inclusion of Guys Hill Primary due to the urgent need for extension to that school.

<sup>8</sup> Jamaica Education Statistics, 2007/2008

Data from the Ministry of Education show that literacy scores; measured by the grade 4<sup>th</sup> literacy test<sup>9</sup> have improved by 14% in the last eight years, from 57.7% in 2001 to 71.7% in 2008. Percentage of increase was similar for males and females, thus maintaining the Gap in their performance. In 2008, mastery was achieved by 61% of the males and 82.9% of the females comparing to 47.3% and 69.% respectively in 2001. Percentage of Daily attendance increased from 76% in the 1998/1999 period to 83.1% in the 2007/2008 period. (82% males, 84.1% females and with similar numbers across regions).

As shown in the output section below the program achieved the expected results for most of the Quality Assurance and Institutional Strengthening activities, while those related to Civil Works have been only partially achieved.

The major achievements regarding this two components include:

- More than 12,000 teachers trained to use the Revised Primary Curriculum and assessment procedures.
- Approximately 800 School based Assessment coordinators trained, training manual developed and distributed in schools.
- Literacy program 1-2-3 designed to develop early literacy skills, support materials developed and more than 80% teachers trained.
- National Assessment program aligned with the Revised Primary Curriculum for grades 3, 4 and 6. New grade 1 diagnostic test, the Grade 1 Individual Learning Profile developed.
- Teachers colleges curriculum revised in keeping with the Revised Primary Curriculum.
- Capacity of teachers colleges strengthened through 52 fellowships for lecturers to pursue advance careers.
- 731 principals (out of 800), vice principals and senior teachers completed the Diploma in Education and School Management from Mount St. Vincent University.
- 150 Ministry of Education senior and middle managers awarded an Advanced Certificate in Educational Management.

The goal of improved educational performance through quality assurance has been achieved, particularly in relation to the system-wide use of the revised primary curriculum and student assessment protocol, increasing the Ministry's capacity for student assessment and standardized testing, strengthening use of performance-based continuous assessment standards, enhanced literacy and availability and use of resources.

Even though, at this time, there is no information that allows linking the project specific achievements to improved literacy, contribution is probable based on: 1. PESP interventions were guided by continuous monitoring and included baseline studies, preparation and retrofitting of a logical framework and a series of formative evaluations. (see the evaluation section for details). The quality assurance process ensured adherence with project design and allowed for constant feedback on implementation and results. If the conceptual framework that supported the designs stands true, outputs achieved probably influenced the quality of primary education. 2. The project ensured funding for eight years, allowing for the continuous and island-wide support needed to support the RPC implementation; and 3. Project interventions are sustainable and most of them are on-going. The current transformation process of the education sector was initiated during the life of the project and has had a significant and positive effect in the sustainability of the program.

Many other interventions took place in Jamaica to improve quality and literacy in particular from 2001-2008, more so, the level of implementation of the New curriculum differs from Region to region, so further evaluation will be necessary to identify the impact or contributions of project interventions<sup>10</sup>. Data is available to do this, and the MOE is planning an impact evaluation of the NRC in next 3 years.

On the other hand, improvements on attendance were probably not directly influenced by the program, since the sub-component was cut out of the PESP. Even though it was consequently financed through a TC, the scale of interventions was too small and has not been mainstreamed.

**Country Strategy.** Given the results described above, briefly discuss how the project contributed to the Bank's strategy in the country. The Strategy in place at the time of approval

The program supported the Bank's strategic objectives (1998) of improving sector performance by supporting the quality implementation of the Revised Primary Curriculum, that in turn improves the quality of education. I think that this section should be elaborated with more info about country strategy from that time.

## b. Externalities

The Ministry of Education began a wide scale transformation process in 2004. PESP objectives were consistent with the objectives of Transformation of the Education Sector in particular, the goals related to Curriculum Development and Teaching and Learning Support. The main ongoing PESP activities that supported the process were:

- Introduction of effective school-based Curriculum Implementation Teams (CIT) supported by site-based training for the preparation and continuous assistance to teachers to successfully implement the Revised Primary Curriculum;
- Creation of the Literacy 1-2-3 Program which is the National Literacy Program for Grades 1-3;
- Automation of the assessment process;
- Analysis of underlying reasons of absenteeism and implementation of community – based solutions;
- Development of a site based governance model (lighthouse school initiative);

<sup>9</sup> At the end of grade 4, students are examined in word recognition, reading comprehension and writing task in order to identify additional support needs. Performance is categorized as Mastery, Near Mastery and Non-Mastery

<sup>10</sup> Literacy 1,2 3 was, however, the largest in scale and the only island wide.

- Design of school based maintenance program.

In addition, PESP expanded the scope of various initiatives to address management and governance issues raised by the Taskforce in order to enhance contributions. These include:

- Studies that informed the eventual establishment of the autonomous Regional Education Agencies proposed under the Ministry Modernization;
- Production of a special manual aimed at teachers in multi-grade schools; this manual was not originally planned under the Project;
- Development of curriculum standards in response to one of the recommendations of the Education Taskforce;
- Review of Grade I Readiness Inventory and design of the Grade One Individual Learning Profile (GOILP) in response to the Taskforce recommendations;
- Design and implementation of an EMIS that will support Ministry and Government-wide initiatives to modernize and improve efficiency of the public sector. The EMIS evolved into a collaborative effort between the PESP and the Education Transformation Project.

These contributions enhanced PESP relevance at the time and contributed to the ongoing sector reform, and also ensured that the project maintained priority for the Sector in times of financial constraints.

### c. Outputs

IMPLEMENTATION PROGRESS (IP)			
<b>Components (Outputs):</b>			
<b>1. Component 1: Quality assurance.</b> Total cost of Component 1: US D 8.9 million Counterpart: 0 IDB: IDB Disbursement: 100%			
<b>Key Output 1.1: Revised Primary School curriculum implemented</b>			
<b>Planned Outputs</b>			
75% of teachers utilize (trained in) the new curriculum *			
<u>Baseline*</u>	<u>End of Project</u>		
1.1 B 0 (date)	11.1E 75% (2008)	11.1E 100%(2008)	
90% of schools have curriculum implementation teams (CIT) by 2006.			
<u>Baseline*</u>	<u>End of Project</u>		
1.1 B 0 (2000)	11.1E 90% (2008)	1.1 B 100%(2008)	964 schools (794 public)
<b>Key Output 1.2 : National Assessment Program aligned with the Revised Primary Curriculum</b>			
<b>Planned Outputs</b>			
Grades 3 and 6 test aligned with revised primary curriculum by 2007.		11.1E Both tests were aligned with the RPC (2007). Also The Grade ones individual learning profile (GOILP) and the Grade One Learning Environment Profile were developed to replace the Grade One Readiness Inventory (G.R.I)	
<u>Baseline*</u>	<u>End of Project</u>		
1.1 B_no (2001)	11.1E yes_(2007)		
60% of primary school teachers conduct continuous assessment by 2008*		11.1E no information available (2008). All activities were carried out, and 100% schools have been provided with the necessary materials and training to implement continuous assessment. However classroom observations showed that many are not implementing the program. Test results are sent to every school for review, along with instructions on how to analyze the data. School based coordinators are trained to interpret them.	
<u>Baseline*</u>	<u>End of Project</u>		
1.1 B____ (date)	11.1E 60% (date)		
60% of schools have school based Assessment coordinator (SBACS)		98% (785 of 800 schools)	
<u>Baseline*</u>	<u>End of Project</u>		
1.1 B_0 (date)	11.1E 60%(date)		

8



<b>Restructuring.</b> Indicate if this component was restructured (date of approval by Manager). Briefly discuss the consequences of these changes. Re - scoping of the program was approved by the Manager in 2004. ( <b>Annex 1</b> ) It Mostly affected the pilot of school districts and reduced the possibilities of the program to affect efficiency issues. [ ] N/A	
<b>2. Component 2: Institutional Development.</b> Total cost of Component 2: US D 7 million Counterpart: 0 IDB: 7 million IDB Disbursement: 100% <u>Classification:</u> HS, S, U, VU	
<b>Key Output Indicator 2.1: Educational management capacity strengthened at the MOE and the school level.</b>	
<b>Planned Outputs</b> Staff members of MOEJ Trained to be computer literate. (180 senior and middle managers complete training)* <u>Baseline*</u> <u>Annual/Intermediate</u> <u>End o Project</u> 2.1B_0 (date)    2.1I____ (date)      2.1E 180(date)	<b>Outputs Achieved</b> <u>End of Project</u> 180 senior and middle managers trained (2008)
12 light house develop and disseminate to 5 schools each best school management practices. <u>Baseline*</u> <u>Annual/Intermediate</u> <u>End o Project</u> 2.1B____ (date)    2.1I____ (date)      2.1E _60 (2008)	55 schools developed projects as part of the school based management initiatives. (2008)
School principals complete school management diplomas.* <u>Baseline*</u> <u>Annual/Intermediate</u> <u>End o Project</u> 2.1B_o_ (2001)    2.1I____ (date)      2.1E _800 (2008)	763 principals trained. (2008)
<b>Key Output Indicator II: Improved attendance in primary schools.</b>	
<b>Planned Outputs</b> Increase of 15% in the 50 targeted schools with low attendance <u>Baseline*</u> <u>Annual/Intermediate</u> <u>End o Project</u> 2.1B 76% (2004)    2.1I____ (date)      2.1E 86% 2008	no information available
<b>Key Output Indicator III. Education Management Information Service (EMIS) improves communication, records-keeping of HR, census data and tracks</b>	
<b>Planned Outputs</b> Staff members of MOEY with desktop access to EMIS connect (MOEY e.mail access)	<b>Outputs Achieved</b> yes(2008)
Briefly explain differences between planned and actual outputs (if applicable). The attendance sub component was cancelled 2005, and substituted by the TC "Absenteeism in Jamaica's Primary Schools"(ATN/JF-9951-JA), that developed a study on root causes, and implemented pilot intervention in 100 schools. Baseline data was collected, but results of the impact of interventions in the 50 selected schools will be available until 2010. Scope of interventions was not school wide, thus the impact could be measured for the participating students but not the school.	
<b>Restructuring.</b> Indicate if this component was restructured (date of approval by Manager). Briefly discuss the consequences of these changes. Rescoping in 2005 eliminated the school attendance subcomponent. [ ] N/A	
<b>2. Component 3: Civil Works Component</b> Total cost of Component 2: US D 10.1 million Counterpart: 3.6 million IDB: 6.5 million IDB Disbursement: 100% <u>Classification:</u> HS, S, U, VU	
<b>Key Output Indicator 1.1: Available classroom spaces increased (2 new schools, 3 fully replaced, 3 partly replaced, 4 extendend)</b>	
<b>Planned Outputs</b> 4,935 new places created by 2008 <u>Baseline*</u> <u>Annual/Intermediate</u> <u>End o Project</u> 2.1B 0 (date)    2.1I____ (date)      2.1E 4,935 (2008)	<b>Outputs Achieved</b> <u>End of Project</u> 2.1 1365 (2008) in 5 shoos
<i>(if applicable)</i>	



Briefly explain differences between planned and actual outputs (if applicable).

The Government of Jamaica did not have the fiscal capacity to complete all the Civil Works within the PESP timelines. Lengthy pre-planning and approval phases for each project exacerbated the delays. The change in scope, material costs and inflation resulted in cost increases of approximately \$10.9 million over the life of the PESP Civil Works. The original estimate was US\$ 10,555,900 in 2000; this increased by 48.27% to US\$ 15,651,480 in 2007 and then by a further 37.15% to US\$ 21,467,042 in March 2008. Overall this represents an increase of 103.3% above the original. Five schools were completed with 1,365 spaces representing 26.5% of the project target.

**Summary Implementation Progress Classification:**

☐ Highly Satisfactory (HS)      ☐ Satisfactory (S)      ☒ Unsatisfactory(U)      ☐ Very Unsatisfactory (VU)

**d. Project Costs**

Category No.	Category Name	Total Project Cost - Planned	Total Project Cost - Actual	Difference	% Difference
1	Program Coordination	3,068,719.00	3,809,509.26	740,790.26	19.45%
2	Quality	8,896,018.00	11,018,479.95	2,122,461.95	19.26%
3	Institutional	7,030,363.00	6,068,674.65	-961,688.35	-15.85%
4	Infrastructure	6,555,900.00	5,740,295.32	-815,604.68	-14.21%
87	Capitalization Charges	3,449,000.00	2,363,040.82	-1,085,959.18	-45.96%
	<b>TOTAL</b>	<b>29,000,000.00</b>	<b>29,000,000</b>	<b>0.00</b>	<b>0.00%</b>

Total Project Cost - Planned (US\$000)	Total Project Cost - Actual (US\$000)	% Difference
Administrative costs of the project are approximately 20% higher than expected, mainly due to the extended time of execution. The Quality component had a longer time of execution, and a wider scope than originally planned, and thus required additional funding.		

**IV. Project Implementation**

**a. Analysis of Critical Factors**

PESP's implementation was influenced by four key factors

- The use of the matrix model of management. This model encouraged ownership, capacity building and high levels of interaction with MoE personnel while, at the same time, allowing the PMU sufficient Independence to advance Project lines of actions. The responsibilities of the PCU and component leaders within MOE were well defined and the management of the project was such that responsibilities for tasks and subsequent accountability were clearly assigned.
- Ongoing planning, monitoring and review processes, allowed for quality control and improvement. There was however, one discrepancy which compromised the extent to which project monitoring and evaluation could be executed – understaffing of the Monitoring & Evaluating Unit. The unit lost 50% of its staff due to retirement during the life of the project. The project hired additional consultants to ensure projects monitoring, but the unit is currently understaffed. The project also used process evaluation which highlighted at various times bottlenecks in execution. The recommendations were taken into account to address same.
- The Education sector transformation process began in 2004, with both positive and negative impacts for program implementation. PESP activities were well synchronize with the reform, and many of them, especially regarding quality, were undertaken by it, thus ensuring sustainability, and supporting the reform at the same time. However, plans for Ministry's modernization during the execution, resulted in uncertainty of the pertinence of some interventions. Several recommendations arising from PESP-funded pilot studies and enabling policy decisions were discontinued at the time pending the outcome of transformation on the Ministry's structure.
- Fiscal constraints affected the pace of implementation most especially the civil works component. However, since the Project had a sector wide approach, and was of high priority for the GOJ and the Education sector, qualitative outputs were only partially affected as was explained above.

Some issues pertaining the specific components are analyzed below:

### 1. *Quality assurance.*

For the most part the curriculum sub-component was implemented as planned. Some adaptation took place, in light of formative evaluation. For example, the cascade model was found to be effective for training large numbers of teachers, but had little impact at the classroom level. The strategy was modified to one that involved actual demonstration of the desired approach to teaching. Even with these changes, the level, and quality of implementation varies. A doctoral thesis on teachers' implementation of the RPC reported variation in how the teachers implemented the curriculum from the use of much 'chalk and talk' to the use of questioning, discussion, demonstration and role play to stimulate interest and activity on the part of the children (Roofe-Bowen 2008). The final evaluation of the program concludes that "The effectiveness with which the curriculum is implemented depends on the skill and creativity of the teacher and the extent of their understanding of the underlying rationale of the RPC. Efforts are still needed to ensure full scale/quality curriculum implementation.

The literacy sub component was reformulated. It was originally designed as a Literacy Pilot to introduce a literacy program into 80 low-performing urban schools, complementing an array of successful interventions from other agencies and expanding the summer literacy *programs*. However, research indicated that low achievement in literacy was more widespread than in the set of schools targeted. It was decided that a new programme of instruction should be developed for all schools at grades 1-3. The Literacy 1-2-3 programme based on the language experience and awareness approach was designed along with a set of support materials for delivery of literacy instruction during the Language Arts Windows (LAW) of the RPC.

### 2. *Institutional Strengthening*

Financial constraints and the need to have a broader legislative and policy support affected the implementation of the Institutional Strengthening component. Some examples include:

- a) The Pilot District project sub-component was eventually dropped in part because of the absence of the necessary regulatory modifications needed to reorganize schools and re-deploy teachers; this caused delays and the eventual cancellation.
- b) The EMIS was restructured from the original project design. It was originally designed to have three database components: personnel, finance and infrastructure. The Personnel database was delayed pending the larger modernization program; however specifications have been developed and will be implemented under the larger Education Transformation Process. The finance database was not feasible under the MOE only without involvement of MOF and required a greater policy mandate for the government service. It was abandoned in favour of a Document Management system, the implementation of which is to be completed under the transformation process. The overall objectives at project conceptualization of the EMIS sub-component were ambitious, as the budget to provide for the necessary infrastructure and databases was inadequate. (final evaluation report,2008)

### **b. Borrower/Executing Agency Performance**

In a context of fiscal constraints, the Ministry of Education was able to ensure a good management and monitoring structure that allowed for a successful process of implementation of the program. All changes to the project were dully supported and documented and are satisfactory responses to the challenges presented at the time. Some of them, like the reduction of 2.5 million, were out the project's authorityprojects control.

Borrower/Executing Agency			
<input type="checkbox"/> Highly Satisfactory (HS)	<input checked="" type="checkbox"/> Satisfactory (S)	<input type="checkbox"/> Unsatisfactory (U)	<input type="checkbox"/> Very Unsatisfactory (VU)

### c. Bank Performance

According to the Ministry of Education's end of project report, the Bank fostered a highly participatory preparation work program. The executing agency was involved in identifying requirements and actions for implementation setting the stage for significant acceptance by the stakeholders in the execution phase. Due to the sense of ownership engendered by the approach to project preparation the "goodwill" earned proved invaluable in the quasi- matrix- model employed for project implementation.

"A good partnership arrangement with the Bank existed during Project execution. The Bank provided training especially in procurement, the supervising specialists were very responsive and supportive of request for timely reviews and responses and as far as possible showed flexibility in responding to emergency/urgent situations. Throughout execution, the Bank was an enabler and was responsive to the needs/demands of the project. This favourable partnership allowed for ease and effectiveness of project execution".

Bank Performance			
<input type="checkbox"/> Highly Satisfactory (HS)	<input checked="" type="checkbox"/> Satisfactory (S)	<input type="checkbox"/> Unsatisfactory (U)	<input type="checkbox"/> Very Unsatisfactory (VU)

## V. Sustainability

### a. Analysis of Critical Factors

Much has been done to sustain the new ideas that underpin the RPC. Critical factor for the sustainability of the program include:

#### **Execution scheme of the program fostered sustainability and accountability.**

The method of implementation for the PESP - described as a "matrix approach"- implied that project activities were largely carried out by existing personnel and within the existing structures in the Ministry of Education, thus the know-how remained within the institution. The model built onshore and in-house capacity.

#### **The Education Transformation Project gave continuity to many PESP achievements**

A number of PESP activities resonated with the Ministry's Education Transformation Project. These include activities related to Literacy 1-2-3 and grade level remediation, curriculum content and delivery, site-based management and Ministry modernizations. For example, the professional development protocols under PESP will feed the Jamaican Teacher Council created by the transformation Team.

#### **Both the Student Assessment Unit and the EMIS are part of the permanent structure of the Ministry, and are a priority for the Education Transformation Project.**

**The training related to student assessment strengthening has been conducted in such a way as to ensure sustainability.** The School Based Assessment Coordinators (SBACs) can use the training modules in providing guidance to the teacher. Additional support to the teacher can be given by Education Officers who also have received the necessary training and have copies of the training modules. Lecturers from the Teachers Colleges have also received copies of the training modules to use in their classes. Furthermore, the Student Assessment Unit (SAU) has established email contact with the schools whereby the teachers could communicate their problems directly to the unit and get feedback.

**The curriculum for the primary program in the Teachers Colleges has been revised to accommodate changes in the curriculum,** although there is some concern over the effectiveness with which the trainee –teachers are being trained to use the integrated approach, all new teachers in the system are being trained at some level to implement the new curriculum.

**The institutionalization of the Principals' Diploma Program at St. Josephs Teachers' College.** The development of school leadership performance standards is currently being undertaken by the Education Transformation Project is fundamental to ensuring school leaders have a clear framework against which their performance is measured; the Diploma programme will have to be examined in light of these standards.

**A wide network of support for the management training program among officers at all levels was formed.**

#### **b. Potential Risks**

**External funding has become an important source allowing for continuity and progress in programs.** The lack of funding allocated to the Ministry could be a challenge if loans are not available.

**Sustainability of literacy enhancement requires ongoing support.** There is a real danger that if teachers are not given the ongoing training in the use of the methodology, Literacy 1-2-3 will not be properly used and so its objectives will not be achieved. Fiscal constraints may also limit availability of learning materials, number of teachers to support reading.

**Scarce resources for maintenance, including infrastructure; equipment and IT support.** Only two of the three planned project posts were given to the Media Services Unit to support the IT project over a three year period. With the end of PESP, it means that the 73 schools will now have the services of the experts from the Ministry. Provided that there is stability in staffing in these schools, the interventions should be sustained while the computers remain in good condition. The schools, however, will need to have the resources to replace these computers from time to time and to train new teachers who join the staff.

School maintenance is an ongoing issue within the Ministry and allocations of funding are very scarce. The Transformation Process proposed the National Education Trust to ensure private funding for maintaining schools. In the mean time, however schools do not get enough funding and rely on fund raising activities, or fees in order to cover this expenses.

**Lack of information, and changes in institutional roles derived in Pilot programs not being scaled up or sustained.** Due to the lack of information, it is difficult to define the benefits of sustaining interventions like the demonstration schools, the attendance pilots, or the site- based management (lighthouse schools) pilots that were supported by the program. The lessons learnt from these interventions could be useful to inform new programs at regional levels that will be responsible for the delivery of quality services after the transformation process.

**Teachers are trained and involved in a variety of interventions at the school level.** The more interventions that teachers have to cope with, the less time they have to focus on what is mandated by the Ministry. This is a clear threat to sustainability of the Ministry's policy.

Currently these risks are being addressed by the Transformation Process Project, that is also being supported by the Bank, and that will define roles and responsibilities for the Ministry, the Regional Entities and the Schools. Lessons from PESP have informed this process.

#### **c. Institutional Capacity**

The Ministry of Education was strengthened through PESP's on two basic capacities: a) its capacity to performed continuous evaluation on the Quality of Education. The institutionalization of the National Assessment Program (today and integral part of the Ministry's structure); allowed for on-going student assessment and basic information about the system. This information is widely used in decision making, and essential for the Ministry's role as a Policy director; and b) the Core Curriculum Unit has processes in place to monitor and improve curriculum implementation.

Sustainability Classification:			
<input type="checkbox"/> Highly Probable (HP)	<input checked="" type="checkbox"/> Probable (P)	<input type="checkbox"/> Low Probability (LP)	<input type="checkbox"/> Improbable (I)

### **VI. Monitoring and Evaluation**

#### **a. Information on Results**

Process monitoring and evaluation was an integral and important part of the PESP design and implementation. As a starting point, a logical framework was prepared; that detailed the indicators and

means of verification required for each component objective and output in order to monitor and evaluate the project. Also a baseline study to establish a basis for future comparisons was prepared. ([Annex V](#)) Since the logical framework was retrofitted, only some of this indicators were selected and are included in this PCR.

A second area of action involved a series of formative evaluations designed to examine the extent to which benchmarks were being reached, identify problems and suggest solutions with a view to enhancing project implementation. The evaluation and monitoring system also provided for two summative evaluations, one of which was conducted in 2004 (Primary Education Support Project Mid-term Summative Evaluation Report) and the other, a final evaluation. ([Annex III](#))

Monitoring of some aspects of the program was the responsibility of the Program Monitoring and Evaluation Unit (PMEU) of the Ministry of Education whose goal was to support project implementation through formative evaluation.

Specifically, the PMEU focused on the monitoring and evaluation of activities concerning the implementation of the Revised Primary Curriculum including: the mentoring program; the demonstration schools, classroom instruction; training workshops; the principal diploma program and the lighthouse schools initiative. Highlights of these evaluations include:

*The evaluation of Classroom instruction* was conducted on a quarterly basis, through the System for Monitoring, Activities, Resources and Teaching (SMART). Approximately 300 classrooms were observed every semester. The process included both the design of an observation form and the targeted training of observers, thus it deems to be valid and reliable information of what is actually happening inside the classrooms. The form has a total of 40 items organized in the following manner: (i) school code, year and term observation was conducted; (ii) demographic information that allows us to describe the population, 6 items; (iii) planning, 4 items; (iv) delivery of instruction, 9 items; (v) instructional materials, 2 items; (vi) assessment, 5 items; and, (vii) interactions, 5 items. The observer's manual is presented in [Annex VII](#).

Quarterly monitoring reports from SMART were very useful to improve implementation. Training strategies were modified to include demonstration classes because reports showed no changes in the classroom. It also informed the need to fast track activities in areas where performance was slower than in other regions. SMART identified different levels of curriculum implementation.

*Demonstration Schools.* 21 schools were selected to develop pilot programs to improve performance with a Teacher College as their main partner. Interventions were identified by each school, thus there are 21 different interventions. Even though according to the SMART system seventy nine percent (79%) of teachers in these 21 schools performed above average in the delivery of their lessons, in average there was no improvement in literacy results; measures by the grade 4 literacy test. There were two schools that had significant improvements. St. Richards Primary, that went from a 69% mastery in 2005 to a 86% in 2008 (17% increase), and Claremont all age that went from a 60% to a 83% in the same period of time. (23% increase compared to a 14% at a national level). Further research is needed to identify if the increase was related to the demonstration school project interventions and document lessons.

*Principal diploma program.* The principal diploma program was evaluated to determine the overall effectiveness of the leadership skills of principals after they received the training. The evaluation revealed that the 78% of principals in the sample were implementing their acquired knowledge and skills. However, some participants were not appointed as principals and did not get the opportunity to implement their action plans.

*Final evaluation.* A final evaluation of the project was carried out from October to December 2008, with the following objectives:

1. Evaluate the efficiency of project management and implementation, as well as compliance with contractual clauses and GOJ requirements;
2. Define the effectiveness of implementation and attainment of expected project goals, as well as extent of value produced of resources utilized,

3. Faithfulness in execution of projects in relations to objectives of the project, log frame, and Base line Indicators,
4. Analyze demonstrated sustainability of projects activities as it relates to curriculum delivery, assessments, literacy, Instructional Technology, teacher preparation, etc.

A guiding questionnaire was developed to structure data collection. The methods used to collect information were: document review; Interviews and consultations (62); and field visits (13). The report stated that: "Based on the evidence gathered, it has been concluded that carefully planned project design together with strong management accounts for the success of activities that took place. The report reviewed outputs in detail, but did not speak to outcomes.

#### **b. Future Monitoring and Ex-Post Evaluation**

Monitoring tools are still in place, and the Ministry is collecting data on curriculum implementation on a yearly basis. The program has a Base Line Study that could facilitate an impact evaluation and the results from the fourth grade literacy test and sixth grade achievement test that are taken yearly in every primary school in the country. There is no information, however, of the different types of interventions that each school has been subject to.

The Ministry is planning to carry out an impact evaluation of the Primary Curriculum in the next three years.

### **VII. Lessons Learned**

A revision of various project documents speak to the following lessons learned:

#### **Lessons for design**

***Formative evaluation is useful and recommendable, but*** can lead to changes, and longer implementation periods. This should be taken in consideration when defining project time lines. (I.E, Workshops in the schools, with demonstrative classes in video and school based coordinators were dined more effective by teachers. This type of projects could benefit from longer periods of execution, or multi phased approaches.

#### **Lessons for execution**

**Formative evaluation and strong monitoring allowed for good quality control.** Visits to schools and class observation proved to be effective in identifying problems and possible solutions for curriculum implementation. The modalities to train teachers needed to be modified during the life of the project because the monitoring process showed that they were not having an impact in the way teachers thought. Some teachers were trained 3 times with no apparent results.

**Flexibility during execution allowed modifying strategies according to formative evaluation results.**

#### **Lessons for teacher training**

PESP has made available the resources to carry substantial training to support curriculum implementation. In order to optimize performance, especially over the long-term, the following should be considered:

- The cascade Model and Networks for Training Trainer delivery modes have inherent problems of quality control. It requires continuous monitoring, review of materials and teacher feedback. The general view is that the cascade model was effective in enabling large numbers of persons to be trained in a relatively short time, but for this training to have an impact on the classroom a different approach is needed. In service training is suggested to provide the on-going, interactive, cumulative learning necessary to develop new conceptions, skills and behaviors'. These lessons are consistent with international experience in the subject.
- There is a need for differentiated training. Attention should be paid to ensure training addresses the needs of different audiences. The teacher is being trained to implement the curriculum, while



the principal should be train the give instructional supervision to the teacher. Implementing the curriculum for multigrade teachers also requires targeted attention.

- De- centralized training at school level, which includes micro-teaching, is more likely to ensure that effective teaching practices are used actively. Teachers who actually do a student activity can experience the learning benefits for themselves. Training must model the approach to learning that underpins the curriculum.
- To improve effectiveness, ensure timely and adequate resources. Delayed access to resources to support training and capacity building activities already completed can lead to frustration and dissatisfaction among trainers and trainees.
- Training needs to be on-going, to mitigate the impact of staff turnover and personnel changes.
- New curriculum may need specific competencies that need to be addressed. The RPC has an emphasis on aesthetics, with needs specialized skills in teaching music, visual arts and drama as well as physical education.
- The Curriculum implementation process has prioritized literacy interventions. Numeracy interventions should also be strengthened with materials targeted training and close monitoring of results.

#### **Lessons for future research.**

- The gender gap in literacy results persists in favour of girls. There is a need to understand the causes of the Gap and design projects accordingly. Data will allow to identify schools where the Gap is lower and study characteristics of teaching. There are some schools that have opted to separate groups by gender to resolve this issue, and have had improvements in grades.
- There are a number of schools that, with similar socio-economic conditions, achieve significantly higher scores both in literacy and numeracy. Research is needed to identify the characteristics of these schools.
- The PESP focused on identifying teaching methods and materials to improve literacy. Numeracy needs the same attention and will benefit from pilots to enhance performance at the primary level, again with a gender perspective. In the year 2008, only 59% females and 50% males mastered the grade six achievement test in the mathematic subject.

#### **Annexes:**

1. Minutes from the End of Project Workshop
2. Borrower Evaluation
3. Primary Education Support Project (PESP) - End-of-Project Evaluation
4. Amendatory Contract (Loan Contract: 1264/OC-JA)
5. AIDE MEMOIRE
6. Final Report – Data Base to Facilitate Performance Management of the Primary Education Support Project (PESP)
7. Observer's Manual - System For Monitoring Activities, Resources and Teaching (Smart)

## **Primary Education Support Project**

### **PESP**

#### **End of Project Workshop**

**December 2008**

The end of project workshop for the Primary Education Support Project was held on December 2008 with the participation of different stakeholders including; School Principals, regional level officials, current and past director within the Ministry of Education, consultants involved in design and implementation. There were approximately 60 participants.

The agenda for the workshop included presentations of the results and lessons learned for each of the project activities, as well as of their evaluations. The overall evaluation was presented and comments and discussions given during the workshop were included as part of the final evaluation report. A complete video of the workshop is available in project files in the country office.

Presenters included: Andrew Hollness, Minister of Education; Audrey Sewell, Permanent Secretary, Education; Jean Hastings, Program Coordinator, Karen Williams, Teacher; Jean Baeamont; IT for curriculum reform; Allen Dawe; Principal Diploma Program; Evaluation of the project- Susan Sproude, evaluation director Maret Johnson; Francklyn Beckford, Civil Works, Ministry of Education among others.

After presentations, stakeholders were invited to reflect on the lessons learned from PEPS, and give suggestions to the Ministry of Education and the IDB. In general terms, the project was perceived as very successful, and the Ministry of Education was commended for leading a comprehensive and complex task, and achieving the expected results. It was acknowledged that the time frame for the reform was more than the five years anticipated at the beginning of the program, but there was consensus that the process allowed for improvement and reality dictated the need for some changes. Changes in the program responded to policy changes and fiscal constraints. Flexibility in the program allowed responding to conditions and continuing to pursue original objectives. The IDB was recognized for the continuous support and flexibility during the process.

There was consensus among different stakeholders that PESP was a successful project, thus it brought “quality inputs to the system”, and made significant contributions to the implementation of the Revised Primary Curriculum. Some of the characteristics that allowed for this success were highlighted during the workshop, and include:



- ***Excellent management:*** There was consensus regarding the importance of management as a key element for success. Clear work plans, and consistent follow up as a team allowed for problem solving and redirecting if necessary.
- ***The Matrix concept used for the execution:*** The project was and still is embedded in the Ministry of Education, so even if the IDB funding ends, the PESP continues. Every component was responsibility of existing units, which were reinforced with personnel, but were directly responsible for results. Only administrative issues, like procurement and accounting were on a separate unit. “The Matrix was the highlight of the project. Everybody was involved, we felt it ours. It helps integrate stakeholders”.
- ***The flexibility and possibility to learn and redirect during the process “it was a project that learned”:*** The most important examples of this learning are the training for teachers and the literacy interventions. In the first case, many different approaches were tried, and monitoring results allowed identifying that training was not working, thus different strategies needed to be put in place. “We tried all different ways to do it until it was possible”. In the second case, the flexibility to go from a targeted approach to a national approach gave way to one of the most successful activities of the program.

Reflections of participants included lessons learned:

#### **For Design:**

- The design was owned by the Ministry of Education. Learning from what was already in place, strengthening it and changing it according to international experience, allowed to improve what was in place, but ensured ownership and sustainability.
- Promoting participation, interagency coordination; and discussions among the different components, strengthen the team, and allowed to share views and consolidate a cohesive proposal. “The most interest was putting it together with the other components and shared their views”. “We learned from that, and gave us a sense of common tasks. The whole ministry was there”.

#### **For Implementation:**

- Quality Assurance component: coordination among stakeholder was key. The process was not easy, and it was slow, but proved to be basic, thus the project involved every aspect of education, all the way to teacher colleges.
- Being able to learn during implementation was possible because of good monitoring and flexibility.

- Motivation for teachers came from getting new skills, and materials for their classes. Literacy 1-2-3 materials were considered very helpful and relevant. New infrastructure and learning spaces also motivated. Leadership of the principals was considered very relevant to support curriculum implementation.
- Flexibility in fellowships for teachers was seen as a great incentive, thus Universities could be chosen by participants. This allowed for different experiences that were then shared in the country.
- Support to principals was valued mostly for empowering different ways for solving problems and giving them management skills. The problem solving sessions are continued to be used by them in their schools.
- Integrating Technology as a tool to implement the curriculum showed to be a humble experience. It required knowledge of adult learning, and lead to reflections of the new revised curriculum: collaborative learning, and patience. The focus was how to facilitate and enhance curriculum implementation with IT, not IT on itself. The process of getting teachers, that are adults, to learn about computers, was a vehicle to experience the collaborative learning that is required in the curriculum.
- The process was really about getting to implement a child centered curriculum. And it included every aspect needed to achieve change making it a complex project. Change takes times and persistence. Having mechanisms to recognize progress is important to keep people motivated and with the sense of common goal.
- Regarding Civil Works At the end for PESP, 1365 quality spaces were achieved. Even if this is short of original targets it's considered a huge achievement due to fiscal constraints. The IDB is in the process of approving additional funding to achieve the 5000 planned spaces. Maintenance is still an issue, and needs to be addressed. Special grants were in place, but are not sustainable.

**Recommendations for the future included:**

- Efforts need to continue. We have found ways to make it work, but teachers and principals still need support. Materials, maintenance of equipment and new buildings, updating on training; among others.
- Sharing experiences among teachers was a good practice, we should continue sharing.
- Teachers need support in the classroom to reaffirm new skills. These methods of training, even though more expensive proved to be more effective.
- The new primary curriculum requires some specific skills that have not been addressed, and that are being left behind. One example is the change in region education that requires knowledge of different religions, teacher keep only


focusing of Christianity. Also the curriculum requires skills in visual arts. Efforts are needed to achieve this change.

- The literacy 1-2-3 experience, could be thought out also for numeracy.
- Resources need to be sustained. Computers, books, technical assistance.
- Interventions need to be clearly understood. Different schools had different interpretations of expected results, and how to get there. New materials need to be supported by training or guidance of how to use them- guidance needs to be strengthened.

### **Sustainability:**

- Supporting projects that are originated within the local institutions, to strengthen them, ensures sustainability and ownership. Some activities were not continued because of policy changes, but the Ministry was strengthened and is giving continuity to programs. Budget constraints is, however, a risk.
- “Complexity of education requires many programs that generate the mainstream challenge after the program. How do I take the benefits of the project and mainstreaming where you have different resources, not a nursery. I believe we should not go the project route any more. The MOE needs to be able to manage the change business. Tall task. You can’t keep doing the same thing and expect better results”. PESP managed to allow for mainstreaming, because it was mainstreamed since the design phase, and it relied on our capacity.
- PESP resonated with the Ministry of Education Transformation Project. One is a continuation of the other, and builds on lessons, and studies done. It’s a good example of relevant support with a sectorial approach.

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Inter-American Development Bank Project Completion Report – 2006 PCR Borrower Evaluation	
Project Name: Primary Education Support Project	
Executing Agency(ies): Ministry of Education	
Borrower: Ministry of Finance and Public Service of Jamaica	
Date of Project Approval:	Date of Contract Effectiveness: December 22, 2000
Date of Borrower Evaluation:	Expected Date of Exit Workshop: December 10-11, 2008

**Borrower Project Performance Ratings**

**Probability on Achieving its Development Objective(s):**

☒ Highly Probable (HP)      ☐ Probable (P)      ☐ Low Probability (LP)      ☐ Improbable (I)

**Project Implementation:**

☒ Highly Satisfactory (HS)      ☐ Satisfactory (S)      ☐ Unsatisfactory (US)      ☐ Very Unsatisfactory (VU)

**Sustainability of Project Results:**

☐ Highly Probable (HP)      ☒ Probable(P)      ☐ Low Probability (LP)      ☐ Improbable (I)

**Comments:**

The execution of project activities was embedded within the relevant units of the Ministry and achieved a high level of buy-in and integration in the units' activities which has ensured that the actions will be sustained. Additionally, as part of the closing cycle activities that were piloted under PESP (eg. Demonstration School Concept, Site-Based Management/Lighthouse School Concept) were presented to the Ministry's executives for decision on full adoption. Yet another set of actions under PESP, resonated with the transformation programme and will be sustained through that initiative. These factors will help to ensure development objectives are met and activities sustained. Activities related to efficiency gains and reduction in the number of untrained teachers in the system was not funded by the project, though they were monitored and reported on. The target set for the reduction of untrained teachers showed downward trend and should achieve the target set in the original log frame.

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**Borrower Performance During Project Preparation**

Please rate your own performance during Project Preparation:

☒ Highly Satisfactory (HS)    ☐ Satisfactory (S)    ☐ Unsatisfactory (US)    ☐ Very Unsatisfactory (VU)

Comments:

The Ministry of Education as the executing agency was very involved and took ownership for project activities from the planning phase. This contributed significantly to the success of project implementation.

**Borrower Performance During Project Execution**

Please rate your own performance during Project Execution:

☒ Highly Satisfactory (HS)    ☐ Satisfactory (S)    ☐ Unsatisfactory (US)    ☐ Very Unsatisfactory (VU)

Comments:

The implementation of the project received much support from the executing agency due largely to the method of implementation which was a contributing and significant factor to successful execution of project activities. While the budget targets were not met, progress was enabled in the quality areas by the participation of staff in the executing agency's divisions out of which the project was executed. Weaknesses in procurement which showed during execution in year one, was overcome with support from the Bank, and especially the Supervisory Specialist.

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**Bank Performance During Project Preparation**

Please rate the Bank's performance during project preparation. Factors to be considered include the extent to which the Bank facilitated a participatory project design, proposed adequate technical solutions to the problems identified, and responded to the needs of the Borrower (timeliness, selection of instrument type).

☒ Highly Satisfactory (HS)    ☐ Satisfactory (S)    ☐ Unsatisfactory (US)    ☐ Very Unsatisfactory (VU)

**Comments:**

The Bank fostered a highly participatory project preparation work programme. The executing agency was involved in identifying requirements and actions for implementation. This set the stage for significant acceptance by the stakeholders in the execution phase. Due to the sense of ownership engendered by the approach to project preparation the "good will" earned proved invaluable in the quasi-matrix model employed for project implementation.

## Annex III

(JA0059)

*Primary Education Support Project (PESP) End-of-Project Evaluation*



Ministry of Education

**Primary Education Support Project (PESP)**

**End-of-Project Evaluation**

Loan # 1264-OC/JA

January 27 2009

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### *List of Acronyms*

ACEO	Assistant Chief Education Officer
CARICOM	Caribbean Community and Common Market
CCETT	Caribbean Centre for Excellence in Teacher Training
CCU	Core Curriculum Unit
CITs	Curriculum Implementation Teams
DCEO	Deputy Chief Education Officer
DFID	United Kingdom's Department for International Development
EFA	Education for All
EMIS	Education Management Information Systems
EOs	Education Officers
ERTC	Evaluation of the Rationalisation of Teachers' Colleges
GOJ	Government of Jamaica
GDP	Gross Domestic Product
GSAT	Grade Six Achievement Test
HRM&A	Human Resource Management and Administration
IDB	Inter-American Development Bank
IT	Information Technology
JIS	Jamaica Information Service
JTA	Jamaica Teachers' Association
LAW	Language Arts Window
LE&A	Learning Experience and Awareness
MDGs	Millennium Development Goals
MoE	Ministry of Education
MoEY&C	Ministry of Education, Youth and Culture
MoF	Ministry of Finance
M&EU	Monitoring and Evaluation Unit
NAP	National Assessment Programm
PDP	Professional Development Protocol
PDU	Professional Development Unit
PEIP	Primary Education Improvement Programme
PESP	Primary Education Support Project
PIM	Project Implementation Manual
PIOJ	Planning Institute of Jamaica
PMU	Project Management Unit
PMSC	Project Management Steering Committee
RE	Religious Education
RPC	Revised Primary Curriculum
SAU	Student Assessment Unit

*List of Acronyms (continued)*

SBACs	School Based Assessment Coordinators
SEOs	Senior Education Officers
SBMP	School Based Maintenance Programme
SMART	System for Monitoring Activities, Resources and Teaching
USAID	United States Agency for International Development
UWI	University of the West Indies

## Executive Summary

This report is an external end-of-project evaluation of the Inter-American Development Bank-Government of Jamaica (IDB-GOJ) funded Primary Education Support Programme (PESP). The primary goal of this project was to improve the performance, efficiency and equity of the primary education system. The strategic objectives were (a) to improve performance through effective implementation of the revised primary school curriculum and national assessment standards in all primary schools; (b) to increase efficiency through the rationalization of teacher education and the strengthening of educational management capacity at all levels and (c) to enhance equity in the delivery of educational services to children from lower socioeconomic backgrounds through targeted interventions for improved literacy, numeracy, attendance and civil works. Project activities were organized around three articulated components:

1. Quality Assurance – activities which impacted the delivery of education
2. Institutional Strengthening – activities which impacted the management of the delivery of education
3. Civil Works – infrastructure works that improved access to education

Initially designed as a five-year project scheduled to end in 2005, the project was extended by three years to December 2008.

### Purpose and Methods of Evaluation

The purpose of this end-of-project evaluation was to evaluate:

1. efficiency of project management and implementation, as well as compliance with contractual clauses and Government of Jamaica (GOJ) requirements;
2. effectiveness of implementation and attainment of expected project goals, as well as extent of value produced for resources utilized;
3. faithfulness in execution of projects in relation to objectives of the project, Log Frame, and Baseline Indicators;
4. demonstrated sustainability of project activities as it relates to Curriculum Delivery, Assessment, Literacy, Instructional Technology, Teacher Preparation, etc.

The organisation of the report was guided by a series of guiding questions that sought to probe the (a) relevance of project design and efficiency of implementation, (b) project's success in achieving its strategic objectives, (c) benefits received by the intended beneficiaries and the education sector generally and (c) steps taken to ensure continuation of activities beyond the life of the project. In addition to reading relevant documents related to the project, the evaluators made field visits and conducted in-person and telephone interviews with key Ministry of Education (MoE) staff and officials, school principals, teachers and other members of school communities, as well as representatives from other institutions with direct responsibility for or experience with PESP.



## Major Findings

Based on the evidence gathered, it has been concluded that carefully planned project design together with strong project management account for the success of activities that took place under the three articulated components.

### Project design and management

Key project design characteristics which influenced the effective implementation of project activities included: the inter-relationship and mutually supportive nature of each component; mainstreaming by drawing on the resources of several Ministry of Education units; and an extensive monitoring and evaluation plan that identified specific performance monitoring indicators for each component.

The major design feature that benefitted management and implementation of PESP was the use of the matrix model of management. The selection of this model ensured that issues of individual motivation and organisational commitment were addressed and appropriate mechanisms were included in the design to promote them. Specifically, the matrix model encouraged ownership, capacity building and high levels of interaction with Ministry of Education personnel while at the same time affording the Project Management Unit (PMU) sufficient independence to advance project lines of action.

Process monitoring was an integral and important part of the PESP design and the project was guided by a detailed method for conducting monitoring and evaluation which included conducting baseline studies, preparation of a logical framework and a series of formative evaluations. Project monitoring procedures were strengthened throughout the project life in a number of ways: introducing software to facilitate monitoring; using standardized instruments - System for Monitoring Activities, Resources and Teaching (SMART) and TrainSys - for classroom observation and training evaluation; drawing on information gained from monitoring and evaluation activities to inform decisions. Although the Monitoring and Evaluation Unit has been challenged by a reduction in the number of staff, the steps taken to introduce mechanisms and practices to strengthen the project are likely to be sustained.

The quality of management is deemed to have been excellent. There was clear adherence to the reporting structure. It was felt that management's knowledge of education, the Ministry environment, technical and policy issues together with an efficient response to project needs helped to advance the project. Although Government of Jamaica procurement rules were lengthy and required meticulous attention to detail, these procedures were well controlled and monitored by the PESP Project Management Unit.

The original PESP budget was US\$39.5 million with \$31.5 million from IDB, and US\$8 million from GOJ. In November 2004, the project was re-scoped following agreement with the IDB and within agreed parameters. Major adjustments included:

- one sub-component – the School District Pilot Project - being dropped
- reduced support for the attendance Pilot Project

- extended support for the Student Assessment Unit
- expansion of the Evaluation of the Rationalization of the Teachers' Colleges (ERTC) Study

With the change in scope, the loan amount was reduced by US\$2.5 million and the budget was revised to US\$ 37 million.

The project worked well in a fiscally challenging environment. The quality of planning as well as the implementation and management of the project is considered to have been very good.

### **Performance highlights and effectiveness**

The indicator-achievement comparisons show that, by and large, the results related to Quality Assurance and Institutional Strengthening have been achieved while those related to Civil Works have been partially achieved. The following sections identify the major achievements and describe the effectiveness for each component.

#### ➤ *Quality Assurance*

The following are the major achievements under Quality Assurance

- Approximately 12,000 teachers trained to use the Revised Primary Curriculum and assessment procedures.
- Approximately 856 School Based Assessment Co-ordinators trained; training manual and video developed and distributed to schools.
- Literacy programme (Literacy 1-2-3 ) designed to develop early literacy skills; approximately 70% of teachers trained; support materials developed.
- New Grade 1 diagnostic test, the Grade 1 Individual Learning Profile developed and alignment of the National Assessment Programme with the Revised Primary Curriculum completed for Grades 3, 4 and 6.
- Teachers' Colleges curriculum revised in keeping with the Revised Primary Curriculum.
- Capacity in teachers' colleges strengthened through 53 fellowships for lecturers to pursue advanced degrees.

The goal of improved educational performance and equity through quality assurance has been successful and productive particularly in relation to system-wide use of the revised primary curriculum and student assessment protocol, increasing the Ministry's capacity for student assessment and standardized testing, strengthening teachers' use of performance-based continuous assessment standards, enhanced literacy, and availability of and use of resources.

For the most part the curriculum sub-component has been implemented as planned, although some adaptation took place in light of formative evaluation. For example, the initial training model that involved all-island training sought to ensure all teachers were trained, but when it came to ensuring impact of the change at the classroom level, another strategy was needed - one that involved actual demonstration of the desired approach to teaching. This is where the use of

technology in the form of DVDs with demonstration lessons and the use of CITs proved particularly beneficial.

One difficulty noted was that the effectiveness with which the curriculum was being implemented depended on the skill and creativity of the teacher and the extent of their understanding of the underlying rationale of the RPC. The general view of the Core Curriculum Unit has been that some teachers are not as creative and child-centred as desired in their use of the RPC guides.

The literacy enhancement component was reformulated. New instructional materials were developed for all schools (grades 1-3) to replace the Primary Language Arts Scheme (LMW materials) which had been in use in the lower primary for over two decades. Teachers have described the materials as lively, captivating the interest of the students, while at the same time supporting the scope and sequence of the learning process as guided by the curriculum. The content of the books is relevant to the children's experiences and takes cognisance of their previous knowledge. Importantly, the books feature main characters in the stories which appeal equally to both boys and girls. One aspect of the textbook and supplementary teaching and learning materials was not executed under PESP i.e. the feasibility of the 'book bank' scheme, providing guidelines for competitive bidding because the Ministry of Education completed the activity prior to the start-up of PESP.

The Interactive Radio Maths project was replaced by an initiative to produce interactive videos around three topics that proved to be a challenge in the teaching of mathematics at grade 1. Two videos have been produced and plans being made to pilot them. The videos are to be supported with activity books, a teacher's guide, c.d and booklet.

Success associated with demonstration schools varies. Although the network of 21 Demonstration schools attached to seven Teachers' Colleges exists, constraints related to lecturers' time and lack of clarity on the objectives of the demonstration schools affected their input.

#### ➤ *Institutional Strengthening*

The following are the major achievements under Institutional Strengthening

- 36 short-term fellowships, 4 long-term fellowships and 53 tuition grants were awarded to build capacity within the Ministry of Education.
- 731 principals, vice-principals and senior teachers successfully completed the Diploma in Education and School Management from Mount St Vincent University; programme institutionalized at St Joseph's Teachers' College.
- 150 Ministry of Education senior and middle managers awarded an Advanced Certificate in Educational Management; 44 received certificates of participation.
- Facilities Management software under EMIS installed and being made operational. Document/Records Management software is being installed and infrastructure requirements are at various stages of completion. The Ministry of Education Intranet is scheduled to be operational by January 2009.

Both the fellowships and management training lines of action exceeded targets. However, the number of staff members who engaged in the internship programme was too small to create a critical mass for significant contribution to succession planning. In addition, the suspension of the mentorship programme together with the eventual discontinuation of the internship programme meant that succession planning could not be fully implemented in the way it was intended. The decision to suspend the programme resulted from the pending modernisation and transformation of the sector.

While there is general agreement that the Principals' Diploma Programme was well delivered and principals gained knowledge and skills, the extent to which the training was transferred and impacted their schools is not altogether clear. It appears that there needs to be an initial minimum level of capacity and commitment for training to be effective. The principals identified by informants as being successful had always demonstrated a level of competence and commitment which was then further refined and reinforced through the training.

Delays during implementation of the site-based management initiative led to decreasing motivation and weak links between lighthouse schools and some satellites. There is some question about the extent to which the original conceptualisation of the role of the lighthouse school and the understanding of site-based management has been retained and disseminated. Nevertheless, there is evidence that some schools have benefitted from the experience. In particular, principals, teachers and community members described the experience as having brought about three kinds of changes in the schools' management:

1. Increased community understanding of the school's needs and aspirations as well as community and teacher involvement in the school decision making processes.
2. A participatory climate where they feel that they share responsibility for but also pride in achievements.
3. A view of themselves as essential resources with a decision-making role to play as opposed to former roles which were largely advisory or functional.

The school attendance pilot project though behind schedule is now well underway and recommended interventions through community-based organisations are being initiated. However, the extent to which the recommended interventions will impact attendance rates cannot be ascertained until interventions are fully implemented and evaluated.

The EMIS was restructured from the original project objectives for strategic and fiscal reasons. It was originally designed to have three database components - personnel, finance and infrastructure. The Personnel database was delayed pending modernisation; however, specifications have been developed and will be implemented under the auspices of the larger Education Transformation programme.. The Finance database was not feasible under the MoE and required a greater policy mandate outside of the MoE and PESP to effect the changes envisaged. It was abandoned in favour of a records management system to be completed under the auspices of the larger Education Transformation programme. The facilities management has been installed. The overall objectives at project conceptualisation of the EMIS sub-component were ambitious as the existing environment was not able to accommodate them.

### ➤ *Civil Works*

The following are the major achievements under Civil Works:

- Four schools completed with 1,155 school spaces
- Maintenance database installed

The Government of Jamaica did not have the fiscal capacity to complete all the Civil Works within the PESP timelines. Lengthy pre-planning and approval phases for each project exacerbated the delays. The change in scope, material costs and inflation resulted in cost increases of approximately \$10.9 million over the life of the PESP Civil Works. The original estimate was US\$ 10,555,900 in 2000; this increased by 48.27% to US\$ 15,651,480 in 2007 and then by a further 37.15% to US\$ 21,467,042 in March 2008. Overall this represents an increase of 103.3% above the original.

Civil Works for PESP is scheduled to be completed by the GOJ by March 2010. Work has commenced on all except one of the seven remaining schools. It is expected that within the current fiscal year, five schools will be completed with 1,365 spaces representing 26.5% of the project target. Working at a greater pace and keeping within the construction schedules would make meeting the target of 12 schools by 2010 an optimistic possibility.

### **Sustainability**

In spite of a reduction in planned funding and resource challenges PESP has executed all of the planned activities and completed the majority of outputs for two of the three components - Quality Assurance and Institutional Strengthening. The anticipated civil works has not been fully realized. However, recent agreements with the Ministry of Finance have positioned it well for sustaining activities beyond the initial December 22, 2008 end-of-project date.

### ➤ *Quality Assurance*

The development and implementation of the Revised Primary Curriculum was a major accomplishment of the project and much has been done to sustain the new ideas that underpin it. For example, the curriculum for the primary programme in the Teachers Colleges has been revised to accommodate these changes, although there is some concern over the effectiveness with which the trainee-teachers are being trained to use the integrated approach.

A great deal of effort and investment has gone into training to support the curriculum and this training needs to be further supported. For example, the work of the Curriculum Implementation Teams (CITs) can only be sustained if they have the support of the principal and if the new Curriculum and Assessment Agency is able to address problems with the curriculum that the CITs cannot deal with. Sustainability of literacy enhancement also requires ongoing support. The Big Books and Little Books have a shelf life of 2-3 years, but the Media Services Unit will need to build their replacement into its budget.

Two other accomplishments worthy of note are the development of the Professional Development Protocols that are informing the establishment of the Jamaica Teaching Council

and the development of the Programme for Beginning Teachers which is being extended into the Secondary system.

The training related to student assessment strengthening has been conducted in such a way as to ensure sustainability. The School-based Assessment Co-ordinators can use the training modules in providing guidance to the teacher. Additional support to the teacher can be given by Education Officers who also have received the necessary training and have copies of the training modules. Lecturers from the Teachers Colleges have also received copies of the training modules to use in their classes.

Sustainability of demonstration schools will vary from college to college. Some schools have dropped out and in the case of one college, all involvement with the Demonstration schools terminated in 2006. In another college, the strong relationship and sense of collegiality built between the college and the schools will foster sustainability.

A significant addition to the project's task was the conceptualization of an Education Tertiary Commission and the development of a strategic plan for Tertiary Education – this was accomplished and is to be submitted to the the Jamaican Cabinet for approval.

#### ➤ *Institutional Strengthening*

The key areas that emerged as clear evidence of the staying power of Institutional Strengthening are:

1. The institutionalization of the Principals' Diploma Programme at St. Josephs Teachers' College.
2. A wide network of support for the management training programme among Ministry officers at all levels.
3. A commitment from lighthouse schools to document their best practices.

#### ➤ *Civil Works*

PESP project documents have become the standard within the MoE's Civil Works department. The management system employed - using Contract Managers for each site and Project Managers who supervise three schools - has also served as a model for efficiency in carrying out civil works projects with the Technical Services Unit. The contract documents have been emulated by members of the Jamaica Masterbuilders Association.

In planning for continuity and sustainability for the project initiatives beyond the formal funding period, several PESP activities need stable and ongoing commitment from school leaders, their communities as well as the Ministry of Education to support and resource them. These include:

1. sustained in-service training for teachers especially in the use of alternative and authentic assessment such as journals, portfolios and projects.
2. stronger input in teacher training in terms of training more teachers with specialised skills in teaching music, the visual arts and drama as well as physical education.

3. officers in the Ministry of Education with responsibility to oversee and offer guidance to schools integrating technology in the curriculum as well as technical assistance. Since ongoing support and modelling from school administration is also critical, principal appraisal should include this dimension.
4. funding and support for helping schools to replace outdated computers, to acquire hardware to support interactive maths videos, and to stock school libraries or class libraries for Literacy 1-2-3.

## Conclusions

The evaluators concluded that project activities have been addressed in a professional manner and changes were made when necessary. Indications are that the project has made an impact on the sector, and that several structures and processes are in place to enhance management and delivery in the years ahead.

A second conclusion offered is that the project has had, and will continue to have, an important impact on the quality and efficiency of primary education. Likely future results include expansion of the number of professionals trained in educational management and instructional leadership; an increase in literacy rates; improved student performance; increased attendance in selected schools; improved access to a variety of school plant and student performance data; and improved teaching and learning practices.

Finally, the significance of PESP must be seen as extending beyond the immediate project objectives. In the context of its contribution to the Ministry's thrust to transform the education sector, PESP has served as a catalyst and a defining influence on Primary education in Jamaica. Furthermore, through PESP, Jamaica's primary education sector is on target to meet its obligations under the Millenium Development Goals and Education For All agreement.

## Recommendations and Lessons Learned

The evaluation report offers a series of recommendations with suggestions for consolidating the gains achieved by PESP and for framing future projects.

1. A cornerstone recommendation is that for each initiative there needed to have been a clearly identified advocate to promote and support ownership of that initiative by relevant stakeholders at all levels. To increase ownership and success prospects of an initiative, training, materials development and other activities should be designed with active involvement of those who will implement, as well as those who will see to sustaining the initiative.
2. Efforts should be made to provide clear and consistent articulation and guidance with respect to what education officers, teachers and principals are being asked to do. Innovation Configuration Maps or other similar tools could be developed to establish a shared vision of what the ideal could look like in practice.
3. During the project, there emerged several resource constraints as well as technology and infrastructure gaps that prevented full-scale implementation of some activities. Therefore, it is recommended that a realistic assessment of local resource availability,

- infrastructure gaps and constraints be conducted during the design phase and addressed as part of the project.
4. Regarding financial restraints, it is recommended that constant review and update of procurement rules and guidelines to determine an optimum cost-benefit ratio be pursued. This may lead to reduced delays and greater efficiencies that may counter the financial constraints faced by GOJ.
  5. A series of recommendations related to training is also included in this evaluation. These highlight the need for careful selection of training models, sustained training input and differentiated training. Included too is a recommendation to allocate quality, relevant resources in tandem with training.
  6. To mitigate the impact of staff turnover and personnel changes on successful carrying out of project activities, it is suggested that key officers be replaced promptly and ongoing support to new members of staff be provided.
  7. The final recommendation offers suggestions for building a culture of continuous improvement whereby data are consistently used to inform effective interventions, identify areas that need attention and set targets. To this end, it has been recommended that the use of evaluation reports and data collected through TrainSys and SMART be extended. It is also suggested that templates for the collection of case study information about successful initiatives could be developed with a view to providing information and strategies for teachers and principals that they could adapt to a variety of situations.

Key lessons learned include the following:

1. Sustainability is more likely when stakeholder involvement, ownership and accountability are well-defined.
2. Interventions need to be clearly understood by initiators and communicated to users.
3. Projects should be designed to be flexible and to foster sustainability.
4. Planners need to assess resource requirements for interventions during design phase.
5. Training should be designed to meet the needs of different users, including teacher educators.
6. Training for implementation needs to be site-based, on-going, practical and synchronized with availability of materials.



## Commendations

Based on the evidence gathered, it is apparent to the evaluation team that the two project strategic objectives of (a) improving performance through the effective implementation of the revised primary curriculum (RPC) and national assessment standards and (b) increasing efficiency through the strengthening of educational management capacity have been largely met. The project objective to enhance equity through targeted interventions for improved literacy, numeracy, attendance and civil works has been addressed and is likely to be achieved in the future. The team is pleased to provide the following commendations.

### **Achievement of activities and outputs**

PESP has implemented most of the planned activities and completed the majority of outputs for two of the three components (Quality Assurance and Institutional Strengthening). This is in spite of reduction of planned funding and resource challenges. In almost all cases, targeted indicators equalled or exceeded those anticipated under the loan agreement. Completion of activities under the third component – Civil Works – is being facilitated by an additional loan. The mid-term summative evaluation report and recent IDB Missions have evaluated the project favourably.

### **Project management**

It is clear that project management was excellent. On several occasions, key informants commented on the high level of competence displayed in the management and co-ordination of project activities. Key qualities cited were efficiency and ability to develop and implement strategies to solve problems. It was felt that management's knowledge of education, the Ministry environment, technical and policy issues and responsiveness to project needs, helped to advance the project.

Another frequently cited strength was the use of the matrix model of management. The major advantages appear to have been increased levels of operational ownership and responsibility from Ministry personnel, the ability to use and build Ministry expertise as well as enhanced economic efficiency.

### **Sustainability: Interface between PESP and the Ministry of Education**

Much of the work completed under PESP feeds naturally into the Ministry's work. For example, the Principals' Diploma Programme for Primary school principals introduced under PESP has informed training for Secondary level principals initiated within the Ministry and currently offered through the School of Education at the University of the West Indies (UWI).

In addition, a number of PESP activities resonate with the Ministry's Education Transformation project. These include activities related to Literacy 1-2-3 and grade level remediation, curriculum content and delivery, site-based management and Ministry modernisation. There appear to be similarities between PESP activities and several Educational Transformation undertakings. For

example, the professional development protocols under PESP resonate with the Jamaica Teaching Council mandate and the mentorship programme for new secondary teachers is a spin off from the programme for new primary teachers initiated by PESP.

At the same time PESP, has responded to the Education Transformation Programme. PESP has expanded the scope of the Civil Works component to include funding for training of principals in school-based maintenance and the development and distribution of manuals with a view to mainstreaming these. The PESP Education Management Information Systems (EMIS) initiative has been integrated with the Education Transformation initiative.

Because the Education Transformation Programme offers avenues for mainstreaming, sustainability is likely.

### **Stakeholder involvement**

The PESP Project Manager and MoE staff were part of the design team from project onset and this fostered ownership of the project. The PESP Project Implementation Manual (PIM) provided guidelines as to how main agencies involved (the Inter-American Development Bank, Ministry of Education and Planning Institute of Jamaica) would co-ordinate activities and inputs. The project design also facilitated stakeholder involvement in project evaluation through consultation with the Project Manager, the Project Management Steering Committee (PMSC) and MoE decision-makers. PESP process monitoring missions were deemed highly participatory (Gonzalez & Raupp, 2007). Although the PESP Implementation Manual did not describe specific activities for stakeholder involvement at the implementation level, reports and interviews suggest that stakeholder interests were generally adequately addressed. PESP encouraged stakeholder involvement through direct dialogue, meetings, workshops and information sharing presentations. The level of involvement varied from information sharing activities in which stakeholders gained knowledge about the project and decisions being taken (for example, the newsletters) through consultative and collaborative activities (for example, Curriculum Implementation Teams, meetings with communities before building schools) to activities that led to empowerment such that stakeholders had control over their resources and power to make decisions (for example, lighthouse school teams). This encouraged interest in and ownership of project activities.

## Issues and Recommendations

The following issues, several of which are interrelated, emerged from the findings of the evaluation presented in Sections 3–7 and may be significant for the design and conduct of future projects. Also included are recommendations that may help the Ministry of Education in its efforts to nurture and strengthen the gains achieved.

### **1 Desirability of clear advocacy and well defined ownership to galvanize and support actions**

The matrix model definitely encouraged strong project ownership and high levels of interaction among Ministry of Education personnel at the central level. Despite this, ownership did not always extend into implementation at the regional and school levels. Training of Curriculum Implementation Teams (CITs) was the joint responsibility of the Ministry's Core Curriculum and Professional Development Units, yet neither had the staff to provide the level of supervision and guidance for the CITs to effectively train teachers to use the RPC. An approach using the Regional offices to support CITs may have proven more effective.

At the same time, given the increasing demands on Education Officers (EOs), the extent to which capacity at the regional level was sufficient to carry out this type of advocacy is questionable. Similarly at the school level, although principals are members of the CITs, some appear not to be giving the team the level of support which is needed. Support from principals tends to be administrative in nature –few take on an instructional leadership role.

For each initiative there needs to be a clearly identified advocate to promote and support ownership of that initiative by the Ministry of Education at all levels . To increase ownership and success prospects of an initiative, training, materials development and other activities should be designed with active involvement of those who will implement, as well as those who will see to sustaining the initiative.

### **2 Need for a common understanding of the initiative by everyone involved**

While the tendency to adapt or modify aspects of an innovation is a natural part of any change process, clear articulation about what needs to be done and how it should be done can increase the chances of success. The concepts of site-based management and demonstration schools were relevant and sound but they were not always understood or communicated in a way that they resembled their original idealised image. Nor were they always translated and applied in the same way. Twelve schools were designated as lighthouse schools and 21 schools as demonstration schools but in practice what they currently do varies, because their understandings are different. For example, their individual understandings of what site-based management is about and what it is designed to achieve are different. While one would expect to see differences among the schools in terms of activities and emphases as they each sought to address the needs of their individual school, the fundamental principles associated with the concept of site-based management should be clearly identifiable and reflected in the practices and activities however,

varied they appear to be. Similarly, there exists variation in the way teachers implement the RPC especially in relation to how they understand and use the constructivist approach and how they have translated their understanding of integration into practice. The need for clear and consistent articulation and guidance with respect to what teachers and principals are being asked to do is crucial. As Hall and Hord (2006) point out, “Even when training and materials are provided there is a big leap from preparing to do something to actually doing it.” (p.110)

Education Officers, facilitators, principals and teachers must have a clear image and description about what the use of the initiative can look like. Innovation Configuration Maps or other similar tools can be developed to establish a shared vision of what the ideal would look like in practice.

### **3 Need to identify infrastructure gaps and address resource requirements early**

During the project, several resource constraints as well as technology and infrastructure gaps emerged that prevented full-scale implementation of some activities. For example, the manpower and equipment needed to support the EMIS sub-component were inadequate. The EMIS sub-component as originally designed, involved diverse and multiple tasks that demanded technical expertise and support of several database applications. The situation was exacerbated by promised support from E-Learning Jamaica that did not materialise. While there is evidence that suggests that an assessment of funding, training needs and availability of personnel was conducted, the complexity and diversity of the tasks associated with this sub-component appear to have been underestimated and under-resourced. Similarly, the automation of registration and placement for the Grade Six Achievement Test (GSAT) currently being outsourced, was to have been implemented within the Ministry under PESP, however delays in policy decisions, and resource constraints resulted in this activity being delayed for future implementation. The accessibility and ownership of the data are now a cause for concern. Furthermore, there was difficulty formulating the unique student identification number system that DPK Information Systems required in order to achieve automation and the funding required for the software was not available under PESP. One other requirement that was added late in the project was the development of standards for the RPC to guide test development and the writing of the grade books.

A realistic assessment of local resource availability and constraints needs to be conducted during the design phase and inadequacies addressed.

### **4 Issues related to training**

PESP has made available the resources and opportunities to re-tool and re-think the Primary Curriculum, and substantial training has occurred to support this goal. Nevertheless, in order to optimize performance, especially over the long-term, there is need to consider a number of issues related to training.

#### **➤ Selection of training models**

One of the widely acknowledged strengths of PESP relates to the efficiency of the training model; however, while this model was appropriate for large-scale training, it was not ideal for

training that sought to address the realities of implementation such as demonstrating a particular approach or technique.

De-centralised training at school or cluster level, training in situations where teaching occurs and training that includes microteaching or experiential learning is more likely to ensure that effective teaching and learning practices are used actively. Teachers who actually do a student activity can experience the learning benefits for themselves. Training must model the approach to learning that underpins the curriculum.

➤ *Need for differentiated training*

The different demands of those implementing and those supervising suggest the need for development and organisation of differential training programmes. The teacher is being trained to implement the curriculum, while the principals and Education Officers should be trained to give instructional supervision of the teacher. In addition, the Education Officers need to be guided on how to ensure that the principals carry out their job as instructional supervisors. Similarly the Lighthouse school teams are being trained to implement site-based management but at the same time the Education Officers and principals need to be guided on how to encourage and support this approach. The same content in a workshop cannot service these different needs.

Attention should be paid to ensuring that training takes into account the different needs and roles of the EOs, principals, teachers (beginning and experienced), CITs and multi-grade teachers.

➤ *Need for sustained training input*

The cascade delivery mode has inherent problems of quality control. It requires continuous monitoring, review of materials and use of teacher feedback. Although the CITs and literacy co-ordinators have been introduced to enable efficient implementation, their effectiveness is questionable. Furthermore, the in-service training of the teachers for island-wide implementation of Literacy 1-2-3 did not benefit from the use of the new instructional materials because of delayed distribution.

Under the project, over 10,000 teachers have been trained to use the RPC; however training needs to be ongoing to address teacher turnover. Now that the Literacy 1-2-3 materials are in the schools, training in the use of the Literacy 1-2-3 needs to be organised with an emphasis on the teachers' use of the methodology. The Regional Literacy Coordinators as well as the CITs need to have a thorough understanding of this methodology. In addition, teachers of Grades 4-6 should benefit from training and guidance similar to that provided to teachers in Grades 1-3 on the use of the Language Arts Window.

Although assessment training materials that reflect the constructivist curriculum and the shift to continuous assessment have been distributed during training to school-based assessment co-ordinators (SBACs) and to principals and they have been shared with Teachers' College lecturers, there are concerns that the methodology and assessment techniques are not being used effectively.

Teachers will need sustained in-service training especially in the use of alternative and authentic assessment such as journals, portfolios and projects.

➤ *Lack of timely and adequate resources*

A climate of resource shortfall has meant that in some cases those trained cannot use the skills they have learnt in the way it was envisaged. For example, under the Civil Works component, principals have completed training for the School Based Maintenance Programme (SBMP) and manuals have been distributed; however, without an adequate budgetary allocation per school for minor maintenance, principals cannot execute a SBMP meaningfully. Ongoing training activities for the new EMIS environment were similarly affected as there were insufficient computer stations in the training lab for participants to use. Detailed comments in the PESP Implementation Manual list provision of adequate resources on a timely basis and installation of hardware and software as assumptions

Allocating quality, relevant resources in tandem with training is essential if returns on investment are to be generated. Delayed access to resources to support training and capacity building activities already completed can lead to frustration and dissatisfaction among trainers and trainees.

## **5 Instances and impact of staff turnover and personnel changes**

During the project, the Ministry of Education lost teachers, principals, and education officers as individuals retired, resigned or were transferred. Because it takes time to replace staff and for them to become familiar with the project, these instances temporarily delayed the progress of some lines of action. In particular, the frequency of personnel changes, delayed appointments and resignations impacted upon the progress of some lighthouse schools, the EMIS sub-component, Master trainers in student assessment and the Attendance Pilot Project. Linked to this issue was the impact of time lags. For some activities which experienced lengthy delays, the personnel who had participated in associated training and/or study tours were no longer directly attached to the activity they were originally responsible for or assigned to so that the activity did not benefit from the capacity building.

To mitigate the impact of staff turnover and personnel changes on successful execution of project activities, it is important to replace key officers promptly and to provide ongoing support to new members of staff.

## **6 Resource concerns**

Several PESP activities need stable and ongoing commitment from school leaders, their communities as well as the Ministry of Education to support and resource them.

➤ *Supporting and extending the curriculum*

A strong feature of the RPC is the emphasis put on the aesthetics. But these areas require technical competence. All teachers may be able to sing but they can't all teach music. Visual

Arts is problematic particularly at the upper grade levels. There is a danger that if the system does not produce the teachers with the technical skills, the subject may not be taught at all.

There is a clear need for a stronger input in teacher training in terms of training more teachers with specialised skills in teaching music, the visual arts and drama as well as physical education. One approach could be to employ itinerant or visiting teachers who would travel to schools within a prescribed area to teach children and offer advice, support and resources to teachers.

The RPC introduced a new ‘world view’ approach to the teaching of Religious Education which does not sit well with many teachers who have been accustomed to an emphasis on the teaching of Christianity. The Core Curriculum Unit (CCU) has attempted to respond to the teachers’ demands for more material on other world religions, but only in so far as the limitations of staffing permit. There is only one officer with responsibility for RE.

In order to win teachers over to what is essentially a new philosophy of RE, much more effort is needed in developing materials to support the curriculum.

Given the positive impact on learning of the Information Technology (IT) project, it is important to provide a support system. Research has shown that among the major factors that influence teacher use of technology in the classroom are school support and availability of resources (Crane, 2005; Mouza, 2003; Smith & Robinson 2003). Teachers are more willing to take a chance and try new things with technology integration if they know they will have help and support when they need it (Doersch, 2002). Optimizing technology integration also depends on principals being knowledgeable and effective users who model technology usage.

There needs to be at least one officer in the Ministry of Education with responsibility to oversee and offer guidance to schools integrating technology in the curriculum as well as advice on technical assistance. Since ongoing support and modelling from school administration is also critical, principal appraisal should include this dimension.

PESP’s curricular focus has been on improving not only literacy but also numeracy among students. One of the main challenges that teachers face with the RPC is in the teaching of mathematics. There is no structured approach or support available for the teaching of the Mathematics Window as has been provided for the Language Arts Window.

Guidance, training and materials similar to those provided for Literacy 1-2-3 need to be extended to teachers to assist with the Mathematics Window.

➤ *Human, material and physical resources*

EMIS and Interactive Radio Maths activities were delayed because of difficulties in identifying appropriate expertise. Linked to the curriculum concerns above are the resources that will be needed for sustainability and growth. Among the resources that need to be maintained and acquired if initiatives are to become permanent are computers, reading materials, and teachers’ guides. Related to this is the observation that some schools are in very poor condition. This limits operational and utilisation capacity due to insufficient maintenance. The school budget line items

include maintenance and repairs; however, the funding norms used are inadequate for good maintenance and repairs.

The Ministry needs to plan for helping schools to replace outdated computers.

Funding and support is crucial in establishing and stocking school libraries or class libraries in situations where these are sparse or non-existent for Literacy 1-2-3.

Interactive maths videos piloted in three schools need to be complemented with relevant hardware and teachers' guides.

## **7 Financial Constraints**

The demand of the GOJ to balance the budget and maintain balance of payments constrained the amount of funds committed to the PESP during the financial year. A major portion of PESP was the Civil Works and that aspect was delayed and affected by increased costs. The GOJ also opted to use existing budgetary resources before drawing down on the IDB loan. Financial constraints and procurement rules also led to some inefficiency and ineffectiveness. There was an instance where training preceded the availability of equipment. Teachers in the ICT Pilot schools were trained how to use computers and other technology devices to deliver the curriculum, before the equipment was made available.

Constant review and update of procurement rules and guidelines to determine an optimum cost-benefit ratio may lead to reduced delays and greater efficiencies that may counter the financial constraints faced by GOJ.

## **8 Need for research**

Research is an important tool for answering questions and guiding decision making. Understanding and using data are fundamental to improvement. Standardized instruments generated by the Monitoring and Evaluation Unit (M&EU) and the School Assessment Unit (SAU) are used to record classroom observations and assess training and the analysed data and evaluation reports are disseminated. However, there does not exist a culture whereby data are consistently used to identify strengths and weaknesses, to drive continuous improvement or inform effective interventions. For example, the fact that the Grade 4 Literacy intervention programme has resulted in raising the literacy level of only 10-15% of the students, suggests the need for research to ascertain why approximately 90% of the students on the intervention programme did not achieve mastery. Is the summer literacy programme really value for money? Should interventions to address low levels of literacy be put in place much earlier than Grade 4? It is also important to find out why some children who should do the intervention programme do not take part in it. In 2008, this amounted to about 214 students regionally, but it should be noted that 79 of these came from one region alone. The analysis of the Grade Four Literacy Test results shows that there are a fairly large number of students who do not take the test. In May 2008, this was 580. It is not clear whether these students then take the test in June or whether they are amongst those who do not turn up for the intervention programme.



Promote and extend the use evaluation reports and data collected through TrainSys and SMART as well as other data to inform interventions, identify areas that need attention and set targets. In addition, templates for the collection of case study information about successful initiatives could be developed with a view to providing information and strategies for teachers and principals that they could adapt to a variety of situations.

## **9 Impact of the Educational Transformation Project**

PESP activities and activities associated with the MoE's Education Transformation Project have generally been synchronous; in some respects however, plans for Ministry modernization and an improved performance management framework have had a restraining impact on PESP. Several recommendations arising from PESP-funded pilot studies and enabling policy decisions were delayed or suspended because of impending transformation. The Ministry succession planning initiative was discontinued pending the outcome of transformation on the Ministry structure and uncertainty surrounding de-centralisation and the future role of the Ministry as a "policy Ministry" (Task Force on Educational Reform Final Report, p.12). The personnel databases from EMIS have been suspended pending the outcome of transformation on the Ministry structure.

Strengthen the co-ordination between and among projects to increase integration and to avoid re-scheduling and delays.

# 1 Background and Development Context

Dissatisfaction with levels of underperformance in the primary system, particularly low levels of literacy and numeracy, has led to several initiatives and reforms over the years. PESP was conceptualized to continue the work started under the Primary Education Improvement Programme (PEIP) II and was premised on the knowledge and understanding that excellent curriculum, teaching and leadership are significant factors in producing highly effective schools that improve student-learning outcomes. The project strategic objectives sought to improve performance through curriculum and training; increase efficiency in sector management; and enhance equity in the provision of opportunities and delivery of services.

These objectives and the attendant PESP activities are consistent with policy directions and emphases as outlined in official Ministry of Education documents such as the Green and White Papers on Education (Ministry of Education and Culture, 1999; 2001). In particular, the White Paper speaks of the creation of a system that is “performance-driven and results-oriented” (p. 6); that includes increased management responsibilities for principals; accountability measures aimed at efficiency and cost-effectiveness; and Boards of Management responsible for “rigorous adherence to prescribed regulations” (p. 15). Implicit in all of this is an emphasis on increasing commitment and capacity to improve student performance, teacher performance and school effectiveness; a recognition of the changes that need to be effected in curriculum and delivery; and a thrust towards accountability.

In addition, schools are envisioned as conduits of change and human, social and economic development. This conviction is reflected in the declaration that:

*... Jamaica can deal with its economic and social challenges if we unite around progressive strategies for change, optimise our investment in education ... accomplished by a united effort centred around our schools as the focal point of intellectual and social growth and development. (p. 30).*

Such a statement places tremendous faith in and responsibility on those charged with leading, managing and supporting those who work in schools.

In keeping with these concerns and emphases, PESP sought to effect improvements in the delivery of education, the management of the delivery of education and access to education opportunities and services through three articulated components: Quality assurance; Institutional Development and Civil Works.

It is important to remember that PESP has been implemented during a time of fiscal and debt constraints. The PESP mid-term summative evaluation (2004) noted that although Primary education and PESP have remained a GOJ priority, “PESP implementation and achievement of objectives are constrained by efforts to balance debt and GDP” (p. 14). Attempts to balance debt and GDP over the period of project implementation have meant that only 30% of general revenues have been available for spending while 70% have gone towards servicing the debt.

## 2 End-of-Project Evaluation Approach and Methods

This report has been prepared in response to an end-of-project evaluation requirement for the Primary Education Support Project (PESP) which is funded through the Inter-American Development Bank bilateral aid programme. The report:

- Examines the efficiency and effectiveness of project planning, implementation and monitoring;
- Assesses the effectiveness, fidelity and sustainability of the PESP Project components;
- Draws conclusions about the project's strengths and challenges;
- Documents recommendations.

The terms of reference for the evaluation team are provided in Appendix A.

It should be noted that CRC Sogema Inc. was selected through a competitive bidding process by the MoE to complete both the Mid-Term Summative Evaluation Report and the Final End-of-Project Evaluation of PESP. The Mid-Term Summative Evaluation Report was submitted to the MoE in September 2004. Findings and recommendations of this initial report were accepted by the MoE and IADB. This End-of-Project Evaluation Report was submitted to the MoE in January 2009.<sup>1</sup>

### 2.1 Report Structure

The remainder of the report is divided into six major sections as follows:

- Section 3.0 identifies the design characteristics of PESP and evaluates their relevance with respect to how they supported implementation
- Section 4.0 assesses the means and activities that led to results
- Sections 5.0 - 7.0 evaluate the effectiveness and sustainability of the sub-component activities
- Section 8.0 comments on the impact of the PESP on education beyond immediate project goals

### 2.2 Method

The draft report was prepared in Jamaica over a period of 45 days during the period October – December 2008. To guide the evaluation of the project, generic questions related to the process, outcomes, fidelity and sustainability for each of the major components as well as the project design, management and implementation were generated. (Appendix B *Guiding Questions* refers). The project manager as well as the staff in the MoE Monitoring and Evaluation Unit

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<sup>1</sup> The members of the End-of-Project evaluation team are presented in Appendix I.

provided professional direction to the team. The methods used to collect information and compile this report included:

➤ *Document Review*

Documents reviewed included Ministry publications and documentation, project design documents, a selection of monitoring and evaluation reports, consultants' reports, financial records, minutes and aide memoires. A complete list of documents reviewed by the consultants is provided in Appendix C.

➤ *Interviews and Consultations*

The consultants held face-to-face and telephone interviews and discussions with key Ministry staff and officials either as individuals or in groups, principals, teachers and other members of school communities, as well as representatives from other institutions with direct responsibility or experience in PESP. Generally, the team employed a semi-structured interview technique using the generic questions and a checklist of key issues as a focus for discussion. Appendix D provides a list of those individuals consulted throughout the data collection phase.

➤ *Field Visits*

Data collection also involved field visits to observe lessons, inspect work in progress, view project materials, facilities and outputs, examine documentation and interview staff. For a list of the sites visited see Appendix E. Various photos from site visits and the PESP final workshop (December 2008) are presented in Appendix G and Appendix H.

Many thanks are extended to all those who contributed their time and ideas.

## **2.3 Limitations**

Two limitations of the study should be noted.

➤ *Limitation related to sampling*

The study relied on document review, interviews and site visits. The actual number of documents reviewed (approximately 55) sites visited (13) and persons interviewed (63) is small considering the scope, complexity and eight year life of the project.

➤ *Limitation related to data collection*

The three consultants had 45 days in total to collect and analyse the data and write the report. This had implications regarding the desired balance between depth and spread of the research activities. A balance had to be found between an exhaustive data collection procedure and a cost-effective time bound methodology.

### **3 PESP Design**

This section of the report provides a discussion of key project design characteristics which influenced the effective implementation of project activities.

#### **3.1 Goals and Objectives**

According to the PESP loan proposal, the goal of the project is to contribute to the improved performance, efficiency and equity of the primary education system. It lists the strategic objectives as aiming to:

- improve performance through the effective implementation of the revised primary school curriculum and national assessment standards in all primary schools;
- increase efficiency through the rationalization of teacher education and the strengthening of educational management capacity at all levels;
- enhance equity in the delivery of educational services to children from lower socio-economic backgrounds, through targeted interventions for improved literacy, numeracy, attendance and civil works.

As pointed out in Section 1, the goal and objectives reflect the wider focus of the Ministry of Education's policy and reform emphases which the project aims to contribute to. Furthermore, they are consistent with the concerns expressed in the Ministry's Strategic Performance Review. Key informants from the Planning Institute of Jamaica (PIOJ), IDB, PESP and MoE all agreed that the project design was strong and objectives were relevant and laudable. In addition, they commended the results-based nature of the objectives and the close attention paid to ensuring that it was possible to measure their achievement through the application of appropriate evaluation tools. However, in retrospect, several persons questioned, whether the objectives were overly ambitious and did not take adequate account of the range of constraints likely to be faced especially in a climate of economic constraint. The achievability of project objectives is examined further under Section 3.2.

The design documents also established a clear link between the PESP and previous IDB projects as well as those of other donor agency projects that might complement or impact on PESP's objectives and related activities.

#### **3.2 PESP's Three Main Components**

As outlined in the loan proposal, the design of the project sought "to ensure that all proposed actions contribute to improved equity and performance throughout the system" (p.1). To this end, the project was organized around three articulated components:

- Quality Assurance - for improved educational performance and equity
- Institutional Strengthening - for improved sector management and efficiency

- Civil Works - for school construction, expansion and maintenance

The mid-term evaluation concluded that all three components were appropriately designed. The Quality Assurance component was appropriately designed to focus on the shift from teaching to child-centred learning, as well as to achieve major improvements in literacy, learning materials, and educational assessment. The Institutional Strengthening component was appropriately designed to strengthen human and organizational capacity. The design for the Civil Works component was deemed appropriate in terms of project costs, sub-components, and stakeholder involvement. However, the report commented that the organization of sub-components for new construction, replacement schools and extensions could have been more efficient.

An important feature of the design was the inter-relationship and mutually supportive nature of each component. For example, under Institutional Strengthening, the Principals Diploma Programme with its emphasis on curriculum leadership was designed to provide support to the curriculum implementation and literacy enhancement sub-components under Quality Assurance. Each component was further divided into sub-components. The PIM provided a clear description of what each sub-component expected to achieve and detailed the activities associated with each. In addition, a project logical framework, consistent with the narrative description provided in the body of the text, helped provide a clear summary of what the project expected to achieve and how. It identified the associated major activities as well as appropriate indicators and means of verification for evaluating each sub-component.

A second important feature of the Project design as it related to the three major components included an extensive monitoring and evaluation plan that identified specific performance monitoring indicators for each component. There was however, one discrepancy which compromised the extent to which project monitoring and evaluation could be executed – understaffing of the M&E unit. The unit lost 50% of its staff due to retirement during the life of the project.

While project design with respect to the three components appears to have taken account of existing policy documents and technical reports, the extent to which it considered supporting policy enactment and legislation is not altogether clear. The intended sustainability of some sub-component activities assumed such support. For example, under Institutional Strengthening, institutionalizing the Principals' Diploma Programme assumed the necessary amendment to the Education Act such that training would be mandatory for newly appointed principals. The pilot school project sub-component was eventually dropped in part because of the absence of the necessary regulatory modifications needed to reorganise schools and re-deploy teachers.

Given the paradigm shift inherent in several of the sub-components within Quality Assurance and Institutional Strengthening (e.g. from individualistic to collaborative, team-based approaches to management and decision making; from a subject-based to an integrated curriculum; from teacher-centred to child-centred methodologies), the sub-components would have benefitted from a more focussed, intentional process to sensitise and prepare those responsible for implementation. In this regard, the design did not pay sufficient attention to change management.

### **3.3 Loan Conditions and Contractual Clauses**

It is the view of senior officers at MoE, PIOJ and IDB that the project has complied with the major conditions as set out in the loan contract (No. 1264/OC-JA) The mid-term summative evaluation report (2004) observed that the IDB contractual requirements had been met and even exceeded. It further noted that their appropriateness had helped to strengthen coordination and implementation of the project monitoring procedures.

An issue of concern is that of counterpart financial contributions. These are generally regarded as a desirable feature of project design in that they demonstrate local commitment to the project and help foster local ownership of outcomes. However, in the current financial climate, adequate and timely counterpart funds are often not available as planned. This has resulted in delays to several planned activities. The extent to which the Ministry of Finance (MoF) has made provision for maintenance as outlined in the contract is also under question.

### **3.4 PESP Management and Implementation**

The major design feature that benefitted management and implementation of PESP was the use of the matrix model of management. The selection of this model ensured that issues of individual motivation and organisational commitment were addressed and appropriate mechanisms were included in the design to promote them. Specifically, the matrix model encouraged ownership, capacity building and high levels of interaction with MoE personnel while at the same time affording the PMU sufficient independence to advance project lines of action. The IDB mid-term evaluation Mission of October 2004 observed that “the matrix structure of implementation has greatly facilitated a highly efficient and extended utilization of counterpart resources” (COF/CJA/1916/2004, p. 3).

Arising from the matrix was a level of flexibility built into the design that can be said to have facilitated effective management and implementation especially in terms of variations that had to be made. Flexibility was also achieved through ongoing planning, monitoring and review processes. While the design as presented in the PIM is detailed, it is not overly prescriptive and does not try to specify those details of the project which are best left to the discretion of the project manager once implementation starts.

### **3.5 The Project Implementation Unit**

The design saw day-to-day management of the project being entrusted to the PMU which was headed by a Project Manager. Project staff was accountable to the Manager for all aspects of the project implementation. The Project Manager reported to the MoE’s Director of Projects and Technical Services. In addition, the PESP design caters to both policy and technical issues associated with project implementation. The PMSC was primarily concerned with policy matters and strategic planning decisions. Technical issues, on the other hand, were the responsibility of those who managed the lines of action and monitored progress. As well as being a policy and strategic planning body, the PMSC was also expected to solve project implementation problems.

## **4 Efficiency of Project Management and Implementation**

### **4.1 Co-ordination and Management**

The quality of execution is deemed to have been excellent - this was evidenced through document review as well as comments of several key informants from within the Ministry of Education and other institutions who worked on the project. The successful implementation of PESP was dependent on the contribution of a number of stakeholders, none of whom had complete control over the project environment. The project design outlined in the PESP PIM provided clear guidance as to how the stakeholders should coordinate their activities and inputs. Project management and project coordination were related activities yet they were distinguished by their respective focus on technical and policy issues. To this end, the establishment of a Project Management Unit and the appointment of a Project Management Steering Committee were contractual requirements of the loan agreement

#### **4.1.1 The Project Management Unit**

The role of the PMU was to manage the implementation of PESP under the supervision of the Project Manager; this unit dealt primarily with how the project was implemented. It functioned as a coordinating, supporting and facilitating mechanism for the various MoE divisions and units involved in PESP. The PMU met monthly to report, discuss and resolve technical project implementation issues.

#### **4.1.2 The Project Management Steering Committee**

The role of the PMSC was to monitor progress and give strategic direction and advice on the management and implementation of the project; this committee focused on what was to be implemented and why. It was responsible for ensuring project activities remained consistent with MoE policy objectives and for institutionalizing project developments. The PMSC met less frequently than the PMU - frequency varied from every two months to every quarter. The distinction between project management and co-ordination roles reduced the need for the PMSC to concern itself with management detail and at the same time facilitated a joint decision-making approach to project activities. In addition, it was at the level of the PMSC that variations to the project were presented, reviewed and discussed.

#### **4.1.3 Re-scoping and variations**

The project was re-scoped in 2004 following agreement with the IDB and within agreed parameters. The re-scoping resulted in:

- one sub-component – the School District Pilot Project - being dropped
- reduced support for the attendance Pilot Project
- extended support for the Student Assessment Unit
- expansion of the Evaluation of the Rationalization of the Teachers' Colleges Study



## 4.2 Reporting, Internal Controls and Monitoring and Evaluation

Reporting, internal control and monitoring and evaluation have been addressed through clearly defined reporting relationships and a variety of periodic reports as outlined in the PIM.

The Project manager chaired a monthly Project Review meeting for which Heads of Division, Heads of Unit and other individuals with responsibility for specific aspects of PESP provide status and activity reports. The Project Manager reported to the Director of Projects and Technical Services. In addition, the Project Manager submitted reports through the director of Projects to the PMSC.

The project produced a variety of reports; chief among these were:

- Twice yearly summary semestral reports that document compliance and progress
- Monthly technical reports for each major activity from co-ordinators
- Monthly financial statements
- Quarterly activity reports for PIOJ and IDB
- Quarterly budget performance for MoE
- Annual financial audits
- Minutes from monthly Project Review meetings
- PMSC minutes
- Aide memoires from process monitoring missions
- Evaluation reports for specific activities such as classroom activities and training and workshop sessions
- Evaluation reports on major activities
- Consultant diagnostic and recommendation studies
- Formative and summative evaluations

Process monitoring was an integral and important part of the PESP design and the project was guided by a detailed method for conducting monitoring and evaluation as set out in the consultants' report in 2000 (Raupp, Washington & Browne). As a starting point, a logical framework matrix was prepared; this detailed the indicators and means of verification required for each component objective and output in order to monitor and evaluate the project. In keeping with the recommendations of the report, the evaluation and monitoring system for PESP included a baseline study to establish a basis for future comparisons. A second area of action involved a series of formative evaluations designed to examine the extent to which benchmarks were being reached, identify problems and suggest solutions with a view to enhancing project implementation. The evaluation and monitoring system also provided for two summative evaluations, one of which was conducted in 2004 (Primary Education Support Project Mid-term Summative Evaluation Report) and the other of which is this report. Two other monitoring mechanisms included annual audits and scheduled IDB missions to examine implementation of activities associated with the three project sub-components, outputs and costs. Informants have reported that generally these process monitoring missions were supportive for the management of the project and the non-threatening, participatory nature of the mission activities resulted in better use of information.

It is important to note that project monitoring procedures were strengthened throughout the project life in a number of ways. Firstly, the staff benefitted from training in SPSS, project management software and other software to facilitate monitoring. In addition, one officer completed a programme in results based management at SETYM International, Montreal as part of the institutional strengthening component of the PESP project. In 2006, six data collectors - one for each region – were hired and trained in the use of the System for Monitoring Activities, Resources and Teaching (SMART). This resulted in a significant increase in the amount of data generated. Secondly, the M&EU benefitted from the introduction of a computerised monitoring system to regularise and optimise the collection and analysis of data. Concerns about the extent to which teachers were transferring knowledge and skills developed during training to their classroom activities led to the use of standardized instruments to assess the quality of training and delivery. SMART and TrainSys software were introduced to systematize data collection particularly for observing, documenting and evaluating classroom activities and training events. Standardization of the data collection instruments in this way has facilitated disaggregation of data by region and allowed users to compare and examine results over time. It has also led to the production of focussed evaluation reports, the findings of which have been used to inform subsequent training events and to improve implementation activities.

Although the M&EU has been challenged by a reduction in the number of staff (two members retired and have not been replaced) the steps taken to introduce mechanisms and practices to strengthen the project are likely to be sustained.

In summary, several steps served to improve the implementation of the monitoring and evaluation system; these included:

- integrating monitoring activities in the design.
- collecting baseline data.
- introducing software to facilitate monitoring.
- using standardized instruments for classroom observation and training evaluation.
- drawing on the information gained from monitoring and evaluation activities to inform decisions.

### **4.3 Procurement**

The GOJ procurement rules were lengthy and required meticulous attention to detail. Overall these procedures were well controlled and monitored by the PESP PMU. Monthly reports were presented at the monthly PESP steering committee meetings.

The following table, Exhibit 4.1, summarises the number of services contracted, completed and active as of September 2008. It does not indicate the extent to which the active services have been completed.

*Exhibit 4-1 Services Supplied Summary*

<i>Executing Unit</i>	<i>No. of Services</i>	<i>Completed</i>	<i>Terminated</i>	<i>Active</i>	<i>% complete</i>	<i>% active</i>
Student Assessment	4	2		2	50	50
Curriculum Implementation	1			1	0	100
Teacher Preparation & Professional Development	4	2		2	50	50
Media Services	11	3	3	5	27.3	72.7
Professional Development Unit	1			1	0	100
DCEO, Operations	5	2	2	1	40	60
Human Resource Management & Administration (HRM&A)	3	3			100	0
EMIS	10	2		8	20	80
Monitoring & Evaluation & Project Monitoring Unit	5	3		2	60	40
Technical Services Phase I and II Construction	7	2		5	28.6	71.4
Project Management Services	3			3	0	100
Construction	8			8	0	100
<b>Total</b>	<b>62</b>	<b>19</b>	<b>5</b>	<b>38</b>	<b>30.6</b>	<b>69.4</b>

The goods supplied to the PESP were from both local and international suppliers. As of September 2008, the vast majority of goods have been satisfactorily delivered, stored and installed as appropriate. It is expected that the remaining goods will be in place before the December 22, 2008 end-of-project date.

*Exhibit 4-2 Goods Supplied Summary*

<i>Executing Unit</i>	<i>No. of Goods contracts</i>	<i>Goods Delivered</i>	<i>Value</i>		<i>Delivery in Process</i>
			<i>US\$</i>	<i>J\$</i>	
PMU	12	12	171283.03		
Media Services	5	3	20,555	4,943,494	2
Quality Assurance	13	9	1,343,766.91	5,710,368.47	4
EMIS	4	4	360,766.25	1,209,900	-
Civil Works	2	-	88,6561.03	-	2
<b>Total</b>	<b>36</b>	<b>28</b>	<b>2,782,932.22</b>	<b>11,863,762.47</b>	<b>8</b>

As far as the Inter-American Development Bank (IDB) was concerned, once the items were eligible and considered as non-objectionable, they were approved for payment. The turn around time was within five working days. Supporting documents were critical in the approval process from IDB. Disbursement information was not always up-to-date and delays in submitting the

disbursement requests led to bottlenecks in payment approval from the IDB, especially in December when there is a critical cut off date. This problem was rectified through dialogue with the PMU. There has been since then more frequent submissions so that the volume of submissions is not an onerous task for the limited staff at the IDB local office. The IDB has a minimum limit of US\$ 100,000 for disbursements; however this minimum limit was hardly used as claims from the GOJ ranged from US\$ 116,000 to US\$ 1.437 million.

Overall, the Government procurement procedures and IDB conditions were well known by the PMU. However, there is one case in which change order policy and procedure was violated by a contractor and resulted in an outstanding issue at the Gordon Town site. The matter has gone to Cabinet for review.

#### 4.4 Financial Management

The original PESP budget was US\$ 39.5 million with \$31.5 million from IDB, and US\$8 million from GOJ. In November 2004, the loan amount was reduced by US\$ 2.5 million in five subcomponent areas. With a change in scope, the budget was revised to US\$ 37 million. To date all funds have been spent or committed for the close of the Project in December 2008. The following three tables indicate project balances and detail project activity.

*Exhibit 4-3 Project Balances and Funding Sources (US\$)*

	<b>IDB*</b>	<b>OPEC**</b>	<b>GOJ**</b>	<b>TOTAL</b>
Original Approved	31,500,000	4,000,000	4,000,000	39,500,000
Cancelled	2,500,000			
Approved current	29,000,000	4,000,000	4,000,000	37,000,000
Disbursed	22,112,635.18	7,151,151		29,263,786.18
<b>% Distributed</b>	<b>76.25%</b>	<b>89.4%</b>		

(\*Source: LMS1-Executive Financial Summary, Oct 27, 2008)

(\*\* Source: PESP Financial Statement March 31, 2008)

*Exhibit 4-4 IDB Loan Amount Reduction*

<b>Unit</b>	<b>Amt approved (US\$)</b>	<b>Amt cancelled (US\$)</b>	<b>New Approved amt (US\$)</b>	<b>Reduction (%)</b>
Monitoring & Evaluation	485,000	30,363	454,637	6.26%
Teaching and Learning Resources	1,669,012	150,000	1,519,012	8.99%
Professional Development	3,792,000	50,000	3,742,000	1.32%
Institutional strengthening	6,400,000	1,869,637	4,530,363	29.21%
Educational Management Information System (EMIS)	2,900,000	400,000	2,500,000	13.79%
<b>Total</b>	<b>15,246,012</b>	<b>2,500,000</b>	<b>12,746,012</b>	<b>16.40%</b>

(Source: PESP Financial Statement March 31, 2004)

*Exhibit 4-5 IDB Loan Activity Detail*

<i>ACTIVITY</i>	<i>Approved Current (US\$)</i>	<i>Disbursed over life (US\$)</i>	<i>% Disbursed</i>	<i>Balance available (US\$)</i>
<b><i>PROJECT COORDINATION</i></b>				
Monitoring and Evaluation	454,637.00	408,189.21	89.78	46,447.79
Program Management Unit	3,205,513.88	3,205,513.88	100	
<b><i>Total Cost Project Coordination</i></b>	<b><i>3,660,150.88</i></b>	<b><i>3,613,703.09</i></b>	<b><i>98.73</i></b>	<b><i>46,447.79</i></b>
<b><i>QUALITY ASSURANCE</i></b>				
Curriculum	488,751.12	393,576.14	80.53	95,174.98
Textbooks & Supplementary Materials	380,000.00	368,748.32	97.04	11,251.68
Literacy Interventions	1,434,506.00	1,197,477.22	83.48	237,028.78
Assessment	1,325,500.00	1,209,313.45	91.23	116,186.55
Teaching and Learning Resources	623,829.00	482,600.64	77.36	141,228.36
Professional Development	6,005,498.00	5,653,627.23	94.14	351,870.77
<b><i>Total Cost Quality Component</i></b>	<b><i>10,258,084.12</i></b>	<b><i>9,305,343.00</i></b>	<b><i>90.71</i></b>	<b><i>952,741.12</i></b>
<b><i>INSTITUTIONAL</i></b>				
Institutional Strengthening	4,187,865.00	4,134,333.06	98.72	53,531.94
E M I S	1,814,000.00	748,717.41	41.27	1,065,282.59
<b><i>Total Cost Institutional Component</i></b>	<b><i>6,001,865.00</i></b>	<b><i>4,883,050.47</i></b>	<b><i>81.36</i></b>	<b><i>1,118,814.53</i></b>
<b><i>INFRASTRUCTURE</i></b>				
Construction of New Schools	1,029,900.00	996,527.07	96.76	33,372.93
Full Replacement Existing Schools	2,225,000.00		-	2,225,000.00
Partial Replacement Existing Schools	1,000,000.00		-	1,000,000.00
Extension of Existing Schools	1,376,000.00		-	1,376,000.00
<b><i>Total Cost Civil Works</i></b>	<b><i>5,630,900.00</i></b>	<b><i>996,527.07</i></b>	<b><i>17.70</i></b>	<b><i>4,634,372.93</i></b>

(Source: LMS1-Executive Financial Summary, Oct 27, 2008)

The Government did not use the IDB funds as a first option, but tried to maximise the use of GOJ and MoE resources before accessing the IDB funds. For example, for Civil Works, GOJ resources were used to pay contractors before requesting payments from the IDB. The IDB was concerned that MoE was not spending the funds even though the work was being done. This approach also suggests that management costs may be higher than recorded.

There were contending views expressed about the fiscal space to conduct the project. One view was that it was never a problem as supplementary budgets were always done. The other was that the project targets were scaled back after the approved budget was known. The plans were subject to the resources available and thus when there was not sufficient funding, it was reasonable to have a cautious approach and not commit the project to expenditure for which there was no approval. It was frustrating for the PMU and may have affected strategic approaches for earlier implementation. Despite this, the experience of the Project Manager showed respect for procurement and expenditure guidelines.

It was the common view that PESP had an excellent project manager. However, the accounting area needed a better accounting system in place during the earlier phases of the PESP. It was a semi-manual system that was replaced by the ACCPAC accounting software in early 2007. This resulted in improved performance in the processing of reports etc. The ACCPAC accounting system was also used for the currency transactions. A cash basis accounting system continued to be used despite a recommendation from the mid-term review to change it to a system using accrual accounting rules. This change in the accounting system would not be accommodated outside existing GOJ accounting practices.

From PESP monthly report accounting records 2005-2008, there appears to have been a substantial portion of the budget unspent at the end of all the financial years. The highest proportion of expenditure in a fiscal year was 73.7% in 2006-07. The highest expenditure in a financial year was \$ 390,401,071.80 in 2007-08. The highest balance unspent was J\$260.05 million in 2007-08. This contrasts with audited financial statements which show that the actual budgets were reduced. The budget provided by GOJ fell short of the planned activities by 21.76% to 73%. This is illustrated in the following table.

*Exhibit 4-6 PESP Budget and Expenditure 2005-2009*

<i><b>FY</b></i>	<i><b>BUDGET (\$J)</b></i>	<i><b>EXPENDITURE (\$J)</b></i>	<i><b>%</b></i>	<i><b>BALANCE (J\$)</b></i>	<i><b>%</b></i>
2005-06	240,000,000.00	137,941,933.76	57.5	102,058,066.24	42.5
2006-07	374,000,000.00	275,647,154.93	73.7	98,352,845.07	26.3
2007-08	650,454,000.00	390,401,071.80	60.0	260,052,928.20	40.0
2008-09*	650,370,000.00	277,639,784.66	42.7	372,730,215.34	57.3

(\* Source: PESP Monthly reports up to September 2008)

Some points to note regarding the Financial Management of the PESP are:

- PESP has submitted execution and procurement plans to demonstrate how the remaining IDB funds will be spent for the PESP which ends on December 22, 2008.
- The Ministry of Finance showed flexibility in allowing PESP spending up to the loan amounts without waiting on warrants.
- The revolving fund (5%) was withdrawn at one stage during the project due to it not being used; it was later reinstated.

External auditors were engaged annually. In special circumstances the frequency would be increased. They were able to identify internal control issues to which the PMU responded. These included a change in the manual accounting system, documentation of journal entries, postings to general ledger, and segregation of duties.

The following table shows the PESP activity and budget for FY 2001/02 –FY 2008/09. Of the approximate \$ 1.737 Billion, the largest amounts went to Civil Works (32.2%), Professional Development (15.63%), and MoE Institutional Strengthening (13.8%). The Project Monitoring Unit's budget was approximately \$ 156.5 million or 9.01% of the overall budget.

*Exhibit 4-7 PESP Activity Budget per Year (J\$'000)*

<i>Activity</i>	<i>2001-02</i>	<i>2002-03</i>	<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>2008-09*</i>	<i>TOTAL</i>	<i>% of Total</i>
Project Monitoring & Eval Unit (PMEU)	16,442	23,098	27,199	8,704	16,260	23,372	26,145	15,279	156,499	9.01
Civil Works	7,445	11,406	14,655	4,594	18,358	113,920	182,186	207,452	560,015	32.24
Curriculum Implementation	4,652	5,291	6,087	36	1,257	626	1,016	1,120	20,085	1.16
Assessment	1,942	23,612	24,774	5,821	13,109	14,318	7,521	2,787	93,884	5.40
Text Book & Supplementary Material	-	367	7,580	-	11	61	-	-	8,019	0.46
Technology Pilot	1,211	5,345	15,488	4,748	6,108	9,558	4,729	4,860	52,048	3
Literacy Intervention	1,641	7,687	18,761	7,968	3,848	27,741	53,052	10,124	130,822	7.53
Professional Development Unit	11,973	51,468	101,501	2,440	3,139	7,388	75,317	18,301	271,527	15.63
Teacher Preparation (Tertiary)	1,373	13,078	42,133	8,485	11,209	13,489	10,856	3,036	103,657	5.97
EMIS	745	-	391	-	8,338	27,835	16,054	7,462	60,825	3.50
Monitoring & Evaluation	1,068	2,752	5,782	399	3,284	1,269	4,424	1,950	20,928	1.20
Absenteeism & Panel Inspection	78	1,447	518	-	1,014	4,302	2,382	3,547	13,288	0.76
Site Based Management & Governance	193	23	1,347	555	-	89	1,872	1,723	5,801	0.33
MoE Institutional Strengthening	2,604	8,295	67,500	72,740	52,006	31,678	4,848	-	239,671	13.8
<b>Grand total</b>	<b>51,368</b>	<b>153,869</b>	<b>333,714</b>	<b>116,489</b>	<b>137,942</b>	<b>275,647</b>	<b>390,401</b>	<b>277,640</b>	<b>1,737,069</b>	

\*April-Sept 2008

## 4.5 Public Relations

The design of the project included a Communications/Public Relations Specialist who was responsible for developing social marketing strategies to support PESP activities. This position was dropped in the re-scoping exercise and the responsibilities reverted to the project manager. In order to communicate its activities, experiences and results PESP has used four main approaches.

- **Publications:** Access to information about PESP is available through three kinds of publications. A link on the MoE website provides access to information on the project's objectives and major activities as well as status reports on outcomes. However, the site is underused as it has not been updated since 2004. Plans are in place to publish a hard copy newsletter for distribution at the December 10 end-of-project workshop. This newsletter will be circulated to stakeholders and partner agencies. In addition, plans to publish two issues of the Professional Development Journal - a journal of best practices – are well advanced. The first issue is complete and being prepared for publication and distribution and the second issue is almost complete. These journals are outputs from the Demonstration Schools Programme and will showcase successful examples of teaching/learning experiences and initiatives in the field.
- **Competition/Awards ceremonies:** The project used competitions and awards ceremonies as communication tools to promote and build awareness for some activities. For example, Literacy was promoted mainly through organising a series of literacy competitions - LitKids - for Grades 1, 2, and 3 from 2003-2005. These competitions sought to build children's interest, and encourage their involvement in literacy activities. Similarly, an IT competition launched in 2007 sought to raise awareness among teachers about the role of technology in enhancing teaching and learning.
- **Media:** Mass and small media interventions were used to sensitise stakeholders to various PESP activities and sub-components. The mass media interventions included interviews on national radio stations, Jamaica Information Service (JIS) television programmes and press releases in daily newspapers. Furthermore, the project has invested substantial effort in creating an Infomercial to promote awareness about the RPC and in particular Literacy 1-2-3; however, to date, the infomercial has not been aired.
- **Conference/Workshop:** In 2003 PESP partnered with the MoE, the Institute of Education at the UWI and the Jamaica Teachers' Association (JTA) to host EduVision 2003 - an international conference and exhibition on teacher education and technology. The conference sought to promote the infusion of technology in teacher education and training and was therefore directly linked to the instructional technology sub-component of the PESP. Another public event that highlighted the work of PESP was a two-day end-of-project workshop held on December 10 and 11 2008 to showcase important project achievements and to acknowledge and award those who have contributed to the success of PESP.



## 5 Quality Assurance

This component is expected to achieve system-wide use of the revised primary curriculum (RPC) and student assessment protocol developed under the PEIP 11.

Quality is interpreted as stated in the Mid-Term Summative Evaluation. There is quality as efficiency through better use of available resources (e.g. evaluation of the rationalisation of the Teachers Colleges); the external efficiency of the primary system as measured by the level of preparedness for secondary education and the extent to which the institutional goals are being met (internal efficiency).

Quality as output as seen in terms of academic achievement, especially as measured by performance in the GSAT or the Grade 4 Literacy test. Quality is also seen as relevance to (a) the needs of the country in general (e.g. the need for a literate and numerate population) and (b) the learners as evident in the emphasis on equity in delivery of services to all. There is also quality as resource inputs (e.g. provision of textbooks, teacher training). A concern for quality as content is evident in the emphasis on improving the content competence of teachers in the training workshops that prepare the teachers to implement the RPC as well as in the preparation the revision of the primary curriculum of the Teachers' Colleges.

If performance is to be improved through the effective implementation of the RPC, then there has to be an emphasis on quality as process – i.e. the process of learning, the nature of the interactions that take place in the classroom between the teachers and pupils and amongst the pupils themselves, the extent to which the methodology used becomes more student-centred as evident in the change in the role of the teacher and the students not only becoming more active participants in the learning process but assuming more responsibility for their own learning. In other words, there should be clear evidence of a constructivist approach to teaching and learning emerging.

### 5.1 Effectiveness of Implementation and Attainment of Project Goals

#### 5.1.1 Curriculum Implementation

➤ *Strategies/processes for formative evaluation and curriculum revision*

The M&EU has in place mechanisms which can be used for the formative evaluation of the RPC. The SMART instrument has been used in classroom observations by officers from all the regions, complemented by a teacher interview protocol and instructions on how to conduct the observations. Visits to schools by officers of the Core Curriculum Unit to observe the impact of training formed an integral part of the formative evaluation of the RPC.

At the time of the mid-term evaluation, it was reported that the CCU was able to meet its target of visits to 400 schools per year. But the situation has changed within the last four years with the retirement of half the staff in the CCU. Seven positions are presently unfilled, largely on account

of changes taking place in the system with the work of the Educational Transformation Team and the setting up of the Curriculum and Assessment Agency. In the last two years, the staff in the CCU has only been able to visit about six schools to observe the implementation of the RPC.

➤ *Provision of related Print Material*

Related print materials were used in the training of teachers for implementing the RPC. The materials took the form of workshop booklets designed to develop in the teacher a better understanding of the RPC. These materials were used in the initial training of teachers on a phased basis with two grades per year between 2002 and 2004.

➤ *Dynamic site-based Training*

In the first four years of implementation, the CCU officers made visits to the schools where they were able to identify specific problems and demonstrate to teachers how to address these in their specific contexts. Staffing difficulties made this strategy unsustainable.

➤ *Cascade Model and Networks for Training Trainers*

Curriculum Implementation Teams (CITs) were established to enable the efficient implementation of the RPC in schools island-wide. These teams comprise the principal as the chair person, senior teachers (e.g. grade coordinators) and the School Based Assessment Coordinator as well as a community member (e.g. parent). The CITs are responsible for giving new teachers an orientation to the demands of the RPC.

The cascade model is used in training whereby the CITs are first given training at workshops (over one or two days) organised in school centres and clusters in all six Regions and then they in turn train the teacher in the schools within their cluster and Region. The training packages for the CITs have DVDs which were produced by the Media Services Unit, in collaboration with the CCU and the SAU. Also in the package is a workshop booklet. The DVDs have a series of lessons which exemplify the desired approach for the delivery of the grades 1-3 and 4-6 programmes. The CITs were trained in the use of the grades 1-3 DVDs between February 2006 and October 2007, while the training for the grades 4-6 DVDs began in May 2008. Music was selected as the subject needing greatest attention at the upper levels and so music specialists trained the CITs in using DVDs with lessons done at various schools focusing on such things as sound collage, note values, composing a song from a known tune, etc.

The general view is that the cascade model has been effective in enabling the large numbers of persons to be trained in a relatively short time, but for this training to have an impact at the classroom level a different approach is needed. Fullan and Stiegelbauer (1991) maintain that “one shot workshops prior to and even during implementation are not very helpful” (p. 85) and that what is needed is “in-service training...designed to provide the ongoing, interactive, cumulative learning necessary to develop new conceptions, skills and behaviour” (ibid). There is some doubt as to whether the use of CITs is resulting in the impact desired at the classroom level. One interviewee described the most successful CITs as “those who have clout”. Although principals are members of the CITs, some appear not to be giving the team the level of support which is needed. In one interview the question was raised as to the ‘ownership’ of these CITs.

In light of the decentralisation of the Ministry of Education, it was suggested that a more Region-based approach to the training of both the teachers and the CITs would have been more appropriate as this would have encouraged the Regions to assume greater responsibility in seeing to it that the CITs function effectively in their schools. The Regions also would have been more vigilant in ensuring on-going training in light of the turnover of teachers and principals in their area of responsibility. The cultivation of this sense of ownership was particularly desirable, given the changes in the CCU envisaged with the formation of a Curriculum and Assessment Agency.

➤ *Training of Teachers, Principals and MoE Officers*

Training was accomplished through the collaborative effort of the CCU and the Professional Development Unit (PDU). At the time of the mid-term evaluation 8,542 teachers (out of the targeted 10,000) and 619 principals (out of the targeted 1000) had been trained in the use of the RPC. The training was done by resource teachers in large workshops at a hotel (lasting 4 to 5 days), or 2-day cluster workshops held at the regional level. The training was done on a phased basis: grades 1 and 4 in 2002, grades 2 and 5 in 2003 and grades 3 and 6 in 2004. Since then the training of the remaining numbers has been accomplished and at the time of the training of the CITs, principals and Education Officers attended the training workshops.

What is not clear is whether the content of the training was the same for teachers, principals and Education Officers. The kind of training which principals and Education Officers need is different from that needed for the teacher or the CIT. The teacher is being trained to implement the curriculum, while the principals and Education Officers should be trained to give instructional supervision of the teacher and additionally the Education Officers need to be guided on how to ensure that the principals carry out their job as instructional supervisors. The same content in a workshop cannot service these different needs.

➤ *Implementing integrated Curricula in Multigrade Schools*

Implementing an integrated curriculum has proven to be a challenge for teachers in the usually remote multi grade schools, especially in situations where the combination of grade levels in one class straddle different modes of organising curricula e.g. integrated in grade 3 and subject – based in grades 4 and 5). The CCU has prepared a multi grade manual to help these teachers. How effectively multigrade teachers are able to use this manual, needs to be the subject of further research.

➤ *Summary*

The effectiveness with which the curriculum is implemented depends on the skill and creativity of the teacher and the extent of their understanding of the underlying rationale of the RPC. The general view of the CCU is that some teachers are not as creative as desired in their use of the RPC guides. They tend to use the guide prescriptively rather than adapting it to ‘to suit their particular pupils’ needs/learning styles or local environment’ (Ministry of Education and Culture 1999 p. viii). One will find classrooms in which children are organised in groups, interacting with each other as they engage with the task at hand and then later in the class they take centre

stage as each group reports on the result of their efforts. This reflects a more child-centred approach to teaching and learning which is a major objective of the RPC.

However, in other classrooms, the teacher still dominates, with a focus on giving information, using closed questioning that elicit the ‘one right answer’ which runs counter to the multiple perspectives which a constructivist approach to teaching and learning encourages. A recent doctoral thesis on teachers’ implementation of the RPC reported variation in how the teachers implemented the curriculum—from the use of much ‘chalk and talk’ to the use of questioning, discussion, demonstration and role play to stimulate interest and activity on the part of the children. Interestingly, one of the teachers observed was in a school in which the RPC was piloted, but she was not on staff at the time. She expressed concern over the inadequacy of her training to implement the RPC (Roofe-Bowen 2008).

#### ➤ *Issues and Recommendations*

- With the introduction of Literacy 1-2-3 teachers in grades 1-3 have been provided with sound guidance on what is to be done in the Language Arts Window (LAW). Similar guidance needs to be given to teachers of grades 4-6.
- One of the main challenges that teachers face with the RPC is in the teaching of mathematics. They need to be given the same guidance for the Mathematics Window as has been given for the LAW.
- A strong feature of the RPC is the emphasis put on the aesthetics. But these areas require technical competence. All teachers may be able to sing but they can’t all teach music. There is a clear need for a stronger input in teacher training in terms of training more teachers with specialised skills in teaching music, the visual arts and drama as well as physical education. Visual Arts is problematic particularly at the upper grade levels. There is a danger that if the system does not produce the teachers with the technical skills, the subject may not be taught at all.
- The need for all children to learn a second language creates the need for teachers of Spanish at the primary level. Spanish is not one of the areas covered in the RPC curriculum guide and clearly this is an area to which attention needs to be given.
- The RPC introduced a new ‘world view’ approach to the teaching of Religious Education(RE) which does not sit well with many teachers who have been accustomed to an emphasis on the teaching of Christianity. The CCU has attempted to respond to the teachers’ demands for more material on other world religions, but only in so far as the limitations of staffing permit. There is only one officer with responsibility for RE. In order to win teachers over to what is essentially a new philosophy of RE, much more effort is needed in supporting the curriculum.

#### **5.1.2 Literacy Enhancement**

This component was originally designed as a Literacy Pilot to introduce a four-year literacy programme in 80 low-performing urban schools, complementing an array of successful interventions from the United States Agency for International Development (USAID) and the United Kingdom’s Department for International Development (DFID) pilots in rural schools, expanding the Ministry of Education, Youth and Culture (MoEY&C) summer literacy

programmes. However research indicated that low achievement in literacy was more widespread than in the set of schools targeted. For example, the Data Base to Facilitate Performance Management of the PESP shows that less than 30% of the boys and approximately 43% of the girls achieve at a satisfactory level in the Grade 3 Diagnostic test - Language Arts. The literacy enhancement component was therefore reformulated. It was decided that new instructional materials should be developed for all schools (grades 1-3).to replace the Primary Language Arts Scheme (LMW materials) which have been in use in the lower primary for over two decades.

### ➤ *The New Intervention*

In 2006-2007 Literacy 1-2-3 (L1-2-3) was developed to support the Language Arts Window of the RPC. L1-2-3 adopts the Learning Experience and Awareness (LE&A) approach to the teaching of literacy wherein teachers draw on the children's own experiences as the starting point for the use of the materials and raise awareness of the points of difference between Jamaican Creole and Standard Jamaican English.

The core principles that underpin the L1-2-3 are:

- Teaching of reading and writing within the LE&A approach.
- Shared language and literacy experiences using Big Books.
- Developing independent reading skills using Little Books, Pupil's Activity books (grades 1 and 2), Pupil's textbooks (grade 3) and grade specific anthologies, library books and other reading resources.
- Developing independent and creative writing skills through pupil's own writing.
- A balance of the LE&A approach with the core themes of the RPC grades 1-3.
- To balance the focus on creating meaning with the development of reading skills using phonics and word recognition approaches (Jennings-Craig 2007).

The feedback from teachers and the pupils themselves during the piloting of the materials indicated that they found the materials lively, captivating the interest of the students, while at the same time supporting the scope and sequence of the learning process as guided by the RPC. The content of the books are relevant to the children's experiences, take cognisance of their previous knowledge and feature main characters in the stories which appeal equally to both boys and girls.

### ➤ *Effectiveness of Implementation*

Following the piloting, Literacy 1-2-3 was to be rolled out to all schools in the 2007-2008 academic years. However, the production of the materials took longer than expected and so distribution was not widespread. In fact, all the remaining materials were not distributed to the schools until October 2008. In service training of the teachers for island –wide implementation was not as effective as it could have been because of the lag with the distribution of materials.

A strong feature of the piloting phase was the use of Liaison officers in all six regions. Each officer had responsibility for two or three pilot schools and made frequent visits to the classes of the teachers concerned and gave advice and guidance on implementing the new methodology in situ. The Liaison Officers were not used in the training of teachers in their schools when L1-2-3 was implemented island-wide. The CITs and the Literacy Coordinators have assumed this

responsibility. However, questions have been raised as to whether the Literacy coordinators have ‘bought’ into this programme. Some are focusing on the use of the approach fostered by the Caribbean Centre for Excellence in Teacher Training (CCETT) while other school-based initiatives are also being encouraged. There is a real concern that if this splintering of efforts is continued and due attention is not given to use of the methodology of the L1-2-3, its impact will be lost.

#### ➤ *Summer Literacy Programmes*

Students who fall in the almost mastery and non-mastery categories of the Grade 4 Literacy Test are encouraged to participate in the intervention programme which takes place over a two week period in the summer vacation period. The intervention programme is held in centres throughout the country and is delivered by participating teachers and teachers’ assistants who are given the necessary training prior to the intervention. Education officers supported by literacy coordinators, principals and literacy specialists supervise the intervention. The intervention has met with some measure of success. For example, of the 46389 students in both public and private schools who were eligible to sit the Grade Four Literacy Test in May 2008, 99% (45809) actually sat the test and of these 73% scored at the mastery level; 15% scored at almost mastery and 12% at the non-mastery level. When the public schools are disaggregated, the percentage mastery drops slightly to 71 with 16% and 13% respectively in the almost mastery and non-mastery categories (See Exhibit 5.1).

According to the Final Report on the grade 4 literacy test, 14,121 students from all the regions should have taken the intervention programme in June 2008, but only 10,632 actually turned up and sat the test again after the intervention. The results indicated that 4225 or 10% of the students achieved mastery. An analysis over a three year period revealed that on an average the intervention programme succeeds in raising the literacy level of about 10% of the students. In June 2007, 15% achieved mastery.

*Exhibit 5-1 Summary of Overall Performance of Public Schools (May 2008)*

<i><b>Enrolment</b></i>	<i><b>No. sat test</b></i>	<i><b>%</b></i>	<i><b>Mastery No.</b></i>	<i><b>%</b></i>	<i><b>Almost mastery no.</b></i>	<i><b>%</b></i>	<i><b>Non-Mastery no.</b></i>	<i><b>%</b></i>
43408	41538	96	29287	71	6818	16	5433	13

(Source: From data in Ministry of Education Educational Services Division –Schools Operations Grade Four Literacy Report Final Report.)

#### ➤ *Issues and Recommendations*

- Now that the materials are in the schools, training in the use of the Literacy 1-23 needs to be organised with an emphasis on the teachers’ use of the methodology. The Regional Literacy Coordinators need to have a thorough understanding of this.
- The analysis of the Grade Four Literacy Test results shows that there are a fairly large number of students who do not take the test. In May 2008, this was 580. It is not clear

whether these students then take the test in June or whether they are amongst those who do not turn up for the intervention programme.

- The fact that the intervention programmes results in raising the literacy level of only between 10-15% of the students, suggests the need for research into the intervention programme to ascertain why it has no impact on approximately 90% of the students. Is the summer literacy programme really value for money? In any case the results suggest that interventions to address low levels of literacy need to be put in place much earlier than grade 4.
- It is also important to find out why some children who should do the intervention programme do not take part in it. In 2008, this amounted to about 214 students regionally, but it should be noted that 79 of these came from one region alone.

### **5.1.3 Textbooks and Supplementary Teaching and Learning Materials**

This component had two parts. The first involved improving book storage, shelf life and the provision of supplementary materials for primary schools. Eight hundred (800) storage cupboards have been delivered to primary schools and 50,000 books for 509 primary schools have also been delivered to schools. All primary schools therefore have been supplied with supplementary readers (about 70 titles per school), since 300 schools had already been supplied with supplementary readers under an earlier DFID funded project.

The second part involved the provision of technical assistance to assess existing print materials for their readability, gender, equity, their relevance to the RPC and students' interest's. International Book Development Ltd provided the technical assistance needed. Based on the assessment, all textbooks have been reviewed for relevance to the RPC and modified accordingly. The use of certain texts has been discontinued. For example, the Language Materials Workshop texts have been replaced by the Literacy 1-2-3 materials. Classroom observations, however, reveal that some teachers continue to use the LMW materials alongside the L1-2-3.

This aspect of the project has been effectively implemented, despite the problems with procurement of the materials which were dealt with in the mid-term evaluation.

### **5.1.4 Innovative Models of Teaching and Learning**

This sub component was expected to enable the development, documentation and evaluation of three innovative models of teaching and learning. The models should have been developed in year one, field tested in different types of primary schools (e.g. small rural, multi-grade, All Age, etc) in year two. A national conference was to be held in year three to review the outcomes of the three research projects and to identify best practices for wide-scale implementation.

The successful aspect of this component is the introduction of Division which embodies "a shared vision for the enhancement of education and training through technology innovations" (Peart and Morris, 2007, p.v). This evolved into a biennial international conference on technology in education; the first one being held in 2003. The conference provides a forum for the sharing of ideas and experiences in creative technology innovations and their integration into

the learning process. Eduvision was initiated by the Ministry of Education, Jamaica and the Institute of Education, UWI. They were later joined by other partners such as the Jamaica Teachers Association, the Information and Communication Technology for Development Network and the Ministry of Energy, Mining and Telecommunications. There have so far been two publications on EduVision conference papers in the Institute of Education Publication Series.

#### **5.1.5 Interactive Radio Mathematics**

The original plan was to produce about 130 twenty-minute audiocassette programmes for second grade mathematics. Hiring the services of a consultant to carry out this task proved problematic. As a consequence the decision was taken to produce interactive videos around three topics that proved to be a challenge in the teaching of mathematics at grade 1. Two videos have been produced and are to be piloted in six schools between October and November 2008. The videos are to be supported with activity books and a teacher's guide is to be developed.

#### **5.1.6 The Information Technology Pilot Project**

The IT pilot project was action research based and designed to ascertain how instructional technology is used in different school settings. Fifteen (15) schools were initially involved in the project. These represented schools of varying size - rural, inner city, multi-grade and 'lab schools' (i.e. those schools which already had a number of computers before the project). With the exception of the latter, each school was given three computers and a lap top as part of the project. Low cost computer devices - Alpha Smarts – were also given to the schools.

Since 2004 the intervention has been rolled out to an additional 58 schools which were trained in clusters. The clusters centred around and drew support from the 15 pilot schools. A recent development is that each cluster has created a blog which enables the sharing of ideas and resources.

This project has demonstrated various ways in which schools can incorporate the use of technology. Some used the Internet to support learning, to access resource materials and content; others made use of tools such as Excel and PowerPoint. Some schools used WebQuest, while others used the computer in the teaching of literacy. In whatever way it was used, it stimulated the interest of the children and contributed to improvement in attendance. Local research (Hall, 2006) has underscored the positive impact on learning of the IT project (See Appendix F for a summary of the research).

#### **➤ Recommendations**

- There needs to be at least one officer in the Ministry of Education with responsibility to oversee and offer guidance to schools integrating technology in the curriculum as well as advice on technical assistance.
- The Ministry needs to plan for helping schools to replace outdated computers.



### 5.1.7 Student Assessment Strengthening

This sub-component was intended to: (i) build the Ministry's capacity for student assessment and standardized testing; (ii) strengthen teachers' use of performance-based continuous assessment standards developed by the National Assessment Programme (NAP) for diagnosis, formative evaluation, and student grading; (iii) aligned standardized achievement tests with the RPC and implement in all primary schools.

#### ➤ *Capacity Building*

The strengthening of the SAU has been achieved through the provision of technical assistance to train the SAU staff in skills in research and data analysis, data collection, scanning and the maintenance of a data base. Two staff members did Masters Degrees in Measurement and Statistics at the Florida State University. Staff members in the unit also received training in the use of SPSS, item analysis and desk top publishing. All of these took the form of short courses. The training however, had to be delayed on two counts: (i) staff members first commitment had to be to carrying out the students assessment activities which were part of their regular jobs and: (ii) it took some time to find a consultant who could deliver the training in desktop publishing.

#### ➤ *Strengthening Teachers' use of Performance-based Continuous Assessment Standards*

Over 800 teachers in public primary and private schools have received training in the use of alternative forms of assessment. Principals and Teachers College lecturers were included in the workshops. Eight hundred and fifty six SBACs have been trained and the intention is that each primary school should have an SBAC. The SAU has also developed six training modules in continuous assessment and these have been distributed to all primary schools. The modules are self instructional and include a CD. Doing objective type assessments, the use of journals and portfolios are examples of modules included in the training programme.

#### ➤ *Development and Production of Training Manuals*

The SAU has developed these training manuals which are to be used as support materials for new teachers. 18,000 have been distributed to schools, including those that did not attend the training workshops. Much support has also been given to private schools. They are given the materials and invited to the workshops.

#### ➤ *Alignment of Assessment Instruments to the RPC*

The SAU has done a comprehensive review of the RPC and has engaged in an on-going process of writing items to bring assessment in line with the objectives and content of the curriculum. For Grade 1 a new instrument has been developed. This is the Grade 1 Individual Learning Profile. It replaces the Grade 1 Readiness Inventory and incorporates social readiness. The instrument was first administered in August 2008. Some of the items for this instrument have to be administered individually and are better handled by teachers in about October when the children are more familiar with and settled in their new surroundings. But because teachers need the feedback from the instrument to plan for the new term, the decision was taken to administer the instrument during the last week of August so that it coincided with the Orientation activities

for grade 1. At this time because other children are not in school, the teachers for grades 2 and 3 are able to assist the grade 1 teacher with the administration of the test.

A workshop held with teachers post the administration revealed some challenges. These include the fact that (i) some children were not registered; (ii) some grade 2 and 3 teachers did not exhibit the level of commitment desired in helping the grade 1 teachers and; (iii) some schools were not properly prepared to administer the exam. On the other hand the grade 1 teachers responded positively to the instrument. They were able to mark the test using the guidelines in the manual prepared by the SAU and submit a report. In the workshop the teachers were guided on how to use the data from the test to guide their planning and they were given advice on how to ease the transition of the pupils from their Basic Schools to their new primary school environment.

The SAU is still in the process of revising the Grade 3 Diagnostic Test to bring it in line with the RPC. Two issues that the unit is grappling with is the change from a purely multiple choice format and the recommendation from the consultants (Juarez and Associates) that a thematic approach to testing should be used as this would be more consistent with the holistic approach to learning in the grades 1-3 curriculum. The use of this approach, however, needs formal approval by the Ministry.

The use of a more thematic approach in testing for the Grade 4 Literacy Test has also been recommended. The SAU may find this more challenging than for the Grade 3 diagnostic Test since the Grade 4 test is based on international literacy and was not construed originally as needing to be aligned to the RPC.

➤ *Providing Standard Grade Books (8,000 per grade)*

Another problem facing the SAU is the absence of standards to guide test development. The RPC is guided by focus questions, attainment targets and objectives. The SAU is awaiting the outcome of the work of consultants hired by PESP to produce standards for the primary curriculum. These standards are to inform any future revisions to the tests at Grades 3 and 4 as well as the writing of the standard grade books.

➤ *Intensive Training in Student Assessment for Master Trainers and SBACs*

A cadre of master trainers (e.g. retired education officers and principals) have been trained to assist the SAU in training teachers in assessment. Twenty-four out of the proposed 30 master trainers have received such training since 6 dropped out of the programme. At this time only 6 out of the 24 remain. They have been able to help the SAU in the training of teachers; they also helped the CCU in the training of CITs and they have even offered assistance to Expanding Education Horizons. In terms of monitoring the use of alternative assessment techniques in the schools, the reach to all schools for only 6 master trainers is very limited.

➤ *Strengthening the SAU with four project posts*

The transformational process in the Ministry of Education has impacted on the development of the capacity of the SAU in that the establishment of three permanent posts within the unit has not

materialised. Two posts (that of the School Support manager and the School Based Assessment Officer) have been approved by the Ministry of Finance on a contractual basis but they have not been institutionalised. In fact the holder of one of the posts had to give up a permanent position in the SAU and revert to a lower post in order to get study leave. Permanent staff members have benefits not open to staff on contract. Despite this, the general view is that the fact that PESP made the services of these staff members available has benefited the unit tremendously as they have been involved in all activities of the unit and not just those related to the project.

The effectiveness of implementation of project goals for the SAU has been impacted by events unanticipated at the time of formulation of PESP's goals. Firstly, the educational transformation process has stalled the establishment of permanent posts in the unit, even though the unit has benefited from the expertise of the staff members on contract who benefited from training abroad in measurement and statistics. Fewer persons to carry out the mandate of the unit have resulted in some of the work not being completed.

Secondly, the late hiring of consultants to develop standards for the RPC has delayed the development of the new Grade 3 diagnostic test and revisions to the Grade 4 literacy test, to GSAT and the development of standard grade books. The SAU has been successful in the introduction of a new grade 1 test which is being used in all primary schools. The guide books on Assessment Plans and Tasks have information which is very useful for teachers in grade 1 through to 6. They are well produced and durable. The Manuals of Effective Classroom Assessment are also well produced and durable. They can be used by the SBACs for training purposes or teachers could use them individually or in study groups as they are self instructional. While the general view of those interviewed was that the assessment techniques were not being effectively used in the schools, this could not be confirmed in the short period of this evaluation.

➤ *Automation and Placement of GSAT*

This was originally part of PESP but it has not been fully executed. This is on account of the time taken to formulate the unique student identification number system that DPK Information Systems requires in order to achieve automation. Furthermore, the funding required for the software was not available under PESP. Once the necessary funding is sourced, this sub-component can be put to tender with a view to full execution.

#### **5.1.8 Teacher Education and Professional Development**

This sub-component was expected to contribute to significant changes in sub-sectoral organization, instructional management and improved teaching quality. The activities include:

➤ *Teacher Education Rationalization and Reform*

A National Task Force was formed consisting of representatives from the Ministry of Education and Culture, the Joint Board of Teacher Education, the Jamaica Teachers' Association and the Teachers' Colleges. The NTF was expected to oversee the implementation of the strategic plan to rationalize and reform teacher education as well as to operationalise the plan but this was dependent on the Evaluation of the Rationalisation of Teachers' Colleges (ERTC). ERTC did not

begin until 2003 and completed in 2008. The NTF, therefore has had oversight of the activities of this sub-component.

Key findings of the ERCT are that rationalisation has increased the Colleges' capacity to produce qualified graduates and to upgrade members of the teaching force but that rationalisation has caused a major shift away from teacher colleges and the diploma programmes as the main means for producing secondary teachers. In some colleges the rationalisation of programmes was being honoured, in others the rationalisation of subject areas was only being acknowledged. For example, although only five Teachers' Colleges were recommended to do Primary Education, this programme is still being offered in seven Colleges. The loss of the Primary in Shortwood Teachers College is problematic since it can now only make limited use (Grades 1 and 2 for those in Early Childhood) of its Practising school. Sam Sharpe continued to offer the Secondary programme as a result of a concern over the regional effect of having very limited regional capacity to educate secondary school teachers. As the Colleges have become degree-granting institutions there is concern about the match between the Master's degrees achieved by the lecturers and the relevance of the degrees to what they actually teach in their respective teachers' college. Some colleges have over 50% of their lecturers with less than Masters Degrees.

➤ *Skill upgrading for Lecturers*

Over the life of PESP, it was expected that the skills of all lecturers in Teachers' Colleges would be upgraded through a combination of short, medium and long-term training. The original plan was to develop and implement a Masters level training programme which was open to international competitive bidding. But the number of foreign universities operating locally perhaps made this unnecessary, given also the fact that a range of graduate level programmes are available at the UWI.

The fellowships for training have been affected by the fiscal constraints of the government and as is evident from the table below, the target of 70 bonded graduate level fellowships was not achieved, but the number of lecturers who pursued doctoral studies exceeded the ten targeted. How many of these went to overseas universities was not clear from the data obtained, but from the list of universities given the number of 10 may well have been exceeded. The universities visited include Nova South Eastern, Andrews, Central Connecticut, Florida International, Barry, Columbia Theological, Seminary, Ohio State, South Florida, Temple, University of Massachusetts, University of Calgary and Mt. St. Vincent University.

*Exhibit 5-2 Skills Upgrading of Teachers' College Lecturers Facilitated by PESP*

<i>Teachers' College</i>	<i>Nos.</i>	<i>Degree</i>	<i>No</i>
Sam Sharpe	12	Masters	27
Moneague College	4	Ed.D.	5
Mico	13	M.Phil./Ph.D.	14
Shortwood	10	Ph.D.	2
Bethlehem	5	Specialist	1
CASE	6	D Div	1
Church	3		
St. Joseph's	2		
<b>Total</b>	<b>55</b>		<b>50</b>

(Source: Data -2002-2006 - from the Tertiary Level Unit, Ministry of Education, October 2008)

The programmes of study were expected to be compatible with the institutional and organizational changes of teacher education rationalisation and reform. In this regard, it is instructive to note that the evaluators of the rationalisation of teacher education commented that “although a concerted effort is being made by the colleges and their individual academic staff members, the consultants have a concern about the match between the Master’s degrees achieved and the relevance of the degrees to the instructional requirements of the participants in their respective teachers’ college” (Scharf & George, 2008 p15). They also pointed out that on average over 50% of the lecturers in the Colleges had less than Masters level qualification.

➤ *In-Service Professional Development and Teacher Certification*

Updating projections of training needs is problematic, given that there are no tracer studies of the teaching force, analyses of teacher turnover, employer demand data, etc. The Baseline Report notes that these deficiencies have been noted by the Ministry and a commitment made to address them.

According to the PESP Project Implementation Manual, “It is expected that the cost savings originated through the rationalization of teacher education will be largely reinvested in re-qualification of the teaching force to achieve the 95% target, through the certification of pre-trained teachers under the Project” (p. 11).

It was not clear how the cost savings could be determined or under whose portfolio that responsibility fell, but It is unlikely that the cost savings originally anticipated could actually be realised This is because rather than adopting the Rationalisation Plan strategy of improving capacity by enhancing internal efficiencies, the colleges pursued a strategy of improving capacity by increasing earnings in the educational marketplace. With this, it appears there has been a major shift away from public to private financing of teacher education (Scharf & George 2008).

➤ *In-Service Training by the Professional Development Unit*

To provide in-service training related to the RPC and assessment standards 3 four year funded posts were created in the Professional Development Unit. These facilitated the training of more than 10,000 teachers, including 1,000 school principals.

➤ *Professional Development Protocol*

The professional development protocol (PDP) comprises a conceptual framework, strategies, resource references and materials to support educational improvement in professional development practices at all levels of the educational system. It is essentially a formal statement that provides terms of agreement to guide all parties engaged in professional development. The PDP has been completed and is to be submitted to Cabinet for approval.

### **5.1.9 Demonstration Schools**

This sub-component was expected to provide incentives for the establishment of demonstration schools to test new teaching methods. It should also have enhanced the capacity of the Teachers' Colleges to support school-based activities, conduct action research, and disseminate best practice. The purpose of the Demonstration Schools was therefore "to provide opportunities for both schools and colleges to test new teaching methods primarily related to the delivery of the RPC, to enhance the capacity of the Teachers' Colleges to support school-based activities, for colleges to make available resource persons to strengthen the teaching learning process in schools and to conduct and document action research and disseminate best practices." (Draft Policy for Demonstration Schools.) This document also states that lecturers from the teachers' colleges were to be trained in the integrated teaching and learning methodologies and these lecturers were in turn to work with each of the schools to perfect the art of the integration methodology, and therefore serve as model schools.

In 2003, J\$ 250,000 was identified to support the school-based activities, but this was later reduced to J\$ 150,000. The sub-component includes a beginning teacher and mentoring programme which is to pair on an annual basis, 500 new primary school teachers with experienced mentors in their primary schools. The journal which will document 'best practices' in the demonstration schools is being prepared for publication.

There are 21 Demonstration schools, with 3 being attached to each Teachers College with a primary programme. From the Baseline Report of the evaluation of the Rationalisation of the Teachers' Colleges it became evident that some of the lecturers do not have a clear conception of the purpose of the Demonstration Schools and of their own role.

This was borne out in interviews with lecturers involved with the Demonstration Schools. There was often a conflict between what the goals of these lecturers and what the coordinator of the Demonstration schools in the Tertiary Unit expected. As a result of this uncertainty, at the end of 2005 a forum including the major stakeholders – school principals, college principals and MoE officers, met with the aim of redesigning the concept. There was a shift of emphasis away from a predominant focus on "best practice" to one where the partners work towards becoming "National Pilot Institutions." (Draft Policy for Demonstration Schools.) That there had been a

shift in emphasis in this direction did not emerge in the interviews with the lecturers responsible for the Demonstration Schools.

Experiences with Demonstration Schools differ across the colleges. One college was assigned three Demonstration schools even though they did not offer primary education. In this college, the emphasis was on ‘responding to the needs of the schools’; consequently, as the schools wanted help with literacy, that became the focus of the lecturers involved. Furthermore, the lecturers concerned had difficulty ‘squeezing in’ the time to visit these schools, given their heavy work schedules which did not facilitate any free time to interface with these schools.

Another college considered the Demonstration Schools intervention most successful in that it had developed a greater willingness amongst the three schools to accommodate its trainee teachers on teaching practice. The college conducted workshops for the schools and made the college bus and facilities available to the schools for key activities.

#### ➤ *Mentorship Programme*

Six hundred and ninety five schools have received training for this programme. Each beginning teacher in a primary school has a mentor and all remaining mentors (111) will be trained by the PDU by the second week of November 2008. Mentors are given pins which identify them in the schools as mentors. Mentorship training for beginning teachers now commences in the third year at the Teachers College. In the region where they are employed the beginning teachers complete a form from which the PDU obtains their school of employment. The PDU then ensures that the beginning teacher is matched with a mentor in that school.

#### **5.1.10 Related Studies**

This aspect of the sub component addressed the inadequacy in the current incentive system for attracting qualified teachers to schools in remote and disadvantaged areas. It entailed the funding of a study to review the existing incentive structure and to identify appropriate measures to ensure the placement and retention of certified teachers in remote and disadvantaged schools. This study has not been done

The second study was to assess the demand for and supply of Special Education in Jamaica’s primary school and provided recommendations for action and improvement. The actual study-*Special Education Needs Study*-was done by staff in the School of Education, UWI and was completed in January 2007. It sought to (i) determine the numbers of children who are experiencing learning difficulties in primary schools in Clarendon and St. Catherine (region 6) and (ii) to investigate the factors that affect student performance in primary school. Findings from the study showed that: (i) a sizeable proportion of primary school children are not meeting the demands of the national curriculum and (ii) children from the lower SES are disadvantaged (boys even more so) on entry into the formal school system relative to their wealthier counterparts.

## 5.2 Fidelity of Execution in Relation to Objectives, Log Frame, Indicators

For the most part the curriculum sub-component has been implemented as planned. As to be expected in the implementation of any new ideas, some adaptation takes place, in light of formative evaluation. For example, the cascade model was found to be effective for training large numbers of teachers, but when it came to ensuring impact of the change at the classroom level, another strategy was needed - one that involved actual demonstration of the desired approach to teaching. This is where the use of technology in the form of DVDs with demonstration lessons and the use of CITs proved particularly beneficial.

The literacy enhancement component was reformulated. It was decided that new instructional materials should be developed for all schools (grades 1-3).to replace the Primary Language Arts Scheme (LMW materials) which have been in use in the lower primary for over two decades. One aspect of the textbook and supplementary teaching and learning materials was not executed i.e. the feasibility of the 'book bank' scheme, providing guidelines for competitive bidding.

## 5.3 Sustainability of Results

Much has been done to sustain the new ideas that underpin the RPC. For example, the curriculum for the primary programme in the Teachers Colleges has been revised to accommodate these changes, although there is some concern over the effectiveness with which the trainee –teachers are being trained to use the integrated approach. A very practical approach is taken in the training in integration in the primary curriculum in the B. Ed Primary Education degree offered at the UWI.

However, the CITs still have a lot of work to do to have maximum impact on changing the methodology of teaching from the traditional didactic approach to the constructivist approach to teaching and learning. The work of the CITs can only be sustained if they have the support of the principal and if the new Curriculum and Assessment Agency is able to address problems with the curriculum that the CITs cannot deal with. Furthermore, a way needs to be found of providing all new teachers with the curriculum guides. These guides are available electronically, but not all teachers would be able to access them by that means, especially those in the more remote rural areas. How to use the curriculum guide and adapt to suit their particular context still needs to form part of the on-going training of teachers.

When considering sustainability, another issue to consider is the fact in primary schools, there isn't one intervention, but several. Teachers find themselves being trained in one intervention by the Ministry, while being involved at the same time in another intervention in their school which often creates a conflict with the one mandated by the Ministry. This is evident, for example, in schools which should use the Literacy 1-2-3 but they are also involved in the CCETT. But apart from such funded projects, individual schools try out different types of interventions. A study of the different interventions in schools would be quite illuminating because it would show how teachers are faced with ideas that may be in conflict with each other and the problems they have in resolving the conflicts. The more interventions that teachers have to cope with the less time they have to focus on what is mandated by the Ministry. This is a clear threat to sustainability of the Ministry's policy.



Sustainability of literacy enhancement requires ongoing support. The Big Books and Little Books may have a shelf life of 2-3 years, but the Media Services Unit will build their replacement into its budget. There is a real danger that if teachers are not given the on going training in the use of the methodology, Literacy 1-2-3 will not be properly used and so its objectives will not be achieved. Observations of classes during the piloting of the materials underscored the need for training to focus on group work, the use of alternative assessment techniques (e.g. portfolios, journals), authentic assessment and the making of teacher/pupil books. Catering to multiple intelligences and strategies for teaching struggling readers are other areas that need attention. The L1-2-3 incorporates a period where daily the teacher reads aloud to the pupils, using a variety of books. The support of the principals is crucial in stocking school libraries or class libraries in situations where these are sparse or non-existent.

Two and not three project posts were given to the Media Services Unit to support the IT project over a three year period. With the end of PESP it means that the 73 schools will not have the services of the experts from the Ministry. A positive result of the project, however, is the improvement in the computer skills of the teachers involved. Provided that there is stability in staffing in these schools, the interventions should be sustained while the computers remain in good condition. The schools, however, will need to have the resources to replace these computers from time to time and to train new teachers who join the staff.

The training related to student assessment strengthening has been conducted in such a way as to ensure sustainability. The SBACs can use the training modules in providing guidance to the teacher. Additional support to the teacher can be given by Education Officers who also have received the necessary training and have copies of the training modules. Lecturers from the Teachers Colleges have also received copies of the training modules to use in their classes. Furthermore, the SAU has established email contact with the schools whereby the teachers could communicate their problems directly to the unit and get feedback. The use of this facility is to date limited.

A strong feature of the work of the SAU is that the training of teachers in the use of continuous assessment has been conducted in such a way as to ensure sustainability. The SBACs can use the training modules in providing guidance to the teacher. Additional support to the teacher can be given by Education Officers who also have received the necessary training and have copies of the training modules. Lecturers from the Teachers Colleges have also received copies of the training modules to use in their classes. Furthermore, the SAU has established email contact with the schools whereby the teachers could communicate their problems directly to the unit and get feedback. The use of this facility is to date limited but could be strengthened in the future as more teachers increase their confidence in the use of technology.

None of the PESP posts were put on the establishment and this creates problems for sustainability. The PDU has only one member of staff responsible for training at the primary level. This person alone cannot do all the in-service training required for the interventions introduced by PESP.

Sustainability of demonstration schools will vary from college to college. For example, irregularity of visits resulted in some schools dropping out and in the case of one college, all involvement with the Demonstration schools terminated in 2006. In another college, the strong relationship and sense of collegiality built between the college and the schools will foster sustainability.

The following Exhibit 5.3 summarises project effectiveness, fidelity and sustainability with respect to the Quality Assurance sub-component.

*Exhibit 5-3 Quality Assurance: Effectiveness by the Logical Framework (Rev 2002)*

<b>Component: Quality Assurance</b>			
<b><i>Expected result</i></b>	<b><i>Indicators</i></b>	<b><i>Achievements against indicators</i></b>	<b><i>Comments</i></b>
Revised primary curriculum (RPC) implemented	75% of teachers utilize the new curriculum and the recommended teaching practices	All teachers utilize the RPC, but use of recommended teaching practices vary according to the ability of the teacher	Teachers need on-going training in school to develop a better understanding of integration and what is involved in implementing a constructivist approach to teaching and learning
All primary teachers trained to use RPC and assessment procedures	100% primary school teachers trained in revised curriculum and assessment procedures	Objective achieved	The training took place on a phased basis from 2002-2004
National Assessment Program in all primary schools implemented	All primary schools use grade 1 & 4 tests and continuous assessment results to plan and improve instruction Increase of 10% in student achievement in grades 4 & 6	A new grade 1 test developed and administered in August 2008 Grades 3, 4 & 6 test items aligned to the RPC	NAP and Student Assessment Unit merged into one assessment unit. Two of three PESP posts approved but none have been put on the establishment
Teacher education rationalized and reformed within the broader context of an updated policy for tertiary education	Policy for rationalization and restructuring of the sub sector agreed and submitted to cabinet by December 2003 A strategic plan to rationalize and reform teacher education operationalized by 2005	Evaluation of the Rationalization of Teachers' Colleges completed 2003-2008. Not yet submitted to Cabinet A strategic plan has been completed but has not yet been approved by Cabinet	These activities preceded the decision to transform the education system. Consequently the achievement of these objectives has been impacted by this process
Teachers College curriculum reformed	Curriculum at Teachers Colleges reflects the revised primary curriculum	Objective achieved but teachers in the schools appear not to have a sound understanding of the use of the integrated approach	Teachers College lecturers need to be able to model the desired teaching approach in their training programme

<i>Component: Quality Assurance</i>			
<i>Expected result</i>	<i>Indicators</i>	<i>Achievements against indicators</i>	<i>Comments</i>
Improved teacher and principal performance due to modernized and rationalized teacher education, professional development and in-service training	Pre-trained teachers in primary school system comprise no more than 5% of full teaching force Professional Development Protocol(PDP) developed	Data from the Statistical Unit of the Ministry of Education indicate that over 8% of primary school teachers untrained (2007 figures) Objective achieved but PDP has not yet been approved by Cabinet	Data for 2008 not yet available.
Network of demonstration schools to model best practices and inform future policies developed	Demonstration schools linked to Teachers colleges with primary programmes for modeling best practices. Schools given monetary incentive for needed materials/ equipment to support best practices	21 Demonstration schools attached to 7 Teachers Colleges, but lack of clarity on the part of the lecturers on the objectives of the demonstration schools. Their workload affected the lecturers' input	To address the lack of clarity of goals, in 2005 there was a shift away from 'best practices' to each school becoming a 'national pilot institution', but this appears to have been implemented in different ways by the schools
Books delivered on time and properly stored	800 schools with appropriate stocks of texts with no gaps in provision at the beginning of each school year 800 schools with improved storage space for books	800 storage cupboards delivered to primary schools and 36,648 books for 509 primary schools	
Book Bank implemented	A 3 year book life achieved.	Activity abandoned	
Successful practices focusing on literacy and numeracy identified, adapted, and utilized in schools	Pilot programs in 80 schools located in disadvantaged areas for improving literacy documented, generalized and institutionalized Interactive Radio Mathematics implemented in grade 2	Strategy changed to the development of Literacy 1-2-3 for all primary schools. Piloted 2006-2007 and rolled out island-wide 2007-2008 Project unable to hire a consultant for this sub-component. Interactive videos for grade 1 produced instead	Last set of materials delivered October 2008. Training and availability of materials not synchronized

## 6 Institutional Development

This section evaluates the extent to which the objectives associated with the institutional strengthening component of the project were achieved. It also considers the quality of outputs and the extent to which the target groups benefitted from the interventions.

### 6.1 Effectiveness of Implementation and Attainment of Project Goals

Institutional development comprised six sub-component activities as outlined in the Terms of Reference for the end-of-project evaluation. These sub-component activities, designed to improve management and efficiency at the central, regional and school levels of the system, included:

- Institutional Strengthening through Succession Planning (fellowships, management training, mentorship and internship programmes) as tools to support the plan.
- Panel Inspection Study.
- Principal Diploma Programme (targeted at 800 primary school principals as part of institutional strengthening).
- Site-Based Management & Governance (11 - School level pilot activity).
- Attendance Pilot Project – (designed to improve attendance in 100 primary schools).
- Education Management Information Systems – (development of the system with 3 data bases to be made web enabled i.e. personnel, finance and infrastructure).

Subcomponent activities 1-4 focused largely on training designed to strengthen management and leadership capacity. Activity 5 sought to improve attendance in primary schools while activity 6 focused on establishing an Education Management Information Service (EMIS) to improve communication, Human Resources record keeping and census data as well as to track facilities and maintenance.

#### 6.1.1 Succession Planning

A succession planning strategy was developed by the Ministry in an effort to adopt a systematic approach to identifying professional needs, providing development opportunities for middle and senior managers, nurturing the advancement of middle managers and identifying high quality replacements for those individuals who currently hold key positions within the organization. As outlined in the PESP Implementation Manual (July 2001) PESP sought to support the succession process through four lines of action:

- Five long-term bonded fellowships to provide for overseas doctoral level studies.
- 30 short-term study fellowships to provide opportunities for managers to study effective an innovative practice in other educational organizations overseas.
- A 72-hour management training programme for 180 senior and middle managers at the central and regional levels.

- Mentorship and internship programmes such that senior members of the Ministry work with more junior members to enhance the skills needed for advancement.

➤ *Long-term fellowships*

The output of long-term overseas fellowship for staff development increased the number of Ministry staff with terminal degrees – two beneficiaries earned doctorates in Educational Administration and Mathematics Education while two earned Masters Degrees in Educational Planning and Instructional Technology. However, only two of the four recipients are currently working with the Ministry of Education. The fifth long-term fellowship was not awarded but was instead converted into one additional short-term study fellowship and part or full tuition assistance for 53 Ministry staff pursuing education or training programmes.

➤ *Short-term study fellowships*

Short-term study fellowships were awarded to 36 individuals in a variety of areas ranging from attendance at conferences, to study tours, to 2-day workshops and 4-week training courses. Exhibit 1 provides details of fellowships awarded.

*Exhibit 6-1 Short Term Fellowships: PESP Institutional Strengthening Component*

<i>Area of Study - Conference/Seminar</i>	<i>Awardees</i>
International Seminar for Educational Leaders	2
International Conference on Children and Youth with Behaviour Disorders	2
COMDEX Information Technology Trade Show	1
Best Practices in New Teacher Mentoring & Induction	2
Florida Educational Technology Conference	3
Study Tour of Demonstration School	5
American School Counsellor Association Conference	4
Psychometric Assessment Workshop	5
Conference - Association of Supervisors of Curriculum Development	3
Study Tour for Schools Implementing Interactive Radio Interventions Programme	4
International Seminar for Results-Based Management: Performance Indicators, Monitoring and Evaluation Systems	2
Early Childhood Education	1
Project Management	2
<b><i>TOTAL</i></b>	<b><i>36</i></b>

For the most part, these fellowships were directly linked to PESP activities. For example, training in psychometric testing was undertaken with a view to integrating it into the succession planning process. The beneficiaries interviewed provided examples of how they have applied the knowledge and skills learnt from the study fellowship to their work on the project and in the Ministry generally. For example, the International Seminar for Results-based Management provided the beneficiary with knowledge and skills required for monitoring and evaluation activities associated with the PESP project, and the experience was perceived as enhancing the

effectiveness of the M&EU. Likewise, the beneficiary who attended the 7th National Conference in New Teacher Mentoring and Induction drew on the conference materials and workshop skills to assist with the implementation of the new teacher mentorship programme that is a feature of the PESP's Quality Assurance component. One interviewee remarked: "I couldn't have done the job without this training" and another commented, "Seeing and hearing from those who had set up a ... system and who shared their experiences was crucial. We had nothing like this in Jamaica; it was not a part of our culture so the hands-on part of the seminar was very valuable."

### ➤ *Management Training*

The management training programme saw 211 staff members – Assistant Chief Education Officers (ACEOs), Senior Education Officers (SEOs), Education Officers (Eos) and Regional Directors - taking a series of nine modules over a period of 18 months. Ministry staff desirous of accessing the training but who already had formal management qualifications were permitted to take selected courses. Of the 92% who completed the programme, 71% (150) were awarded an Advanced Certificate in Educational Management; the remaining 21% (44) received certificates of participation. All nine modules were designed by Mount Saint Vincent University; seven of these were delivered by lecturers from Mount Saint Vincent while two – Law and Government Procedures and Financial Management - were delivered by Jamaica officers from the Solicitor General's Office and the Ministry of Finance and Planning. The latter ensured that participants benefitted from the knowledge of local practitioners who have direct responsibility for these areas in the public sector.

The outputs of this line of action exceeded the target of training 180 managers. The general view of this programme was favourable. In particular, those interviewed appreciated the flexibility of attendance (i.e. being able to access the modules at different locations throughout the Island on different days); the convenience of being able to download materials; and electronic access to the resources of Mount Saint Vincent University. All five interviewees reported that they had been able to transfer the skills learnt into their everyday management practices. Most expressed the view that it would have been beneficial for the wider government service; however, one of the five interviewees felt that the programme was skewed towards the school sector rather than the public sector and needed to be more explicitly contextualized for persons working in a Ministry environment.

### ➤ *Mentorship and Internship*

Preparatory work for these programmes began in 2003 with updating job descriptions, defining core competencies and projecting vacancies. The mentorship programme sought to introduce a culture of senior managers taking an interest in and responsibility for the development of junior colleagues. The internship programme sought to provide hands-on experience in a selected area of work under the direct guidance of an experienced officer for a two-month period.

The call for mentors and mentees from the HRM&A Division in 2004 met with a disappointing response. Only two persons applied to act as mentors and five persons expressed interest in being mentored. Similarly, the applications for internship opportunities were limited. Based on the criteria, 12 persons were identified as potential interns who could be assigned to five positions from which senior managers were due to retire; however, only four took up the offer to intern for

two positions. While the mentorship programme was aborted, the internship programme operated for six months between 2004 and 2005 but was eventually suspended in 2005. The lack of response to these programmes has been attributed to a general feeling of uncertainty arising from the Task Force (2004) recommendation to restructure the Ministry as a policy ministry whose functional areas would concentrate on policy development, projects, information and communication, research, finance, human resource, management and financial audit. The pending modernisation and transformation of the sector led to the decision to suspend these programmes.

➤ *Conclusion*

The mid-term summative evaluation of September 2004 (pg 53) reported that although IDB considered implementation of the succession plan slow in getting started it acknowledged it as key to sustaining adequate senior level management capacities. Both the fellowships and management training lines of action exceeded targets; however the number of staff members who engaged in the internship programme was too small to create a critical mass for significant contribution to succession planning. In addition, the suspension of the mentorship programme together with the eventual discontinuation of the internship programme meant that succession planning could not be fully implemented in the way it was intended.

### **6.1.2 Panel Inspection Study**

In keeping with the Ministry's focus on quality (Standards for Primary Education – Educational Services Division, Oct 1999) and the project's emphasis on quality assurance, PESP supported a study to review policies and practices governing panel inspections and make recommendations for their improvement. The study observed that:

School panel inspection in Jamaica was fundamentally sound, compliant with guidelines and generally valued by the schools. However, a number of challenges were identified. Chief among these were limited financial and human resources; variance in how panels approach the exercise in all phases; a focus on inspection as an event rather than a process; insufficient partnership and community involvement; inadequate support and follow-up action following inspections and failure to incorporate panel recommendations into school plans. The report proposed three possible models for addressing the challenges:

- Streamlined school panel inspections
- School self-evaluation and external validation
- Improved panels

Based on feedback with key stakeholders, the report recommended combining elements from these three options to improve the panel inspection process and system.

➤ *Conclusion*

The expected outputs for this sub-component included the completed study and implementation of recommendations. The final report was completed in September 2002 and recommendations are available for implementation.

### 6.1.3 Diploma Programme for School Principals

Ministry of Education policy documents<sup>2</sup> link school improvement with school leadership and point to increased management responsibilities and accountability measures for principals and their schools. Research too, consistently underscores the relationship between strength of principal leadership and school effectiveness (Andriessen & Drenth, 1998; Day, Harris, Hadfield, Tolley, & Beresford, 2000; Leithwood, Jantzi, & Steinbach, 1999). Yet prior to the PESP, very few of Jamaica's primary school principals had formal training in school management and leadership. The introduction of the Diploma in Education and School Management was therefore fitting and timely.

The programme was designed to strengthen participants' curriculum and leadership skills with particular emphasis on child-centred learning and the RPC. Designed and delivered by Mount Saint Vincent University, the programme comprised five modules totalling 150 hours. Courses were:

- Leadership for Effective Schools (ED101)
- Educational Evaluation and Classroom Supervision (ED102)
- Organizational Behaviour (ED103)
- Issues in Jamaican Education (ED104)
- Practicum in Leadership and Management (ED105)

731(91.4%) principals, vice-principals or senior teachers from the targeted 800 infant, primary all-age and junior high schools completed the training in three cadres in Canada and at local centres between May 2003 and May 2006.

*Exhibit 6-2 Graduates of the Principals' Diploma Programme*

<i>Year</i>	<i>Canada</i>	<i>Jamaica</i>	<i>Total</i>
2004	50	157	207
2005	50	202	252
2006	-	272	272
<b><i>TOTAL</i></b>	<b><i>100</i></b>	<b><i>631</i></b>	<b><i>731</i></b>
<b><i>Target</i></b>	<b><i>800</i></b>	<b><i>Percentage Trained</i></b>	<b><i>91.4%</i></b>

An evaluation survey (2005) prepared by the Monitoring and Evaluation Unit of MoE following the completion by the first cadre reported participant satisfaction with the programme and highlighted strengths such as relevant content, quality delivery and appropriate sequencing. Evaluation of the application of the knowledge as measured through questionnaires to principals

<sup>2</sup> Ministry of Education and Culture. (1999). *Education: The way upward. A Green Paper for the year 2000*. Kingston: Ministry of Education and Culture. Ministry of Education and Culture. (2001). *Education: The way upward. A path for Jamaica's education at the start of the new millenium*. Kingston: Ministry of Education and Culture.



and teachers concluded that generally participants were effectively implementing the knowledge and skills gained.

Interviews with principals who participated in the programme as well as those who supervise them also support the findings of the 2005 survey. While improvement is difficult to quantify, some qualitative indicators based on the perceptions of the participants as well as their supervisees (teachers) and supervisors (Ministry of Education personnel) suggested that most of them were applying the knowledge they acquired; they were using School Development Plans, organizing school-based staff development activities and fostering collaborative approaches to decision making and management activities. It was generally felt that the principals were better at planning, managing and communicating.

Ministry personnel who supervise principals were clear that the training programme had “lifted the bar”; however, it was observed that those principals currently performing at a high level had demonstrated a certain level of competence and commitment before the training and that the training had served to sharpen their skills and reinforce attributes that they already had. The principals themselves confirmed this. One principal described the experience in these terms: “For me, the programme validated much of what I was already doing and gave me the confidence to know that what I was doing, the direction I was going in with my school, was based on accepted best practices”. Similarly, another participant remarked: “I can’t say it changed the way I work from day-to-day but it made me more reflective and I suppose you could say that the practice of being reflective has helped me to cope...and to be more open to change”. Another saw the programme as useful as it saved her from becoming “stagnant... it is easy to fall into a mold so it is important to go through training and freshen up”.

Three key informants observed that the programme did not increase efficiency or improve performance amongst principals who were weak. According to one interviewee: “Those who were not performing have not really changed; they still aren’t performing”. Another pointed out that the programme did not change the behaviour of those who had poor work ethic or attitude: “The problem resides with the individual ... they don’t have the desire to do things differently”. As one interviewee pointed out, “Some participants did not have the appetite ... and the discipline to apply what they learnt”.

One area in which there appears to have been limited application is action research. Even though action research was a major component in the programme, and participants were required to engage in action research activities, two key informants expressed some doubt about the extent to which principals are using action research to solve teaching/learning problems in their schools. Feedback from teachers also suggested that action research was not a common practice.

In 2006, the programme was institutionalised at St Joseph’s Teachers’ College at a modest cost to the participants (J\$ 175,000). Local lecturers who understudied and co-taught with lecturers from Mt St Vincent in 2004 and 2005 deliver the same curriculum in face-to-face mode. Since institutionalisation, 16 participants have completed the programme and 12 are currently pursuing studies. Participants are mainly aspiring principals (senior teachers and vice-principals). The co-ordinator of the programme believes that the number of applicants will increase as soon as a policy requiring the Diploma for appointment as principal is approved.

## ➤ *Conclusion*

It is important to distinguish between the degree to which knowledge was gained and skills were developed and the degree to which there has been behavioural change among those who participated and an impact on their organisations as a result of the training. While there is general agreement that the former has been achieved there are some questions about the latter. It appears that there needs to be a certain minimum level of capacity and commitment for training to be effective. The principals identified by informants as being successful had always demonstrated a level of competence and commitment which was then further refined and reinforced through the training.

### **6.1.4 Site-based Management and Governance**

This sub-component was designed to create meaningful school-based management to ensure good governance. It sought to increase levels of involvement in decision making and empower schools to bring about improvements in the delivery of education and management of the school plant. Through the lighthouse school initiative, schools were encouraged to experiment with site-based management by establishing lighthouse teams who would be responsible for undertaking a project or initiative to improve teaching and learning processes and at the same time develop and strengthen community partnerships. Once each lighthouse team had consolidated its school improvement initiative and had actively engaged in shared decision making and team leadership, it was then expected to share best site-based management practices with its five satellite schools through a dissemination process that would include training and support for the satellite schools. The Lighthouse schools were to receive technical support and training to facilitate establishment of their management teams as well as financial assistance to facilitate the dissemination process. In this way, 72 schools were expected to exhibit improved school-based management practices.

According to the Evaluation Report on Lighthouse Schools (Jan 2008) prepared by the PM&EU, the expected outputs of this sub-component were:

- Improved School Level Responsibility
- Transfer of Teaching/Learning Techniques between/among involved Schools
- Improved School Governance
- Better School Community relations
- Increased Human Capital Resources of the Schools

From approximately 60 applicants, 12 schools were selected and provided with training in communication and team building, conflict resolution, financial management, and project implementation and evaluation. PESP and MoE provided technical support and training to assist Lighthouse Schools to develop Site Management Teams, foster collaborative leadership capacity in their satellites, and disseminate their best practices. Of the 12 Lighthouse schools that were established, 11 have continued with the initiative and are operational to different degrees. According to the local consultant all schools have submitted plans for dissemination, begun the dissemination process and submitted reports regarding the status of their satellites. However, the initiative has not been without challenges several of which have been identified by lighthouse

and satellite principals, the local consultant and Ministry officers who worked with the pilot. These include:

➤ *High Turnover of School and Ministry Personnel*

For some schools, the absence of sustained leadership together with inconsistent support and follow-up was a deterrent. According to the local consultant there was a change of principal in almost every school; education officers involved in the project were redeployed; and several schools lost teachers who were members of the site-based team and had been trained. Two Lighthouse Schools also attributed delays in project development and implementation in their satellite schools to the change of principals.

➤ *Misunderstanding/miscommunication regarding the use of and disbursement of funding*

One aspect of the Lighthouse School initiative that appears to have been a barrier to smooth implementation relates to the nature and purpose of funding. The Loan Contract (No. 1264/OC-JA, p.8-9) refers to the provision of a grant for developing a school project as well as funding for dissemination. Lighthouse school teams initially expected grants to facilitate the development of their projects; however, they later learned that funds would be disbursed to facilitate the dissemination process only. This posed a setback for some. One principal reported that he had already passed on the initial information to his satellites and then had to retract. When his satellites learnt that there would be no funding for project start-up/development they were disappointed and one school dropped out.

➤ *Absence of incentives to participate*

Linked to the previous challenge is the observation that the satellites in particular, did not have any incentive to participate. One principal remarked that one satellite school having initially agreed to be part of the initiative, withdrew and elected to participate in another project because the donor agency for that project was providing funding.

➤ *Delays that led to time lags and reduced momentum of dissemination*

The lighthouse schools initiative was slow to start and even after schools were selected in 2003 and training began, implementation suffered from start-up delays as well as post-Hurricane Ivan setbacks. Added to this, there appear to have been delays with training and funding. Satellite schools were identified and discussions began as early as 2005/6 but it was more than a year later before training for satellite schools and funds disbursement began. As one key informant remarked: “While you could select your satellite schools, you could not begin engaging with them in a fulsome way until funding was available”.

A 2008 monitoring report prepared by the PM&EU suggested that not all schools were meeting the standard of lighthouse. In the case of three lighthouse schools, the institutional links between themselves and satellite schools were weak as they had not generated cascading outcomes or impacts to improve site-based management. Based on visits, observations and discussions with selected informants, it is the view of the consultant that three main factors account for these difficulties. These include:

➤ Uncertainty and ambiguity surrounding the lighthouse school concept

Although care was taken to select lighthouse schools based on several pre-determined criteria including evidence of an active School Development Plan; demonstrated leadership potential, a reputation for social and cultural outreach and capacity to form a management team, the core elements that constitute the lighthouse school concept and the role of the lighthouse school were not immediately clear and well defined. Lack of clarity about the objectives of a lighthouse or a satellite and vagueness about the expected scope and nature of the school project were evident from discussions with members of site-based management teams. Understandably, this loose understanding has filtered to the satellite schools. This observation is borne out in the 2008 evaluation report.

➤ Training Issues

Not all members of site-based management teams benefitted from training opportunities. Given the diverse constitution of the teams and their differing areas of expertise, one question that needs to be considered is the extent to which all members should have participated in training. Furthermore, some of the participants were sent to seminars by their principals but they were not clear about their role; they were substituting for members of management teams. The nature and sequence of training activities also needs to be considered. The initial training for lighthouse schools focussed on team building and project management and evaluation but did not include proposal writing; however satellite school training included this component. One lighthouse school principal remarked: “Proposal writing came too late – it needs to be up front. It has to be a compulsory warm-up activity for anyone trying to develop a project”

➤ Loosely defined understandings of the dissemination process

There exists a high degree of variance in how the Lighthouse teams understand and approach dissemination. For example, the three lighthouse schools visited by the consultant understand the purpose of dissemination as providing support for satellites in developing their projects; however, only one school is clear about the emphasis on how to engage in site-based management and its responsibility as a lighthouse, to share management practices while the other schools have focused their dissemination efforts on sharing resources and ideas about their project. Their emphasis with satellite schools has been on the product not on the process; management processes are referred to incidentally.

Because the former understands the importance of disseminating the management practices that have led to success they have engaged in reflection and an initiative to document their experiences through websites which the satellites can access. In contrast, the other two schools rely on face-to-face meetings with and visits to the satellites where they give presentations that describe the project they undertook. In general, dissemination seems to have been regarded as the principals’ responsibility rather than the responsibility of the management team.

If funds are to be used for dissemination then the nature of the dissemination and strategies for dissemination need to be clearly defined. While there were presentations to share success stories at an Evaluation Seminar in March 2008, this cannot be sufficient. Successful management practices need to be formally documented and while there is clearly an intention to do this through websites, consideration needs to be given to wide-scale dissemination. This calls for collating the information from successful lighthouse schools and documenting the critical aspects that made school-based management (and by extension the school projects) successful.

Despite the challenges however, the consultant saw evidence that school-based management can flourish and become embedded in the school's operations. In addition to an overall sense that community members were thinking differently about the school and school management practices, there were three specific areas in which principals, teachers and community members described changes in their schools' management:

- Increasing the community's understanding of the school's needs and aspirations as well as community and teacher involvement in the school decision making processes. One principal described the change as follows: "This has added to my workload but it is a good addition ... decision making is not all up to me ... there are inputs from others who now have a better understanding of what it is we need to do for our children"
- Creating a participatory climate where they feel that they share responsibility for but also pride in achievements. One community member of a light house management team commented: "We have to live and behave a certain way if we are a lighthouse school". Another described the project as "a community affair"
- Developing a view of themselves as essential resources with a decision-making role to play as opposed to former advisory or ad hoc functional roles "Being a lighthouse as made us search and we have found what was hidden and dormant ...

### ➤ *Conclusion*

Identification and development of lighthouse schools was considered by IDB and by evaluators to be slow; furthermore, delays during implementation led to decreased motivation and weak links between lighthouse schools and some satellites. There is some question about the extent to which the original conceptualisation of the role of the lighthouse school and the understanding of site-based management has been retained and disseminated. Nevertheless, there is evidence that some schools have benefitted from the experience, and it is important to study the schools that have succeeded with a view to extrapolating the facilitators and inhibitors.

### 6.1.5 Attendance Pilot Project

One project objective was to improve attendance in primary schools. The performance indicator listed in the PESP Logical Framework (rev 2006) reads “Increase of 15% in the targeted schools with the low attendance”. The two major activities completed are

- Study tours to examine successful interventions in countries of similar circumstances – Brazil and Mexico.
- Procuring services of consultants to conduct a study designed to identify the root causes of student absenteeism in 100 selected schools and recommend interventions.

The First Quarterly Report (July 2008) identified the ten main causes of absenteeism as

- Financial constraints;
- Little value placed on education;
- Friday mentality that students should not go to school;
- Child labour;
- Weather conditions ;
- Lack of parental control;
- Chronic sickness;
- Students have to stay home and look after siblings;
- Indiscipline; and
- Severe water problems.

Workshops were organized in nine cluster groups to discuss the findings with school administrators and representatives of CBOs and to explore with them possible interventions and related training needs. Proposed interventions included: income generating activities; nutritional inputs; welfare assistance; sports and extra curricular activities; interventions targeted at parents; counseling; learning type interventions.

This pilot project is behind schedule on account of a high staff turnover (four different officers over the life of the project) and long periods of reduced momentum and inactivity. Nevertheless, several key achievements have been attained and with the assistance of a local consultancy team the project is likely to be completed successfully. Achievements include:

- Synthesising various studies on problems of poor attendance
- Collection and analysis of data on causes of low attendance
- Assessing the impact of school lunch programmes on attendance
- Designing school and community interventions based on the data
- Conducting workshops and training with school personnel and community-based organisations

## ➤ *Conclusion*

This sub-component though behind schedule is now well underway. However, the extent to which the schools and their communities accept responsibility for addressing the attendance problems in their respective schools remains to be seen. Similarly, the extent to which the recommended interventions will impact attendance rates cannot be ascertained until interventions are implemented and evaluated.

### **6.1.6 Education Management Information Systems (EMIS)**

The EMIS was restructured from the original project objectives for strategic and fiscal reasons. The PESP EMIS was originally designed to have three database components, namely personnel, finances and infrastructure. It was to integrate all Regional Education offices with the EMIS Connect and the NAP. The overall objectives at project conceptualisation were ambitious as the existing environment was not able to accommodate them. There were structural and legal problems in that approach which necessitated a review and re-scoping of the EMIS component. For example, there was no common and consistent means of recording the students onto the system, as existing databases had their own codification of information. The outcome was an EMIS framework which the MoE could use and grow into.

The Finance database was not feasible under the MoE and required a greater policy mandate outside of the MoE and PESP to effect the changes envisaged Alignment with existing GOJ and MoF requirements took precedence.

The Personnel database was abandoned and not attempted for PESP in favour of a records management system to be completed under the auspices of the larger Education Transformation programme. A records management system was the revised scope for the EMIS. At the time of writing, a local consultant is engaged with developing the records management system and scheduled to complete by December 2008. The Records Management system implementation will commence with the MoE Central offices before roll out to the Regional offices post end of project.

The Infrastructure database is the only aspect of the original design that is near completion and implementation.

Actions during the EMIS development that culminated in hampering its implementation include:

- Late selection of a vendor in October 2008.
- Staff losses affected capacity of PESP EMIS.
- Changes in key personnel – 5 Directors of ETT and 3 PS.
- Absence of key decision makers.
- Time given for decisions and approvals.
- Overriding priorities.
- Changing scope -ambitious targets were checked by fiscal reality.

PESP EMIS suffered from waiting on other support that never materialised. E-Learning Jamaica promised to provide server rooms and infrastructure. Thirty servers were promised and after delaying, none were provided. Therefore at the last minute PESP purchased its own servers.

The EMIS component was originally allocated US\$2.9 Million. The re-scoped and approved sum was reduced to US \$ 1.814 Million. At October 27, 2008 US \$ 748,717.41 or 41% of funds were disbursed.

Facilities Management software is installed and operational and training is underway. By the end of contract (December 22, 2008), at least the REA and Building Officer will have access, especially to the maintenance component. Education Officers will also have access. The expectation is to complete the acquisition and installation of open source software for the Central Office first thus setting the framework for operationalisation post-PESP through GOJ funding. The date of roll out to the REAs is uncertain.

## **6.2 Fidelity of Execution in Relation to Objectives, Log Frame and Indicators**

Fidelity for the Institutional Strengthening component is generally high. Variations from the loan contract and log frame can be accounted for through amendatory contracts and revised logical frameworks (2002, 2006, and 2007). Where funding and resources were available and assumptions were upheld, activities were implemented with fidelity. One exception appears to be the Principals' Diploma Programme offered at St Joseph's Teachers' College. The design of the institutionalization of the Principals' Diploma as outlined in the PIM called for the use of WEB CT. The co-ordinator of the programme reports that the programme is delivered face-to-face and there is no distance component. Following re-scoping of the project in 2004, the school district pilot project was dropped and the attendance pilot project was reduced in scope. The extent to which the EMIS sub-component will remain true to the amendatory contract of July 2007 is not clear at this point.

## **6.3 Sustainability of Results**

Documents reviewed together with interview data point to the probability of sustainability with respect to almost all the sub-components within Institutional Strengthening. The key areas that emerged as clear evidence of the staying power of Institutional Strengthening are:

- **The institutionalization of the Principals' Diploma Programme at St. Josephs Teachers' College:** The development of school leadership performance standards currently being undertaken by the Education Transformation Project is fundamental to ensuring school leaders have a clear framework against which their performance is measured; the Diploma programme will have to be examined in light of these standards.
- **A wide network of support for the management training programme among Ministry officers at all levels.**



- **A commitment from lighthouse schools to document their best practices:**  
However, while the Lighthouse School initiative is a good idea and it can be cascaded a note of caution is needed. Although school-based management offers communities an opportunity to participate in the management of their schools and share experiences, expertise and cultures, this is undermined if the school is poorly resourced - devolution policies, “can tie up the school community and the principal in impossible management and funding tasks” (Marginson, 1995, p. 18).

Until the school attendance pilot project interventions are evaluated and cost effectiveness is ascertained no decision about sustainability can be made.

For these reasons the sustainability of the institutional development component is rated as satisfactory.

The table which follows, Exhibit 6.3, summarises effectiveness, fidelity and sustainability of Institutional Strengthening sub-components by the logical framework.

*Exhibit 6-3 Institutional Development: Effectiveness by Logical Framework (Rev 2002)*

<b>Component : Institutional Development</b>			
<b>Expected Result</b>	<b>Indicators</b>	<b>Achievements against indicators</b>	<b>Comments</b>
Educational management capacity strengthened at the MoE central, regional and at school levels.	Succession plan for MoE developed and implemented. 180 senior and middle managers complete management training. 30 short term fellowships. 5 long term fellowships. Mentoring and Internship programmes developed.	Succession Planning policy was developed but was not fully implemented. 194 of 211 participants graduated with full or participatory certificates. 36 short term fellowships and 4 long term fellowships granted. 4 members completed 2-month internships in positions where senior managers were scheduled to retire.	Implementation of succession planning discontinued pending restructuring of Ministry as recommended in the Task Force Report (2004). Mentorship programme suspended due to transformation. Skills were transferred in areas where interns worked closely with expert.
	800 principals complete diploma programme in school management.	731 principals, vice-principals and senior teachers completed the training.	The Diploma continues to be delivered by St Josephs T.C. in face-to-face mode. Aspiring principals are encouraged to undertake the training; however, it is not an official requirement for initial appointment as a principal.
	Recommendations of the Panel Inspection Study implemented.	Study completed and recommendations available for implementation.	The extent to which the recommendations have been implemented has not been ascertained.
	Each of 12 lighthouse schools, develop, document and disseminate to five satellite schools, best management practices.	12 lighthouse schools were selected and management teams underwent training. 11 schools operational. Projects at different stages of completion. Training of satellites completed. Dissemination of best practices to 55 satellites ongoing - at varying stages.	Efforts being made to share best practices and to disseminate training with satellite schools. High degree of variance in how the dissemination takes place.
Improved attendance in primary schools.	Daily attendance to reach 85% in 100 schools with lowest levels of attendance.	Ministry of Education collected data. Consultancy team completed the study, diagnosed reasons for poor attendance and have recommended interventions.	This sub-component was delayed. Interventions from which to gather data for evaluation have not yet been implemented; however, the consultants' report is expected to drive the process.
Improved communication & access to HR record keeping, census data and school facility and maintenance information through EMIS.	75% of MoE staff have desktop access to personnel, infrastructure, school census and NAP data by 2008. Infrastructure database utilized in maintenance work by 2008. EMISConnect online by Dec 2008. 75% of staff trained in the use of EMISConnect by Dec 2008.	Infrastructure database near completion. Records management system scheduled for completion Dec '08. Facilities management software installed. Training is underway.	Loss of key personnel coupled with fiscal constraints has affected implementation. Change in scope resulted in dropping finance and personnel databases.

## 7 Civil Works

This section of the report examines the extent to which the objectives under the Civil Works component were achieved.

The objectives of the Civil Works component included:

- increased availability of quality classroom spaces.
- increased government allocation of resources for school maintenance.
- more efficient maintenance data base.

### 7.1 Effectiveness of implementation and attainment of project goals

#### 7.1.1 Increase classroom space

The original Civil Works component was to have two (2) new schools constructed, three (3) fully replaced, two (2) partially replaced, and four (4) extended, thus creating 4,935 net new student places as shown in Exhibit 7.1.

*Exhibit 7-1 Proposed Civil Works Component*

<i>Type of Work</i>	<i>Number of Schools</i>			<i>Student Places</i>
	<i>Phase 1</i>	<i>Phase 2</i>	<i>Total</i>	
New Construction	1	1	2	1,365
Full Replacement	2	1	3	
Partial Replacement	1	1	2	
Extension	2	2	4	
<b><i>Total</i></b>	<b><i>6</i></b>	<b><i>5</i></b>	<b><i>11</i></b>	<b><i>4,965</i></b>

The original 4,965 student places (for 11 schools) were increased by 210 places to 5,145 (for 12 schools) with the addition of Guys Hill Primary. The revised and adjusted Civil Works component was therefore two (2) new schools constructed, four (4) fully replaced, one (1) partially replaced, and five (5) extended as shown in Exhibit 7.1.

*Exhibit 7-2 Revised Civil Works Component*

<i>Type of Work</i>	<i>Number of Schools</i>			<i>Student Places</i>
	<i>Phase 1</i>	<i>Phase 2</i>	<i>Total</i>	
New Construction	1	1	2	1,365
Full Replacement	1	3	4	
Partial Replacement	1	-	1	
Extension	3	2	5	
<b><i>Total</i></b>	<b><i>6</i></b>	<b><i>6</i></b>	<b><i>12</i></b>	<b><i>5,145</i></b>

The projection by PESP was to complete three schools per year from January 2005. Up to October 2008, four schools were finished with 1155 student spaces. Work has commenced or far advanced on all except one of the eight remaining schools. It is expected that within the current fiscal year five schools will be completed with 1365 spaces representing 26.5% of the project target. Working at a greater pace and keeping within the construction schedules would make meeting the target of 12 schools by 2010 an optimistic possibility.

The following table shows the profile and status of each school in Phases 1 and 2 of the PESP Civil Works component. Most Phase 1 schools are completed or near completion, while most Phase 2 schools have commenced construction.

*Exhibit 7-3 Profile and Status of Civil Works*

<i>School</i>	<i>Type</i>	<i>Student Spaces</i>	<i>Status- Sept 2008</i>	<i>Est. Cost (\$US)</i>
<b><i>Phase 1</i></b>				
Hellshire Primary	New	525	Design revisions for new site	1,682,522.10
Mayfield All Age	Extension	210	88% completed	956,363.94
Christiana Leased	Extension	210	Practical completion	822,685.85
Gordon Town All Age	Partial Replacement	525	Practical completion	1,953,710.94
Bromley All Age	Replacement	210	Practical completion	684,371.24
Guys Hill Primary	Extension	210	Practical completion	721,071.45
<b><i>Phase 2</i></b>				
Red Hills All Age	Replacement	630	Awaiting Cabinet approval	3,668,081.71
Sheffield All Age	Replacement	525	9% complete	2,184,207.26
Mansfield Primary	New	840	11% complete	2,803,708.25
Chester Castle All Age	Extension	315	12-15% complete	1,785,934.11
Fruitful Vale All Age	Replacement	315	9% complete	1,991,415.14
Lucea Primary	Extension	630	Contract signed	2,182,207.26

The most delayed Civil Works construction project is Hellshire Primary, the other new school in the project. A third site for the school has recently been identified and the pre-planning and approvals for the new site are underway.

Although PESP had unspent funds at the end of each financial year in March, the Government of Jamaica did not have the fiscal capacity to complete all the Civil Works within the PESP timelines. This aspect was also delayed due to the lengthy pre-planning and approval phases for each project. It should be noted that the IDB insisted on legal ownership and tenure of the land for each school before giving non-objection. The delay in beginning projects resulted in revision of quantity estimates and thus increased costs.

The change in scope, material costs and inflation resulted in cost increases of approximately \$ 10.9 million over the life of the PESP Civil Works. The original estimate was US\$ 10,555,900 in 2000 and increased by 48.27% to US\$ 15,651,480 in 2007 and then by a further 37.15% to US\$ 21,467,042 in March 2008. Overall this represents an increase of 103.3% above the original.

The pre-approved Grade 1 contractors performed at the standard expected of the PESP. The use of Grade 1 contractors was due to the changes in the costs of the project. At the early stages, bidding was open to both Grades 1 and 2 contractors, but with the change in costs, it raised the qualification threshold and eliminated the Grade 2 contractors from bidding.

The IDB vetted plans to ensure that safety and access standards were integrated in the architectural designs. Project documents for Civil Works were redesigned after PEIP for PESP. These became the standard within the MoE's Civil Works department. The management system employed using Contract Managers and Project Managers for each site has also served as a model for efficiency in carrying out civil works projects with the Technical Services Unit. The project management model, contract documents has been emulated by members of the Jamaica Masterbuilders Association.

Late invoices from the Contractors have hampered the timely requests from the MoE for reimbursements. Civil Works for PESP is scheduled to be completed by GOJ in March 2010. Unless the projects are started soon there is a possibility that this date will not be feasible for some schools in Phase 2 (e.g. Hellshire and Red Hills). It is likely that another funding arrangement to complete these schools will have to be arranged by the GOJ.

## **Recommendations**

- In order to meet the 2010 target, there is a high probability that eight construction project sites will be operating simultaneously. This has implications for the PESP Civil Works Unit to monitor. Additional technical manpower resources however reduce the risks that may threaten timely project completion. The PESP Civil Works Unit should monitor these activities very carefully.
- An educational programme for contractors on how their actions impact the procurement, requisition and disbursement processes should be part of the management process.

### 7.1.2 Government resources for school maintenance

The School Maintenance component of PESP was originally within PESP Civil Works' portfolio. This responsibility was transferred to the Technical Services Unit of the MoE. It is perceived by some individuals that the maintenance training was inconsistent and an outgrowth from the previous PEIP. The last large scale training was held in the early phase of PESP. There is a comprehensive maintenance manual available from the MoE that formed the content of the training programme for Principals. It is 9 years old and should be reviewed and updated where necessary. A School Maintenance Committee should have been established in all Primary Schools, however many are not currently operational. A two-day Maintenance Seminar for Principals is scheduled for next year.

There is under-investment in infrastructure maintenance. The annual MoE special grant allocation is \$ 30,000 per year per primary school and is a fraction of IDB fund allocation. School principals supplement the maintenance budget by virement of funds and alternative internal financing and fundraising activities. There is a separate budget for maintenance of schools managed by the Technical Services Unit of the MoE. This currently stands at approximately J\$ 350 million.

Up to US\$ 10,000,000 was allocated by IDB to support school maintenance annually according to the following schedule. Assuming 800 schools and a constant exchange rate of 75:1, the allocation to each school would approximate that shown in Exhibit 7.4 below.

*Exhibit 7-4 Proposed Allocation for School Maintenance*

<i>Year</i>	<i>Allocation</i>	<i>Average per school (US\$)</i>	<i>JA\$</i>
2000/01	US\$6.5 million	8,125	60,9375
2001/02	US\$8.0 million	10,000	750,000
2002/03	US\$8.5 million	10,625	796,875
2003/04	US\$9.0 million	11,250	843,750
2004/05	US\$9.5 million	11,875	890,625
2005/06	US\$10 million	12,500	937,500

### 7.1.3 Maintenance database

The maintenance database has been developed and is undergoing refinement. Building Officers from each region are being trained in its use. Data sheets for the collection of information are in the final stages of modification with input from the Chief Building Officer, Director of Technical Services and Building Officers. Principals will have access to the system once it is operational, so they may interface with the Building Officers.

An issue to be sorted out is the separation of maintenance of Regional Office buildings versus the maintenance of the schools. This may require a separate platform in the software design.

## **7.2 Fidelity of execution in relation to objectives, log frame and indicators**

The number of schools and school places has increased from the original design. This created an additional 210 places. The speed at which the places were made available was dependent on the construction process. This was not at the pace expected and thus it was five years into the PESP before the first new school place could be realised.

The annual maintenance allocation has not materialised to the extent projected. The relatively nominal sum of J\$ 30,000 per school is half of the proposed 2001 allocation.

Other budgetary priorities of the GOJ limited expenditure for maintenance and capital infrastructure.

## **7.3 Sustainability of results**

The designs used and standards established for the PESP Civil Works are transferable to other GOJ school civil works and maintenance initiatives undertaken by the Technical Services Unit in the MoE. The same applies to the contract documents as they can serve as a template and model for future contracts.

The process of updating the content of the Maintenance manual could include feedback from those previously trained and provide a stimulus for re-energising and sustaining the school facility maintenance ethic.

Inadequate funding for maintenance is a major risk to sustainability. The \$10 million allocated for maintenance in 2005-2006 (see PESP Log frame 2002) is almost equal to the original PESP Civil Works budget. With limited fiscal capacity, it is unlikely that this level of support will be available at project end from GOJ budget. However, a gradual increase in the maintenance budget over time would greatly stem the deterioration and increase the quality of the school environment, and may be the cost effective approach in the short term while negotiating financing to replicate the PESP Civil Works component in the near future.

The Exhibit below summarises the effectiveness, fidelity and sustainability of the Civil Works sub-component of the Logical framework.

*Exhibit 7-5 Civil Works: Effectiveness by the Logical Framework (Rev 2002)*

<b>Component: Civil Works</b>			
<b><i>Expected result</i></b>	<b><i>Indicators</i></b>	<b><i>Achievements against indicators</i></b>	<b><i>Comments</i></b>
x) increased availability of quality classroom spaces	2 new schools constructed, 3 fully replaced, 2 partially replaced, and four extended. 4935 new places.	Two schools completed and two substantially completed with 1155 student spaces: one extension and two partial replacement, two replacement.	All but one remaining school has started. Optimistic project completion is 2010.
xi) Increased government allocation of resources for school maintenance	At least US\$10,000,000 allocated to school maintenance annually according to the following schedule: 2000/01 US\$6.5 million; 2001/02 US\$8.0 million; 2002/03 US\$8.5 million; 2003/04 US\$9.0 million; 2004/05 US\$9.5 million; 2005/06 US\$10 million.	J\$ 30,000 annual provision per school.	System-wide, the provision for maintenance is inadequate and will have to be doubled to meet 2000/2001 allocation.
xii) More efficient maintenance data base	Detailed school inventory and database established and operating.	Database installed Training has commenced at REAs.	Training without an adequate maintenance budget may be discouraging. Inventory data base will improve accountability for physical resources.



## 8 Developmental Effectiveness

The project worked well in a fiscally challenging environment. The quality of planning as well as the implementation and management of the project can be considered very good, even excellent in parts. The indicator-achievement comparisons show that the results related to Quality Assurance and Institutional Strengthening have been achieved by and large while those related to Civil Works have been partially achieved. Moreover, the significance of PESP must be seen as extending beyond the immediate project objectives.

Firstly, PESP achievements are aligned with the Millennium Development Goals (MDGs). Aspects of two MDGs are closely related to the goals of the PESP — MDG 2, achievement of universal primary education and MDG 3, the promotion of gender equality. The former aims to ensure that by 2015 all children will be able to complete a full course of primary schooling while MDG 3 aims to eliminate gender disparity at all levels of education by 2015. The Dakar World Education Forum in 2000, expanded upon the MDGs for education and issued goals under Education for All (EFA). The global EFA goal that links directly with PESP is as follows:

- Improve all aspects of the quality of education and ensure excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Through PESP, Jamaica's primary education sector is on target to meet its obligations under the MDGs and EFA agreement.

The significance of PESP must also be seen in the context of its contribution to the Ministry's thrust to transform the education sector. In addition to the PESP activities that are synchronous with the Ministry's reforms under Educational Transformation as outlined on pages ix and x, several other key developments taking place in education resonate with PESP activities and initiatives.

- The evaluation of the MoE Rationalization of Teachers' Colleges (ERTC) carried out under PESP will contribute to the development of a policy framework for the Tertiary Commission.
- The integration of curriculum and assessment, particularly bringing them together under one agency – the Curriculum and Assessment Agency - has been inspired by PESP. Traditionally, these two areas were separate.
- Following the success of The Principals' Diploma Programme for Primary School Principals introduced under PESP, the Ministry of Education initiated the Diploma for Secondary School Principals. This was largely informed by the experience of the Mt St Vincent programme which in turn has stimulated the work of the Educational Transformation Unit as it seeks to develop the Jamaica Educational Leadership Academy.
- The EMIS sub-component currently a joint venture between PESP and the Education Transformation Unit is directly supportive not only of MoE's drive to improve efficiency for the education sector but of government's plans for the public sector in general as it seeks to modernize and reform.

## 9 References

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# *Appendix A*

## *Terms of Reference*

*Appendix A*  
*PESP Terms of Reference*

**Terms of Reference – International Consultancy**

**End-of-project evaluation**  
**Primary Education Support Project (PESP)**  
**Loan #1264-OC/JA**

**1 Background**

- 1.1 In Jamaica, public primary education is offered free of charge to the 6-11 age group. In 1996/97, there were 308,556 students enrolled in Grades 1-6 in some 876 primary, all age, primary and junior high, and private preparatory schools. Preparatory schools are private schools, which provide 7% of total primary enrollment.
- 1.2 Jamaica has successfully achieved universal primary education. Nevertheless, severe budgetary constraints and inequitable resource distribution have combined to produce an education system that is unable to provide an acceptable quality of basic education (literacy and numeracy) across geographic and socio-economic groups. Recent studies including an IDB-funded analysis of education policy and financing in Jamaica, concluded that a large proportion of primary school students fail to satisfy learning standards defined by the curriculum, and that the poor quality of achievement is highly correlated to the low level of key inputs and the unsatisfactory nature of existing teaching practice. With a targeted pupil: teacher ration of 35:1, at an average of 32:1, at the primary level, Jamaica's classrooms are among the most crowded in the Caribbean. Furthermore, over the decade prior to the start of PESP, the number of trained teachers had declined from 97% to approximately 85%. Rationalization and efficiency improvement were necessary in teacher education to ensure an adequate supply of trained teachers in a cost-effective manner.
- 1.3 To improve the quality of primary education, the Ministry of Education (MOE) developed a new curriculum for Grades 1-6, and established the National Assessment Programme (NAP) with IDB support under the Primary Education Improvement Programme II. Although significant progress has been made, the new programmes under the PESP are being fully implemented. Significant training programmes and related materials are being put in place in order to ensure long-term sustainability.
- 1.4 Jamaica is now implementing the newly revised curriculum based on integration at Grades 1-3, from which all primary school children can learn. The Government of Jamaica (GOJ), with a loan from the IDB is implementing the PESP under which the newly revised primary curriculum has been introduced in all primary schools in the country.

The Project occurs within the context of a larger reform of which literacy and numeracy remain central. As such, PESP is the most recent of several projects occurring over the last two decades which aims to produce a rich innovative educational climate for introducing the revised primary curriculum in Jamaica. The PESP supports the implementation of the revised primary curriculum to all schools in the country.

- 1.5 The planners of the PESP organized several teams of international and national consultants to conduct studies and develop areas of activities that addressed educational quality at the primary level, institutional strengthening and infrastructure needs.
- 1.6 The goal of the project is to contribute to improved performance, efficiency and equity of the primary education system. The strategic objectives aim to:
  - a) Improved performance through the effective implementation of the revised primary school curriculum and national assessment standards in all primary schools.
  - b) Increase efficiency through the rationalization of teacher education and the strengthening of educational management capacity at all levels.
  - c) Enhance equity in the delivery of educational services to children from lower socioeconomic backgrounds through targeted interventions for improved literacy, numeracy, attendance and civil works.
- 1.7 The programme is organized in three articulated components:
  - (i) Quality Assurance – for improved educational performance and equity
  - (ii) Institutional Development – for improved sector management and efficiency
  - (iii) Civil Works – for school construction, expansion and maintenance
- 1.8 The Project is being executed through a number of sub-component activities as follows:

**Quality Assurance:**

- (i) Curriculum Implementation
- (ii) Professional Development & Teacher Education (Pre-Service), including the development of demonstration schools
- (iii) Professional Development & Teachers Education (In-Service)
- (iv) Literacy Intervention Strategies (v) Instructional Technology Pilot in 15 schools
- (v) Educational Assessment
- (vi) Textbook and Supplementary Materials.

**Institutional Development:**

- (i) Institutional Strengthening through Succession Planning (fellowships, management training, mentorship and internship programmes) as tools to support the plan.

- (ii) Principal Diploma Programme (targeted at 800 primary school principals as part of institutional strengthening)
- (iii) Site-Based Management & Governance (11 - School level pilot activity)
- (iv) Panel Inspection Study (this activity has been completed and accepted recommendations are being implemented)
- (v) Attendance Pilot Project – (designed to improve attendance in 100 primary schools)
- (vi) Education Management Information Systems – (development of the system with 3 data bases to be made web enabled i.e. personnel, finance and infrastructure).

#### **Civil Works:**

- (i) Construction activities in 12 schools
- (ii) School based maintenance programme.

## **2 Project Management**

The project is being executed using the Matrix Model of management. All activities are being executed out of the relevant units of the MOE. The PMU operates out of the Project Management and Technical Services Division of the Ministry. The PMU facilitates and manages project execution. The Unit is staffed by contract officers, support is also provided to executing units by the provision of contract staff where necessary. “Project Staff” placed in executing units report to the head of those units. The PMU provides services in the area of procurement (goods and services), financial management, office management, project administration, control, monitoring, scheduling, reporting, quality assurance and programme management. The project management structure has in its design a Project Management Steering Committee.

## **3 Monitoring and Evaluation**

During project preparation a comprehensive logical framework and a monitoring and evaluation plan was agreed with the IDB. The project has contracted process monitoring evaluators with between 2-3 process monitoring visits per year. The project is also subject to annual review missions from the IDB. These missions result in *aide memoires*, which confirms or modifies project scope and or activities. The log frame for the PESP was revised in one such mission. Changes may either be additions or omission over the agreed project activity as detailed in the Loan Contract. The Mission may also be used to make concessions in respect of requirements of the Loan Contract. There have been two such missions over the life of the Project. Two summative evaluations are scheduled, one mid-term and the other at the end of the Project.

## **4 Status of Implementation**

The project began execution in January 2001, with an investment of US\$39.5M and is scheduled to end in December 2008. The Loan was re - structured in 2004 to US\$37M. At April 2008, 60% of loan (IDB) funds and 82.5% OPEC support for counterpart contribution had been disbursed, and 69.25% of local (GOJ) contributions had been spent.

## 5 Objectives of the Consultancy

The consultancy services provided is to conduct an end of project evaluation of the Primary Education Support Project. Specifically, to evaluate:

- a) Efficiency of project management and implementation, as well as compliance with contractual clauses (PESP1264 – OC/Ja) and GOJ requirements.
- b) Effectiveness of implementation and attainment of expected project goals, as well as extent of value produced for resources utilized.
- c) Faithfulness in execution of projects in relation to objectives of the project, Log Frame, and Baseline Indicators.
- d) Demonstrated sustainability of project activities as it relates to Curriculum delivery, Assessment, Literacy, Instructional Technology, Teacher Preparation, etc.

## 6 Scope of Work

The specific tasks to be performed for the end of project evaluation by the firm are:

- (i) report on the status of execution of each sub-component and Civil Works in keeping with the objectives detailed above
- (ii) evaluation of the timelines established for completion of implementation of sub-component activities
- (iii) assess and comment on all stages of the procurement process for goods and services
- (iv) evaluate the operating systems to facilitate project implementation inclusive of assets management
- (v) comment on the status of compliance with contractual clauses
- (vi) conduct a financial analysis of the Project in particular:
  - Process for budget preparation, review and execution
  - Availability of counterpart and loan resources
  - Procedures for approval and processing of payments
  - Disbursement procedure and timing
  - Delegation of authority for approvals and payment
  - Adequacy of standards for record keeping and preparation of financial records
  - Internal control structure at the project and Ministry levels
  - Analyze expenditure against status of implementation
- (vii) Identify issues in implementation and make such recommendations as deemed necessary based on findings.
- (viii) specifically to review the scope of activities of the EMIS sub-component in order to ensure that it will be operational and sustainable by the end of the Project
- (ix) to assess the systems and processes in place or planned to ensure the sustainability/institutionalization of project activities in the MOE as may be appropriate.
- (x) examine the record keeping and reporting system in place.

- (xi) to evaluate with specific reference to quality assurance, the impact on intended target from sub-component activities. Comparison of baseline data collected at the start of the project, as well as, log frame bench marks should be examined.
- (xii) evaluate systems in place to ensure quality in the delivery of project activities.
- (xiii) to assess the planned scope of activities in keeping with identified resources (human and capital).
- (xiv) evaluate the institutional frame and its impact on the effectiveness of project implementation.
- (xv) assess the design and pre-contract activities with a view to determining their impact on implementation.
- (xvi) comment, where appropriate, on the level of involvement of relevant communities in implementation, as well as, the effectiveness of the communications activity to engender support and buy-in.
- (xvii) undertake an institutional analysis of the relationship between the borrower, executing agency and funding agency, with specific focus on its impact on programme execution.
- (xviii) assess the organization and administration of the Project Monitoring Unit.
- (xix) comment on the interrelationship of the PMU and MOE, as well as, the effectiveness of the matrix model of management employed.
- (xx) comment on the administration and organization of the PESP vis-à-vis other projects, including the programme of Education Transformation, within the Ministry.
- (xxi) evaluate systems and structures in place to sustain project activities.
- (xxii) determine, where possible, the developmental effectiveness of the various outputs and outcomes.
- (xxiii) conduct Value for Money Assessments.

## 7 Qualification of Firm

The firm should be multidisciplinary and include a national consultant with specialist skills in Civil Works as well as persons with skills in the following areas:

- (i) Advanced degrees in finance, management, education, systems analysis , information technology, engineering or architecture, and measurement.
- (ii) Extensive experience in project preparation, design and appraisal of multilateral lending programmes.
- (iii) Not less than five years progressive international experience in the specified areas.
- (iv) Key members of the team should have had work experience in developing countries.
- (v) Team members should be fluent in English with good communication skills.
- (vi) In particular, the team leader should have considerable project evaluation experience and certification.



## **8 Period of Consultancy**

For the end of project evaluation, the period of consultancy shall be 45 days during the period September 2008 – December 2008.

## **9 Deliverables**

- 9.1 The MOE will review reports prior to the acceptance of all deliverables, which will also be accessible to the Bank for its non-objection before payment is approved.
- 9.2 The following deliverables are required:
- a) An initial report defining the action plan and work programme which is due the first week of the consultancy.
  - b) A mid-term report and presentation containing the empirical findings and identification of issues.
  - c) A final report and presentation in December, detailing findings and recommendations.
- 9.3 The MOE will review reports prior to the acceptance of all deliverables, which will also be accessible to the Bank for its non-objection before payment is approved.
- 9.4 The consultant will deliver six hard copies and electronic files(s) (in Word), to the Project Manager, of the interim report and make a presentation to the Project Steering Committee, the Bank and the Borrower's representative. Three hard copies and an electronic file(s) for the final report shall be delivered, following presentation and acceptance by the relevant stakeholders.
- 9.5 The consultant will present in the first report, the schedule for reporting on the evaluation.

## **10 Conditions**

- 10.1 The Project Manager and the ACEO Programme Monitoring & Evaluation Unit will be the Ministry's Counterparts.
- 10.2 The consultant team will participate in and be given access to any relevant meetings, workshops or other activities or documents as required so as to facilitate their tasks.
- 10.3 The evaluation proposal should give due consideration to all activities of the PESP as well as the PESP Monitoring & Evaluation Plan.
- 10.4 Local and international travel are authorized.

Modified  
2008-08-12

# *Appendix B*

## *Guiding Questions*

*Appendix B*  
*Guiding Questions*

<i>Efficiency</i>	<i>Effectiveness</i>	<i>Fidelity</i>	<i>Sustainability</i>
Were the project objectives met across this sub- component or activity?	To what extent were objectives achieved?	What changes occurred during the evaluation period?	What has been done to ensure sustainability of this sub-component after the project ends?
Were they met on time?	Which expectations were not met? Why?	Why were these changes made?	What might hamper continuation?
What approaches and techniques were used to monitor the implementation?	What was the overall impact of this sub-component or activity?	How/where/under what conditions were these changes justified?	What are the systems and structures in place to sustain project activities?
Which were successful?	How many teachers/students/schools were impacted?		Can this aspect of the project be replicated?
Were there constraints?	What has been the effect of this activity on practice/ performance?		How does this link with or articulate into other projects and reforms?
Did management of this sub-component comply with contractual clauses?	Did any effects (+/-) occur that were not originally envisaged?		What has been the impact of this sub-component/activity on the transformation process?
What is the status of this sub component or activity?	Did the sub-component/activity make a real difference to target groups e.g. schools, teachers, students? How?		What recommendations have been/can be made with respect to this sub-component?
What kind of record keeping and reporting system was in place?	How do the results compare with baseline data?		
How were issues and challenges addressed?	What were the issues and challenges associated with implementing this activity/sub-component?		

## *Appendix C*

### *Documents Reviewed*

*Appendix C*  
*Documents Reviewed*

Absenteeism in Jamaican Primary Schools First Quarterly Report. April/May – July 2008.

Advanced Certificate in Educational Management. Report from Human Resources Management and Administration Division.

Aide Memoire Primary Education Support Project (PESP) (Loan 1264/OC-JA) Administration Mission April 30-May 3, 2007.

Aide Memoire Primary Education Support Project (PESP) (Loan 1264/OC-JA) Review Mission May 25-30, 2008.

Data Base to Facilitate Performance Management of the Primary Education Support Project (PESP). Trevor Hamilton and Associates. February 6, 2002.

Data Base to Facilitate Performance Management of the Primary Education Support Project (PESP). Trevor Hamilton and Associates. Analysis by Doreen Faulkner Ph.D. January 2004.

A Draft Policy for Demonstration Schools.

Developmental Opportunities for Potential Managers. Ministry of Education Youth and Culture Staff Newsletter – Special Edition. HRM&A Division.

Evaluating the quality of Primary Schools Classroom Delivery: Using the competent System for Monitoring Activities Resources and Teaching (SMART). Programme Monitoring and Evaluation Unit, Ministry of Education. September 2008.

Evaluation of Lighthouse/Satellite School Seminar March 5 2008. Programme Monitoring and Evaluation Unit, Ministry of Education March 2008.

Evaluation of Procedures Used for Panel Inspection in Primary Schools Final Report. Caribbean Applied Technology Centre Limited, Jamaica in collaboration with Professor Jaap Scheerens, University of Twente, Holland. September 2002.

Evaluation of the Ministry of Education Rationalisation of Teachers' Colleges. Draft Report. Murray Scharf & Nancy George November 2008.

Evaluation Report on Lighthouse Schools Programme Monitoring and Evaluation Unit, Ministry of Education Youth & Culture. January, 2008.

Evaluation Report on the Training of Multigrade Principals and Teachers during October 18 – November 22, 2006. Ministry of Education & Youth Programme Monitoring and Evaluation Unit January 2007.

IDB Country Strategy with Jamaica (2006-2009) Inter-American Development Bank August 3, 2006.

Inter-American Development Bank. PESP Logical Framework (Revised February 2006).

Internship Update. O&M April 13, 2005.

Jamaica Primary Education Support Project (JA-0059) Project Monitoring and Evaluation System Final Report, Dr Magda Raupp and Mrs Vivienne Washington. May 26, 2000.

Job description Contract Manager Primary Education Support Programme (PESP).

LMS1 – Executive Financial Summary for 1264/OC – JA October 27, 2008.

LMS10 – Loan Transaction List – October 27, 2008.

Loan Contract N 1264/OC-JA between the Government of Jamaica and the Inter-American Development Bank. Primary Education Support Project (PESP). December 22, 2000.

Mentorship Training Workshop Evaluation of Training Session March 5 - 6 2007 Monitoring and Evaluation Unit, Ministry of Education. March 2007.

Mentorship Workshop for Principals and Mentors Evaluation of Training Session March 15-16, 2007. Monitoring and Evaluation Unit, Ministry of Education. April 2007.

Ministry of Education Ministry Paper 2008-2009 Education for a Productive Nation, Hon. Andrew Holness. May 20, 2008.

Ministry of Education Modernization ICT Steering Committee Project Status Report – September 26<sup>th</sup>, October 10<sup>th</sup> and 24<sup>th</sup> 2008.

Minutes of PESP Project Review Meetings 2007 and 2008.

Primary Education Support Project (PESP) Loan 1264/OC-JA Ministry of Education Inter-American Development Bank Facilities Report: The Functional Adequacy of the Current Physical Facilities of Jamaican Teachers' Colleges. Murray Scharf & Nancy George. June 18, 2008.

Primary Education Support Project (PESP) 2<sup>nd</sup> Annual Review – June 9-12<sup>th</sup>, 2003.

Primary Education Support Project (PESP) Financial Statement Year Ended March 31, 2008.

Primary Education Support Project (PESP - GOJ/IDB III) Implementation Manual. July 2001.

Primary Education Support Project (JA- 0059). Logical Framework (Revised June 5, 2002).

Primary Education Support Project (PESP)(JA- 0059). Loan Proposal.

Primary Education Support Project Evaluation Report on Classroom Observation (April – July 2007). Ministry of Education and Youth Programme Monitoring and Evaluation Unit. November 2007.

Primary Education Support Project Evaluation Report on Classroom Observation (January – March 2007). Ministry of Education and Youth Programme Monitoring and Evaluation Unit. April 2007.

Primary Education Support Project Evaluation Report on Classroom Observation (October – December 2007). Ministry of Education and Youth Programme Monitoring and Evaluation Unit. February 2008.

Primary Education Support Project Evaluation Report on Classroom Observation (January - March 2008). Ministry of Education and Youth Programme Monitoring and Evaluation Unit. June 2008.

Primary Education Support Project Inter-American Development Bank. Loan Agreement 1264/OC-JA Financial Statements Year Ended March 31, 2008. KPMG September 10, 2008.

Primary Education Support Project (PESP) Mid-term Summative Evaluation Report. Tescult International Limited. November 2004.

The Principal Diploma Training Programme Evaluation Report, Programme Monitoring and Evaluation Unit, Ministry of Education, Youth & Culture. October 2005.

Project Performance Monitoring Report (PPMR) Inter-American Development Bank, Portfolio Monitoring Unit. October 16, 2008.

A Rationale for Project Monitoring. Digna Diana Gonzalez & Magda Raupp. April 26, 2007.

Result-Based Management: Performance Indicators, Monitoring and Evaluation Systems Training Report. Sonia Dobson-Walters, September 12, 2005.

Satellite School Seminar Evaluation of Training session April 25 2008. Monitoring and Evaluation Unit, Ministry of Education. May 2008.

Semestral Report 3 Primary Education Support Project (July- December 2002).

Semestral Report 4 Primary Education Support Project (January- June 2003).

Semestral Report 5 Primary Education Support Project (July- December 2003).

Semestral Report 7 Primary Education Support Project (July- December 2004).

Semestral Report 8 Primary Education Support Project (January- June 2005).

Semestral Report 9 Primary Education Support Project (July- December 2005).

Semestral Report 10 Primary Education Support Project (January -June 2006).

Semestral Report 13 Primary Education Support Project (July- December 2007).

Semestral Report 14 Primary Education Support Project (January-June 2008).

Short Term Fellowships: PESP Institutional Strengthening Component. Ministry of Education and Youth.

Terms of Reference Project Manager Primary Education Support Programme (PESP).

Terms of Reference Principals' Diploma Training Programme Primary Education Support Program (PESP).



# *Appendix D*

## *Individuals Consulted*

*Appendix D*  
*Individuals Consulted*

<i>Name</i>	<i>Position</i>
<b><i>Inter-American Development Bank</i></b>	
Ms Sophie Makonnen	IDB Team Leader, Social Development Specialist
Mrs Everett Allen	Former IDB Sector Specialist
Mrs Rosemary Morgan	Financial Specialist
<b><i>Ministry of Education and Primary Education Support Project</i></b>	
Miss Jean Hastings	Project Coordinator/Manager
Miss Barbara Allen	Acting Permanent Secretary
Mr Jasper Lawrence	Chief Education Officer
Dr. Fitz Russell	Head, Monitoring and Evaluation Unit
Mrs. Sonia Dobson-Walters	Quality Assurance Coordinator, Monitoring and Evaluation Unit
Mr Forrest	Assistant CEO, Head Core Curriculum Unit
Mrs Diann Campbell	Director, Personnel
Mrs Dolcie Townsend	Literacy Materials Development Officer
Mrs. Jean Scott	Organization and Management Specialist
Ms Bernice Fearon	School Liaison Officer, PESP
Mrs Claudette Carter	Assistant CEO, Media Services Head
Mrs Jean Robinson	Tertiary Unit
Ms Chryl Barrett	SEO, Planning
Mr R Ellis	National Consultant, Lighthouse Schools Project
Mr Mark Fisher	National Consultant, ICT
Mr Colin Davis	EMIS Consultant
Mrs Jacinth Gordon Brown	Director of Project & Technical Services
Mrs Sharon Neil	Head, Student Services Unit
Mr. Errol Levy	Deputy CEO (School Operations Unit Head)
Mr. Philbert Dhyll	Assistant CEO, Tertiary Unit Head
Dr Yvonne Marshall	Tertiary Unit
Dr Mary Campbell	Head, Professional Development Unit
Dr Felicia Marshall	Tertiary Unit
Dasmine Kennedy	SEO, Co-ordinator Primary Division
Ms Headlam	Regional Director, Region 3
Mr Anthony Thomas	Technical Co-ordinator, PESP Civil Works
Mr Christopher Gilbert	Director, Management Information Systems
Mr Maurice Young	Project Engineer Civil Works
<b><i>Ministry of Finance</i></b>	
Mrs Jacqueline Brown	Director of Project Unit
Mrs Barbara Hew	Social Sector Project Head
Mrs Dorothy Williams	Project Analyst

<i>Name</i>	<i>Position</i>
<b><i>Planning Institute of Jamaica</i></b>	
Mr Reynaldo Thompson	Project Economist
Mrs Winsome Miller	Manager Multilateral Monitoring Unit
<b><i>Schools, Colleges and Other Organisations</i></b>	
Ms Vinnette Percy	Lecturer, St Josephs Teachers' College, Demonstration School liaison
Mrs Joy Crooks	Lecturer, Shortwood Teachers' College Demonstration School liaison
Ms Janette McLaren	Lecturer, Shortwood Teachers' College
Mr Isaacs,	Principal Moneague College
Ms Sue Chambers	Co-ordinator Principals' Diploma Programme, St Joseph's T. C.
Mrs Kandi Crooks Smith	Principal, Allman Town Primary School
Mrs Vinette Lewis	Grade 1 Teacher, Allman Town Primary School
Mrs Malcolm	Principal, Half Way Tree Primary School
Ms Claudius	Principal Castleton Primary and Junior High
Mrs Vivienne Irvin	Principal, Port Maria Primary
Mrs Campbell	Principal, Hillside Primary
Mr Howard Isaacs	Principal, Golden Grove All Age School
Mrs Sterling	Principal, Lacovia Primary School
Mrs Joyce Kellyman Wright	Principal, Johns Town Primary School
Ms Cox,	Teacher, Johns Town Primary
Mrs Bogle	Teacher, Johns Town Primary
Ms Wilson	Literacy cluster-based co-ordinator, St Thomas
Rev Jackson,	Lighthouse team member (Board Chairman), Johns Town Primary
Mrs Blake	Lighthouse team member (Community rep), Johns Town Primary
Mrs Burrell	Lighthouse team member (Board rep), Johns Town Primary
Mrs Tait	Lighthouse team member (PTA rep), Johns Town Primary
Mrs Esther McGowan	Principal, Morant Bay Primary School
Mr Bishop	Principal, Mona Primary School
Mrs Chin	Vice-Principal, Mona Primary School
Miss Kerr	Principal, Middle Quarters Primary School
Mr Howard Williams	Project Manager, Mansfield Primary School
Dr A Cameron	Secretary General, Jamaica Teachers' Association

## *Appendix E*

### *Sites Visited*

*Appendix E*  
*Sites Visited*

<i>Selected Sites</i>	<i>Parish</i>
Allman Town Primary	Kingston
Castleton Primary & Junior High	St Mary
Golden Grove Primary & All Age	St Ann
Half Way Tree Primary	St Andrew
Hillside Primary	St Mary
Johns Town Primary	St Thomas
Lacovia Primary	St Elizabeth
Mansfield Primary	St Ann
Middle Quarters Primary	St Elizabeth
Mona Primary	St Andrew
Morant Bay Primary	St Thomas
New Orange Hill Primary	St Mary
Port Maria Primary	St Mary

# *Appendix F*

## *Summary of Research*

## *Appendix F*

### *Summary of Research*

**Hall, Reanore Dorritta** (2006). An Investigation of the Effects of a Computer Assisted Reading Program on 'At Risk' Fourth Graders' Reading Achievement. Unpublished M. Ed thesis The University of the West Indies, Mona.

#### **Aims**

This study sought to determine:

- If there are any significant differences in the experimental and control group students' pre and post test reading achievement.

(N.B This study had 4 aims. Only one is reported here)

The students in the experimental group were selected from a school on the Primary Education Support Project (PESP) I.T. project while those in the control group were not on the PESP I.T. project. Both schools operate on a shift system and have a computer lab with a computer teacher. The school on the PESP I.T. project integrates computer technology in its curriculum while at the other school students are not exposed to integrating computer technology in the curriculum, but they are allowed to attend computer classes after school, so as to become computer literate.

#### ➤ *Intervention*

The teaching unit based on "Fry's Site Word List" was developed and implemented by the computer teacher. This unit was delivered over seven weeks with a maximum of three days each week. It involved games, oral reading and comprehension which were all presented using Microsoft power point and Microsoft excel. In addition to shared and individual readings, assessment activities were also conducted using Microsoft excel work sheets. Students worked in groups of three due to the number of computers available. A pre-piloted questionnaire was then administered to both groups to determine how students think they can be helped to improve their reading. The modified grade four literacy test which was used as the "pre-test" instrument was again administered as post-test.

#### **Findings**

R.Q. I - Are there any significant differences in the experimental and control group students' pre-test and post-test reading achievement?

Results of a frequency table showed that the obtained scores for the experimental group on the pre-test ranged from one (1) to eight (8), eleven (11) students scored above the mean while nine students scored below. The control group obtained scores ranging from four to seven with only six students scoring above the mean. On the post-test the experimental group's maximum score was twelve (12) and the minimum score was five (5), while the control group's maximum score

was ten (10) and the minimum score was three (3). The following table presents an indication of the pre and post-test means and mean gains.

<i><b>Group</b></i>	<i><b>No</b></i>	<i><b>Mean</b></i>	<i><b>Std Deviation</b></i>	<i><b>Posttest Mean</b></i>	<i><b>Std Deviation</b></i>	<i><b>Mean Gain</b></i>
Experimental	20	4.50	2.013	8.35	2.183	3.85
Control	20	5.05	1.099	6.55	1.761	1.50

The unrelated t test indicated that there was no significant difference in the pre-test mean scores of the two groups of students, however when mean of the post-test for both groups was computed it was revealed that there were statistically significant differences in the means, with the gain in favour of the experimental group of student. This finding indicates that the intervention was effective as 55% of the students in the experimental group showed mastery in the reading comprehension as compared to 25% in the control group.



## *Appendix G*

### *Photos: Evaluation Team Site Visits*

## *Appendix H*

### *Photos: PESP End-of-Project Workshop (December 2008)*

*Appendix I*

*Evaluation Team*

*CRC Sogema Inc. – Evaluation Team*

<i><b>Name</b></i>	<i><b>Position</b></i>
Susan Sproule, PhD Studies	Evaluation Director
Dr. Mairette Newman	Lead Evaluator & Institutional Development Evaluator
Dr. Zellyne Jennings	Curriculum Evaluator
Dr. Haldane Johnson	Civil Works, Finance & MIS Evaluator

1264/OC-JA-Agree/Bor

CO INTERAMERICANO DE DESARROLLO  
AMERICANO DE DESENVOLVIMENTO



INTER-AMERICAN DEVELOPMENT BANK  
BANQUE INTERAMERICAINE DE DEVELOPPMENT

26 JUL 2007

07.1188

LEGH/JA-916806-07  
Rescoping and Procurement Policies Amendment

### AMENDATORY CONTRACT

AMENDATORY CONTRACT entered into by and between JAMAICA (the "Borrower") and the INTER-AMERICAN DEVELOPMENT BANK (the "Bank"). Together the Borrower and the Bank shall be referred to as the "Parties".

#### WHEREAS

The Parties agreed during the Portfolio and Programming Mission conducted during the fourth quarter of 2004 on the rescoping of the loan portfolio and the cancellation of the Financing of US\$49.8 million in loan resources, which represented a reduction of 16% in the size of the portfolio from US\$308.2 million to US\$258.41 million; a reduction in the estimate of the local counterpart by at least 16% from an estimated US\$112.5 million to an estimated US\$92.3 million; and, subsequently further agreed to other cancellations of Financing;

#### WHEREAS

The Parties have implemented the above referenced rescoping exercise by cancellations in the Financing affecting Loans 1185/OC-JA, 1197/OC-JA, 1219/OC-JA, 1264/OC-JA, 1283/OC-JA, 1344/OC-JA, 1360/OC-JA, 1363/OC-JA and 1438/OC-JA and, the overall reduction in the size of the portfolio from US\$420.7 million to US\$351.34;

#### WHEREAS

The Parties now wish to implement specific amendments to the corresponding loan contracts;

The Parties hereby agree as follows:

### ARTICLE ONE

1. The Parties agree to amend Loan Contracts No. 1185/OC-JA; 1219/OC-JA; 1264/OC-JA; 1283/OC-JA; and 1344/OC-JA entered into by and between the Parties, in the manner and to the extent set forth herein below and in the corresponding Annexes, as follows:

- A. Loan 1185/OC-JA. Solid Waste Management Program.  
An extension on the period for disbursement is hereby agreed, until 30 April 2006.

1185/OC-JA, 1197/OC-JA, 1219/OC-JA,  
1264/OC-JA, 1283/OC-JA, 1344/OC-JA,  
1360/OC-JA, 1363/OC-JA 1438/OC-JA  
Rescoping Amendment

- 2 -

- B. Loan 1219/OC-JA. Land Administration and Management Program.  
An extension on the period for disbursement is hereby agreed, until 06 February 2007.
  - C. Loan 1264/OC-JA. Primary and Basic Education Program.  
An extension on the period for disbursement is hereby agreed, until 22 December 2008.
  - D. Loan 1283/OC-JA. Agricultural Support Services Program.  
An extension on the period for disbursement is hereby agreed, until 21 February 2008.
  - E. Loan 1344/OC-JA. Citizens security and Justice Program.  
An extension on the period for disbursement is hereby agreed, until 20 September 2008.
2. The Parties agree to further amend Loan Contracts Nos. 1197/OC-JA; 1219/OC-JA; 1264/OC-JA; 1283/OC-JA; 1344/OC-JA; 1360/OC-JA; 1363/OC-JA and 1438/OC-JA, in the manner and to the extent set forth herein below and in the corresponding Annexes, as follows:

- A. Loan 1197/OC-JA. Parish Infrastructure Development Program.
  - a) Special Conditions. Introduction, third paragraph is hereby amended to implement a change in the denomination of the Executing Agency, from Ministry of Local Government, Youth and Community Development (MLG) to Ministry of Local Government, and the Environment (MLG) or its successor;
  - b) Special Conditions. Sections 1.01, 1.02 and 1.04 are hereby amended to reflect the agreed cancellation of US\$ 18,670,000 and a subsequent further cancellation of US\$4,735,675 in the amount of the Financing and, the reduction of the corresponding amount of the estimated local counterpart. As a consequence thereof, the total Program cost referenced in Section 1.01 shall be US\$20,764,025 ; the amount of the Financing referenced in Section 1.02 shall be US\$11,594,325 and amount of the estimated local counterpart referenced in Section 1.04 shall be US\$9,169,700.00;
  - c) Special Conditions. Section 3.04 is hereby amended to reflect the agreed extension in the period for commitment of the resources of the Financing and the period for disbursement, which shall expire six and half years (6.5) and seven (7) years, respectively, from the effective date of the contract; and
  - d) Annex A, is hereby amended as indicated in Appendix 1 to this contract.

1185/OC-JA, 1197/OC-JA, 1219/OC-JA,  
1264/OC-JA, 1283/OC-JA, 1344/OC-JA,  
1360/OC-JA, 1363/OC-JA 1438/OC-JA  
Rescoping Amendment

- 3 -

- B. Loan 1219/OC-JA. Land Administration and Management Program.
- a) Special Conditions. Introduction, third paragraph is hereby amended to implement a change in the denomination of the Executing Agency, from Ministry of Land and Environment to Ministry of Agriculture and Land or its successor;
  - b) Special Conditions. Sections 1.01, 1.02 and 1.04 are hereby amended to reflect the agreed cancellation of US\$2,650,000 and a subsequent further cancellation of US\$356,458 in the amount of the Financing and the reduction of the corresponding amount of the estimated local counterpart. As a consequence thereof, the total Program cost referenced in Section 1.01 shall be US\$7,853,591; the amount of the Financing referenced in Section 1.02 shall be US\$5,393,591; and amount of the estimated local counterpart referenced in Section 1.03 shall be US\$2,460,000;
  - c) Special Conditions. Section 3.04 is hereby amended to reflect the agreed extension in the period for disbursement, which shall expire forty-two (42) months from the effective date of the contract; and
  - d) Annex A, is hereby amended as indicated in Appendix 2 to this contract.
- C. Loan 1264/OC-JA. Primary Education Support Project.
- a) Special Conditions. Introduction, third paragraph is hereby amended to implement a change in the denomination of the Executing Agency, from Ministry of Education and Culture – MOEC to Ministry of Education and Youth - MOEY or its successor;
  - b) Special Conditions. Sections 1.01, 1.02 and 1.04 are hereby amended to reflect the agreed cancellation of US\$2,500,000 in the amount of the Financing and the reduction of the corresponding amount of the estimated local counterpart. As a consequence thereof, the total Program cost referenced in Section 1.01 shall be US\$36,370,000; the amount of the Financing referenced in Section 1.02 shall be US\$29,000,000; and amount of the estimated local counterpart referenced in Section 1.04 shall be US\$7,370,000;
  - c) Special Conditions. Section 3.04 is hereby amended to reflect the agreed extension in the period for disbursement, which shall expire eight (8) years from the effective date of the contract; and
  - d) Annex A, is hereby amended as indicated in Appendix 3 to this contract.
- D. Loan 1283/OC-JA. Agricultural Support Services Project.
- a) Special Conditions. Introduction, third paragraph is hereby amended to implement a change in the denomination of the Executing Agency, from Ministry of Agriculture to Ministry of Agriculture and Land or its successor;
- 1185/OC-JA, 1197/OC-JA, 1219/OC-JA,  
1264/OC-JA, 1283/OC-JA, 1344/OC-JA,  
1360/OC-JA, 1363/OC-JA 1438/OC-JA  
Rescoping Amendment

- 4 -

- b) Special Conditions. Sections 1.01, 1.02 and 1.04 are hereby amended to reflect the agreed cancellation of US\$4,200,000 in the amount of the Financing and the reduction of the corresponding amount of the estimated local counterpart. As a consequence thereof, the total Program cost referenced in Section 1.01 shall be US\$25,400,000; the amount of the Financing referenced in Section 1.02 shall be US\$17,800,000; and amount of the estimated local counterpart referenced in Section 1.04 shall be US\$7,600,000;
  - c) Special Conditions. Section 3.04 is hereby amended to reflect the agreed extension in the period for disbursement, which shall expire seven (7) years from the effective date of the contract; and
  - d) Annex A, is hereby amended as indicated in Appendix 4 to this contract.
- E. Loan 1344/OC-JA. Citizen Security and Justice Program.
- a) Special Conditions. Introduction, third paragraph is hereby amended to implement a change in the denomination of the Executing Agency, from Ministry of National Security and Justice "MNSJ" to Ministry of National Security "MNS" and Ministry of Justice "MOJ" or its successor;
  - b) Special Conditions. Sections 1.01, 1.02 and 1.04 are hereby amended to reflect the agreed cancellation of US\$2,070,000 in the amount of the Financing and the reduction of the corresponding amount of the estimated local counterpart. As a consequence thereof, the total Program cost referenced in Section 1.01 shall be US\$17,410,000; the amount of the Financing referenced in Section 1.02 shall be US\$13,930,000; and amount of the estimated local counterpart referenced in Section 1.04 shall be US\$3,480,000;
  - c) Special Conditions. Section 3.04 is hereby amended to reflect the agreed extension in the period for disbursement, which shall expire seven (7) years from the effective date of the contract; and
  - d) Annex A, is hereby amended as indicated in Appendix 5 to this contract.
- F. Loan 1360/OC-JA. Rural Water Program.
- a) Special Conditions. Introduction, third paragraph is hereby amended to implement a change in the denomination of the Executing Agency, from Ministry of Water and Housing (MOWH) to Ministry of Housing, Transport, Water and Works (MHTWW) or its successor;
  - b) Special Conditions. Sections 1.01, 1.02 and 1.04 are hereby amended to reflect the agreed cancellation of US\$2,000,000 in the amount of the Financing and the reduction of the corresponding amount of the estimated local counterpart. As a consequence thereof, the total Program cost referenced in Section 1.01 shall be US\$10,000,000; the amount of the Financing referenced in Section 1.02 shall be US\$8,000,000; and amount

1185/OC-JA, 1197/OC-JA, 1219/OC-JA,  
1264/OC-JA, 1283/OC-JA, 1344/OC-JA,  
1360/OC-JA, 1363/OC-JA 1438/OC-JA  
Rescoping Amendment



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- of the estimated local counterpart referenced in Section 1.04 shall be US\$2,000,000;
- c) Special Conditions. Section 3.03(a) is hereby amended by inserting after the reference to "Project Consulting Firms" the following words: "or Individual Consultants";
  - d) Special Conditions. Section 3.06 is hereby amended to reflect the agreed extension in the period for disbursement, which shall expire six (6) years from the effective date of the contract; and
  - e) Annex A, is hereby amended as indicated in Appendix 6 to this contract.
- G. Loan 1363/OC-JA. National Road Services Improvement Program.
- a) Special Conditions. Introduction, third paragraph is hereby amended to implement a change in the denomination of the Executing Agency, from the National Works Agency of the Ministry of Transport and Works (MOTW) to National Works Agency of the Ministry of Housing, Transport, Water and Works (MHTWW) or its successor;
  - b) Special Conditions. Sections 1.01, 1.02 and 1.04 are hereby amended to reflect the agreed cancellation of US\$6,000,000 in the amount of the Financing and the reduction of the corresponding amount of the estimated local counterpart. As a consequence thereof, the total Program cost referenced in Section 1.01 shall be US\$ 29,000,000; the amount of the Financing referenced in Section 1.02 shall be US\$18,500,000; and amount of the estimated local counterpart referenced in Section 1.04 shall be US\$ 10,500,000;
  - c) Special Conditions. Section 3.04 is hereby amended to reflect the agreed extension in the period for disbursement, which shall expire seven (7) years from the effective date of the contract;
  - d) Special Conditions. Section 4.01(e). The Parties hereby agree to delete this Subsection (e);
  - e) Special Conditions. Section 4.04(b). The Parties hereby agree to substitute this Subsection with the following text: "A Mid-Term Review will be conducted to evaluate progress in NWA's institutional capacity, the functioning of the Road Maintenance Fund and execution of the road maintenance contracts"; and
  - f) Annex A, is hereby amended as indicated in Appendix 7 to this contract.
- H. Loan 1438/OC-JA. Information and Communications Technology.
- a) Special Conditions. Introduction, third paragraph is hereby amended to implement a change in the denomination of the Executing Agency, from the Ministry of Commerce, Science and Technology ( MCST) to Ministry of Industry, Technology, Energy and Commerce (MITEC) or its successor;

1185/OC-JA, 1197/OC-JA, 1219/OC-JA,  
1264/OC-JA, 1283/OC-JA, 1344/OC-JA,  
1360/OC-JA, 1363/OC-JA 1438/OC-JA  
Rescoping Amendment

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- b) Special Conditions. Sections 1.01, 1.02, and 1.04 are hereby amended to reflect the agreed cancellation of US\$8,500,000 in the amount of the Financing and the reduction of the corresponding amount of the estimated local counterpart. As a consequence thereof, the total Program cost referenced in Section 1.01 shall be US\$11,924,166; the amount of the Financing referenced in Section 1.02 shall be US\$8,500,000; and amount of the estimated local counterpart referenced in Section 1.04 shall be US\$3,424,166;
- c) Special Conditions. Section 3.04 is hereby amended to reflect the agreed extension in the period for disbursement, which shall expire six (6) years from the effective date of the contract;
- d) Special Conditions. Section 4.07. The Parties hereby agree to delete the following phrase at the beginning of this Section: "Three years from the date of the Loan Contract signature or". Thus, this Section shall now begin reading as follows: "When 50% of project funds have been committed..."; and
- e) Annex A, is hereby amended as indicated in Appendix 8 to this contract.

## ARTICLE TWO

The Parties agree that this Amendatory Contract shall enter into force on the date of its signature by the authorized representative of the Borrower.

## ARTICLE THREE

The Parties hereby ratify all other provisions of the above referenced Loan Contracts, which Loan Contracts, as amended hereby and as otherwise previously amended, remain in full force and effect.

1185/OC-JA, 1197/OC-JA, 1219/OC-JA,  
1264/OC-JA, 1283/OC-JA, 1344/OC-JA,  
1360/OC-JA, 1363/OC-JA 1438/OC-JA  
Rescoping Amendment

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IN WITNESS WHEREOF, the Borrower and the Bank, each acting through its authorized representative, have signed this Amendatory Contract in two (2) copies of equal tenor.

JAMAICA

INTER-AMERICAN DEVELOPMENT BANK

\_\_\_\_\_  
Omar Davies  
Minister of Finance and Planning

\_\_\_\_\_  
Alicia S. Ritchie  
Manager  
Regional Operations Department 3

Place: \_\_\_\_\_

Place: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

LEGIII/JA-916886-07

Loan Contract 1264/OC-JA  
Rescoping Amendment

### APPENDIX 3

The parties to the Loan PO-1264/OC-JA hereby agree to amend its Annex A as follows.

1. Section II, paragraph 2.02, Appendix 1 – Logical Framework is hereby replaced and attached as Appendix 1 to this Annex.
2. Section II, paragraph 2.14 is substituted by for the following paragraph:

“Over the life of the Project, the skills of all Lecturers in the Teachers’ Colleges will be upgraded through a combination of short, medium and long-term training. Fifty bonded graduate-level fellowships will be funded to upgrade Lecturers’ skills in priority areas to be agreed with the Bank. At least ten of the Fellowships will support Doctoral level study. The remaining Fellowships will support Master’s level training”.
3. Section II, paragraph 2.18 is substituted as follows.

“A study to be funded through the Project will assess the demand for and supply of Special Education in Jamaica’s primary schools and provide recommendations for action and improvement.”
4. Section II, paragraph 2.19 is amended as substituted by the following paragraph:

“Component 2 will support key recommendations in the Strategic Performance Review including activities that will improve management and efficiency through leadership training and site-based management. It will finance the technical assistance, equipment, materials and training related to the below six lines of action.”
5. Section II, numeral 2, literal a), paragraph 2.20, 2.21, and 2.22 are hereby eliminated.
6. Section II, numeral 2, literal g), paragraph 2.35, and 2.36 are hereby eliminated.

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7. Section IV, Paragraph 4.01 is amended as follows:

"The total direct cost of the eight-year Project is US\$31.9 million. The associated financing costs include interest, commitment and inspection fees, will add an additional US\$4.5 million. Bank's lending for US\$ 29 million will finance a combination of physical infrastructure, materials and equipment, consultant services, training, incremental operating expenses, financing costs during execution, and unallocated expenditures. The breakdown by investment category, the dimensioning of which was done on the basis of very detailed studies for each Project components, is presented below:

COST TABLE (in US millions)				
Activity	Totals	Bank	Local	%
<b>PRORAM COORDINATION</b>				
Monitoring and Evaluation	0.4	0.4	0.0	
Program Management Unit	4.5	2.6	1.9	
<b>Total Costs of Project Coordination</b>	4.9	3.0	1.9	13.5
<b>QUALITY</b>				
Curriculum	1.5	1.5	0.0	
Textbooks and Supplementary Materials	0.4	0.4	0.0	
Literacy Intervention	1.0	1.0	0.0	
Assessment	0.8	0.8	0.0	
Teaching and Learning Resources	1.5	1.5	0.0	
Professional Development	3.7	3.7	0.0	
<b>Total Costs of Quality Component</b>	8.9	8.9	0.0	24.5
<b>INSTITUTIONAL</b>				
Institutional Strengthening	4.5	4.5	0.0	
Educational Management Information System	2.5	2.5	0.0	
<b>Total Costs of Institutional Component</b>	7.0	7.0	0.0	19.2
<b>INFRASTRUCTURE</b>				
Construction of new schools	3.5	1.9	1.6	
Full Replacement of Existing Schools	2.9	2.3	0.6	
Partial Replacement of Existing Schools	1.2	1.0	0.2	
Extension of Existing Schools	1.8	1.3	0.5	
Technical Support & Contingencies	0.7	0.0	0.7	
<b>Total Costs of Infrastructure Component</b>	10.1	6.5	3.6	27.8
Unallocated Costs	1.0	0.0	1.0	2.7
<b>TOTAL DIRECT COSTS</b>	31.9	25.4	6.5	87.7
<b>FINANCIAL COSTS</b>				
IADB Supervision Costs	0.3	0.3	0.0	
Commitment Fees	0.8	0.0	0.8	
Interest	3.4	3.4	0.0	
<b>Total Financial Costs 2/</b>	4.5	3.7	0.8	12.3
	36.3	29.00	7.3	

Appendix 3

Country Office Jamaica  
Operation Name: Primary Education Support Project  
Operation Number: 1264/OC-JA

<u>Original Provisions</u>	<u>New Provisions</u>	<u>Impact / Justification</u>
<p><b><u>Introduction</u></b>  <b><u>3. Executing Agency</u></b>  The parties agree that the execution of the Program and the utilization of the resources of the financing from the Bank, shall be carried out by the Borrower, through its Ministry of Education and Culture – MOEC, which, for the purposes of this Contract, shall be referred to as the "Executing Agency" or "MOEC".</p>	<p><b><u>Introduction</u></b>  <b><u>3. Executing Agency should read:</u></b>  <i>The parties agree that the execution of the Program and the utilization of the resources of the financing from the Bank, shall be carried out by the Borrower, through its Ministry of Education and Youth – MOEY, which, for the purposes of this Contract, shall be referred to as the "Executing Agency" or "MOEY".</i></p>	
<p><b><u>Section</u></b>  <b><u>1.01 Cost of the Project</u></b>  The total cost of the Project is estimated to be the equivalent of thirty-nine million and five hundred thousand dollars of the United States of America (US\$39,500,000).  <b><u>1.02 Amount of the Financing</u></b>  In accordance with this Contract, the Bank agrees to grant to the Borrower, and the Borrower accepts, a "Financing", chargeable to the Single Currency Facility of the ordinary capital resources of the Bank, of up to the amount of thirty-one million and five hundred thousand dollars (US\$31,500,000). The amounts disbursed from the Financing shall constitute the "Loan".  <b><u>1.04 Additional Resources</u></b>  The amount of the additional resources which, pursuant to Article 6.04 of the General Conditions, the Borrower shall undertake to contribute in a timely manner for the complete and uninterrupted execution of the Project, is estimated to be the equivalent of eight million (US\$8,000,000), although this estimate shall not imply any limitation or reduction of the obligation of the Borrower under said Article. To compute the equivalency in dollars, the rules set forth in Article 3.06 (b) of the General Conditions shall be followed.  <b><u>2.03 Resources for General Inspection and Supervision</u></b>  From the amount of the Financing, the sum of three hundred and fifteen thousand dollars</p>	<p><b><u>Section</u></b>  <b><u>1.01 Cost of the Project should read:</u></b>  <i>"The total cost of the Project is estimated to be the equivalent of thirty-six million and three hundred and seventy thousand dollars of the United States of America (US\$36,370,000)."</i>  <b><u>1.02 Amount of the Financing should read:</u></b>  <i>"In accordance with this Contract, the Bank agrees to grant to the Borrower, and the Borrower accepts, a "Financing", chargeable to the Single Currency Facility of the ordinary capital resources of the Bank, of up to the amount of twenty-nine million dollars (US\$29,000,000). The amounts disbursed from the Financing shall constitute the "Loan"."</i>  <b><u>1.04 Additional Resources should read:</u></b>  <i>The amount of the additional resources which, pursuant to Article 6.04 of the General Conditions, the Borrower shall undertake to contribute in a timely manner for the complete and uninterrupted execution of the Project, is estimated to be the equivalent of seven million, three hundred and seventy thousand (US\$7,370,000), although this estimate shall not imply any limitation or reduction of the obligation of the Borrower under said Article. To compute the equivalency in dollars, the rules set forth in Article 3.06 (b) of the General Conditions shall be followed.</i>  <b><u>2.03 Resources for General Inspection and Supervision should read:</u></b>  <i>"From the amount of the Financing, the sum of two hundred and ninety thousand</i></p>	



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Appendix 3

<p>(US\$315,000) is hereby allocated to cover the Bank's expenses for general inspection and supervision. Said sum shall be disbursed in quarterly and, insofar as possible, equal installments and shall be credited to the accounts of the Bank without the necessity of a request from the Borrower.</p>	<p>dollars (US\$290,000) is hereby allocated to cover the Bank's expenses for general inspection and supervision. Said sum shall be disbursed in quarterly and, insofar as possible, equal installments and shall be credited to the accounts of the Bank without the necessity of a request from the Borrower."</p>	
<p><b>3.04 Period for Final Disbursement of the Financing</b> The period for final disbursement of all the resources of the Financing, shall expire five (5) years from the effective date of this Contract.</p>	<p><b>3.04 Period for Final Disbursement of the Financing should read:</b> "The period for final disbursement of all the resources of the Financing shall expire eight (8) years from the effective date of this Contract."</p>	
<p><b>Annex A</b> Paragraph 2.02 :</p>	<p><b>Annex A</b> Paragraph 2.02: Appendix 1 – Logical Framework updated.</p>	
<p><b>1. Component 1:Teacher education and professional development</b>  <u>Annex A Paragraph 2.14 - Skills upgrading for Lecturers</u> Over the life of the Project, the skills of all Lecturers in the Teachers' Colleges will be upgraded through a combination of short, medium and long-term training. Seventy bonded graduate-level fellowships will be funded to upgrade Lecturers' skills in priority areas to be agreed with the Bank. Ten of the Fellowships will support Doctoral level study in overseas universities. The remaining 60 Fellowships will support Master's level training in Jamaica. The development and delivery of the training program will be open to international competitive bidding. A one-week program of site-based continuous professional development will be offered to all Lecturers on an annual basis (450 participants/year). Senior MOEC staff, principals and senior teachers may participate in skills development program, as appropriate. All of these interventions will be compatible with the institutional and organizational changes to be adopted as a result of the previous sub-component.</p>	<p><u>Annex A Paragraph 2.14 should read:</u> "Over the life of the Project, the skills of all Lecturers in the Teachers' Colleges will be upgraded through a combination of short, medium and long-term training. Fifty bonded graduate-level fellowships will be funded to upgrade Lecturers' skills in priority areas to be agreed with the Bank. At least ten of the Fellowships will support Doctoral level study. The remaining Fellowships will support Master's level training."</p>	<p>Sub-component reduced by US\$167,000. Thirty per cent reduction in number of fellowships offered to tutors of teachers colleges and reduction in other skills upgrade activities. No significant impact since resources of the Ministry of Education are to be used to provide additional training to lecturers' of the teachers' colleges.</p>

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<p><u>Annex A Paragraph 2.18 – Related Studies</u> The MOEC has recognized that the current incentive system for attracting qualified teachers to schools in remote and disadvantaged areas is inadequate. During the first year of project implementation, this activity will fund a study to review the existing incentive structure and to identify appropriate measures, if any, to ensure the placement and retention of certified teachers in remote and disadvantaged schools. Another study to be funded through the Project will assess the demand for and supply of Special Education in Jamaica's primary schools and provide recommendations for action and improvement.</p>	<p><u>Annex A Paragraph 2.18 should read:</u> <u>Related Study</u> "A study to be funded through the Project will assess the demand for and supply of Special Education in Jamaica's primary schools and provide recommendations for action and improvement."</p>	<p>Sub-component reduced by US\$48,000 and study on incentives to attract and retain teachers in remote areas was removed. Provisions for the Professional Development Protocol will seek address the in-service training required by teachers.</p>
<p><b>2. Component 2: Institutional Development</b> <u>Annex A Paragraph 2.19</u> Component 2 will support key recommendations in the Strategic Performance Review, including actions for the establishment of an organizational framework that will facilitate teacher redeployment and activities that will improve management and efficiency through the organizational development of the MOEC, leadership training, and a more effective system-wide approach to decentralization and site-based management. It will finance the technical assistance, equipment, materials and training related to the below eight lines of action.</p>	<p><u>Annex A Paragraph 2.19 should read:</u> "Component 2 will support key recommendations in the Strategic Performance Review including activities that will improve management and efficiency through leadership training and site-based management. It will finance the technical assistance, equipment, materials and training related to the below six lines of action."</p>	<p>The sub component for introduction of pilot school districts was reduced by US\$1,786,469.</p>
<p><u>Annex Paragraphs 2.20, 2.21 and 2.22 – (a) Pilot School Districts</u></p>	<p>(To be removed.)</p>	<p>This line of action for a system was eliminated. Decision made to eliminate this sub component because of delays in implementation linked to significant and sustained resistance by key stakeholders. This component bore the brunt of the re-scoping and with its removal significantly limited the possible impact of the project on efficiency in resource management.</p>



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<p><u>Annex Paragraphs 2.35 and 2.36 (g) School Attendance</u></p>	<p>(To be removed)</p>	<p>Reduction of resources for this sub component. The removal of this line of action will have minimal impact on the objective of the Project as resources from a technical cooperation will be used to conduct the studies.</p>
<p><u>Total cost of the Project and Financing Plan Annex A Paragraph 1V</u>          Paragraph 4.01 – The total direct cost of the eight-year Project is US\$ 35million. The associated financing costs include interest, commitment and inspection fees, will add an additional US\$4.5 million. Bank's lending for US\$31.5 million will finance.....</p>	<p><u>Total cost of the Project and Financing Plan</u>  <u>Annex A Paragraph 1V should read :</u>  <i>"Paragraph 4.01 – The total direct cost of the eight-year Project is US\$ 31.87 million. The associated financing costs include interest, commitment and inspection fees, will add an additional US\$4.5 million. Bank's lending for US\$29 million will finance....."</i></p>	

REVISED COST TABLE

Appendix 3

COST TABLE (US\$ millions)				
ACTIVITY	TOTAL	BANK	LOCAL	%
<b>PROGRAM COORDINATION</b>				
Monitoring and Evaluation	0.4	0.4	0.0	
Program Management Unit	4.5	2.6	1.9	
<b>Total Costs of Project Coordination</b>	<b>4.9</b>	<b>3.0</b>	<b>1.9</b>	<b>13.5</b>
<b>QUALITY</b>				
Curriculum	1.5	1.5	0.0	
Textbooks and Supplementary Materials	0.4	0.4	0.0	
Literacy Interventions	1.0	1.0	0.0	
Assessment	0.8	0.8	0.0	
Teaching and Learning Resources	1.5	1.5	0.0	
Professional Development	3.7	3.7	0.0	
<b>Total Costs of Quality Component</b>	<b>8.9</b>	<b>8.9</b>	<b>0.0</b>	<b>24.5</b>
<b>INSTITUTIONAL</b>				
Institutional Strengthening	4.5	4.5	0.0	
Educational Management Information System	2.5	2.5	0.0	
<b>Total Costs of Institutional Component</b>	<b>7.0</b>	<b>7.0</b>	<b>0.0</b>	<b>19.2</b>
<b>INFRASTRUCTURE</b>				
Construction of New Schools	3.5	1.9	1.6	
Full Replacement of Existing Schools	2.9	2.3	0.6	
Partial Replacement of Existing Schools	1.2	1.0	0.2	
Extension of Existing Schools	1.8	1.3	0.5	
Technical Support & Contingencies	0.7	0.0	0.7	
<b>Total Costs of Infrastructure Component</b>	<b>10.1</b>	<b>6.5</b>	<b>3.6</b>	<b>27.8</b>
Unallocated Costs	1.0	0.0	1.0	2.7
<b>TOTAL DIRECT COSTS</b>	<b>31.9</b>	<b>25.4</b>	<b>6.5</b>	<b>87.8</b>
<b>FINANCIAL COSTS</b>				
IADB Supervision Costs	0.3	0.3	0.0	
Commitment Fees	0.8	0.0	0.8	
Interest	3.4	3.4	0.0	
<b>Total Financial Costs 2/</b>	<b>4.5</b>	<b>3.7</b>	<b>0.8</b>	<b>12.3</b>
<b>GRAND TOTAL COSTS</b>	<b>36.3</b>	<b>29.00</b>	<b>7.3</b>	

Country Office Jamaica

Re-scoping Exercise  
Basic and Primary Education Program II  
Loan 1204/JC-JA

Component	Original Budget Amount	Revised Budget Amount	Change	Original Budget Amount	Revised Budget Amount	Change	Current IDB %	Current GOJ %
01.00.00.00-PROGRAM COORDINATION	3,099,082.00	2,900,000.00	30,383.00	3,099,082.00	2,900,000.00	30,383.00	0.98%	0.00%
01.01.00.00-MONITORING & EVALUATION	485,000.00	0.00	30,363.00	485,000.00	0.00	30,363.00	6.26%	0.00%
01.02.00.00-PROGRAM MANAGEMENT UNIT	2,614,082.00	2,900,000.00	0.00	2,614,082.00	2,900,000.00	0.00	0.00%	0.00%
02.00.00.00-QUALITY	9,098,018.00	0.00	200,000.00	9,098,018.00	0.00	200,000.00	8.00%	0.00%
02.01.00.00-CURRICULUM	1,500,000.00	0.00	0.00	1,500,000.00	0.00	0.00	2.20%	0.00%
02.02.00.00-TEXTBOOKS AND SUPPL. MATERIALS	400,000.00	0.00	0.00	400,000.00	0.00	0.00	0.00%	0.00%
02.03.00.00-LITERACY INTERVENTIONS	934,506.00	0.00	0.00	934,506.00	0.00	0.00	0.00%	0.00%
02.04.00.00-ASSESSMENT	800,500.00	0.00	0.00	800,500.00	0.00	0.00	0.00%	0.00%
02.05.00.00-TEACHING & LEARNING RESOURCES	1,689,012.00	0.00	160,000.00	1,689,012.00	0.00	160,000.00	8.99%	0.00%
02.06.00.00-PROFESSIONAL DEVELOPMENT	3,782,090.00	0.00	50,000.00	3,782,090.00	0.00	50,000.00	1.32%	0.00%
03.00.00.00-INSTITUTIONAL STRENGTHENING	9,380,000.00	0.00	2,289,637.00	9,380,000.00	0.00	2,289,637.00	24.48%	0.00%
03.01.00.00-EDUC. MGT. INFORMATION SYSTEM	2,900,000.00	0.00	400,000.00	2,900,000.00	0.00	400,000.00	29.21%	0.00%
04.00.00.00-INFRASTRUCTURE	8,555,900.00	4,300,000.00	0.00	8,555,900.00	4,300,000.00	0.00	13.79%	0.00%
04.01.00.00-CONSTRUCTION OF NEW SCHOOLS	1,879,900.00	600,000.00	0.00	1,879,900.00	600,000.00	0.00	0.00%	0.00%
04.02.00.00-FULL REPLACEMENT OF SCHOOLS	2,300,000.00	600,000.00	0.00	2,300,000.00	600,000.00	0.00	0.00%	0.00%
04.03.00.00-PARTIAL REPLACEMENT OF SCHOOLS	1,000,000.00	200,000.00	0.00	1,000,000.00	200,000.00	0.00	0.00%	0.00%
04.04.00.00-EXTENSION OF EXISTING SCHOOLS	1,375,000.00	500,000.00	0.00	1,375,000.00	500,000.00	0.00	0.00%	0.00%
04.05.00.00 Technical Support & Contingencies	0.00	700,000.00	0.00	0.00	700,000.00	0.00	0.00%	0.00%
04.06.00.00 Unallocated Costs	0.00	1,700,000.00	0.00	0.00	1,700,000.00	0.00	0.00%	0.00%
07.00.00.00-CAPITALIZATION CHARGES	3,449,000.00	800,000.00	0.00	3,449,000.00	800,000.00	0.00	0.00%	37.06%
07.01.00.00-CAPITALIZATION	49,000.00	0.00	0.00	49,000.00	0.00	0.00	0.00%	0.00%
07.01.01.00- I.V.	49,000.00	0.00	0.00	49,000.00	0.00	0.00	0.00%	0.00%
07.02.00.00-INTERESTS	3,400,000.00	0.00	0.00	3,400,000.00	0.00	0.00	0.00%	0.00%
07.02.01.00-INTERESTS	3,400,000.00	0.00	0.00	3,400,000.00	0.00	0.00	0.00%	0.00%
07.02.02.00 Commitment Fees	0.00	800,000.00	0.00	0.00	800,000.00	0.00	0.00%	0.00%
08.00.00.00-PENDIENTE	0.00	0.00	0.00	0.00	0.00	0.00	0.00%	0.00%
09.00.00.00-Revolving Fund	0.00	0.00	0.00	0.00	0.00	0.00	0.00%	0.00%
09.00.00.00-INTERESTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00%	0.00%
09.00.00.00-INTERESTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00%	0.00%
Total	51,700,000.00	30,200,000.00	21,500,000.00	51,700,000.00	30,200,000.00	21,500,000.00	39.44%	0.00%

INTER-AMERICAN DEVELOPMENT BANK

## MEMORANDUM

File Classification: PO-Gral-2004

COF/CJA/ 2311/2004

DATE: December 17, 2004

**TO:** **Ciro De Falco**  
**Manager, RE3**

**THROUGH:** **Keith Evans**  
**Representative**

**FROM:** **Oscar Spencer**  
**Deputy Representative**

**SUBJECT:** *Portfolio Re-scoping and Hurricane Ivan Reconstruction*

### **I Background:**

- 1.1 During the last two years, the Bank's portfolio in Jamaica has been seriously affected by the ongoing fiscal constraints and the compression of the Government of Jamaica's (GOJ) capital expenditure programs. As a result, and in order to try to reduce the portfolio to one that is fiscally manageable, the Planning Institute of Jamaica (PIOJ), in collaboration with the executing agencies and the Country Office, undertook a prioritization exercise to identify projects for possible rescoping and/or partial cancellation, without seriously jeopardizing their development objectives.
- 1.2 During the Portfolio Dialogue and Programming Mission, which took place during the period October 12 –14, 2004, agreement was reached with GOJ for the cancellation of US\$49.8 million in loan resources, as well as the reallocation of another US\$8 million of existing loan resources to Hurricane Ivan reconstruction efforts. The Mission Report, (Annex 1) provide details of the cancellations of loan resources, as well as the projected budgetary allocations for the next three fiscal periods, in keeping with GOJ's medium-term fiscal targets. The agreement with GOJ also accepted the principle of limiting extensions of disbursement periods to a maximum of three years, the exception being the Northern Coastal Highway Project, which would require some special consideration, as it has already been granted a 36-month extension and will require at least another 24 months for project completion.
- 1.3 By letter dated November 18, 2004, (Annex 2) GOJ informed the Bank of the confirmation by Cabinet of the agreement reached during the Portfolio dialogue and Programming Mission on the rescoping of the portfolio and the cancellation of US\$49.8 million in loan resources.

### **II Impact of Rescoping:**

#### **A. On Size of the Portfolio**

- 2.1 In keeping with the agreement on the rescoping of the portfolio, the size of the loan portfolio will be reduced by 16 % from US\$308.2 million to US\$ 258.41 million. To maintain the existing pari passu ratio, local counterpart requirement will be reduced by 16% from US\$112.5 million to US\$92.3, resulting in an overall reduction in the size of the portfolio from US\$420.7 million to

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US\$351.34. Table 1 provides details of the overall cancellations (loan and counterpart) for individual projects and the revised project costs.

**Table 1. Revised Project Costs**

Loan Number	Description	Original Project Cost			Agreed Cancellations			Revised project Cost		
		IDB	GOJ	Total	IDB	GOJ	Total	IDB	GOJ	Total
972/OC-JA	Northern Coastal Highway Improvement	59.50	25.50	85.00	-	-	-	59.50	25.50	85.00
1185/OC-JA	Solid Waste Management	11.50	5.00	16.50	3.20	1.39	4.59	8.30	3.61	11.91
1197/OC-JA	Parish Infrastructure Development Program	35.00	15.00	50.00	18.67	8.00	26.67	16.33	7.00	23.33
1219/OC-JA	Land Admin. & Management Program	8.40	3.60	12.00	2.65	1.14	3.79	5.75	2.46	8.21
1264/OC-JA	Basic and Primary Education Program III	31.50	8.00	39.50	2.50	0.63	3.13	29.00	7.37	36.37
1283/OC-JA	Agricultural Support Services	22.00	9.50	31.50	4.20	1.81	6.01	17.80	7.69	25.49
1344/OC-JA	Citizen Security and Justice	16.00	4.00	20.00	2.07	0.52	2.59	13.93	3.48	17.41
1360/OC-JA	Rural Water Program	10.00	2.50	12.50	2.00	0.50	2.50	8.00	2.00	10.00
1363/OC-JA	National Road Services Improvement	24.50	10.50	35.00	6.00	2.57	8.57	18.50	7.93	26.43
1419/OC-JA	Emergency Reconstruction Facility Torrential Rains	16.00	4.00	20.00	0.00	0.00	0.00	16.00	4.00	20.00
1438/OC-JA	Information and Communication Technology	17.00	6.00	23.00	8.50	3.00	11.50	8.50	3.00	11.50
1559/OC-JA	Kingston Metro Water Supply Rehabilitation	40.00	14.70	54.70	0.00	0.00	0.00	40.00	14.70	54.70
1562/OC-JA	National Iniquity Development Program	16.80	4.20	21.00	0.00	0.00	0.00	16.80	4.20	21.00
	<b>Total</b>	<b>308.20</b>	<b>112.50</b>	<b>420.70</b>	<b>49.79</b>	<b>19.57</b>	<b>69.36</b>	<b>258.41</b>	<b>92.93</b>	<b>351.34</b>

## B. On Development Objectives

- 2.2 To the extent possible, individual projects were re-dimensioned in a way that would help preserve the development objectives of the individual projects while at the same time, meeting the GOJ's medium term fiscal targets. Among the factors taken into account in the rescoping of the individual projects were: (i) existing commitments under the projects, as evidenced by signed contracts; (ii) the number of years the project has been in execution; (iii) capacity of the respective executing agencies; and (iv) activities/components that can be delayed for a possible second phase. Annex 3 provides information on the framework that was used to help determine activities under the individual projects that will not be carried out.
- 2.3 Administration Missions for the Basic and Primary Education Program, as well as the Citizens Security and Justice Program, were carried out in November 2004. As part of the activities, the rescoping proposals and partial cancellation of funds under the respective projects were reviewed and it was confirmed that the achievement of the development objectives for those two projects will not be adversely affected. Based on the outcomes of the missions, work has begun on the retrofitting of the Logical Framework and the PPMRs for the respective projects. In addition, an Administrative Mission for the Parish Infrastructure Development Program (PIDP), carried out in May 2004, considered at that time, the proposal for the rescoping of the project and confirmed that the minimum level of development objectives were likely to be achieved, as the core components of the program - institutional strengthening, policy reforms and capacity building of Parish Councils - will still be carried out. Members of the Project Team are currently involved in the retrofitting of the LogFrame and the PPMR. Administrative Missions for the other projects in the portfolio will be undertaken in the near future in order fine-tune the rescoping proposals and also to complete the retrofitting of the Logical Framework and PPMRs for those projects.

- 3 -

**C On Periods for Disbursement**

- 2.4 Because of the delays experienced in the implementation of projects, resulting principally from the ongoing fiscal constraints, further extensions would be required for a number of projects, not only to allow more time for their implementation but also to fit within the fiscal realities and the projected budgetary allocations over the medium term. Table 2 provides a summary of the extensions that will be required for five of the ongoing projects. Extensions to the other eight projects in the portfolio will be granted as required.

**TABLE 2 Extensions Required**

Loan # / Description	Last Disb. Current Date	Extensions to Date (months)	Extensions to be Granted (months)	Authority
1185/OC-JA : Solid Waste Management Program	23-Mar-05	24	12	Manager
1219/OC-JA : Land Administration & Management Program	05-Jan-05	21	15	Manager
1264/OC-JA: Primary and Basic Education Program III	22-Dec-05	0	36	Manager
1283/OC-JA: Agricultural Support Services Program	21-Feb-05	0	36	Manager
1344/OC-JA: Citizens Security and Justice Program	20-Mar-07	18	18	Manager

**III. Conclusions and Recommendations**

- 3.1 In view of the foregoing and, in keeping with agreement reached during the Portfolio Dialogue and Pre-Programming Mission, the following actions are proposed:

- (i) The Manager approves the rescoping of the individual projects in the portfolio as indicated in Table 1 above and as reflected in the rescoping framework provided in Annex 3.

**Authority:** Pursuant to OA-420 III, D.2 (a), the Manager has the authority to approve "non-substantive changes in the nature and scope of the project."

- (ii) The Manager approves the General Extension to the individual projects as indicated in Table 2 above.

**Authority:** Pursuant to OA-420 III, A.6 (a)(i), authority is vested in the Manager to approve General Extension of 12 months, above the 24 months granted by the Representative.

In keeping with the foregoing, it is therefore hereby recommended that the Manager, in accordance with the authority delegated to him, approves the rescoping of the projects as described in the Models 2 attached, as well as the general extensions to the periods for disbursement, indicated above and as described in the Models 1, attached

- 3.2 Subsequent to the Manager's approval of the rescoping proposals as contained in this memorandum, the Representative will approve the partial cancellations of the individual loans as indicated in Table 1.

- 4 -

**Authority:** Pursuant to OA-420 V. B, the Representative has the authority to approve the partial cancellation of the respective loans.

- 3.3 It is also recommended that the Manager authorize the fielding of Special Missions to undertake the retrofitting of the Log frames and PPMRs for the various projects.
- 3.4 It should be noted that issues related to the reallocation of resources for the Hurricane Ivan reconstruction activities will be dealt with under separate cover.

Approved:	_____	Date:	_____
	Ciro De Falco Manager, RE3		
Concur :	_____	Concur:	_____
	Maximo Jeria Deputy Manager, RE3		Dora Currea Chief, RE3/OD6
Concur:	_____	Concur:	_____
	Alvaro Llosa Chief, RE3/EN3		Juan Manuel Fariña Chief, RE3/SO3
Concur:	_____	Concur:	_____
	Ana Rodriguez-Ortiz Chief, RE3/FI3		LEG/OPR

**Attachments:**

**Annex 1:** Back to Office Report – Jamaica Programming Mission

**Annex 2:** Letter from GOJ

**Annex 3:** Framework used for Rescoping

**Model 1** Modification of Periods - 1185/OC; 1219/OC; 1264/OC; 1283/OC and 1344/OC-JA.

**Model 2:** Amendment of Contracts - 1185/OC; 1197/OC; 1219/OC; 1264/OC; 1283/OC and 1344/OC;  
1360/OC;1363/OC and 1438/OC-JA.-JA.

## AIDE MEMOIRE

### PRIMARY EDUCATION SUPPORT PROJECT (PESP) (Loan 1264/OC-JA)

#### ADMINISTRATIVE MISSION February 21-24, 2006

#### I. MISSION OBJECTIVES

- 1.1 An Administration Mission was conducted in Jamaica from February 21-24, 2006. The IDB team was led by Mrs. Everett Allan (COF/CJA) and included Mrs. Sabine Rieble-Aubourg (RE3/SO3). The objectives of the Mission were: a) to participate with the Ministry of Education, Youth and Culture (MOEYC) and the Planning Institute of Jamaica (PIOJ) in the Annual Review of PESP; and b) review the implementation status of the Technical Cooperation ATN/SF-8183-JA: Strategic Planning for Post Secondary Education, including the progress made by consultants and current plans for using studies to inform the Strategic Plan for the Tertiary Sector.

#### II. MISSION ACTIVITIES

- 2.1 To achieve its objectives, the Mission met with officers of the Ministry of Education, Youth & Culture (MOEYC), the Project Management Unit (PMU), and the Planning Institute of Jamaica (PIOJ). (See Annex I for list of participants).
- 2.2 The Mission wishes to express its appreciation for the support and collaboration given by the officers of the MOEYC and the PESP Project Manager.

#### II. MAIN TOPICS DISCUSSED

##### A. PESP Implementation Status

- 3.1. ***PESP Implementation Status.*** The Mission congratulates MOEYC on the progress made since the last Administrative Mission in November 2004. Examples of achievements made include:
- ***Educational Management Information System (EMIS).***
    - Since August 2005, MOEYC has contracted the MIS Director and three (3) additional staff members responsible for the design and implementation of the MIS system and has provided the required office space to house the new unit. The local area network is in place at the main Heroes Circle campus of MOEYC. It is expected that an EMIS system will be in place by 2008 when the project will end.



- **Professional Development (Pro-D).**
    - In the absence of a structured induction program for new teachers, the MOEYC established a mentorship program to support these inexperienced teachers. To date, the program has 280 trained mentors and has been extended to the secondary level. A mentorship policy has been developed and submitted to Cabinet for approval.
    - The percentage of untrained teachers at the primary level continues to decline (from 20.5 percent in 1999 to 10.4 percent in 2004).
    - 91.3 percent of all principals have successfully participated in the Principal's Diploma Program. As of September 2006, the program will be offered, for the first time, by one of the local teachers' colleges. Plans are now in place for a similar management training program for secondary school principals.
    - The "Professional Development Protocol" has been developed and the planned Professional Development Institute (PDI) is fully conceptualized. Submission is to be made to Cabinet by May 2006 for approval of the PDI, which will be responsible for implementation of the Protocol.
  - **Quality Components** (including Student Assessment Unit, Curriculum Development, Literacy Intervention).
    - Development of a Literacy Strategy and design of a Literacy Model for Grades 1-3 that was launched in November 2005. Literacy materials will be developed to support the Model, which will begin trialing in 30 schools by September 2006.
    - Establishment of a Curriculum Implementation Teams (CIT) at each primary school and training of CITs completed in Region 2.
    - Production of four (4) training videos to support training of CITs and strengthen site-based professional development in respect of the Revised Primary Curriculum.
    - Completion of a multi-grade manual, which is being piloted in 30 schools.
  - **Tertiary Education**
    - A draft Strategic Plan for tertiary education has been developed and a public discussion forum for a wide cross-section of stakeholders is planned for March 2006.
- 3.2. **Civil Works.** Under PESP, MOEYC will extend and partially or completely replace a total of 10 schools, as well as, construct 2 new schools divided into two batches of 6 schools (Phase I, Phase II). All technical work is completed for Phase I schools and for four of the Phase II schools. Construction began at two Phase I schools in January 2006 (Bromley All Age with a capacity for 210 students and Gordon Town with a capacity for 525 students). Tender documents for Phase II schools are at different stages of near completion. MOEYC is in the process completing tender for the remaining school in package 1, phase 1 (Guys Hill Primary), while completing the pre-qualification process for contractors for the remainder of Phase I schools.
- 3.3. **Demonstration Schools.** MOEYC presented the Mission with a revised concept paper for

this initiative, which is intended to create sustainable partnerships between faculty of teachers' colleges and primary school teachers, with the goal of enhancing the capacity of the teacher colleges' to support school-based activities. It is expected that the teams will design and test new teaching and learning methods, subsequently evaluate them, and publish the results, in the form of an academic journal. The Mission indicated its agreement with the updated proposal.

- 3.4. ***Evaluation of the Rationalization of Teachers Colleges:*** MOEYC and the Mission also agreed that the 2006 evaluation of the rationalization of the teachers' colleges would include classroom observations at the colleges, to determine the extent to which faculty model the integrated and constructivist approach in the delivery of the curriculum.
- 3.5. ***Status of Disbursements.*** Currently, the Project has an un-disbursed balance of US\$ 15,499,871 million (of a total of US\$29 million) and an additional US\$ 4 million from the OPEC Fund. The current disbursement expiration date is December 22, 2008. In order to ensure the achievement of the Project's objectives, the Bank reiterates the importance of adequate and timely provision of both budgetary and human resources to allow MOEYC to complete all ongoing and planned activities within the disbursement period.
- 3.6. ***Delays in Disbursements and Harmonization of financial management reports:*** COF/CJA and MOEYC have agreed to commission a short-term consultancy using C and D funds to assist in the: a) elimination of the backlog in disbursements of US\$3 million, b) implementation of the newly acquired accounting system (ACCPAC), and c) definition of common financial reporting formats and financial management procedures between the IDB and the World Bank. It is expected that the results of c) will inform future initiatives.
- 3.7. ***Logical Framework.*** MOEYC and the Mission agreed to accept the logical framework as revised in the PPMR retrofitting and the process monitoring evaluation, which was conducted in November 2005 (see Annex II).

## **B. Post-Secondary Education (ATN/SF-8183-JA).**

- 3.8. The Project Coordinator informed the Mission that MOEYC has received: a) a draft mid-term report from the consulting team evaluating the Technical and Vocational Pilot Project, and b) technical proposals for two additional studies (labor market study, policy and legislative study) to be financed using the TC resources. Given the approval received for the requested extension on February 23, 2006 by the management of Region 3, MOEYC will proceed with the selection and contracting process to ensure that all studies are completed within the extended period.

### ***Next Steps:***

- 3.8. Contract the Consultant for the elimination of the backlog (see 3.6).
- 3.9. The next PESP Administrative Mission is tentatively scheduled to take place in early February 2007.

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Mrs. Maria Jones  
Permanent Secretary  
Ministry of Education, Youth & Culture

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Ms. Barbara Scott  
Director  
External Co-operation Management  
Division  
Planning Institute of Jamaica

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Mrs. Everett Allan  
Chief of Mission  
Inter-American Development Bank

## Appendix 1

Ms. Maria Jones – Permanent Secretary, MOEYC  
Ms. Winsome Miller – Project Economist, PIOJ  
Ms. Jacinth Gordon-Brown - Director of Projects, MOEYC  
Mr. Christopher Gilbert - Director MIS, MOEYC  
Ms. Vilma Blair - ACEO Primary Operations MOEYC  
Mrs. Melody Williams - Snr. Director Human Resource & Administration Division, MOEYC  
Mrs. Jean Scott - Organization & Methods Specialist, PESP  
Mrs. Yvonne Marshall - ACEO Tertiary, MOEYC  
Mrs. Beverley Thompson – Brown ACEO Professional Development Unit  
Mrs. Jackie Cousins - ACEO MSU, MOEYC  
Mr. Donald Clayton - Action Research Officer, PESP  
Mrs. Claudette Carter - ACEO MSU, MOEYC  
Mrs. Dolsie Townsend - Literacy Specialist PESP  
Ms. Barbara Allen – Director of Planning, MOEYC  
Mr. Jasper Lawrence – Deputy Chief Education Officer Operations, MOEYC  
Mr. Philbert Dhyll – Assistant Chief Education Officer, Tertiary, MOEYC  
Mrs. Phyllis Reynolds – Assistant Chief Education Officer, Core Curriculum, MOEYC  
Mrs. Sephlin Myers - Thomas – Assistant Chief Education Officer SAU, MOEYC  
Mrs. Bernie Porter - Training Officer, SAU/ PESP  
Mrs. Allison McCallum - School Support Manager MOEYC  
Mrs. Joy Young - SEO Program Monitoring & Evaluation Unit, MOEYC  
Mr. Carlos Browne - ACEO Program Monitoring & Evaluation Unit, MOEYC  
Mr. Errol Golding – Director, Technical Services Unit, MOEYC  
Mr. Anthony Thomas – Technical Coordinator, Project Management Unit  
Mr. Maurice Young – Project Engineer, Project Management Unit  
Mr. Byron Heslop - Finance Manager, Project Management Unit  
Ms. Jean Hastings – Project Manager, PESP Project Management Unit  
Ms. Barbara Hew - Head Social Sector Projects, Ministry of Finance and Planning (MOFP)  
Ms. Dorothy Williams - Senior Project Officer, MOFP

PESP PROPOSED LOGICAL FRAMEWORK (Revised February 2006)			
NARRATIVE SUMMARY	PERFORMANCE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
<b>GOAL</b>			
To improve the quality and efficiency of the primary education system.	<ul style="list-style-type: none"> <li>An increase of 10% in the Mastery and Near Mastery categories in the 5 sub-scores in Language Arts test and in five sub-scores of the Mathematics third grade Diagnostic Test.</li> </ul>	<ul style="list-style-type: none"> <li>Results of the National Assessment Program</li> <li>Annual reports from the MOEY&amp;C, PIOJ</li> <li>Annual reports of schools</li> <li>Summative Evaluation Report</li> </ul>	<ul style="list-style-type: none"> <li>Effective coordination between MOEY&amp;C and PESP.</li> <li>Sustained participation of all stakeholders.</li> <li>Accountability is enforced.</li> </ul>
<b>PURPOSE</b>			
<p>To improve the performance of primary school students.</p> <p>To increase the efficiency of the resources management in primary education.</p> <p>To achieve greater equity in the delivery of educational services.</p>	<ul style="list-style-type: none"> <li>85% attendance (disaggregated by boys and girls) in primary schools by 2008.</li> <li>Improved access to information related to student performance, physical plants, and budget.</li> <li>ICT and an effective EMIS implemented at the MOEY&amp;C increase efficiency in various areas of management functions: national educational policy, central ministry and regional operational policy,</li> </ul>	<ul style="list-style-type: none"> <li>Baseline Study</li> <li>Results of the National Assessment Program</li> <li>Annual reports from the MOEY&amp;C, and PIOJ</li> <li>Annual reports of schools</li> <li>Formative Evaluation and Project Process Monitoring Reports</li> </ul>	<ul style="list-style-type: none"> <li>No legal and technical barriers adversely affect implementation of recommended strategies.</li> <li>Stakeholders, including MOEY&amp;C personnel, regional offices, schools, Teachers Colleges and the Teachers Union support the reforms and are involved in all</li> </ul>

NARRATIVE SUMMARY	PERFORMANCE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
	procurement, and infrastructure.		<p>stages of project execution.</p> <ul style="list-style-type: none"> <li>• Management training is relevant, tied to school improvement, and to the improvement of management processes that occur with the MOEY&amp;C.</li> </ul>

NARRATIVE SUMMARY	PERFORMANCE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
<p><b>COMPONENT 1: Quality Assurance COMPONENT</b></p> <p>1.1. Revised primary school curriculum implemented.</p> <p>1.2. National Assessment Program aligned with the Revised Primary Curriculum.</p> <p>Pilots-Student Performance in selected schools improved.</p> <p>1.3. Instructional Technology Pilot</p> <p>Literacy Intervention</p> <p>1.4. Integrated Literacy Program implemented.</p> <p>1.5. Teacher performance improved.</p> <p>- Teachers trained to implement the RPC</p> <p>- Mentorship program for beginning teachers implemented.</p> <p>-Professional Development Protocol guides MOEY&amp;C professional development strategy.</p>	<p>1.1.1.75% of teachers utilize the new curriculum and the recommended teaching practices by 2008.</p> <p>1.1.2. 90% of the schools have Curriculum Implementation Teams (CIT) by 2006.</p> <p>1.2.1. Grades 3 and 6 tests aligned with Revised Primary Curriculum by 2007.</p> <p>1.2.2. 60% of primary school teachers conduct continuous assessment by 2008.</p> <p>1.2.3. 60% of the schools have School Based Assessment Coordinators (SBACS).</p> <p>1.2.4. By 2008, 75% of the schools use Grade 1 and 4 results to identify areas where student performance should be improved.</p> <p>1.3.1. The 75 IT pilot schools in the network demonstrate how technology can effectively be integrated into instructional practices by the end of the 2008 school year.</p> <p>1.4.1. 80% of the schools utilize the Literacy program (language,</p>	<ul style="list-style-type: none"> <li>• Classroom observations/evaluation data by CCU.</li> <li>• Formative evaluation reports</li> <li>• Process monitoring reports</li> <li>• Classroom Observation/Evaluations by Education Officers</li> <li>• Summative Evaluation Reports</li> <li>• MOEY&amp;C Reports</li> <li>• Strategic Plan for rationalization and reform of teacher education</li> <li>• Summative evaluation report of the rationalization</li> <li>• Policy document on tertiary education</li> <li>• MOEY&amp;C reports</li> <li>• Process Monitoring reports</li> <li>• Site visits reports on the implementation of the Demonstration Schools Network</li> <li>• Catalogue of best practices</li> <li>• Implementation of best practices reports</li> </ul>	<ul style="list-style-type: none"> <li>• Timely and adequate allocation of funds.</li> <li>• Effective and sustained monitoring of all new measures, strategies and methods by MOEY&amp;C.</li> <li>• Adequate level of institutional capacity within the MOEY&amp;C to support and sustain project outputs.</li> <li>• Critical policy measures concerning maintenance, teacher incentives and certification of teachers implemented by the MOEY&amp;C.</li> <li>• MOEY&amp;C has the technical capability and resources to maintain the EMIS and protect the investments in school facilities and equipment.</li> <li>• There is support</li> </ul>

NARRATIVE SUMMARY	PERFORMANCE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
<p><b>COMPONENT 2: INSTITUTIONAL DEVELOPMENT</b></p> <p>2.1. Educational management capacity strengthened at the MOEY&amp;C and at school level.</p> <p>2.2. Improved attendance in primary schools.</p> <p>2.3. Education Management Information Services (EMIS) improves communication, record-keeping of HR, census data and tracks facilities and</p>	<p>2.1.1. 180 senior and middle managers of the MOEY&amp;C complete management training by 2006.</p> <p>2.1.2. Succession Plan for MOEY&amp;C developed and implemented by 2004.</p> <p>2.1.3. Recommendations of the Panel Inspection Study implemented by 2003.</p> <p>2.1.4. By the end of 2008, 12 Lighthouse schools develop, document, and disseminate to five schools each, best school management practices.</p> <p>2.1.5. 800 school principals complete school management diploma by 2006.</p> <p>2.2.1. Increase of 15% in the 50 targeted schools with the low attendance rates.</p> <p><b><u>2.3.1. EMISConnect on-line by</u></b></p>	<ul style="list-style-type: none"> <li>• MOEY&amp;C Annual Reports</li> <li>• Feedback from schools</li> <li>• Reports of Regional Authorities, Feedback from schools</li> <li>• Schools Annual Reports</li> <li>• Feedback from parents, teachers and students</li> <li>• Formative Evaluation reports and Process Monitoring reports</li> </ul>	



NARRATIVE SUMMARY	PERFORMANCE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
maintenance.	<p><b><u>December 2008.</u></b></p> <p>2.3.2. 75% of the staff trained in the use of EMISConnect by December 2008.</p> <p>2.3.3. Infrastructure database utilized in maintenance works by 2008.</p> <p>2.3.4. 75% of MOEY&amp;C and regional Personnel have desktop access to key personnel, infrastructure, school census and NAP by 2008.</p>		
<p><b>COMPONENT 3: CIVIL WORKS COMPONENT</b></p> <p>3.1. Availability of classroom spaces increased (2 new schools constructed; 3 fully replaced; 3 partly replaced; and four extended).</p>	<p>3.1.1. 4,935 new places created by 2008.</p> <p>3.1.2. 80% of the principals trained on the School-based Maintenance Program by 2008.</p> <p>3.1.3. School-based Maintenance Program implemented by 2008.</p>	<ul style="list-style-type: none"> <li>• MOEY&amp;C reports and tracking of construction</li> <li>• Reports from schools</li> <li>• Site visits to determine level of maintenance</li> </ul>	

### Intermediate Indicators (Benchmarks)

OUTPUTS/RESULTS	Intermediate Indicators (Benchmarks)
<b>PURPOSE</b> <ul style="list-style-type: none"> <li>15% increase in school attendance in primary school by 2008.</li> </ul>	
	<ul style="list-style-type: none"> <li>75 attendance for boys and girls in all primary schools by the end of 2007 school year.</li> </ul>
<b>OUTPUTS</b> <p>1.1.1 75% of teachers utilize the new curriculum and recommended teaching practices by 2005.</p> <p>1.2.3 60% of primary school teachers conduct continuous assessment by 2008 as evidenced by the data included in the SMART system and external classrooms observations.</p> <p>1.3.1 75 IT pilot schools demonstrate how technology can effectively be integrated into instructional practices by the end of 2008 school year.</p> <p>14.1 90% of the school implement the Literacy program (language, experience, and awareness) by 2008.</p> <p>1.5.2 Mentorship program for beginning teachers introduced in 800 primary schools by 2008.</p> <p>1.7.3 Teachers College curricula revised and aligned with the Revised Primary Curricula by 2008.</p> <p>1.75 21 Demonstration Schools have operational links with Teachers Colleges by 2008.</p> <p>2.1.4 By the end of 2008, 12 Lighthouse schools develop,</p>	<ul style="list-style-type: none"> <li>1.1.1 50% of the teachers utilize the new curriculum and the recommended teaching practices by the end of 2006 school year.</li> <li>45% of primary school teachers conduct continuous assessment by the end of 2006 school year as evidenced by the data included in the SMART system and external classroom observations.</li> <li>The 15 IT pilot schools demonstrate how technology can effectively be integrated into instructional practices by the end of the 2006 school year.</li> <li>50% of the primary school implement the Literacy program (language, experience and awareness) by 2007.</li> <li>50% of all beginning teachers paired with a mentor by the end of the 2006 school year.</li> <li>75% of all beginning teachers paired with a mentor by the end of 2007 school year.</li> <li>Teachers College curricula revised by the end of (?) 2007.</li> <li>50% Demonstration School have operational links with Teachers Colleges by 2007.</li> <li>By the end of 2006 12 Lighthouse school develop and document best management practices.</li> </ul>

<p>document, and disseminate to five schools each, best school management practices.</p> <p>3.1.2 80% of the principals trained on the School-based Maintenance Program by 2008.</p> <p>3.1.3 School-based Maintenance Program Implemented by 2008.</p>	<ul style="list-style-type: none"> <li>• By the end of 2006 school year 40% of schools principals trained on the school-based Maintenance Program.</li> <li>• ETT is intervening and establishing mechanisms to put this in place.</li> </ul>
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## Annex VI

(JA0059)

*Primary Education Support Project (PESP) End-of-Project Evaluation*

# Final Report with Analysis

PO-1264/00-JA-CIV  
M&E - Baseline Study - T. Hamilton

## Data Base to Facilitate Performance Management of the Primary Education Support Project (PESP)

*Submitted to:*

**The Ministry of Education,  
Youth & Culture, Jamaica**

*Original tables by:*

**TREVOR HAMILTON AND ASSOCIATES**

International Consultants and Managers

85 Hope Road, Suite 204, Kingston 6, Jamaica, W.I.

October 19, 2001

*Analysis by:*

**Doreen M. Faulkner Ph.D.**

January 2004

The Primary Education Support Project (PESP) began January 2001 and will end December 2005. The Inter-American Development Bank (IDB), The Organization of Petroleum Exporting Countries (OPEC), and the Government of Jamaica are providing funding.

# 1.0 INTRODUCTION

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## 1.1 Scope of Work

The Ministry of Education and Culture (MOE&C) commissioned Trevor Hamilton and Associates to develop the baseline performance indicators and database to facilitate performance management of the Primary Education Support Project (PESP). Based on the objectives and specific targets set out in the PESP, about seventeen categories of performance indicators were identified to evaluate the success of the intervention.

Dr. Faulkner revised these indicators to 14 categories in light of the June 2002 revision of project indicators and a review of the database.

The revised indicators are:

1. Increased levels Literacy.
2. Registration rate among primary school age population increased.
3. Increased school attendance.
4. Increased efficiencies: Proportion of schools with correct Teacher: Pupil ratios increased.
5. Proportion of untrained (pre-trained) teachers in primary grades decreased.
6. Proportion of certified teachers in primary grades increased.
7. Textbook and other materials available and used in all schools.
  - Number and cost of primary text books 1998-99 to 2001-2002.
8. Percentage of schools & teachers using the Revised Primary Curriculum & student centered strategies increased.
9. Time lag between data collection (census, student assessment, supervisory visits) and its general availability to MOEYC units reduced.
10. Percent of schools with active (appointed, trained ) school boards increased.
11. Improved infrastructure and maintenance systems in primary schools and departments.
12. Proportion of MOEYC personnel with desktop access to personnel, census, student performance and other data increased.
13. Proportion of MOEYC persons using intranet for planning, policy development and educational management increased.
14. Increase in number of regional and MOEYC staff with training in management.

## **1.2 Outputs**

Our outputs submitted in this Report provide the database required to measure performance trend in accordance with each indicator set out in section 1.1 above. The database is presented in 17 sets of tables below. Wherever tables have been revised, replaced or summarized the original tables are in Appendix 1 page 37.

Table 1-1AR: The Literacy Test – Grade Four 2000: Number & Percent of Students with Adequate Literacy skills by Region and Sex.

1-1B: The Literacy Test – Grade Four 2000: Number & Percent of students nationally by performance categories.

1-2: Grade Three Diagnostic Test – Language Arts: Percent of students with Pre-literacy and Literacy Skills (Female).

1-3: Grade Three Diagnostic Test – Language Arts: Percent of Students with Pre-literacy and Literacy Skills (Male).

1-4: Difference Between Female and Male Performance in the Mastery Category on each sub-test of the Grade Three Diagnostic Test – Language Arts.

Table 2R: 1998 –1999 Number of Students Registered in Primary Grades 1-6 by Grade, Age, Sex showing the percent of the country population. (Revised)

Table 3-1: Average percentage of students enrolled at the primary grades attending daily by School Type, Parish and Sex.

3-2: Promotion, Repetition and Drop-out Rates by Grade Transition & Sex for the primary grades.

Table 4S: Summary: Number & Percent of Primary Schools with specified ranges of Teacher: Pupil Ratio by Region & Nation

Table 5S: Summary: Percent of Untrained Teachers (No College Degree) at the Primary Grades by Region, Nation and School Type.

Table 6S: Summary: Number & Percent of Certified Teachers at the Primary Grades by Region, Nation and School Type.

Table 7: Percent of Untrained Teachers, (No College Degree) in Primary Schools and Certified 1998 - 2000 by Region and School.

Table 8-1: Untrained Teachers (No College Degree) Certified 1998 –2000: Number of Teachers in the primary grades (1-6) by School, Date Started Teaching, Date of Certification and Number of Years to Qualify.

Table 8-2: Untrained Teachers (No College Degree) Certified 1998 –2000: Average Number of Years to be Certified.

Table 9-1: Stock Levels of Textbooks in Storage by Grade



9-2:	Distribution of Textbook Titles by Grades
Table 10-1:	Number and Cost of Primary Textbooks 1998-99 – 20001- 2002
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Table 13:	Time Lag Between Supervision Visits to School and Availability of Information at Regional Offices and MOE&C.
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Table 15-1:	Number of Active Primary School Boards by Region.
15-2:	Evidence in Support of Active School Boards
Table 16-1:	Number of Site Surveys for Infrastructure and Maintenance – March 2001
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Table 17:	Number, Percent and Location of Primary School Buildings that Present Conditions that Create Obstacles to Learning.

#### **Appendix 1: Tables that were revised or summarized**

Table 1-1:	Percent of Students with Pre-Literacy and Literacy Skills (Pre-test, Post Test)
Table 2:	Percent Primary School Students Registered by: Grade, Age and Gender.
Table 4:	Teacher: Pupil Ratio by School and Region (Primary Schools)
Table 5-1:	Percent of Untrained Teachers (No College Degree) in Primary Education by School and Region – Kingston.
5-2:	Percent of Untrained Teachers (No College Degree) in Primary Education by School and Region – St. Andrew
5-3:	Percent of Untrained Teachers (No College Degree) in Primary Education by School and Region –Port Antonio
5-4:	Percent of Untrained Teachers (No College Degree) in Primary Education by School and Region – Browns Town
5-5:	Percent of Untrained Teachers (No College Degree) in Primary Education by School and Region – Montego Bay
5-6:	Percent of Untrained Teachers (No College Degree) in Primary Education by

School and Region – Mandeville  
5-7: Percent of Untrained Teachers (No College Degree) in Primary Education by  
School and Region – Old Harbour

## **Appendix 2: Summary of Indicators, Definitions and Baseline Situation**

### **1.3 Acknowledgement**

Trevor Hamilton and Associates wishes to put on record its profound appreciation to the Ministry of Education and Culture for its accommodation and assistance.

The following Officers merit special attention:

Mrs. Porter and Staff	-	Student Assessment Unit
Ms. Cheryl Barrett	-	Planning and Development Unit
Mr. Morgan	-	Planning and Development Unit
Mrs. Janet McFarlane-Edwards	-	Planning and Development Unit
Mr. Paul Campbell	-	EMI
Mrs. Claudette Carter	-	Media Services
Mrs. Jacqueline Cousins	-	Media Services
Mrs. Ruth Morris	-	National Council on Education
Mrs. Eulalee Graham Sangster	-	Policy Analysis, Research
Ms. Beverly Thompson	-	Professional Development Unit
Mrs. Phyllis Reynolds	-	Core Curriculum Unit
Mrs. Herma Mead	-	Core Curriculum Unit
Mr. Golding	-	Technical Services
Mrs. Paulette Morgan	-	Human Resource Management and Administration
Dr. Doreen Falconer		

### **1.4 Scope of work for the analysis**

Dr. Faulkner was asked to:

1. Review the document produced by Trevor Hamilton & Associates Limited.
2. Conduct an analysis of the data tables contained in the report, and

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3. Modify the Baseline Data Report with the analysis developed.

Based on the scope of work, a review of the document was undertaken and the Baseline Report has been modified based on the review and the analysis that was undertaken. This analysis interpreted the data in the tables that were presented. In some instances, tables were replaced with more accurate data, and in other instances some of the tables were summarized. These analyses are written at the end of the tables to which they refer.

The indicators and targets that are presented here were obtained from a comparison of the indicators in the Hamilton report and the June 2002 revision of the project indicators and targets. These indicators, definitions, sources and available baseline situation are summarized in Appendix 2.

## 2. THE DATA BASE

### INDICATOR 1: INCREASED LEVELS OF LITERACY

**TARGET:** Two targets have been stated in the school system. 1) In the paper "Education: the way upward 2001" the target set was for 80% of all students who completed Grade 6 to demonstrate full literacy by 2003; 2) The project target is for a 10% increase in the levels of literacy by Dec. 2005 (end of project).

### PREAMBLE

The original table -Table 1-1 (see Appendices) referred to the "Grade Three Literacy Test Results" while presenting details of the Grade Four Literacy Test. Also, the note at the bottom of the page of Table 1-1 mixed up the details of the Grade Three Diagnostic Test and the Grade Four Literacy Test, and was inconsistent with the number of students indicted, namely: N=17,370.

The results of both The Literacy Test – Grade 4 and the Grade Three Diagnostic Test – Language Arts that were administered in 2000 will be used for the baseline data analysis.

### DATA

**Table 1-1A (Revised): The Literacy Test – Grade 4 (2000): Number and Percent of Students with<sup>1</sup>adequate literacy skills by Region, Nation and Sex.**

Region		Male		Female		Total	
		Number sitting	Percent	Number sitting	Percent	Number sitting	Percent
1.	Kingston	5072	39.1	5089	62.3	10,161	50.7
2.	Port Antonio	2447	33.3	2094	59.1	4,541	45.2
3.	Brown's Town	3733	31.5	2501	47.5	6,234	37.9
4.	Montego Bay	4592	38.2	4233	62.6	8,825	49.9
5.	Mandeville	3439	32.9	3124	62.2	6,563	46.9
6.	Old Harbour	8492	36.3	7758	59.7	16,250	47.5
NATIONAL		27,775	35.8	24,799	59.8	52,574	47.1

Source: School Operations preliminary data July 2000.

<sup>1</sup> Adequate is defined as students "not at risk" on The Literacy Test – Grade 4.

**Table 1-1B: The Literacy Test – Grade Four (2000): Number and percent of students nationally by performance categories.**

	At risk		Uncertain		Adequate (Not at Risk)	
	N	%	N	%	N	%
Male	11,464	41.3	6,365	22.9	9,946	35.8
Female	5,241	21.1	4,737	19.1	14,821	59.8
Total	16,705	31.8	11,102	21.1	24,767	47.1

**TABLE 1- 2: PERCENT OF STUDENTS WITH PRE-LITERACY AND LITERACY SKILLS - FEMALE**

*Percentage of students at the Mastery, Near Mastery  
And Non Mastery level in each Sub-Test Category*

*Grade Three Language Diagnostic Test by Sex*

**N=16,064**

SUB-TEST CATEGORY	MASTERY	NEAR MASTERY	NON-MASTERY
Phonics	38.9	47.0	13.9
Structure/Mechanics	47.5	29.1	23.4
Vocabulary	42.8	27.9	29.3
Study Skills	42.5	34.1	23.3
Reading & Listening Comprehension	41.7	30.6	27.6
<b>AVERAGE</b>	<b>42.7</b>	<b>33.77</b>	<b>23.52</b>

**TABLE 1- 3: PERCENT OF STUDENTS WITH PRE-LITERACY AND LITERACY SKILLS - MALE**

*Percentage of students at the Mastery, Near Mastery  
And Non Mastery level in each Sub-Test Category*

*Grade Three Language Diagnostic Test by Sex*

**N=16,511**

SUB-TEST CATEGORY	MASTERY	NEAR MASTERY	NON-MASTERY
Phonics	29.8	49.0	21.2
Structure/Mechanics	28.9	28.7	42.3
Vocabulary	26.8	29.0	44.2
Study Skills	26.5	35.1	38.4
Reading and Listening Comprehension	27.4	32.3	40.3
<b>AVERAGE</b>	<b>27.89</b>	<b>34.83</b>	<b>37.29</b>

## ANALYSIS

1. The students whose data are presented in Table 1-1A Revised: The Literacy Test – Grade 4 (2000) are two years away from the end of primary schooling. From the revised table 1-1A, we note that:
  - a. Fifty –seven point seven percent (57.7%) (47.1% + 10.6%) of the Grade Four cohort are the most likely students to be fully literate by the end of Grade 6. Nationally 47.1% of the students who were ending Grade 4 in 2000 already had adequate Literacy skills. It is expected that approximately another 10.6% (half of the <sup>2</sup>uncertain category – see Table 1-1B) of the Grade 4 students may be close to having adequate literacy skills.
  - b. If we look at the data by sex, 69.3% (59.8 +9.5%) of female students and 47.3% (35.8% +11.5%) of the males, would be the most likely students to be literate at the end of Grade 6. Already, 59.8 %, of the females have adequate literacy skills. This is almost 24% more than the percent of males (35.9%) who already have adequate skills.
  - c. The data presented in Table 1-1A were obtained from the regional officers who collected these data from schools. This data represents close to 94% of the national 2000 enrollment in Grade 4.
  - d. The project target of 10% increase, overall, would mean that the percent of the Grade Four cohort who are projected to have adequate literacy skills by the end of Grade 6 would be 67.7%. This falls short of the national target of 80%.
2. Tables 1-2 & 1-3 do reflect the sub-test categories, structure and number of students for the Grade Three Diagnostic Test – Language Arts. The total number of students is 32,575 (Male 16,511 Female 16,064). Although this total does not reflect the entire cohort of Grade 3 students<sup>2</sup>, it may be correct in light of the rate of return of the data from schools. From these tables we note that:
  - a. The average of the percent of students that mastered individual subtests was 42.7 % for females and 27.9% for males. These averages were computed as the test only gives percent mastery by sub-category.
  - b. If we examine the mastery category, the weakest subtest for females was phonics. The percent of females who mastered each of the five sub-tests ranged by 8.6% from 38.9% (Phonics) to 47.5% (Structure/mechanics).

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<sup>2</sup> This category has students who have mastered 1 or 2 subtests of The Literacy Test – Grade 4. Those who mastered two subtests are estimated to be close to having “adequate Literacy skills”. As disaggregating the group is not possible, the group is evenly divided for this projection.



- c. Using the same mastery category for males, it can be noted that performance was consistently low as the range was 3% from 26.8% (Vocabulary) to 29.8% (Phonics).
- 3. The table below shows the difference in mastery of male and female students on the Grade Three Diagnostic Test. From this data, it can be seen that the difference in performance is consistently in favour of females. The largest differences are seen in the understanding of the structure and mechanics of the English Language, vocabulary and study skills.

**Table 1- 4:** Difference between females and males in the mastery category on each sub-test of the Grade Three Diagnostic Test – Language Arts

Sub-test Category	Percent of students mastering		
	Female	Male	Difference F-M
Phonics	38.9	29.8	9.1
Structure/mechanics	47.5	28.9	18.6
Vocabulary	42.8	26.8	16.0
Study Skills	42.5	26.5	16.0
Reading and Listening Comprehension	41.7	27.4	14.3
Average	42.7	27.89	

- 4. This test for grade three students is based on the 1980 curriculum guides, while The Literacy Test is based on the definition of the literate child that was prepared at the same time that the curriculum for the primary level was being revised. The revised curriculum guides are being implemented on a phased basis and should be completed over three years 2001/02 through 2003/04 school years.

**INDICATOR 2: REGISTRATION RATE AMONG PRIMARY SCHOOL AGE POPULATION INCREASED****TARGET:** No target was set.**PREAMBLE**

This revised Table 2 that is presented below more accurately portrays the total number of students at the primary level of schooling (302,000) than the original Table 2.

**DATA**

**Table 2 Revised:** 1998-99 Number of Students Registered in the primary grades (1-6), by Grade, And Age showing the percent of the country's 1998 population.

AGE	GRADE						No. OF STUDENTS	% OF AGE GROUP POPULATION AT	
	1	2	3	4	5	6		Primary	Secondary
3	107						107	0.2	
4	58	112					170	0.3	
5	1827	203	132				2,162	3.9	
6	40,387	2692	323	140			43,542	78.6	
7	8,079	39,322	2,792	267	125		50,585	100.3	
8	628	9563	38,666	2,820	299	132	52,108	102.4	
9	67	676	10,053	37,690	2,855	357	51,698	102.2	0.5
10	15	97	821	9,796	34,458	2,922	48,109	94.7	2.1
11	3	15	144	1,092	9,226	29,383	39,863	78.0	16.3
12	3	3	21	145	844	11,726	12,742	24.7	67.4
Number of students ages 6 through 12							298,647	82.8	12.3
								95.1	
13	0	0	3	26	92	758	879	1.7	
14	0	1	1	1	14	61	78	.2	
15-16	0	1	0	3	4	6	14		
TOT	51,174	52,683	52,958	51,980	47,917	45,345	302,057		

Source: Jamaica Education Statistics 1998-99, Table 3-11, pg 81; Table 3-7, pg 77; Table 3-5, pg 75

Source: Demographic Statistics 2000 – Statistical Institute of Jamaica updated 1998.



## ANALYSIS

The revised Table 2 shows students registered in Grades 1-6 of primary, all-age and primary & Junior High Schools. The primary level schools by the Code of Regulations (1980) should have students between the ages of 5 years 9 months to 12 years 11 months. Some students however move through at a more rapid pace and so there are children 9 years old to 12 years old also registered in grades 7-10 at the secondary departments or secondary schools.

The 1998 estimated national population of children ages 6 through 12, is three hundred and sixty thousand six hundred and forty-eight (360,648). Of this number, two hundred ninety-eight thousand six hundred forty-seven (298,647), or these eighty-two point eight (82.8) percent are registered at primary schools and departments, and forty-four thousand three hundred eighty-two (44,382) or 12.3 % are registered in secondary schools and departments.

The total percent of the children ages 6 through 12, who are registered in public schools, is 82.8% plus 12.3% or 95.1%. (Other children in this age group may be at Basic schools or Independent Preparatory schools.)

Children who are six years old have the lowest registration rate at the primary schools and departments. Perhaps these children are in Basic schools or Independent Preparatory schools. Further investigation would be needed to ascertain the situation here.

Events such as the use of the Grade Six Achievement Test (GSAT) for placement in secondary schools; and the introduction of the Literacy Test – Grade 4, both beginning in 1999, may affect the movement of students through the primary grades and into the secondary level, sending students to the secondary level at a older age.

The 1998 population data as published in the Demographic Statistics 2000, was used in this analysis as the student data is from the 1998/99 school year and was collected in October 1998.

### INDICATOR 3: INCREASED SCHOOL ATTENDANCE

Indicator 3 A: Average percent of students attending daily in 100 primary schools with the lowest daily percentages increased.

Indicator 3 B: Difference in the average daily attendance between male and female students for the school district pilot schools reduced.

#### TARGETS:

1. The target from *Education: The way upward* (February 2001), for the primary level is an average of 90% average daily attendance by 2005.
2. The PESP project target is to increase the national average daily attendance by 5% by the end of the project – 2005.
3. The PESP target for Indicator 3A is 85%.
4. The PESP target for indicator 3 B is “to zero percent”.

#### DATA

**Table 3 – 1: Average Percent of Students Enrolled at the Primary Grades Attending Daily by School Type, Parish & Sex**

PARISH	PRIMARY			ALL-AGE			PRIMARY & JUNIOR HIGH			TOTAL PRIMARY		
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
Kingston	80	83	82	77	72	75	78	80	79	79	82	81
St. Andrew	84	85	84	74	77	75	79	81	80	82	83	82
St. Thomas	77	79	78	60	65	62	77	73	77	75	77	76
Portland	75	79	77	65	70	67	70	69	70	72	75	73
St. Mary	73	76	75	69	73	71	77	81	79	73	76	75
St. Ann	79	81	80	71	76	73	72	77	74	74	78	76
Trelawny	77	78	77	76	78	77	74	77	75	76	78	77
St. James	82	84	83	67	70	68	77	78	78	77	79	78
Hanover	74	76	75	76	78	77	75	75	75	75	77	76
Westmoreland	72	76	74	68	72	70	64	67	65	70	74	72
St. Elizabeth	73	78	75	66	71	68	74	82	78	71	76	73
Manchester	75	78	77	69	72	70	79	81	80	74	77	76
Clarendon	71	73	72	65	69	67	68	73	71	69	72	70
St. Catherine	78	80	79	70	72	71	74	78	76	76	79	77
<b>TOTAL</b>	<b>77</b>	<b>80</b>	<b>79</b>	<b>69</b>	<b>73</b>	<b>71</b>	<b>76</b>	<b>78</b>	<b>77</b>	<b>75</b>	<b>78</b>	<b>76</b>

Source: MOE&C, Annual Statistical Review, 1998-1999

Note: Some parishes span more than one Region e.g.

St. Thomas is in Region 1 (Kingston) as well as Region 2 (Port Antonio)

St. Mary spans Regions 2 and 3 (Port Antonio and Brown's Town)

## ANALYSIS

Data on attendance are collected in summary form from schools and do not consider overall attendance patterns for each student. An average daily attendance figure of seventy-six percent (76%) for example, means that on the average day 76% of the students who are enrolled are in school. Some days of the week have a higher percent of students attending. Presenting the data in this way masks those students who are not in school for extended periods of time.

Nationally, the average daily attendance in 1998/99 was seventy-six percent (76%). A five percent increase would make the national target by the end of the PESp project in 2005, eighty-one percent (81%).

By sex, nationally, females have a slightly higher average daily attendance rate than males. The percent of females attending on an average day is seventy-eight percent (78%), while for males it is seventy-five percent (75%). This difference is 3% in favour of females.

Looking at the differences in geographical location using Parishes, we see that the Parishes with the highest average percent daily attendance are Kingston (81%) and St. Andrew (82%). No other parishes are over 80%. Clarendon shows the weakest average percent daily attendance at 70%. There are four parishes with under 75% average attendance, namely: Portland (73%), Westmoreland (72%), St. Elizabeth (73%), and Clarendon (70%).

By school-type, nationally, the average percent daily attendance for Primary schools is seventy-nine percent (79%), and for Primary and Junior High Schools is seventy-seven percent (77%). Across all three school types, the All-age schools have the lowest average daily attendance at seventy-one percent (71%). Further, the all-age schools in the parish of St. Thomas have the lowest average daily attendance (62%), with males from this parish averaging sixty percent (60%) daily attendance.

For real improvement in attendance, the parishes to focus on are Clarendon, Portland, Westmoreland, St. Elizabeth, and St. Thomas. The sex to focus on is male and the students to focus on are those in the All-age school population.

## DATA

**TABLE 3-2:** PROMOTION, REPETITION AND DROP-OUT RATES BY GRADE TRANSITION AND SEX FOR THE PRIMARY GRADES.

INTERNAL EFFICIENCY INDICATORS	GRADES 1 -2	GRADES 2-3	GRADES 3-4	GRADES 4-5	GRADES 5-6
Promotion Rates	98.7	98.0	97.3	82.4	95.1
Male	97.6	97.3	96.1	76.6	92.6
Female	99.8	98.7	98.5	88.3	97.6
Repetition Rates	5.7	2.4	2.0	14.0	1.6
Male	7.3	3.2	2.7	19.3	2.0
Female	4.0	1.7	1.3	8.6	1.3
Drop-Out Rates	-4.4	-0.4	0.7	3.6	3.3
Male	-5	-0.5	1.2	4.1	5.5
Female	-3.8	-0.3	0.3	3.1	1.1

**NOTE:** Data collected on "dropouts" are recorded on a national basis. Students may be migrating within and between regions, parishes and schools. Current statistics do not reflect individual student attendance pattern.

Source: MOE&C Annual Statistic Review, 1998-1999

## ANALYSIS

The grade transitions with the highest repetition rates are Grades 1-2 (5.7%), and Grades 4-5 (14.0%). At both these grade transitions, males have higher repetition rates than females.

The high repetition rate at Grades 4-5, that is, fourteen percent (14%) may increase because of the policy that was introduced in 1999 of not automatically promoting students who did not perform on The Literacy Test – Grade Four.

Students are more likely to drop out between Grades 4 and 6. These two transitions from Grades 4 –5 and from Grades 5 –6 have the highest repetition and drop-out rates. Further, males are more likely to drop-out than females.<sup>3</sup> Low school performance and the resulting increase in the frustration level have been identified as two "push" factors that send children onto the streets. Students with low attendance patterns, and low performance levels are most likely to eventually drop-out.

Efforts should be made to track attendance on an individual basis and to create a system of referrals whenever the child's attendance pattern falls below a specified level.

The implementation of an attendance criterion for beneficiaries of social assistance under the Programme for Advancement Through Health & Education (PATH), that is managed by the Ministry of Labour & Social Security, may contribute significantly to increasing the percent of students who are in school on an average day.

<sup>3</sup> Dunn, Leith L. (2001) Jamaica: Situation of Children in Prostitution A Rapid Assessment, ILO/IPEC; Miller, E. (2000) Retaining 12-14 year -old at risk boys in school. Upliftment of Adolescence Project YMCA /USAID.

#### INDICATOR 4: INCREASED EFFICIENCIES – PROPORTION OF SCHOOLS WITH CORRECT PUPIL : TEACHER RATIO INCREASED

##### TARGETS:

- 1) The target from *Education: The way upward, February 2001*, for the schools at the primary level is a ratio of 35:1 by 2003.
- 2) The PESP project target is to standardize pupil : teacher ratios, thus improving the allocation of teachers across schools hence saving US\$5 million dollars in the budget for teachers' salaries.

##### PRE-AMBLE

The table below summarizes Table 4 of the Hamilton report that listed the pupil : teacher ratios for each Primary school. The ratios of the primary departments (Grades 1-6) of the All-age and Primary & Junior High schools were not included. For these departments the enrollment and number of teachers would need to be dis-aggregated from the entire school, and this was not done here.

##### DATA

**Table 4S: Summary : Number and percent of Primary schools with specified ranges of Pupil :  
Teacher Ratios by Region and Nation.**

Region		N of schools	25:1 & under	26:1 to 30:1	31:1 to 35:1	36:1 to 40:1	41:1 & over	Lowest / Highest
1.	Kingston	62 (100%)	11 (18%)	10 (16%)	19 (31%)	15 (24%)	7 (11%)	15:1 / 47:1
2.	Port Antonio	55 (100%)	26 (47.3%)	6 (10.9%)	10 (18.2%)	7 (12.7%)	6 (10.9%)	8:1 / 50:1
3.	Brown's Town	44 (100%)	17 (38.6%)	7 (15.9%)	10 (22.7%)	9 (20.4%)	1 (2.3%)	9:1 / 45:1
4.	Montego Bay	48 (100%)	6 (12.5%)	12 (25%)	13 (27.1%)	13 (27.1%)	4 (8.3%)	6:1 / 48:1
5.	Mandeville	53 (100%)	22 (41.51%)	12 (22.6%)	14 (26.4%)	4 (7.6%)	1 (1.9%)	10:1 / 42:1
6.	Old Harbour	83 (100%)	16 (19.3%)	19 (22.9%)	25 (30.1%)	20 (24.1%)	3 (3.6%)	9:1 / 42:1
<b>National</b>		<b>345 (100%)</b>	<b>98 (28%)</b>	<b>66 (19%)</b>	<b>91 (26%)</b>	<b>68 (20%)</b>	<b>22 (6%)</b>	<b>6:1 / 50:1</b>

**Source & Year:** Not identified in original report. These figures differ from the Education Statistics 1998-99 pg. 20 and so may be more recent.



## ANALYSIS

At the time that the PESP project was prepared and, arising from the KPMG 1999 report, it was estimated that many schools were overstaffed at the pupil : teacher ratio of 42:1 that was in effect in 1999. Further, it was estimated that savings would accrue by regularizing the staffing ratios. Such savings could be reallocated to other area such as maintenance. In fact, two issues have emerged to question the estimated size of the savings.

Firstly, the analysis of the staffing ratios by school type indicated that schools at the primary levels were largely understaffed, while many schools at the secondary level were overstaffed. Overstaffing was more therefore more critical at the Secondary level.

Secondly, the Ministry changed the target pupil : teacher ratio to 35:1 in all primary schools and departments. In this respect, ninety-one (91) primary schools or twenty-six percent (26%) of the primary schools already have ratios that are at or very near below the target ratio. This situation varies by the region, as in some regions many schools are closer to the target than in others.

From Table 4S, we see that:

1. Nationally, twenty-six percent (26 %) of Primary schools have pupil : teacher ratios above the 2001 target, while twenty-six percent (26%) are within the target ratio and forty-seven percent (47%) are currently below the national target pupil : teacher ratio of 35:1. This could indicate overstaffing in approximately forty-seven percent (47%) of the Primary schools. Before a definitive statement can be made however, the size of the school needs to be taken into consideration, as there is also a minimum staffing allocation of teachers for schools with up to 100 pupils.
2. The percent of Primary schools in each region that are at (very close below) the national target of 35:1 are: Region 1 – 31%, Region 2 – 18.2%; Region 3 – 22.7%; Region 4 – 27.1%; Region 5 – 26.4%; and Region 6 – 30.1%. Regions 1, & 6, have the highest proportion of Primary schools that are within the target ratio.
3. The percent of Primary schools in each region that are below the target ratios are: Region 1 – 34%; Region 2 – 58.2 %; Region 3 – 54.5%; Region 4 – 37.5%; Region 5 – 64.1% and Region 6 – 42.2%. Regions 2, 3, 5, and 6 have a higher proportion of schools seemingly overstaffed rather than understaffed.

Further analysis on a school-by-school basis would be needed to determine the actual levels of overstaffing, and to estimate the savings that would accrue, if the situation were to be corrected.

**INDICATOR 5: PROPORTION OF UNTRAINED (PRE-TRAINED) TEACHERS IN PRIMARY GRADES DECREASED.**

**TARGET:** The PESP project target is for a decrease of 5% by 2005. (The actual numbers are estimated to be from 1972 in 1999/2000 to 484 by 2004/2005.)

**PRE-AMBLE**

Tables 5-1 to 5-7 that were originally presented have been moved to the appendices. Table 5 - Summary has replaced these tables in the body of the report. The table below has not counted "Untrained University Graduates" as being in the category of "Untrained (Pre-trained)" teachers.

**DATA**

**Table 5S: Summary: Number & Percent of Untrained Teachers (No College Degrees) at the Primary Grades by Region, Nation and School-type.**

School - type	Region						National
	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	
Primary	18.5	19.0	11.2	16.8	8.8	12.9	14.9
All-age	38	23.6	16.9	28.4	13.5	27	24
Primary & Junior High	20.3	19.1	12.7	12.9	6.6	7.9	13.3
Total Number of teachers	2,299	873	1,232	1,656	1,256	2,917	10,233
Total Number of untrained teachers	488	177	169	329	127	447	1737
Total Percent untrained	21.2	20.3	13.7	19.9	10.1	15.3	16.97

Source & Year: Not identified in original tables 5 -1 though 5 -7. Assumed to be 2000.

**ANALYSIS**

Table 5S shows that there are 10,233 teachers in Grades 1-6 of 792 Primary, All-age, and Primary and Junior High schools island wide. This figure differs from the Education Statistics 1998-99 (9,839) by an additional 394 teachers. However, these additional teachers may represent the number of teachers in Infant Departments that are attached to the schools that were listed in the original report tables from Hamilton & Associates.

Of the number of teachers nationally, Table 5S shows that 16.97% (1,737) are untrained secondary graduates or untrained tertiary graduates (excluding untrained university graduates).

At twenty-four percent (24%) of all the teaching staff being untrained, the Grades 1-6 of All-age schools have the highest proportion of untrained (pre-trained) teachers on staff. Primary & Junior High schools have the least, at thirteen percent (13.3%), of the staff being untrained. While for Primary schools, fourteen point nine percent (14.9%) of the staff, are untrained.

If, however, we look at how the untrained teachers are apportioned across the different school types, we note that of the 1,737 untrained teachers who were identified, 872 (50.2%) are in Primary schools, 638 (36.7%) of these teachers are in All-age schools, and 227 (13.1%) of these teachers are in Primary and Junior High schools. This interpretation seems contrary to the prevailing belief that the untrained (pre-trained) teachers are concentrated in all-age schools.

As the previous paragraph indicated, All-age schools have the highest proportion of untrained teachers among the total staff in these schools. However, in actual numbers of teachers, Primary schools have more untrained teachers than All-age schools. Because there are more teachers on staff in Primary schools (5,800) than in All -Age schools (2,670), untrained teachers are a smaller proportion of the staff in Primary schools.



**INDICATOR 6: PROPORTION OF CERTIFIED TEACHERS IN PRIMARY GRADES INCREASED.**

**TARGET:** The PESP project target is for an increase to 95% by 2005.

**PRE-AMBLE**

The table below was prepared using the listing of number of teachers by schools, that was presented as Tables 5-1 to Tables 5-7 in the original report in order to be consistent with the Table 5S.

**DATA**

**Table 6S: Summary: Number & Percent of Certified Teachers at the Primary Grades by Region, Nation and School-type.**

<b>School - type</b>	<b>Region</b>						<b>National</b>
	<b>Region 1</b>	<b>Region 2</b>	<b>Region 3</b>	<b>Region 4</b>	<b>Region 5</b>	<b>Region 6</b>	
Primary	1255 (80.5%)	408 (80.9%)	519 (88.3%)	671 (82.7%)	514 (90.0%)	1590 (87.0%)	4957 (84.6%)
All-age	168 (61.3%)	177 (76.0%)	416 (82.9%)	388 (71.4%)	396 (86.5%)	479 (72.6%)	2024 (75.8%)
Primary & Junior High	361 (77.3%)	109 (80.5%)	124 (87.3%)	263 (87.1%)	212 (93.4%)	376 (87.6%)	1445 (84.9)
<b>Total Number of Teachers</b>	2,299	873	1,232	1,656	1,256	2,917	<b>10,233</b>
<b>Total Number of Certified Teachers</b>	1784	694	1059	1322	1122	2445	8426
<b>Total Percent Certified Teachers</b>	77.6	79.5	86.0	79.8	89.3	83.8	82.34

Source & Year: Not identified in original Tables 5-1 through 5-7. Assumed to be 2000.

**Table 7:** Percent Of Untrained Teachers, (No College Degree) In Primary Schools and Certified 1998 - 2000, by Region and School

REGION	SCHOOL	UNTRAINED TEACHERS (PRIMARY SCHOOLS) N=970	PERCENT CERTIFIED IN THE LAST THREE YEARS
KINGSTON	Central Branch Holy Family Primary St. Albans Primary St. Anne's Primary Grove Primary Hall's Delight Primary Mico Practicing New Providence Primary St. Theresa's Primary John Mills Primary & Jnr. High Dupont Primary & Infant (2) George Headly Primary (2)	14	1.44
PORT- ANTONIO	NIL	NIL	NIL
BROWN'S TOWN	Murry Mountain All Age (2) Stephney Primary & Junior High (2)	4	.41
MONTEGO BAY	Howard Cooke Primary Mearnsville All Age Mount Herman All Age Savanna-la-mar Primary Bogue All Age	5	.52
MANDEVILLE	Schoolfield All Age Alligator Pond All Age & Infant Plowden All Age Robin'Hall All Age Christiana (Leased) Primary & Infant	6	.62
OLD HARBOUR	James Hill Primary Race Course Primary Salt Savannah Primary & Infant Thompson Town Primary & Infant McNie All Age Cumberland All Age Coffee Piece All Age Crescent Primary & Junior	13	1.34

**TABLE 7: PERCENT OF UNTRAINED TEACHERS, (NO COLLEGE DEGREE) IN PRIMARY SCHOOLS AND CERTIFIED IN THE PAST THREE YEARS, BY REGION AND SCHOOL (CONT'D)**

REGION	SCHOOL	UNTRAINED TEACHERS (PRIMARY SCHOOLS) N=970	PERCENT CERTIFIED IN THE LAST THREE YEARS
	High Friendship Primary Kitson Town All Age McCooks All Age Spring Gardens All Age St. Johns Primary		

*Source: MOE&C, Planning & Development Division, 2001*

**TABLE 8-1: UNTRAINED TEACHERS (NO COLLEGE DEGREE) CERTIFIED 1998 –2000: NUMBER OF TEACHERS BY SCHOOL, DATE BEGAN TEACHING, DATE OF CERTIFICATION & NUMBER OF YEARS TO BE CERTIFIED.**

SCHOOL	TEACHERS	DATE STARTED	DATE OF CERTIFICATION	#YEARS
Central Branch	1	1976	1988	22
Holy Family Primary and Infant	2	1995	1998	3
St. Alban's	3	1993	2000	7
St. Annie's	4	1990	1999	9
Grove Primary	5	1994	1999	5
Halls Delight Primary and Jnr High	6	1994	2000	6
Micro Practicing Primary and Jnr High	7	1977	1998	21
Iris Gelly Primary	8	1977	1998	21
John Mills Primary and Jnr high	9	1973	1999	26
Dupond Primary and Infant	10	1989	1999	10
Dupond Primary and Infant	11	1992	1999	7
George Headley Primary	12	1999	2000	1
George Headley Primary	13	1995	1998	5
Murray Mountain All Age	14	1995	1998	3
Murray Mountain All Age	15	1989	1998	9
Stephanie Primary and Jnr. High	16	1993	2000	7
Stephanie Primary and Jnr. High	17	1990	2000	10
Free Hill All Age	18	1993	1998	5
Cambridge Infant	19	1993	1998	5

SCHOOL	TEACHERS	DATE STARTED	DATE OF CERTIFICATION	#YEARS
Howard Cooke Primary	20	1994	2000	6
Mersnaville All Age	21	1998	1999	1
Mount Herman All Age	22	1989	1998	9
Savanna-la mar Primary	23	1996	1998	2
Bogue All Age	24	1991	1999	8
School field All Age	25	1997	2000	3
Alligator pond All Age and Infant	26	1991	1999	8
Christian (Leased) Primary and Infant	27	1996	2000	4
Plowden All Age	28	1994	1999	6
Robins Hall All Age	29	1987	1999	12
James Hill Primary	30	1992	2000	8
Race Course Primary	31	1995	2000	5
Salt Savannah Primary and Infant	32	1996	2000	4
Thompson Town Primary and Infant	33	1990	1999	9
McNie All Age	34	1994	2000	6
Cumberland All Age	35	1990	1998	8
Coffee Piece All Age	36	1993	1998	5
Crescent Primary and Junior High	37	1995	1999	4
Friendship Primary	38	1992	2000	8
Kitson Town All Age	39	1988	1998	10
McCooks All Age	40	1990	1999	9
Spring Garden All Age	41	1995	2000	5
St. Johns Primary	42	1997	1998	1

*Number of Teachers* 42  
*Total Number of years before certification* 323

## ANALYSIS

Table 6S shows that nationally, in 2000, there were eighty-two point three percent (82.3%) of the teachers at the primary grades and departments who were certified. This varied by region and school-type. Regions 5 – 89.3%, Region 3 – 86%, & Region 6 – 83.8% had the highest proportion of the teachers in the region certified. Primary schools and Primary & Junior High schools have the highest proportion of the teachers certified.

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Tables 7 & 8-1 account for 42 untrained teachers in Primary schools, while in the summary of the Tables 5-1 through Table 5-7 seen in the Table 5S (pg. 18), there were 1,737 untrained teachers (no college degrees) in 792 Primary schools and departments (Grades 1-6).

A summary of the details of the 42 teachers from Tables 7 & 8-1, who were certified during 1998 –2000, is presented below in Table 8-2. This table shows the average number of years that these 42 teachers took in order to complete certification.

**Table 8-2:** Untrained Teachers (no college degrees) certified 1998 – 2000: Average number of years to be certified.

<b>Year began teaching</b>	<b>Number of teachers</b>	<b>Average number of years to certification</b>	<b>Lowest /Highest</b>
1970 -1979	4	22.5	21 / 26
1980 -1989	5	10	9 / 12
1990 - 1999	33	5.6	1 / 10
<b>Total</b>	<b>42</b>	<b>7.69</b>	<b>1 / 26</b>

These untrained teachers took an average of seven point seven (7.7) years to be certified. The group of four older teachers took an average of twenty-two point five (22.5) years to be certified. Teachers who began teaching in 1990 – 1999, took an average of five point six (5.6) years to be certified. However, nine of this group of thirty-three teachers took between 8-10 years to be certified.

The implication for Indicator 6 and the target to move to 95% of the teachers certified by 2005 is that approximately 1,253 (1737 – 484) untrained teachers would have to be certified over the five-year period 2000 to 2005, or would have to have their services terminated, and no new untrained teachers could be hired.

If the trend noted for teachers who were certified between 1998 and 2000 is accurate, the average number of years for teachers to become certified is seven point seven (7.7) years, after they began teaching. Even if we omit the four outliers of the older teachers, the average time of 5.6 years is longer than the five years of the project and further incentives and efforts will be needed to achieve the target for both Indicators 5 & 6.

# **INDICATOR 7: TEXTBOOKS AND OTHER MATERIALS AVAILABLE AND USED IN ALL SCHOOLS**

**TARGET:** The PESP project target is for availability of materials for the 12 Lighthouse schools.

## **PRE-AMBLE**

The data for this indicator is presented in tables 9-1, 9-2 and 10. The availability of textbooks is determined by both the stock levels of books in storage and the ability to purchase books in the future.

## **DATA**

**TABLE 9-1: STOCK LEVELS OF TEXTBOOKS IN \*STORAGE BY GRADE**

Grades	Population	Books in storage	Books in Use	Total	Other Titles in system	Other Titles in storage
One	55,051	115,791	202,737	318,528	6	-
Two	40,503	80,823	183,670	264,493	17	-
Three	49,803	100,856	167,225	268,081	-	3
Four	54,969	86,197	212,693	298,890	-	7
Five	42,680	108,377	192,112	300,489	-	4
Six	45,590	110,033	203,869	313,902	-	8
<b>Grand Totals</b>	<b>288,596</b>	<b>602,077</b>	<b>1,162,306</b>	<b>1,764,383</b>	<b>23</b>	<b>22</b>

*\*Stock levels by schools are not available at this time, except as raw data.*

*Source: MOE&C, Media Services, Caenwood. Assumed to be 2001 data*

**TABLE 9-2: DISTRIBUTION OF TEXT BOOK TITLES BY GRADES**

GRADES	NUMBER OF TITLES
1	7
2	6
3	7
4	11
5	11
6	13
<b>Total Titles</b>	<b>55</b>

*Source: MOE&C, Media Services, Caenwood*



**TABLE 10-1: NUMBER AND COST OF PRIMARY TEXTBOOKS 1998-99-2001-2002**

YEAR	QUANTITY	PRINTING & DISTRIBUTION COST	LICENCE FEES	TOTAL COST
1998-99	1,884,600	\$23,311,114	\$28,527,903	\$51,839,017
1999-2000	1,988,600	\$31,900,000	-\$31,905,200	\$63,805,200
2000-2001	1,054,200	\$23,899,000	\$19,050,350	\$42,949,350
2001-2002	684,735	\$18,004,854	\$13,618,922	\$31,623,776

*Source: MOE&C, Media Services, Caenwood 2001*

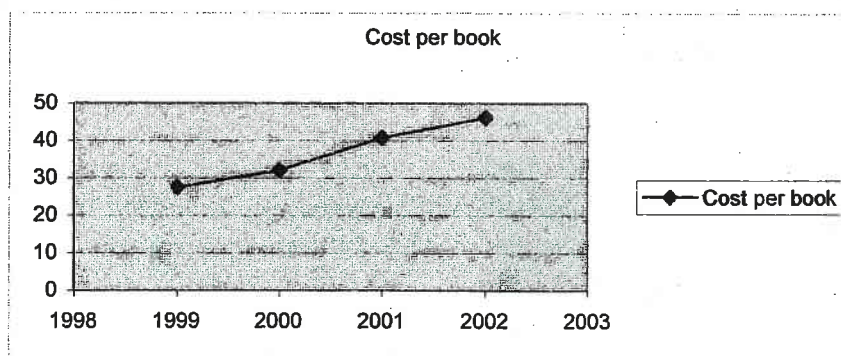
#### ANALYSIS

The table and graph below present an analysis of Table 10 in terms of how the cost of obtaining an adequate supply of textbooks has increased over the years.

**Table 10-2: Summary: Average Cost per book Purchased over Four School Years – 1998 through 2001.**

Year	Quantity	Total Cost (\$)	Cost per book (\$)
1998 - 1999	1,884,600	51,839,017	27.5066
1999 -2000	1,988,600	63,805,200	32.0855
2000 -2001	1,054,200	42,949,350	40.7412
2001 - 2002	684,735	31,623,776	46.1840

The cost per book has steadily increased over the four years 1998 through 2002, as shown on the chart below. The increase in cost per book by 2001 was 67.9% of the cost per book in 1998. This was reflected in the ability to purchase fewer books, although books could have been in stock from previous years.



Another factor that has to be considered here is the suitability of the current textbooks for the Revised Primary Curriculum that is being implemented over the life of this project. The implication is most critical for the integrated texts for Grades 1 –3. The change in textbooks could drive up the costs as initial licence fees and production costs need to be included.

**INDICATOR 8: PROPORTION OF SCHOOLS & TEACHERS USING THE REVISED CURRICULUM AND STUDENT CENTERED STRATEGIES INCREASED.**

**TARGET:** The PESP project target is for all (100%) teachers by 2005.

**PRE-AMBLE**

The data presented in Table 11, are for the 30 schools that piloted the Revised Primary Curriculum between 1995 and 1999. By the beginning of the PESP project in January 2001, these 30 schools, 72 schools on the New Horizon Project and 48 schools on the Jamaica All-age school project were the 150 schools that were trained in the strategies of the Revised Primary Curriculum. These 150 schools represent 18.9% of all schools with primary grades 1 –6.

**DATA**

**TABLE 11: PERCENT OF TEACHERS USING STUDENT CENTERED STRATEGIES FROM THIRTY (30) PILOT SCHOOLS**

NO OF PILOT SCHOOLS	NO. OF SCHOOLS USING STUDENT CENTERED STRATEGIES	PERCENT OF SCHOOLS USING STUDENT CENTERED STRATEGIES
30	23	75%*

**\* Reported by Field Officers**

**Source: MOE&C, Core Curriculum Unit, Caenwood (Assumed year 2001)**

**ANALYSIS**

The data presented for the 30 schools who got intensive training over the three pilot years during the development of the revised curriculum, and who have used the curriculum for a total of five years (1995 through 2000), showed that seventy-five percent (75%) of these schools were actually using the recommended student centered strategies.

The difficulty in getting schools to use these new strategies is further supported by the formative evaluation reports from the New Horizon Project that has worked with 72 schools island-wide in the areas of Literacy & Numeracy.



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The implication here is that while the target of introducing the Revised Primary Curriculum to all schools and all teachers, is likely to be met, the target for all (100%) schools and teachers to be using student centered strategies is not likely to be met, and may be too ambitious.

**INDICATOR 9: TIME LAG BETWEEN DATA COLLECTION (CENSUS, STUDENT ASSESSMENT, SUPERVISORY VISITS/PANEL INSPECTION) AND ITS AVAILABILITY TO MOEYC UNITS REDUCED (IMPROVED EFFICIENCY IN DATA PREPARATION)**

**TARGET:** 1) *Education: The way upward*, February 2001 indicated that the school census data should be available by December 31<sup>st</sup> each year. This gives an approximate time lag of 9 weeks. 2) The PESP project target is for a time lag of 4 months (12 weeks) by 2005.

**PRE-AMBLE**

Tables 12, 13, 14 refer to the time it takes for the census data, the results of the administration of the national tests, and the results of supervisory/panel inspection visits to schools to be generally availability to the Ministry of Education, Youth and Culture units including Regional Offices, and schools. Indicator 9 and related targets only refer to the census data. An improved Educational Management Information System with linkages between Ministry units that has been planned as a part of the PESP project, should affect all three areas noted previously.

The corrected Table 13 is shown below as Table 14 revised. Dates of administration of the national tests reflected on the original table were not correct.

**DATA**

**TABLE 12: AVERAGE TIME LAG BETWEEN CENSUS DATA COLLECTION AND AVAILABILITY OF DATA**

Census Data Collection Date	Date Available	Average Time Lag
October (Second Monday)	End of February	Four & one-half Months (14 weeks)

*Source: MOE&C - Planning and Development Division (Assume year as 2001)*

**TABLE 13: TIME LAG BETWEEN SUPERVISION VISITS TO SCHOOLS AND AVAILABILITY OF INFORMATION AT REGIONAL OFFICES & MOE&C**

NATURE OF VISIT TO SCHOOLS	TIME INFORMATION REACHES REGIONAL OFFICE	TIME INFORMATION REACHES MOE&C	COMMENTS EACH SITUATION IS DEALT WITH ON MERIT. CONSEQUENTLY, THE MOVEMENT OF INFORMATION VARIES.
Special Visits*	2 Days	2 Weeks	*Emergencies (flooding, etc.);
Regular Supervision**	3 Days	3 weeks	**Visit classes; check records; monitor teaching learning situation; attend board meetings etc.

*Source: MOE&C, Region (Year assumed as 2001)*

**Table 14 Revised:** TESTS ADMINISTERED AT THE PRIMARY LEVEL: TIME LAG BETWEEN TEST ADMINISTRATION & AVAILABILITY OF INFORMATION AT MOEYC, REGIONAL OFFICES AND SCHOOLS

Examination	Grade	Date Administered	<sup>4</sup> SAU collects & processes data by:	Availability Time lag		
				MOEYC	Regional Offices	<sup>5</sup> Schools
Grade One Readiness Inventory	1	September - October	January	16 weeks		2 weeks
Grade Three Diagnostic Test	3	June	October	14 weeks		2 weeks
Literacy Test – Grade Four	4	May	September	14 weeks	4 weeks	2 weeks
Grade Six Achievement Test	6	March /April	End of June	12 weeks	12 weeks	12 weeks

Source: Student Assessment Unit

#### ANALYSIS

The target dates for the availability of the census data varied from 9 weeks to 12 weeks as noted before. Table 12 shows that currently the census data is available within 14 weeks. While this may be true of preliminary data from the Planning Unit, however, the experience within the Ministry units is that the published data, usually in print, is not available until approximately 9 months after the census day in October each year.

For the data from supervisory visits, this data is available to a limited number of persons in the time given in Table 13. The table does not include the data from the panel inspections of schools that were also a part of the PESP project.

Table 14 Revised, shows that in general, data from the national testing take on average 14 weeks to collect and process. It is true, however, that for three (3) of the tests, data is available to the schools immediately and to the Regional Offices in a shorter time than it usually takes to collect and process all the data. General availability of the data for all MOEYC units, takes much longer and is not systematic.

Project targets need to be set for the general availability through reports on-line and/or in print of all the data, from the census, national tests, the supervisory visits and Panel Inspection reports.

<sup>4</sup> Student Assessment Unit MOEYC

<sup>5</sup> The schools have the data immediately as the teachers score the Grades 1, 3, & 4 tests.

**INDICATOR 10: PROPORTION OF SCHOOLS WITH APPOINTED, ACTIVE AND TRAINED SCHOOL BOARDS INCREASED**

**TARGET:** The PESP project target is for 800 school board members to be trained.

**PRE-AMBLE**

The tables presented here are for the proportion of active school boards. However, no project targets have been presented for the proportion of schools with appointed and active school boards. School boards are appointed for a period of three years. This makes the training of Board members a continuous process.

**DATA**

**TABLE 15-1: NUMBER OF ACTIVE PRIMARY SCHOOL BOARDS BY REGION**

REGION	NUMBER OF SCHOOL BOARDS	OUTSTANDING NOMINATIONS	PERCENT ACTIVE BOARDS
KINGSTON	60	10	83.3
PORT ANTONIO	55	8	85.5
BROWNS TOWN	43	5	88.4
MONTEGOBAY	48	6	87.5
MANDEVILLE	53	4	92.5
SPANISH TOWN	83	11	86.7
<b>Total</b>	<b>342</b>	<b>44</b>	<b>87.1</b>

*Source: National Council on Education, 2001*

**TABLE 15-2: EVIDENCE IN SUPPORT OF ACTIVE SCHOOL BOARDS**

REGION	SCHOOLS	EXPIRY DATE	REGION	SCHOOL	EXPIRY DATE
KINGSTON N= 10	Rollington Town	07/00	PORT ANTONIO N=8	Mt. Vernon	*
	Denham Town			Lystra	08/01
	Allman Town	02/01		Yallahs.	*
	Iris Jelly	08/01		Grants Pen Pr. & Inf	02/01
	Tarrant	08/01		Ken Wright	*
	Maxfield Park	02/01		Boundbrook	*
	Duhaney Park	*		Fair Prospect	06/00
	Pembroke Hall	*		Mason Hall	03/01
	Golden Spring	06/01			
	Mountain View	08/01			
BROWNS TOWN N=5	Preston Hall	06/96	MONTEGO BAY N= 6	Cambridge	02/01
	Oracabessa	08/01		Roehampton	03/01
	Inverness Pr. & Inf.	08/01		Barracks	12/00
	Mt. Moriah	05/01		Cove	03/01
	Duanvale	03/01		Lucea	08/01
				Grange Hill	*
MANDEVILLE	Park Mt	03/01	SPANISH	James Hill	02/00

REGION	SCHOOLS	EXPIRY DATE	REGION	SCHOOL	EXPIRY DATE
N=4	Slipie Leased	04/01	TOWN  N=11	Kellits	08/97
	Woodlands	02/01		Grateful Hill	*
	Balaclava	08/01		Barnett	09/00
				Ewarton	02/01
				Browns Hall	08/01
				Waterford	08/01
				Moravia	05/01
				Mocho Pr. & Inf.	08/01
				Effortville	08/01
				Richmond	08/01

*Source: National Council on Education, 2001 : \* Data not available*

#### ANALYSIS

Only three hundred and forty-two (342) schools are presented in Table 15-1. This number of schools represents Primary schools and not the primary departments of All-age, and Primary & Junior High Schools.

The percent of Primary schools with active (appointed) school boards is eighty-seven point one percent (87.1%). Of the three hundred and forty-two (342) schools that were indicated in Table 15-1, forty-four (44) schools (12.9%) had outstanding nominations, and so the boards could not have been appointed.

**INDICATOR 11: IMPROVED INFRASTRUCTURE AND MAINTENANCE SYSTEMS IN PRIMARY SCHOOLS AND DEPARTMENTS.**

INDICATOR 11 A: CLASSROOM SPACE INCREASED

TARGET: 4,935 PLACES

INDICATOR 11 B: GOVERNMENT ALLOCATION  
TO SCHOOL MAINTENANCE INCREASED

TARGET: US\$10MILL

INDICATOR 11 C: SCHOOL INVENTORY AND DATABASE  
ESTABLISHED

TARGET: DATA ON ALL SCHOOLS

INDICATOR 11 D: MAINTENANCE PLANS PREPARED AND  
IMPLEMENTED

TARGET: ALL SCHOOLS

INDICATOR 11 E: PROPORTION OF SCHOOL BLUE PRINTS  
CONVERTED TO AUTO CAD SYSTEM  
INCREASED

TARGET: 20%

**PRE-AMBLE**

A number of indicators (June 2002 revision) as indicated above address improving the school infrastructure and maintenance systems. Initial data on many of these are none or zero.

The tables that are presented here, give the number of site surveys that were carried out and the assessment of infrastructure needs in a sample of forty (40) schools.

**DATA**

**TABLE 16-1: NUMBER OF SITE SURVEYS FOR INFRASTRUCTURE AND MAINTENANCE AS AT MARCH 2001**

SCHOOL TYPE	NO. OF SITE SURVEYS
Basic and Infant	7
Primary	82
All Age	73
Total	162

*These 162 surveys were conducted re M.O.E. & C construction, Renovation, Improvement and Repairs.*

**TABLE 16-2: NUMBER OF SITE SURVEYS FOR INFRASTRUCTURE AND MAINTENANCE AS AT APRIL 2001\***

SCHOOL TYPE	NO. OF SITE SURVEYS
Primary	22
All Age	39
Primary and Junior High	1
Infant	3
Total	65

*\*These 65 site surveys were conducted re schedule of contract for the school types in table 16 above. The specific number of surveys per school was not available. Note: The school types above fall under the Commonwealth Debt Initiative Fund #2.*

*Source: MOE&C Technical Section*



**TABLE 17: NUMBER, PERCENT & LOCATION OF PRIMARY SCHOOL BUILDINGS THAT PRESENT CONDITIONS THAT CREATE OBSTACLE TO LEARNING**

*N=40\**

REGION	SCHOOLS	LOCATION	TOTAL	PERCENT
KINGSTON	Clifton All Age School of Hope (Special Education)	St Andrew St. Andrew	2	5.0
PORT ANTONIO	White Hall Primary Bromley Primary	St. Thomas St. Mary	2	5.0
BROWN'S TOWN	St. Georges All Age Brampton All Age Runaway Bay All Age Sturge Town All Age	St. Ann Trelawny St. Ann St. Ann	4	10.0
MANDEVILLE	Bethany All Age Harry Watch All Age Epping Forest All Age Sandy Bank Primary	Manchester Manchester St. Elizabeth St. Elizabeth	4	10.0
OLD HARBOUR	Bailleston	Clarendon	1	2.5

*\*Sample of 40 Primary and All-Age schools used in the survey*

**Source:** MOE&C, "Standards for Primary Education Project", Planning & Development Division, 2001.

#### ANALYSIS

These site surveys in Tables 16-1 & 16-2 were carried out with a total of twenty-eight point seven (28.7%) percent or two hundred and twenty-seven (227 (162 +65)), of the 792 primary level schools and departments, island-wide. No results were given of the findings of the survey.

Of the 40 schools that were surveyed, as shown in Table 17, thirty-two point five (32.5%) or thirteen (13) schools have "conditions that create obstacles to learning". If this proportion is applied to the entire population of 792 Primary, All-age and Primary & Junior High Schools, almost two hundred and fifty-seven (257) schools would have such conditions.

These "conditions that create obstacles to learning" were not described or detailed in the report. We assume that these are from The Standards for Primary Education document that outlined input conditions with sick bays, staff rooms etc. These physical input standards are being used in creating the blueprints and other protocols for the new and refurbished school spaces under the Primary Education Support Project.

**INDICATOR 12: PROPORTION OF MOEYC PERSONNEL THAT HAVE DESKTOP ACCESS TO IMPORTANT PERSONNEL, INFRASTRUCTURE, SCHOOL CENSUS, AND STUDENT PERFORMANCE DATA.**

**TARGET:** The PESP project target is for 70% of all MOEYC personnel by 2005.

**DATA**

The baseline data for this indicator is zero. The intranet has not been established, neither have the relevant databases and linkages been provided so that personnel can have links to all relevant data.

**INDICATOR 13: PROPORTION OF MOEYC PERSONNEL USING THE INTRANET FOR PLANNING POLICY AND EDUCATIONAL MANAGEMENT INCREASED.**

**TARGET:** The PESP project target is 100% by 2005.

**DATA**

The baseline data for this indicator is zero. The intranet has not been established. Currently e-mail addresses have been established for all departments and some data is available through the MOEYC web-site.

**INDICATOR 14: INCREASE IN NUMBER OF MOEYC & REGIONAL STAFF WITH MANAGEMENT TRAINING UNDER PESP PROJECT.**

**TARGET:** The PESP project target is not stated in the annex with the revised indicators.

**DATA:**



## Appendix 1.



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**TABLE 1-1: PERCENT OF STUDENTS WITH PRE-LITERACY AND LITERACY SKILLS**

***Grade Three Literacy Test Results, Distribution of Number of Sub-Test passed***

**PRE-TEST**

**N=17,370**

<b>SUB-TEST CATEGORIES</b>	<b>NUMBER SITTING ONE OR MORE CATEGORIES</b>	<b>PERCENT PASSING</b>
Word Recognition	2,675	15.4
Word Recognition Reading	2,628	15.1
Word Recognition Reading Communication Tasks	7,372	

**POST TEST**

**N=5700\***

Word Recognition	1,916	33.6
Word Recognition Reading	1,416	24.8
Word Recognition Reading Communication Tasks	2,368	41.5

**\* The number of students reporting test results**

**NOTE:**

The Grade Three and Four Diagnostic tests were not designed to test literacy per se.

The main objective of the test is to identify strengths and weaknesses in Language Arts (Literacy). However, one can infer from the pre-test scores (using the sub-test categories) the level of literacy of the subjects.

The information given in tables 2:1 and 2:2 is an overview of the performance of each student and the whole class as well. The tests identify students at greatest need of individual attention. The observation is to be shared with Grade 4, the receiving class

Source: MOE&C, Assessment Unit, 2001

Table 2: Percent of Students Registered in Grades 1- 6 by grade age and Gender as a percent of the total eligible population

AGE	SEX	GRADE						TOTAL	% OF POPULATION
		1	2	3	4	5	6		
3	M	54						54	
	F	53						53	
4	M	32	58					90	
	F	26	54					80	
5	M	1005	73	59				1137	
	F	822	130	73				1025	
6	M	20,225	1429	87	60			21,801	
	F	20,162	1263	236	80			21,741	
7	M	4521	19,538	1499	78	57		25,693	
	F	3558	19,784	1293	189	68		24,892	
8	M	396	5313	19,110	1408	125	69	26,421	
	F	232	4250	19,556	1412	174	63	25,687	
9	M	40	428	5658	18,506	1422	141	26,195	
	F	27	248	4395	19,184	1433	216	25,503	
10	M	8	73	517	5556	16,739	1393	24,286	
	F	7	24	304	4240	17,719	1529	23,823	
11	M	1	7	101	740	5101	14,322	20,272	
	F	2	8	43	352	4125	15,061	19,591	
12	M	3	2	13	105	551	6045	6719	
	F	0	1	8	40	293	5681	6023	
13	M	0	0	3	18	67	428	516	
	F	0	0	0	8	25	330	363	
14	M	0	1	1	1	9	37	49	
	F	0	0	0	0	5	24	29	
15-16	M	0	1	0	1	2	5	9	
	F	0	0	0	2	2	1	5	
TOTAL M		26,285	26,921	27,050	26,473	24,073	22,440	153,242	
TOTAL F		24,889	25,762	25,908	25,507	23,844	22,905	148,815	
GRAND TOTAL		51,174	52,683	52,958	51,980	47,917	45,345	302,057	

Source: Education Statistics 1998-1999 Tables 3-11, pg81; Tables 3-7, pg 77; Tables 3-5, pg75(combined)

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**TABLE 4: TEACHER: PUPIL RATIO REGION AND SCHOOL PRIMARY SCHOOLS**

**REGION: KINGSTON**

Allman Town Primary 28:1	Alpha Primary 39:1	Chetolah Park Primary 20:1
Clan Carty Primary 36:1	Denham Town 26:1	Elleston Primary & Inf. 31:1
Franklyn Town Primary 32:1	Holy Family Pr. 37:1	Jesse Ripole Primary 37:1
N. St. Congregational Pr. 29:1	Ormsby Hall Pr. 40:1	Rolling Town Primary 36:1
St. Alban's Primary 24:1	St. Aloysius Pr. 34:1	St. Andrw Primary 29:1
St. Anne's Primary 25:1	St. Georges Girls 41:1	St. Michael's Primary 17:1

**St. Andrew**

August Town Primary 33:1	Balmagie Pr. 34:1	Drews Ave. Primary 23:1
Duhaney Park Primary 33:1	Dunrobin Pri. 34:1	Dupont Primary 35:1
Excelsior Primary 32:1	George Headly Pr. 35:1	Golden Spring Primary 32:1
Grove Primary 38:1	H.W.T. Primary 38:1	Harbour View Primary 37:1
Hope Va'lly Experimental 26:1	Iris Gelley Pr. 39:1	Jones Town Primary 29:1
Lawrence Tavern Primary 38:1	Maxfield Pk. Pr. 32:1	Mona Heights Primary 32:1
Mount Fletcher Primary 33:1	Mt. View Pri. 45:1	New Providence Primary 31:1
Pembroke Hall Primary 38:1	Rousseau Pri. 33:1	Sea View Gardens Pr. 35:1
St. Benedict's Primary 43:1	St. Francis Pr. 43:1	St. Jude's Primary 45:1
St. Martin de Porres Pr 47:1	St. Patrick's Pr. 42:1	St. Richards Primary 37:1
St. Peter Claver Primary 29:1	Tarrant Primary 33:1	Tavares Garden Primary 21:1
Tower Hill Primary 15:1	Trench Town Pr. 28:1	Unity Primary & Infant 31:1

**St. Thomas**

Airy Castle 30:1	Amity Hall 28:1	Arcadia Primary 18:1
Barking Lodge Primary 19:1	Dalvey Primary 18:1	Dukenfield Primary 38:1
Easington Primary 36:1	Font Hill Primary 16:1	

**REGION: PORT ANTONIO**

**St. Thomas**

Golden Grove Pr. & Inf. 29:1	Grants Pen Pr. Inf 43:1	Hayfield Primary 30:1
Hillside Primary 16:1	Johns Town Pr. 13:1	Lyssons Primary 28:1
Lystra Primary 16:1	Middleton Pri. 35:1	Morant Bay Primary 38:1

**TABLE 4: TEACHER: PUPIL RATIO REGION AND SCHOOL PRIMARY SCHOOLS  
CONT'D**

Mt. Vernon Primary	8:1	Old Pera Pr.	22:1	Pear Tree River Pr. & Inf	15:1
Prospect Primary	20:1	Seafort Primary	37:1	Spring Garden Primary	17:1
Thornton Primary	16:1	Trinityville Pr.	33:1	Whitehall Primary	31:1
White Horss Primary	36:1	Wilmington Pr.	15:1	Winchester Primary	17:1
Yallahs Primary	29:1				

**Portland**

Belle Castle Pr & Inf.	23:1	Birnamwood Pr.	14:1	Boston Primary & Infant	29:1
Boundbrook Pr.	47:1	Bull Bay Primary	35:1	Bybrook Primary	17:1
Charls Town Primary	14:1	Coopers Hill Pr.	19:1	Fair Prospect Primary	29:1
Ken Wrigh Primary	39:1	Norwich Primary	34:1	Orange Bay Primary	36:1
Port Antonio	32:1	Rural Hill Pri.	17:1	Seaside Primary	36:1
Shirley Castle Primary	11:1	Skibo Primary	16:1	Windsor Forest Primary	23:1
Windsor Primary	19:1				

**St. Mary**

Albion Mountain Primary	30:1	Boscobel Prim.	48:1	Derry Primary	15:1
Elliot Primary & Inf.	15:1	Free Hill Pr. & Inf.	48:1	Galina Primary & Infant	41:1
Gayle Primary	50:1	Goshen Primary	32:1	Hillside Primary	32:1
Jacks River Primary	37:1	Marlborough Pri.	21:1	Martin Primary	22:1
Mason Hall Pr.	33:1	May River Pri.	17:1		

**REGION: BROWNS TOWN**

**St. Mary**

Mount Joseph Primary	17:1	Mount Regale Primary	9:1	New Orange Hill Pr & In	21:1
Oracabessa Primary	38:1	Port Maria Primary	34:1	Preston Hill Primary	16:1
Preston Primary	16:1	Richmond Pr. & Inf.	22:1	Robins Bay Primary	28:1
Scotts Hill Primary	21:1	Three Hills Primary	28:1	Trinity Primary	38:1
Water Valley Primary	38:1	Zion Hill Primary	33:1		

**TABLE 4: TEACHER: PUPIL RATIO REGION AND SCHOOL PRIMARY SCHOOLS  
CONT'D**

**St. Ann**

Alva Primary & Infand	26:1	Bethany Primary	33:1	Breadnut Hill	36:1
Browns Town Primary	35:1	Charlton Primary	34:1	Clydesdale Primary	18:1
Fort George Pr. & Inf.	23:1	Inverness Pr. & Inf.	13:1	Jeffreyville Primary	13:1
Lime Hall Primary	35:1	Mount Matiah Pr. & Inf.	38:1	Ocho Rios Primary	35:1
Parry Town Primary	30:1	Priory Primary & Inf.	32:1	Servite Primary	36:1
St. Anns Bay Primary	37:1	Watsonville Primary	18:1		

**Trelawny**

Albert Twn Pr. & Inf.	32:1	Bounty Hall Primary	22:1	Clarks Town Primary	38:1
Duanvale Primary	31:1	Freeman's Hall Pr. & Inf.	25:1	Hamden Primary & Infan	28:1
Primary 45:1		Kinlos Primary	23:1	Spring Garden Pr. & Inf.	23:1
Ulser Spring Primary	29:1	Unity Primary	23:1	Wakefield Primary	37:1
Waldensia Primary	27:1				

**MONTEGO BAY**

**St. James**

Anchovy Primary	39:1	Barraks Rd. Primary	38:1	Bickersteth Pr. & Inf.	31:1
Cambridge Primary	34:1	Cath'ine Hall Pr. & Inf.	33:1	Chetwood Mem. Pr.	37:1
Corinaldi Ave. Primary	44:1	Dumfries Primary	34:1	Howard Cooke Primary	40:1
Maldon Primary	43:1	Niagara Primary	16:1	Roehampton Primary	48:1
Vaghansfield Pr. & Inf.	26:1				

**Hanover**

Church Hill Primary	27:1	Cove Primary	26:1	Esher Primary	34:1
Green Island Primary	35:1	Kendal Primary	28:1	Lucea Primary	38:1
Middlesex Corner Primary	33:1	Mount Peto Primary	32:1	Mount Ward Primary	40:1
Pell River Primary	26:1	Senior Primary & Infant	6:1	St. Simons Primary	27:1

**Westmoreland**

Beaufort Primary	21:1	Broughton Primary	30:1	Chantilly Primary	31:1
Cokes View Primary	32:1	Darliston Primary	29:1	Enfield Primary & Infant	39:1

**TABLE 4: TEACHER: PUPIL RATIO REGION AND SCHOOL PRIMARY SCHOOLS  
CONT'D**

Ferris Primary	38:1	Friendship Primary	22:1	George's Plain Primary	44:1
Grange Hill Primary	34:1	Haddo Prim. & Infant	30:1	Holly Hill Primary & Inf.	28:1
Kings Primary	32:1	Little London Primary	36:1	Moreland Hill Primary	23:1
Paul Island Primary	27:1	Peggy Barry Pr. & Inf.	38:1	Petersfield Primary & Inf.	33:1
Savanna-La-Mar Pr	40:1	Sir Clifford Primary	38:1	St. Pauls Primary	28:1
Townhead Primary	30:1	Unity Primary	40:1		

**REGION: MANDEVILLE**

**St. Elizabeth**

Austin Primary	25:1	Balaclava Primary	39:1	Ballards Valley Primary	32:1
Bigwoods Primary	18:1	Black River Pr. & Inf.	33:1	Brinkley Primary	25:1
Brompton Primary	31:1	Bull Sav. Primary	31:1	Burnt Savannah primary	34:1
Carisbrook Primary	27:1	Crawford Primary	24:1	Fyffes Pen Primary	31:1
Geneva Primary	30:1	Glen Stuart Primary	36:1	Holland Primary	27:1
Hopewell Primary	23:1	Lacovia Primary	38:1	Lalor Primary	10:1
Merrywood Primary	20:1	Morningside Primary	21:1	Mountainside Primary	21:1
Mulgrave Primary	13:1	Newcombe Valley Pri.	17:1	Newton Primary	21:1
Park Mountain Primary	24:1	Pedro Plains Primary	32:1	Retirement Primary	30:1
Roses Valley Primary	20:1	Sandy Bank Primary	33:1	Siloah Primary	42:1
Slip Leased Primary	19:1	Thornton Primary	29:1	Top Hill Primary	28:1
White Hill Primary	10:1				

**MANCHESTER**

Albion Primary	27:1	Bellefield Primary	30:1	Bryce Primary	35:1
Chantilly Primary	24:1	Christiana Leased Pr. & Inf.	35:1	Christiana Pr. & Infant	36:1
Fairfield Primary	21:1	Frankfield Prim. & Infant	28:1	Grove Town Primary	31:1
Marlie Hill Primary	24:1	McIntosh Mem. Primary	34:1	Mile Gully Primary	30:1
Mt. Olivet Primary	27:1	New Broughton Primary	19:1	Porus Primary	35:1
Pratville Primary & Inf.	33:1	Prospect Primary	25:1	Woodlands Primary	21:1
Zion Hill Primary	29:1				



**TABLE 4: TEACHER: PUPIL RATIO REGION AND SCHOOL PRIMARY SCHOOLS  
CONT'D**

**SPANISH TOWN**

**Clarendon**

Alley Primary	34:1	Alston Primary & Inf.	18:1	Anderson Twn. Primary	19:1
Bailleston Primary	24:1	Brixton Hill Pr & Inf.	34:1	Bunkers Hill Primary	23:1
Denbigh Primary	39:1	Effortville Primary	27:1	Elgin Primary	21:1
Frankfield Pr. & Inf.	32:1	Free Town Primary	27:1	Gimme-me-bit Primary	34:1
Hazard Primary	36:1	James Hill Primary	35:1	Kellits Primary	36:1
Kilsyth Primary & Inf.	27:1	May Pen Primary	37:1	Milk River Primary	15:1
Mineral Heights Primary	38:1	Mitchell Town Primary	32:1	Mocho Primary & Inf.	33:1
Moravia Primary	24:1	Morgans Forest Pr. & Inf.	27:1	Mount Airy Primary & Inf.	19:1
Park Hall Primary & Inf.	21:1	Race Course Primary	36:1	Richmond Park Primary	34:1
Ritches Primary	34:1	Salt Savannah Pr. & Inf.	32:1	Sanguinetti Primary	35:1
Scotts Pass Primary & Inf.	35:1	Smithville Primary	33:1	Spaldings Primary	36:1
Thompson Town Primary	40:1	Treadlight Primary	42:1	Tweedside Primary	23:1
Victoria Primary	26:1	Watsonston Primary	29:1	York Town Primary	31:1

**St. Catherine**

Ascot Primary	32:1	Bartons Primary	33:1	Belmont Park Primary	31:1
Bermaddy Primary	30:1	Bonnett Primary	13:1	Bridgeport Primary	34:1
Browns Hall Primary	27:1	Cassava River Pr. & Inf.	29:1	Davis Primary	29:1
Eccleston Primary	21:1	Eltham Park Primary	36:1	Ewarton Primary	40:1
Friendship Primary	38:1	Giblatore Primary	30:1	Good Hope Primary	28:1
Grateful Hill Primary	38:1	Greater Portmore Primary	34:1	Guys Hill Primary	37:1
Homestead Primary	31:1	Jericho Primary	30:1	Kensington	38:1
Marlie Hill Primary	21:1	Marlie Mount Pr. & Inf.	39:1	McAuley Primary	29:1
Mount Nebo Primary	30:1	Mount Rosser Pri. & Inf.	22:1	Naggo Head Primary	42:1
Old Harbour Bay Primary	37:1	Old Harbour Primary	36:1	Orangefield Primary	30:1
Polly Ground Primary	34:1	Port Henderson Primary	30:1	Portsmouth Primary	40:1
Southborough Primary	39:1	Spanish Town Primary	32:1	Springvale Primary	9:1
St. Catherine Primary	38:1	St. Faiths Primary	18:1	St. Johns Primary	35:1
Time and Patience Pri.	28:1	Tulloch Primary	42:1	Wakefield Primary	27:1
Waterford Primary	33:1	York Street Primary	33:1]		



**TABLE 5-1: PERCENT OF UNTRAINED TEACHERS (NO COLLEGE DEGREE) IN  
PRIMARY EDUCATION BY SCHOOL AND REGION**

<b>REGION:</b>	<b>KINGSTON</b>									
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J (%)</b>
<b>PRIMARY</b>										
Allman Town			3		12		15	0	15	-
Alpha		1	9		21		30	1	31	3.2
Chetolah Park		4			5		5	4	9	80.2
St. Andrew		5	2		13		15	5	20	25.0
Elleson & Infant		1	1		15		16	1	17	5.9
Franklyn	2	4	1	1	14		15	6 (4)	22	18.2
Holy Family Primary & Infant	1	10			18		18	11(10)	29	34.5
N.Street Congr'al. Primary		1	1		7		8	1	9	11.1
Rollingtown		5	5		22		27	5	32	15.6
St. Alban's		5	1		9	1	10	6	16	37.5
Jesse Ripoll		1	4		24		28	1	29	3.4
St. Anne's		4	3		13		16	4	20	20.0
St. George's Primary & Infant		1	6		13		19	1	20	5.0
St. Michael's		6	3		4		7	6	13	46.2
Clan Carty		4	3		24		27	4	31	12.9
Denham Town		16	4		22	1	26	17	43	39.5
Ormsby Hall		1			14		14	1	15	6.6
St. Oloysius	1	3	6		30	1	36	5(4)	41	40.0
<b>ALL-AGE</b>										
Boys Town		7	1		5		6	7	13	53.8
Central Branch		3			11	1	11	4	15	26.6
Port Royal All Age & Infant		1			2		2	1	3	33.3
Rennock Lodge		1	1		2		3	1	4	25.0
<b>PRIMARY &amp; JUNIOR HIGH</b>										
Calabar		5	3		21		24	5	29	17.2
Windward Road		7	3		28		31	7	38	18.4
Norman Gardens		7			14	1	14	8	22	36.4

**LEGEND:**

*A=Untrained U. Grad*

*C= Trained U. Grad*

*E=Trained College Grad*

*G=Total Trained Teachers*

*I = Grand Total*

*B=Un-Trained Tertiary Level Grad.*

*D=Trained Instructor*

*F=Un-Trained Sec. Sch. Grad.*

*H=Total Un-Trained Teachers.*

*J = Percent of Untrained Teachers*

**TABLE 5-2: PERCENT OF UNTRAINED TEACHERS (NO COLLEGE DEGREE) IN  
PRIMARY EDUCATION, BY REGION AND SCHOOL**

**REGION: ST. ANDREW**

	A	B	C	D	E	F	G	H	I	J (%)
August Town		6	5		4		9	6	15	40.0
Grove		3	1		2		3	3	6	50.0
Half Way Tree		3	5		28		33	3	36	8.3
Jones Town		7	2		11		13	7	20	35.5
Lawrence Tavern		9	2		20		22	9	31	29.0
Mount Fletcher					13		13	0	13	-
New Providence	1	9	9		32		41	10(9)	51	17.6
Hope Vall'y Exp. Pr. & Infant		3	9		27	1	36	4	40	10.0
Rousseau		6	5		31	1	36	7	43	16.3
St. Benedict's	1	2	3		14		17	3(2)	20	10.0
St. Francis Pr. & Infant		1	8		17		25	1	26	3.8
Tower Hill		2	1		1		2	2	4	50.0
Unity		5			10		10	5	15	33.3
St. Richard's		3	12		14		26	3	29	10.3
Iris Gelley		8	2		18		20	8	28	28.6
Balmagie		13	3		21		24	13	37	13.0
Harbour View			1		30		31	0	31	-
Maxfield Park		7	2		24		26	7	33	21.2
Duhaney Park	3	6	11		54	1	65	10(9)	75	12.0
St. Patrick's		6	4		21		25	6	31	19.3
St. Jude's		12	1		22		23	12	35	34.3
Mountain View		5	3		10	2	13	7	20	35.0
St. Peter Claver	1	3	5		23	1	28	5(4)	33	12.1
Pembroke Hall		2	10		24		34	2	36	5.5
Mona Heights	3	3	5		30	1	35	7(4)	42	9.5
St. Martin de Porres			2		8		10	0	10	-
Tarrant		3	4		23	1	27	4	31	12.9
Drews Ave. Primary & Infant		4	10		4		14	4	18	22.2
Dunrobin		5	10		35		45	5	50	10.0
Trench Town			1		6		7	0	7	-
Excelsior		1	6		23		29	1	30	3.3
Dupont Pr. & Infant	1	8	3	1	26		30	9(8)	39	20.5
Tavares		2	4		8		12	2	14	14.3
George Headley	1	9	8		32		40	10(9)	50	18.0
Golden Spring		1	2		15	1	17	2	19	10.5
Seaview Gardens		17			11		11	17	28	60.7
<b>ALL AGE</b>										
Bito A.A & Infant		1	1				1	1	2	50.0
Bloxborough A.A & Infant					2		2	0	2	-
Bowden Hill		2	1		1		2	2	4	50.0

**TABLE 5-2: PERCENT OF UNTRAINED TEACHERS (NO COLLEGE DEGREE) IN PRIMARY EDUCATION, BY REGION AND SCHOOL CONT'D**

	A	B	C	D	E	F	G	H	I	J (%)
Cavaliers		5	1		1		2	5	7	71.4
Clifton		3			3		3	3	6	50.0
Constitution Hill		2			1	1	1	3	4	75.0
Content Gap		3	1		5		6	3	9	33.3
Craighton					3		3	0	3	-
Essex Hall		2			2		2	2	4	50.0
Friendship Brook		1			2		2	1	3	33.0
Golden Valley A.A & Infant		2			3		3	2	5	40.0
Gordon Town					7		7	0	7	-
Jacks Hill A.A & Infant		1	1		2		3	1	4	25.0
King Weston		4			4		4	4	8	50.0
Mannings Hill		4	1		12		13	4	17	23.5
Mount James		3	1		2		3	3	6	50.0
Padmore		1			1		1	1	2	50.0
Red Hills		3	2		14		16	3	19	15.8
Rock Hall	1	7			9	1	9	9(8)	18	44.4
St. Theresa		4			6		6	4	10	40.0
Somerset A.A & Infant		2					0	2	2	100.0
Westphalia		5					0	5	5	100.0
Whitfield		2			8		8	2	10	20.0
Woodford					3		3	0	3	-
New Gardens A.A & Infant		2			2		2	2	4	50.0
Greenwich	1	5	1		13		14	6(5)	20	25.0
<b>PRIMARY &amp; JUNIOR HIGH</b>										
Allman Hill		3			7		7	3	10	30.0
Brandon Hill		5	2		2		4	5	9	55.0
Cockburn Gardens		4	3		14		17	4	21	19.0
Dallas		5	2	1	11		14	5	19	26.3
Hall's Delight		3			3		3	3	6	50.0
Maverley	1	4	3		9	1	12	6(5)	18	27.7
Mico Practicing		4	12		16		28	4	32	12.5
Shortwood Practicing	3	1	5		16	1	21	5(2)	26	7.7
Seaward		3	9		19		28	3	31	9.7
Stony Hill		7	4		11	1	15	8	23	34.8
Swallowfield		5	4		24	2	28	7	35	20.8
New Day		7	6		29		35	7	42	16.7
Melrose Primary	2	7	1		23		24	9(2)	33	6.0
John Mills		5	2		17		19	5	24	20.8
Balcombe Drive		8	2		6		8	8	16	50.0
	A	B	C	D	E	F	G	H	I	J
Constant Spring		1	4		15		19	1	20	5.0
<b>ST. THOMAS PRIMARY</b>										
Font Hill		1		1	7		8	1	9	11.1

**TABLE 5-2: PERCENT OF UNTRAINED TEACHERS (NO COLLEGE DEGREE) IN PRIMARY EDUCATION, BY REGION AND SCHOOL CONT'D**

	A	B	C	D	E	F	G	H	I	J (%)
Lystra		2	1		2		3	2	5	40.0
Mt. Vernon		2	1		1		2	2	4	50.0
Prospect		3			4		4	3	7	42.8
White Horses		2			6		6	2	8	25.0
Yallahs		12	1		37	1	38	13	51	25.5
Easington		3			4	1	4	4	8	50.0
Grants Pen Pr. & Inf		2	1		5		6	2	8	25.5
	A	B	C	D	E	F	G	H	I	J (%)
<b>ALL AGE</b>										
Aeolus Valley		4			6		6	4	10	40.0
Bethesda		6			3		3	6	9	66.6
Bull Bay		4			6		6	4	10	40.0
Minto		5			5		5	5	10	50.0
Richmond Gap		3			2		2	3	5	60.0
Woburn Lawn		3			2		2	3	5	60.0
Penlyne Castle		-			6		6	0	6	-
<b>PRIMARY &amp; JNR. HIGH</b>										
Cedar Valley		3			10		10	3	13	23.1

Legend:

*A=Untrained U. Grad*

*C=Trained U. Grad*

*E=Trained College Grad*

*G=Total Trained Teachers*

*I = Grand Total*

*B=Un-Trained Tertiary Level Grad.*

*D=Trained Instructor*

*F=Un-Trained Sec. Sch. Grad.*

*H=Total Un-Trained Teachers.*

*J = Percent of Untrained Teachers*

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**TABLE 5-3: PERCENT OF UNTRAINED TEACHERS (NO COLLEGE DEGREE) IN  
PRIMARY EDUCATION BY SCHOOL AND REGION**

**REGION: PORT ANTONIO**

St. Thomas	A	B	C	D	E	F	G	H	I	J(%)
Airy Castle					8		8	0	8	-
Amity Hall Pr. & Inf.		1			4		4	1	5	20.0
Arcadia		1	1		2		3	1	4	25.0
Dalvey		2	1		4		5	2	7	28.6
Duckenfield		5	1		17		18	5	23	21.7
Golden Grove Pr. Inf		1	1		12		13	1	14	7.1
Hayfield		3			1		1	3	4	75.0
Hillside					3	1	3	1	4	25.0
Johns Twn					6		6	0	6	-
Middleton		2			5		5	2	7	28.6
Morant Bay		2	1		24		25	2	27	7.4
Old Pera		2			1		1	2	3	66.6
Pear Tree River Pr. & Inf			1		2	1	3	1	4	25.0
Barking Lodge		3	1		2		3	3	6	50.0
Seaforth		1	1		25		27	1	28	3.6
Thornton		1			3		3	1	4	25.0
Trinityville		3	1		13		14	3	17	17.6
Whitehall		4			5		5	4	9	44.4
Wilmington		4			1	2	1	6	7	85.7
Winchester		1			3		3	1	4	25.0
Spring Garden		1		1	2	1	3	2	5	40.0
Lyssons		2	6		21		27	2	29	6.9
<b>All Age</b>										
Rowlandsfield		1			1		1	1	2	50.0
Johnson Mountain		1			2		2	1	3	33.3
<b>PRIMARY &amp; JUNIOR HIGH</b>										
Bath		2	1		13		14	2	16	12.5
Port Morant		3	1		13	4	14	7	21	33.3

**PORTLAND: PRIMARY SCHOOL**

Belle Castle Pr. & Inf.		1	1		3		4	1	5	20.0
Birnamwood		1			4		4	1	5	20.0
Boston			1		6		7	0	7	-
Buff Bay		5	1		22		23	5	28	17.8
Bybrook					4	1	4	1	5	20.0
Charles Town			1		5		6	0	6	-
Coopers Hill		1			3		3	1	4	25.0
Fair Prospect		3			13		13	3	16	18.7
Norwich		3	2		12		14	3	17	17.6
Port Antonio			1		40		41	0	41	-
Orange Bay					3		3	0	3	-

**TABLE 5-3: PERCENT OF UNTRAINED TEACHERS (NO COLLEGE DEGREE) IN PRIMARY EDUCATION BY SCHOOL AND REGION**

Rural Hill				4		4	0	4	-
Seaside				6		6	0	6	-
Shirley Castle		3		2		2	3	5	60.0
Skibo		1		3		3	3	4	25.0
Windsor		2		3		3	2	5	40.0
Windsor Forest		1		4		4	1	5	20.0
Ken Wright		2	1	12		13	2	15	13.3
Boundbrook		7	3	9		12	7	19	36.8
<b>ALL AGE</b>									
Bellevue		3		2		2	3	5	60.0
Belvedere		3		2		2	3	5	60.0
Black Hill		1		3	1	3	2	5	40.0
Bloomfield		1		3		3	1	4	25.0
Claverty Cottage				3		3	0	3	-
Drapers				10		10	0	10	-
Fairfield			1	3		4	0	4	-
Fruitful Vale			1	7		8	0	8	-
Hope Bay		1	1	12		13	1	14	7.1
Madistone				3		3	0	3	-
Manchioneal		2		11		11	2	13	15.4
Mount Pleasant	1	1		6		6	2(1)	8	12.5
Nonsuch		2		3		3	2	5	40.0
Rock Hall				5		5	0	5	-
St. Margaret's Bay				4		4	0	4	-
Sherwood Forest		1		4		4	1	5	20.0
Spring Bank		1		2		2	1	3	33.0
Tranquility				4		4	0	4	-
Windsor Castle		1	1	11		12	1	13	7.7
Reach		3		1		1	3	4	75.0

**PRIMARY & JUNIOR HIGH**

Avocat		1	1		4		5	1	6	12.5
Cascade		3			2		2	3	5	60.0
Comfort Castle					5		5	0	5	-
Fellowship		3			6		6	3	9	33.3
Moore Town		2			5		5	2	7	28.6
Mount Hermon			1		3		4	0	4	-
<b>ST. MARY</b>										
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>
<b>PRIMARY</b>										
Elliot Primary & Infant		1			2		2	1	3	33.0
Hillside		3	1		11		12	3	15	20.0
Marlborough					4		4	0	4	-
Martin			2		5		7	0	7	-
May River	1	1	1		1		2	2(1)	4	25.0
Mount Josephs		1			2		2	1	3	33.0
Mount Regale		3			1		1	3	4	75.0
New Orange Hill		2			2		2	2	4	50.0
Richmond Primary & Infant		1	1		2		3	1	4	25.0
Robins Bay Primary & Infant					3		3	0	3	-



**TABLE 5-3: PERCENT OF UNTRAINED TEACHERS (NO COLLEGE DEGREE) IN PRIMARY EDUCATION BY SCHOOL AND REGION**

Scotts Hall		4			3		3	4	7	57.0
Water Valley	1				8		8	1(0)	9	-
Zion Hill		3			9		9	3	12	25.0
<b>ALL AGE</b>										
Annotto Bay		2			17	1	17	3	20	15.0
Baxters Mountain		4			1		1	4	5	80.0
Beecham Hill		1			2		2	1	3	33.0
Belfield			3		4		7	0	7	-
Brained		4			1		1	4	5	80.0
Bromley		1			6		6	1	7	14.0
Camberwell		3			1		1	3	4	75.0
Carron Hall		1			7		7	1	8	12.5
Devon Pen					4		4	0	4	-
Epsom					3		3	0	3	-
Jobs Hill		5					0	5	5	100.0
Lewisburgh					3		3	0	3	-
Longroad		2			3		3	2	5	40.0
Mahoe Hill		1			4		4	1	5	20.0
Paisley		3			6		6	3	9	33.3
Rock River		3			1		1	3	4	75.0
Rose Bank		1			2		2	1	3	33.3
Woodside					3		3	0	3	-
<b>PRIMARY &amp; JUNIOR HIGH</b>										
Castleton		4			8		8	4	12	25.0
Clonmel					6		6	0	6	-
Enfield	1	4	1		9		10	5(4)	15	26.7
Highgate					30		30	0	30	-

**Legend:**

*A=Untrained U. Grad*  
*C= Trained U. Grad*  
*E=Trained College Grad*  
*G=Total Trained Teachers*  
*I= Grand Total*

*B=Un-Trained Tertiary Level Grad.*  
*D=Trained Instructor*  
*F=Un-Trained Sec. Sch. Grad.*  
*H=Total Un-Trained Teachers.*  
*J= Percent of Untrained Teachers*

**TABLE 5-4: PERCENT OF UNTRAINED TEACHERS (NO COLLEGE DEGREE) IN  
PRIMARY EDUCATION BY SCHOOL AND REGION**

**REGION: BROWNS TOWN**

<b>ST. MARY</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J (%)</b>
<b>PRIMARY</b>										
Albion Mountain					7		7	0	7	-
Boscobel		2			3		3	2	5	40.0
Derry		1			2		2	1	3	33.3
Free Hill Primary & Infant		2	1		11		12	2	14	14.3
Galina Primary & Infant		2			3		3	2	5	40.0
Gayle		1			7		7	1	8	12.5
Goshen	1	1	2		10		12	2(1)	14	7.1
Jacks River					9		9	0	9	-
Madon Hall					4		4	0	4	-
Oracabessa		6	1		29		30	6	36	16.7
Port Maria		3	1		33		34	3	37	8.1
Preston		2			1		1	2	3	66.6
Preston Hill		1			2		2	1	3	33.3
Three Hills		4			3		3	4	7	57.1
Trinity		2			10		10	2	12	16.7
<b>ALL AGE</b>										
Donnington			1		6		7	0	7	-
Hamstead					5		5	0	5	-
Jeffry Town		2			3		3	2	5	40.0
Labyrinth			1		1		2	0	2	-
Newstead			1		3		4	0	4	-10.0
Ramble			2		7	1	9	1	10	33.3
Wallingford		1			2		2	1	3	33.3
<b>PRIMARY &amp; JUNIOR HIGH</b>										
Jackson		1			2		2	1	3	33.3
Mount Angus		2	2		5		7	2	9	22.2
Retreat		1			19	1	19	3	22	13.6
<b>ST. ANN</b>										
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J (%)</b>
<b>PRIMARY</b>										
Alva Primary and Infant			3		4		7	0	7	-
Bethany		1			10		10	1	11	9.0
Breadnut Hill					7	1	7	1	8	12.5
Browns Town	1		1		44		45	1(0)	46	-
Charlton					17		17	0	17	-

**TABLE 5-4: PERCENT OF UNTRAINED TEACHERS (NO COLLEGE DEGREE) IN PRIMARY EDUCATION BY SCHOOL AND REGION CONT'D)**

Clydesdale			1		3		4	0	4	-
Fort George Primary and Infant		3		1	2		3	3	6	50.0
Jeffreyville					4		4	0	4	-
Lime Hall		1	1		13		14	1	15	6.6
Mt. Moriah Primary and Infant		2	1		6		7	2	9	22.2
Ocho Rios			3		57		60	0	60	-
Priory Primary and Infant		2			13		13	2	15	13.3
St. Ann's			2		46		48	0	48	-
Watsonville		2			4		4	2	6	33.3
Servite		3	2		11		13	3	16	18.7
Inverness					3		3	0	3	-
Parry Town		2			13		13	2	15	13.3
<b>ALL AGE</b>										
Alderton		1			3		3	1	4	25.0
Beecher Town					3		3	0	3	-
Bensonton		3			6		6	3	9	33.3
Bohemia					9		9	0	9	-
Brittonville			2		2		4	0	4	-
Camperdown		3			2		2	3	5	60.0
Cascade		1	1		10	1	11	2	13	15.4
Chalky Hill		1	1		5		6	1	7	14.3
Chester		1			3	1	3	2	5	40.0
Clapham		2			3		3	2	5	40.0
Claremont		1	3		12		15	1	16	6.2
Clarksonville					10		10	0	10	-
Discovery Bay		2	1		10		11	2	13	15.4
Eccleston		2			5		5	2	7	28.6
Epworth		1			3		3	1	4	25.0
Exchange		6	1		15	1	16	7	23	30.4
Gibraltar			1		6		7	0	7	-
Golden Grove		1			14		14	1	15	6.6
Hoolebury		1			10		10	1	11	9.1
Irons Mountain		4			1		1	4	5	80.0
Keith		2	1		6		7	2	9	22.2
Liberty Hall			1		3		4	0	4	-
Lime Tree Gardens A.A & Inf.					3		3	0	3	-
Linton Park		1	1		2		3	1	4	25.0
Lower Buxton					5		5	0	5	-
Madras		1			5		5	1	6	16.6
Mount Waddy		2			3		3	2	5	40.0
Mount Zion					6		6	0	6	-
Murray Mt.		3	1		2		3	3	6	50.0
Philadelphia			1		4		5	0	5	-
Prickly Pole		3			2		2	3	5	60.0
Retirement		2	2				2	2	4	50.0
Runaway Bay		3	4		10		14	3	17	17.6
St. George's		1			8		8	1	9	11.0
Sturge Town		2			1		1	2	3	66.0

**TABLE 5-4: PERCENT OF UNTRAINED TEACHERS (NO COLLEGE DEGREE) IN PRIMARY EDUCATION BY SCHOOL AND REGION CONT'D)**

Turnberry		1			2		2	1	3	33.0
Village		1			1		1	1	2	50.0
Walkerswood		2	2		3		5	2	7	28.6
Waltham					3		3	0	3	-
Waltham Abbey					6		6	0	6	-
Watt Town			1		6		7	0	7	-
York Castle		1	1		2		3	1	4	25.0
Free Hill					4		4	0	4	-
Aboukir			2		4		6	0	6	-
Grants Mountain	1	2			2		2	3(2)	5	40.0
<b>PRIMARY &amp; JUNIOR HIGH</b>										
Bamboo			1		23	1	24	1	25	4.0
Moneague		1	2		12		14	1	15	6.6
Muirhouse		1			6		6	1	7	14.3
Stephney		2			4	1	4	3	7	42.8
Higgins Land			1		5		6	0	6	-
Steer Town		2	2		14		16	2	18	11.1
<b>TRELAWNY</b>										
<b>PRIMARY</b>										
Albert Town Primary & Infant		4			14		14	4	18	22.2
Clarke's Town	1		6		18		24	1(0)	25	-
Duanvale		3			3		3	3	6	50.0
Freeman's Hall Primary & Infant					7		7	0	7	-
Hampden Primary & Infant		4			3		3	4	7	57.0
Hastings		3			6		6	3	9	33.3
Spring Garden Primary & Infant			1		6		7	0	7	-
Ulster Spring		2	1		8		9	2	11	18.1
Unity					5		5	0	5	-
Wakefield		1	3		12	2	15	3	18	16.6
Waldensia					7		7	0	7	-
Kinloss		1	1		2		3	1	4	25.0
Bounty Hall		2			5		5	2	7	28.6
<b>ALL AGE</b>										
Alps All Age & Infant		1	1		1		2	1	3	33.3
Brompton			2		3		5	0	5	-
Duncans All and Infant		6	2		8		10	6	16	37.5
Falmouth		2	2		20		22	2	24	8.3
Wilson's Run		1			3		3	1	4	25.0
First Hill		1	1		8		9	1	10	10.0
Granville		1			18	1	18	2	20	10.0
Refuge					4		4	0	4	-
Rio Bueno		2			2		2	2	4	50.0
Salt Marsh		1			8		8	1	9	11.1
Sawyers					5		5	0	5	-
Stewart Town			1		5		6	0	6	-

**TABLE 5-4: PERCENT OF UNTRAINED TEACHERS (NO COLLEGE DEGREE) IN PRIMARY EDUCATION BY SCHOOL AND REGION CONT'D)**

Troy		1			10		10	1	11	9.0
Wait-A-Bit		1			11	1	11	2	13	15.4
Warsop		1	1		13		14	1	15	6.6
Daniel Town					3	1	3	1	4	25.0
<b>PRIMARY &amp; JUNIOR HIGH</b>										
Bellevue			1		3		4	0	4	-
Lowe River		4	1		21		22	4	26	15.4

**Legend:**  
*A=Untrained U. Grad*  
*C= Trained U. Grad*  
*E=Trained College Grad*  
*G=Total Trained Teachers*  
*I= Grand Total*

*B=Un-Trained Tertiary Level Grad.*  
*D=Trained Instructor*  
*F=Un-Trained Sec. Sch. Grad.*  
*H=Total Un-Trained Teachers.*  
*J= Percent of Untrained Teachers*

**TABLE 5-5: PERCENT OF UNTRAINED TEACHERS (NO COLLEGE DEGREE) IN  
PRIMARY EDUCATION BY SCHOOL AND REGION**

**REGION: MONTEGO BAY**

<b>ST. JAMES</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>(F)*</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J (%)</b>
<b>PRIMARY</b>										
Anchovy		7	1		20	21		7	28	25.0
Bickersteth Primary & Infant		2	1		11	12		2	14	14.3
Cambridge		8	1		16	17		8	25	32.0
Maldon		7			10	10		7	17	41.1
Corinaldi Ave		2	1		44	45		2	47	4.2
Barracks		6	1		38	39		6	45	13.3
Niagara			3		3	16 (1)*		1	7	14.3
Roehampton		7			4	4 (1)*		8	12	66.6
Vaugsfield Primary & Infant	1				8	8		1(0)	9	-
Chetwood Memorial					29	29		0	29	-
Dumfries		3			7	7		3	10	30.0
Cathrine Hall Primary & Infant			5		28	33		0	33	-
Howard Cooke		7	4		23	27		7	34	25.9
<b>ALL AGE</b>										
Adelphi		1			5	5		1	6	16.6
Buckingham					6	6		0	6	-
Chatsworth A.A & Infant		4			3	3		4	7	57.1
Goodwill All Age & Infant		2			3	3		2	5	40.0
Granville		8	1		25	26		8	34	23.5
Irwin Hill		2			1	1		2	3	66.6
John's Hall		4			11	11		4	15	26.6
Lethe		2			6	6		2	8	25.0
Lottery		1			7	7		1	8	12.5
Mount Horeb AA & Primary			2		3	5		0	5	-
Mount Zion					2	2		0	2	-
Orange Hill					3	3		0	3	-
Salter's Hill		2			2	2		2	4	50.0
Salt Spring		2	1		7	8		2	10	20.0
Somerton A. A & Infant		5	1		8	9		5	14	35.7
Springfield		2			14	14		2	16	12.5
Sudbury			2		9	11		0	11	-
Sunderland		2	1		1	2		2	4	50.0
Tower Hill		1			3	3		1	4	25.0
Bogue Hill		3	2		5	7		3	10	30.0
Barrett Town		7	1		9	10		7	17	41.1
<b>PRIMARY &amp; JUNIOR HIGH</b>										
Albion		2			27	27		2	29	6.9
Catadupa		5			10	10		5	15	33.3
Mount Salem		3	5		28	33		3	36	8.3
Garlands			2		7	9		0	9	-
Flankers		4	1		25	26 (1)*		5	31	16.1

**TABLE 5-5: PERCENT OF UNTRAINED TEACHERS (NO COLLEGE DEGREE) IN PRIMARY EDUCATION BY SCHOOL AND REGION (CONT'D)**

Farm			3		28	31 (2)*	2	33	6.0
Glendevon	1	3	1		27	28 (1)*	5	33	15.1

(F)\* Read as Column "F"

<b>HANOVER (PRIMARY)</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>
Church Hill		6			7	1	7	7	14	50.0
Cove		2			5		5	2	7	28.6
Green Island		4			17		17	4	21	19.0
Kendal		4	2		4		6	4	10	40.0
Lucea		10	3		19	1	22	11	33	33.3
Middlesex Corner		1			12		12	1	13	7.6
Mount Peto		6	1		4		5	6	11	66.0
Mount Ward		3	1		6		7	3	10	30.0
Pell River		3			5	1	5	4	9	44.4
St. Simons		1			3		3	1	4	25.0
Senir Primary & Infant		1	1				1	1	2	50.0
Esher	1	5	1		12		13	6(5)	19	26.3
<b>ALL-AGE</b>										
Askenish					7		7	0	7	-
Brownsville			1		3	1	4	1	5	20.0
Cacoon		1			6		6	1	7	14.3
Cacoon Castle					4		4	0	4	-
Cave Valley		6		1	4		5	6	11	54.5
Chambers Pen		2			4		4	2	6	33.3
Chester Castle		5			10		10	5	15	33.3
Claremont		4	1		2		3	4	7	57.1
Clifton		1			5		5	1	6	16.6
Friendship		3			2		2	3	5	60.0
Gurney's Mt.		3			2		2	3	5	60.0
Jericho		1			4		4	1	5	20.0
Maryland			1		6		7	0	7	-
Mount Hannah		1			3		3	1	4	25.0
Pondside		2			4		4	2	6	33.3
Riverside		5			11		11	5	16	31.1
Upper Rock Spring		2	1		1		2	2	4	50.0
Watfors Hill		1			3		3	1	4	25.0
Hillsbrook		3			4		4	3	7	42.8
<b>PRIMARY &amp; JUNIOR HIGH</b>										
Bethel		2	4		27		31	2	33	6.0
Sandy Bay		4			16		16	4	20	20.0
Success		2			4		4	2	6	33.3
<b>WESTMORELAND PRIMARY</b>										
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>
Beaufort					4		4	0	4	-
Broughton	1	2	4		4		4	3(2)	7	28.6



**TABLE 5-5: PERCENT OF UNTRAINED TEACHERS (NO COLLEGE DEGREE) IN PRIMARY EDUCATION BY SCHOOL AND REGION (CONT'D)**

Chantilly		2			4		4	2	6	33.3
Cokes View		1			7		7	1	8	12.5
Darliston		1			5		5	1	6	16.6
Enfield Primary and Infant		2			6		6	2	8	25.0
Ferris	1		1		7		8	1(0)	9	-
Friendship					6		6	0	6	-
George's Plain		1	4		10		14	1	15	6.6
Grange Hill		5	2		38	1	40	6	46	13.0
Haddo Primary and Infant		2			7		7	2	9	22.2
Holly Hill Primary and Infant					8		8	0	8	-
Kings Primary					7		7	0	7	-
Little London		2	1		22		23	2	25	8.0
Moreland					3		3	0	3	-
Paul Island		2	2		1		3	2	5	40.0
Petersfield Primary & Infant		5	1		22		23	5	28	17.8
St. Paul's					8		8	0	8	-
Savanna-la-mar		5	4		41		45	5	50	10.0
Townhead		3			11		11	3	14	21.4
Unity			1		50		51	0	51	-
Sir Clifford		1	1		15		16	1	17	5.8
Peggy Barry Primary and Infant		1	1		6		7	1	8	12.5
<b>ALL-AGE</b>										
Ashton		5			2		2	5	7	71.4
Barneyside		1			4		4	1	5	20.0
Bethel Town		8	2		9		11	8	19	42.1
Blauweare		2			4		4	2	6	33.3
Bluefields		1			5		5	1	6	16.6
Cairn Curran					5		5	0	5	-
Caledonia All-Age and Infant		2			6	1	6	3	9	33.3
Carmel		3			4		4	3	7	42.8
Content		2			2		2	2	4	50.0
Cornwall Mountain		2	1		7		8	2	10	20.0
Dundee		3	1		5	1	6	4	10	40.0
Kew Park All Age and Infant		2			4		4	2	6	33.3
Mearnsville		3			10		10	3	13	23.1
Mount Airy	1	1			7		7	2(1)	9	11.1
Mount Herman		3			3		3	3	6	50.0
Negril		7			6		6	7	13	53.8
New Castle		1	1		2		3	1	4	25.0
New Roads		1			8		8	1	9	11.1
New Works All Age & Infant		1			6		6	1	7	14.3
Porter's Mt.		1			3		3	1	4	25.0
Retrieve		2			3		3	2	5	40.0
Revival		1	1		7	1	8	2	10	20.0
	A	B	C	D	E	F	G	H	I	J(%)
St. Leonard		1	1		3		4	1	5	20.0
Seaford Town		1	1		3		4	1	5	20.0
Scheffield		1	1		11		12	1	13	7.7



**TABLE 5-5: PERCENT OF UNTRAINED TEACHERS (NO COLLEGE DEGREE) IN PRIMARY EDUCATION BY SCHOOL AND REGION (CONT'D)**

Petersville		2	1		5		6	2	8	25.0
Little Bay		1			3		3	1	4	25.0
<b>PRIMARY &amp; JUNIOR HIGH</b>										
Kentucky		2			2	1	2	3	5	60.0
Mount Grace		2		1	11		12	2	14	14.3
New Hope		1	4		19		23	1	24	4.1
Salem		3	1		5		6	3	9	33.3
Strawberry					5		5	0	5	-

**Legend:**  
**A=Untrained U. Grad**  
**C= Trained U. Grad**  
**E=Trained College Grad**  
**G=Total Trained Teachers**  
**I = Grand Total**

**B=Un-Trained Tertiary Level Grad.**  
**D=Trained Instructor**  
**F=Un-Trained Sec. Sch. Grad.**  
**H=Total Un-Trained Teachers.**  
**J = Percent of Untrained Teachers**

**TABLE 5-6: PERCENT OF UNTRAINED TEACHERS (NO COLLEGE DEGREE) IN  
PRIMARY EDUCATION BY SCHOOL AND REGION**

**REGION: MANDEVILLE**

PRIMARY	A	B	C	D	E	F	G	H	I	J(%)
Austin					5		5	0	5	-
Balaclava		2	1		13		14	2	16	12.5
Ballards Valley		1			12		12	1	13	7.7
Barbary Hall		1			6		6	1	7	14.2
Bigwoods			1		3		4	0	4	-
Black River Primary & Infant			3		27		30	0	30	-
Brinkley			1		3		4	0	4	-
Brompton		1	4		7		11	1	12	8.3
Bull Savannah		1			10		10	1	11	9.0
Burnt Savannah		1	1		19		20	1	21	4.7
Carisbrook					6		6	0	6	-
Crawford		2	1		3		4	2	6	33.3
Fyffes Pen		1			6		6	1	7	14.3
Geneva					7		7	0	7	-
Glen Stuart		1			16		16	1	17	5.9
Holland		2	1		4		5	2	7	28.6
Hopewell			1		5		6	0	6	-
Lacovia		5	1		8		9	5	14	35.7
Lalor	1	1	1		3		4	2(1)	6	16.6
Merrywood		1			6		6	1	7	14.3
Morningside		2			6		6	2	8	25.0
Mountainside		1			13		13	1	14	7.1
Mulgrave		1			2		2	1	3	33.3
Newcombe Valley					4			0	4	-
Newton					6		4	0	6	-
Park Mountain			1		5		6	0	6	-
Pedro Plains			1		7		8	0	8	-
Retirement			1		7		8	0	8	-
Roses Valley					4		4	0	4	-
Sandy Bank			2		5		7	0	7	-
Siloah		2			16		16	2	18	11.1
Slipie		1	1		2		3	1	4	25.0
Thornton					7		7	0	7	-
Top Hill		1	1		7		8	1	9	11.1
White Hill		2	1		1		2	2	4	50.0
<b>ALL-AGE</b>										
Marie Cle Memorial					7		7	0	7	-
Fullerswood		2			6		6	2	8	28.6
Beersheba		1	1		4		5	1	6	16.6
Bethlehem All Age & Infant			1		7		8	0	8	-
Bogue		1	1		3		4	1	5	20.0
Braes River		3	1		4		5	3	8	37.5

**TABLE 5-6: PERCENT OF UNTRAINED TEACHERS (NO COLLEGE DEGREE) IN PRIMARY EDUCATION BY SCHOOL AND REGION (CONT'D)**

Clapham			1		6		7	0	7	-
(St. Elizabeth (ctd) All-Age	A	B	C	D	E	F	G	H	I	J(% )
Epping Forest					3		3	0	3	-
Frazer					2		2	0	2	-
Giddy Hall			1		9	1	10	1	11	9.0
Ginger Hill		5		1	4		5	5	10	50.0
Happy Grove		1			5		5	1	6	16.6
Hopeton					3		3	0	3	-
Kilmarnock					5		5	0	5	-
Leeds			1		5		6	0	6	-
Lititz All Age & Infant			1		13		14	0	14	-
Mayfield					16		16	0	16	-
Middle Quarters		1			7		7	1	8	12.5
Mount Osbourne					5		5	0	5	-
Nightengale Grove		1	1		2	1	3	2	5	40.0
Parottee			1		4		5	0	5	-
Pepper		1			10		10	1	11	9.0
Pisgah		3	1		5		6	3	9	33.3
Pondside		1			3		3	1	4	25.0
Quickstep		5			1		1	5	6	83.3
Redbank					9		9	0	9	-
Rose Hall			1		8		9	0	9	-
Russels		2			4		4	2	6	33.6
St. Albans					3		3	0	3	-
St. Mary's					7		7	0	7	-
Schoolfield		1			4		4	1	5	20.0
Springfield		3			4		4	3	7	42.8
Seaview					6		6	0	6	-
Goshen		2	2		7	1	9	3	12	25.0
Warminster		1			2		2	1	3	33.3
PRIMARY & JUNIOR HIGH										
Aberdeen					8		8	0	8	-
Accompong		1			4		4	1	5	20.0
Elderslie			2		5	1	7	1	8	12.5
Nain		1			13		13	1	14	7.1
Santa Cruz		4	2		34		36	4	40	10.0
MANCHESTER										
PRIMARY										
Albion Primary		2	3		8		11	2	13	15.3
Bellefield			2		16		18	0	18	-
Bryce		2			16		16	2	18	11.1
Chantilly			1		5		6	0	6	-
Christiana Pr. Moravian & Inf.		1			32		32	1	33	3.0
Christiana (Leased) Pr. & Inf.		2	2		12		14	2	16	12.5
Fairfield					6		6	0	6	-
Frankfield					7		7	0	7	-

**TABLE 5-6: PERCENT OF UNTRAINED TEACHERS (NO COLLEGE DEGREE) IN PRIMARY EDUCATION BY SCHOOL AND REGION (CONT'D)**

Grove Town			1		13		14	0	14	-
McIntosh Memorial		3	4		16		20	3	23	13.0
Marlie Hill					4		4	0	4	-
Mt. Olivet			1		6		7	0	7	-
New Broughton		1	1		4		5	1	6	16.6
Old England			1		8		9	0	9	-
Porus		6	1		21		22	6	28	21.4
Pratville					10		10	0	10	-
Prospect			1		6		7	0	7	-
Manchester - Primary (ctd)	A	B	C	D	E	F	G	H	I	J(%)
Woodlands					7		7	0	7	-
Zion Hill		1			7		7	1	8	12.5
Mile Gully		2	1		12		13	2	15	13.3
<b>ALL-AGE</b>										
Alligator Pond					6		6	0	6	-
Auctembeddie					3		3	0	3	-
Bethabara			1		16		17	0	17	-
Bethany					9		9	0	9	-
Broadleaf		1			6		6	1	7	14.2
Campbell's Castle		1			5		5	1	6	16.6
Coley Mountain					3		3	0	3	-
Comfort Hall					6	1	6	1	7	14.2
Craighead		3			8		8	3	11	27.2
Devon					7		7	0	7	-
Ebenezer			1		4		5	0	5	-
Ferguson			2		6		8	0	8	-
Harry Watch		2	1		8		9	2	11	18.1
Huntley		1			3		3	1	4	25.0
Kendal					13		13	0	13	-
Medina					3		3	0	3	-
Mizpah					3		3	0	3	-
Nazareth		3			6		6	3	9	33.3
Patrick Town					8		8	0	8	-
Pike		1			8		8	1	9	11.1
Plowden		1	1		6		7	1	8	12.5
Richmond					7		7	0	7	-
Robin's Hall		1			5		5	1	6	16.6
Rose Hill		1			4		4	1	5	20.0
St. Jago		2			3		3	2	5	40.0
St. Pauls					3		3	0	3	-
Snowdon					5		5	0	5	-
Top Hill All Age & Infant		2			1		1	2	3	66.6
Waterloo					3		3	0	3	-
Harmons		1			2		2	1	3	33.3
Somerset					7		7	0	7	-
Ramble		2			1	1	1	3	4	75.0
Victoria Town		1			4		4	1	5	20.0

**TABLE 5-6: PERCENT OF UNTRAINED TEACHERS (NO COLLEGE DEGREE) IN PRIMARY EDUCATION BY SCHOOL AND REGION (CONT'D)**

<b>PRIMARY &amp; JUNIOR HIGH</b>										
Hatfield			4		19		23	0	23	-
Mandeville			11	1	39		51	0	51	-
New Forest Jnr. High & Infant		4		1	24		25	4	29	13.8
New Green		1		1	12		13	1	14	7.1
Villa Road		3	4		28		32	3	35	8.6

**Legend:**  
**A=Untrained U. Grad**  
**C= Trained U. Grad**  
**E=Trained College Grad**  
**G=Total Trained Teachers**  
**I = Grand Total**

**B=Un-Trained Tertiary Level Grad.**  
**D=Trained Instructor**  
**F=Un-Trained Sec. Sch. Grad.**  
**H=Total Un-Trained Teachers.**  
**J = Percent of Untrained Teachers**

**TABLE 5- 7: PERCENT OF UNTRAINED TEACHERS (NO COLLEGE DEGREE) IN  
PRIMARY EDUCATION BY SCHOOL AND REGION**

**REGION: OLD HARBOUR**

CLARENDON	A	B	C	D-	E	F	G	H	I	J(%)
<b>PRIMARY</b>										
Alley					13		13	0	13	-
Alston			3		1		4	0	4	-
Arthurs Seat		7	1				1	7	8	87.5
Bailleson		1	4		5		9	1	10	10.0
Brixton Hill		1	1		7		8	1	9	11.1
Elgin		4			1		1	4	5	80.0
Frankfield Primary & Infant		1	15		16	1	31	2	33	6.0
Free Town		2	1		7		8	2	10	20.0
Gimme-me-bit	1	2			5		5	3(2)	8	25.0
James Hill		8	9		8		17	8	25	32.0
Kellits			2		16		18	0	18	-
Kilsyth		4	6		9		15	4	19	21.0
May Pen		2	8		85		93	2	95	2.1
Milk River					7		7	0	7	-
Mitchell Town					9	1	9	1	10	10.0
Mocho			1		6		7	0	7	-
Moravia		1	1		8		9	1	10	10.0
Mount Airy Primary & Infant		2			2		2	2	4	50.0
Park Hall Primary & Infant		2	1		3		4	2	6	33.3
Race Course		2	3		22		25	2	27	7.4
Richmond Park			7		2		9	0	9	-
Ritches		4	3		2		5	4	9	44.4
Salt Savannah Pr. & Inf.		3			6	1	6	4	10	40.0
Sanguinetti		1	5		2		7	1	8	12.5
Smithville		4			5		5	4	9	44.4
Spaldings	1	2	8		19		27	3(2)	30	6.6
Thompson Town Pr. & Inf.		8			9		9	8	17	47.0
Tweedside					5		5	0	5	-
Victoria		3	2		7		9	3	12	25.0
Watsonson		2	3		24		27	2	29	6.9
Morgan's Forest			3		5		8	0	8	-
Hazard		5	7		12		19	5	24	20.8
York Town		2	1		20		21	2	23	8.7
Scotts Pass Primary & Inf.			1		4		5	0	5	-
Denbigh		4	11		13		24	4	28	14.3
Anderson Town					5		5	0	5	-
Effortville		3	1		11		12	3	15	20.0
Bunkers Hill		3	2		4		6	3	9	33.3
Mineral Heights		4	3		29		32	4	36	11.1
Treadlight			2		10		12	0	12	-

**TABLE 5- 7: PERCENT OF UNTRAINED TEACHERS (NO COLLEGE DEGREE) IN PRIMARY EDUCATION BY SCHOOL AND REGION (CONT'D)**

<b>ALL-AGE</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J(%)</b>
Aenon Town		2	3		10		13	2	15	13.3
Brandon Hill		4		1	11		12	4	16	25.0
Chapleton		3	2		19	1	21	4	25	16.0
Collington		1			3		3	1	4	25.0
Crooked River		2			8		8	2	10	20.0
Gravel Hill		3	1		4		5	3	8	37.5
John Austin		2	3		9		12	2	14	14.3
Johns Hall		1	3		4		7	1	8	12.5
Morgans Pass					5		5	0	5	-
Long Look			1		2		3	0	3	-
Main Ridge		3			2		2	3	5	60.0
Mitchell's Hill		3	2			1	2	4	6	66.0
Mount Carmel		3			3		3	3	6	50.0
Mount Liberty		6			11		11	6	17	35.3
Mount Providence		3			3		3	3	6	50.0
Pindars Valley		2	1		2		3	2	5	40.0
Pleasant Valley		1	1		3		4	1	5	20.0
Portland Cottage		2	1		7		8	2	10	20.0
Prospect		3	2		3		5	3	8	37.5
Red Hills			1		4		5	0	5	-
Rock		1			8		8	1	9	11.1
Rock River		1	1		16		17	1	18	5.5
Rosewell		4	2		1		3	4	7	57.1
Staceyville		3			11		11	3	14	21.4
Toll Gate All-Age & Infant		3			13		13	3	16	18.7
Wood Hall		1	1		6		7	1	8	12.5
Ashley All- Age & Infant		3			7		7	3	10	30.0
Beulah		2			12		12	2	14	14.2
McNie		12	1		16	2	17	14	31	45.1
Trout Hall	1				8		8	1(0)	9	-
Cumberland		1	3		2	2	5	3	8	37.5
Coffee Piece		3			10		10	3	13	23.0
Wanstead Primary & Infant		2			1		1	2	3	66.6
Simon		1	2		3		5	1	6	16.6
Sunbury		1	2		4		6	1	7	14.2
<b>PRIMARY &amp; JUNIOR HIGH</b>										
Crofts Hill		5	2		17		19	5	24	20.8
Cross			2		21		23	0	23	-
Four Paths			9	1	8		18	0	18	-
Garlogie		6	1		5		6	6	12	50.0
Hayes		2	3		31	1	34	3	37	8.1
Leicesterfield			1		5		6	0	6	-
Moores		1			8		8	1	9	11.1
Osbourne Store		1	1		19		20	0	20	-
Green Park		1	1		11	2	14	3	17	17.6
Chandlers Pen		1	5		2		7	1	8	12.5
Rest		1			10		10	1	11	9.0

**TABLE 5- 7: PERCENT OF UNTRAINED TEACHERS (NO COLLEGE DEGREE) IN PRIMARY EDUCATION BY SCHOOL AND REGION (CONT'D)**

<b>ST.CATHERINE</b>									
<b>PRIMARY</b>									
Bartons			4		6		10	0	10 -
Bermaddy		4	2		7		9	4	13 30.7
Bonnett		1	2		4		6	1	7 14.2
Browns Hall		5	2		12		14	5	19 26.3
Cassava River Primary & Infant		3	1		4		5	3	8 37.5
Eccleston		5	1		2		3	5	8 62.5
Ewarton		2	28		9	1	37	3	40 7.5
Friendship	1	6	7		45	2	52	9	61 14.7
Good Hope		2	1		6		7	2	9 22.2
Grateful Hill		7			11		11	7	18 38.8
Gregory Park		3	6		28		34	3	37 8.1
Guys Hill					18		18	0	18 -
Homestead			4		8		12	0	12 -
Jericho		1	1		13		14	1	15 6.6
Marlie Hill		3			5		5	3	8 37.5
Mount Nebo		8	1		10		11	8	19 42.1
Mount Rosser Primary & Infant		3	2		3		5	3	8 37.5
Old Harbour		6	4		46		50	6	56 10.7
Old Harbour Bay		1	1	1	19		21	1	22 4.5
Port Henderson			10		7		17	0	17 -
St. Catherine		6	6		23		29	6	35 17.1
St. Faiths		1	1		5		6	1	7 14.2
Spanish Town		3	17	1	55	1	73	4	77 5.2
Springvale		2			3		3	2	5 40.0
Time and Patience		6	3		3		6	6	12 50.0
Tulloch		5	4		24	1	28	6	34 17.6
Wakefield		2	5		5		10	2	12 16.6
York Street Primary		6			4		4	6	10 60.0
Orangefield Primary		3	4		2		6	3	9 33.3
Bridgeport			24		11	1	35	1	36 2.7
Naggo Head		1	19		23	1	42	2	44 4.5
Waterford		5	5		28		33	5	38 13.1
Giblatore		3	1		6	1	7	4	11 36.3
Polly Ground					8		8	0	8 -
McAuley		6	6		50		56	6	62 9.6
St. Johns		6	11		44		55	6	61 9.8
Davis		1	1		19	1	20	2	22 9.0
Marlie Mount Primary & Infant		4	3		30		33	4	37 10.8
Independence City			8		28	1	36	1	37 2.7
Portsmouth		1	14		16		30	1	31 3.2
Eltham	1	2	6		42		48	3(2)	51 3.9
Southborough		4	7		23		30	4	34 11.7
Greater Portmore		1	11		16		27	1	28 3.6
Belmont Park		3	9		17	1	26	4	30 13.3



**TABLE 5- 7: PERCENT OF UNTRAINED TEACHERS (NO COLLEGE DEGREE) IN PRIMARY EDUCATION BY SCHOOL AND REGION (CONT'D)**

Ascot		1	6		28		34	1	35	2.8
Kensington		1	5		20		25	1	26	3.8
<b>ALL-AGE</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J(%)</b>
Bellas Gate		2	1		6		7	2	9	22.0
Berry Hill All Age & Infant		2	4				4	2	6	33.0
Cedar Valley All Age & Infant		4			3		3	4	7	57.1
Garden Hill All Age		2			5		5	2	7	28.5
Ginger Ridge		2			8		8	2	10	20.0
Guanabola		3	1		1	1	2	4	6	66.6
Hamwalk		1			5		5	1	6	16.6
Harewood		1	2		4		6	1	7	14.2
Hartlands		2			1		1	2	3	66.6
Juan De Bolas		4			4		4	4	8	50.0
Jubilee Town		2			3		3	2	5	40.0
Kentish		2			2		2	2	4	50.0
Kitson Town		4	2		16	1	18	5	23	21.7
Lluidas Vale	1	1	1		6		7	2(1)	9	11.1
Lucky Valley		4			8		8	4	12	33.3
Bois Content		1	1		6		7	1	8	12.5
McCook		3	2		8		10	3	13	23.0
Mount Hermon		4	1		6		7	4	11	36.3
Peer Tree Grove		3			4		4	3	7	42.8
Redwood		3			4		4	3	7	42.8
Rose Hill		2	1		3		4	2	6	33.3
St. Mary's		3	2		11		13	3	16	18.7
Sargeantville		1	2		5		7	1	8	12.5
Seafeld		5			6		6	5	11	45.4
Simon		1	1		1		2	1	3	33.3
Sligoville		4			6		6	4	10	40.0
Spring Gardens		2			10		10	2	12	16.6
Top Hill		5					0	5	5	100.0
Victoria					10		10	0	10	-
Watermount		1	1		6		7	1	8	12.5
New Mount Industry		3			7		7	3	10	30.0
Paul Mountain		3	1		1		2	3	5	60.0
Berwick		2			6		6	2	8	25.0
Tydixon		1			4		4	1	5	20.0
Planters Hall A.A & Infant		1			4		4	1	5	20.0
Tredeggar Park	1	3			9		9	4(3)	13	23.0
Top Jackson		11			2		2	1	3	33.3
<b>PRIMARY &amp; JUNIOR HIGH</b>										
Braeton		2	1		16		17	2	19	10.5
Crescent		4	15		18	4	33	8	41	19.5
Linstead		3	6	1	32		39	3	42	7.1
Mount Moreland		3	1		4		5	3	8	37.5
Point Hill	2	2	1		18		19	4(2)	23	8.6
Troja			1		8		9	0	9	-
White Marl	1	8	1	1	16		18	(8)	27	29.6

**TABLE 5- 7: PERCENT OF UNTRAINED TEACHERS (NO COLLEGE DEGREE) IN PRIMARY EDUCATION BY SCHOOL AND REGION (CONT'D)**

Horizon Park		1	3		21		24	1	25	4.0
Rosemount		1			14	1	14	2	16	12.5
Ensom City			6		27	1	33	1	34	2.9

**Legend:***A=Untrained U. Grad*

*C= Trained U. Grad*

*E=Trained College Grad*

*G=Total Trained Teachers*

*I = Grand Total*

*B=Un-Trained Tertiary Level Grad.*

*D=Trained Instructor*

*F=Un-Trained Sec. Sch. Grad.*

*H=Total Un-Trained Teachers.*

*J = Percent of Untrained Teachers*

**TABLE 6: NUMBER OF CERTIFIED TEACHERS IN PRIMARY SCHOOLS BY PARISH, SEX AND QUALIFICATION**

PARISH	TRAINED U. GRAD		TRAINED COLLEGE GRADUATE		TRAINED INSTRUCTOR		TOTAL TRAINED TEACHERS		
	M	F	M	F	M	F	M	F	TOTAL
Kingston	1	27	20	259	-	1	21	287	308
St. Andrew	12	110	40	638	1	2	53	750	803
St. Thomas	2	11	20	209	1	-	23	220	243
Portland	3	6	19	141	-	-	22	147	169
St. Mary	2	8	25	162	1	-	27	171	198
St. Ann	2	12	16	206	-	-	18	218	236
Trelawny	2	3	8	94	1	-	11	97	108
St. James	4	9	18	208	-	1	23	217	240
Hanover	3	5	6	78	-	1	9	84	93
Westmoreland	-	7	18	248	-	-	18	255	273
St. Elizabeth	6	4	28	227	-	-	43	231	265
Manchester	3	6	16	205	-	1	19	212	231
Clarendon	6	50	34	407	1	-	41	457	498
St. Catherine	16	128	42	676	1	1	59	805	864
<b>Grand Total</b>	<b>62</b>	<b>386</b>	<b>310</b>	<b>3,758</b>	<b>6</b>	<b>7</b>	<b>378</b>	<b>4,151</b>	<b>4,529</b>

*Source: MOE&C, Annual Statistics Review, 1998-1999*



## Appendix 2



## Primary Education Support Project (PESP) (IDB/OPEC/GOJ)

### Summary of Indicators with Baseline Position

Indicator	Definition	Means of computation	Source/ Year	Baseline
1. Increased levels of Literacy.	Percent of students likely to have adequate skills by Grade 6 as measured by The Literacy Test - Grade Four	Number of students in the "not at risk" (highest performing) + one-half of the "uncertain" category divided by the total number of students for whom scores are available.	Student Assessment Unit / School Operations (Reports from schools) Year 2000	Male = 47.3% Female = 69.3% Total = 57.7%  No. of students = 52,574
2. Registration rate among the primary school age population increased.	Percent of students by age, registered in school as a proportion of the age group in the country's population.	Average of the percent of students in the "mastery" category on each sub-test.  Total each age registered in primary schools and departments divided by total of each age group in the population.	Student Assessment Unit (Reports from schools) Year 2000  Statistics Unit MOEYC. - 1998/99  Statistical Institute of Jamaica- 1998 population data	Female = 42.7% Male = 27.9%  No. of students = 32,575
3. Increased school attendance	Daily attendance aggregated across schools	Number of students (males, females, total) present on a given day divided by number of students (males, females total) on roll, times 100	Statistics Unit MOEYC Year 1998/99	Males 75% Females 78% Total 76%
	Promotion, retention; and dropout rates		Statistics Unit MOEYC Year 1998/99	<u>Repetition rates</u> Total lowest 1.6 (Grades 5-6) Total highest 14.0 (Grades 4-5)
4. Increased Efficiencies: proportion of schools with correct Pupil: Teacher ratios increased.	Number of Primary Schools at or close below the desired ratio of 35:1. (31:1 to 35:1)	Number of pupils in Grades 1-6 divided by the number of active teachers in Grades 1-6. Schools are placed in categories based on the computed ratios.	Planning Unit, MOEYC Assumed 2000	<u>Drop-out rates</u> Total 6.9% (Grades 4-6) Number of schools = 255 Percent of schools = 73.7  N = 345 (does not include all-age or Primary & Junior High)
5. Proportion of untrained (pre-trained) teachers in primary	Percent of teachers in primary schools and departments who are	Number of teachers with no Training (Teachers' College Certificate or University Diploma)	Planning Unit MOEYC Assumed Year 2000	No of untrained teachers = 1737 Percent untrained teachers = 16.97

**Primary Education Support Project (PESP) (IDB/OPEC/GOJ)**  
**Summary of Indicators with Baseline Position**

<b>Indicator</b>	<b>Definition</b>	<b>Means of computation</b>	<b>Source/ Year</b>	<b>Baseline</b>
grades decreased.	untrained teachers (no college degrees).	in primary schools & departments divided by the total number of teachers in these schools; times 100.		
6. Proportion of certified teachers in primary grades increased.	Percent of teachers in primary schools and departments who are certified.	Number of certified teachers in primary schools & departments divided by the total number of teachers in these schools; times 100	Planning Unit MOEYC Assumed year 2000	No. of trained (certified) teachers = 8,426  Percent certified teachers = 82.34
	Average time lag between date started teaching and date of certification for teachers who were certified between 1998 – 2000.	Date of certification (year) minus date started teaching (year) divided by the number of teachers who were certified between 1998 – 2000 (last three years)	Planning Unit MOEYC Year 2001	Average time = 7.69 years  Lowest -- 1 year Highest - 26 years.
7. Textbooks and other materials available and used in all schools.	Total number of books available in 2001	Total number of books in storage and in use in Grades 1 through 6	Media Services Unit Assumed year 2001	Total = 1,764,383
	Average cost per book purchased by year.	Quantity of books purchased in each year divided by the Total cost (Printing & distribution + License Fees)	Media Services Unit, MOEYC, Caenwood Year 2001	Cost per book 2001 – 2002 = \$46.18 Cost per book increasing over past four years.
8. Proportion of schools and teachers using the Revised Primary Curriculum and student centred strategies increased	Percent of schools using the Revised Primary Curriculum.	Number of primary schools and departments in which teachers have been trained and guides distributed divided by total number of primary schools and departments in the country.	New Horizon Project Curriculum pilot schools Jamaica All-age schools Year 2000	No. of schools = 150 Percent of schools = 18.9
	Percent of pilot schools and teachers using student –centred strategies at the primary grades.	Number of schools using student centred strategies at the primary grades divided by the total number of schools visited (sampled).	Core Curriculum Unit Assumed Year 2001	Percent of schools = 75%



**Primary Education Support Project (1997-2001) Summary of Indicators with Baseline Position**

Indicator	Definition	Means of computation	Source/ Year	Baseline
9. Time lag between collection of data and availability to MOEYC units reduced.	Census data – difference in time data collected from schools, processed and made generally available to all MOEYC units.	Count of number of weeks from Census day (second Monday in October each year) to date of publication (on-line, in print)	Planning Unit Assumed year 2001	14 weeks
	Data on Student performance – difference in time between date of test administration and scores or categories available to MOEYC units other than Student Assessment Unit	For each of four tests: Count of number of weeks from the date of administration to the date of collection, processing and publication of the data.	Student Assessment Unit  Year 2000	Average no of weeks = 14
	Supervisory visits / Panel Inspection reports	Count number of weeks /days between date of supervisory visit or panel inspection and date the written report is available to units other than the Regional Office.	Regional Offices School Operations Unit (Deputy Chief Education Officer)  Assumed year 2001	Supervisory visit (Region 1) No of weeks = 3
	10. Proportion of schools with appointed, active and trained school boards increased.	Number of school boards not at the terminal date of the appointment divided by the total number of school boards for Primary Schools.	National Council on Education – Only Primary Schools Year 2001	87.1%
11. Improved infrastructure and maintenance systems in primary schools and departments.	Classroom space increased	Number of new or refurbished classroom space created	PESP project – Civil works	none
	Government allocation to school maintenance increased.	Amount of money actually allocated to school maintenance	Technical Services Unit Regional Offices	
	School Inventory and Data Base established.	Number of site surveys in schools for infrastructure and maintenance that were conducted and recorded	Technical Service Unit Regional Offices Year 2001	227

**Primary Education Support Project (PESP) (IDB/OPEC/GOJ)**  
**Summary of Indicators with Baseline Position**

<b>Indicator</b>	<b>Definition</b>	<b>Means of computation</b>	<b>Source/ Year</b>	<b>Baseline</b>
	Number, percent and location of Primary school buildings that present conditions that "create obstacles to learning".	Number of schools with impaired conditions divided by the number of schools in survey sample. (times 100)	Planning Division Year 2001	32.5% using a sample of 40 schools.
12. Proportion of MOEYC personnel that have desktop access to important personnel, infrastructure, school census, and student performance data.	Number & percent of relevant MOEYC staff who can access all the data.	Number of staff with desktop access to data divided by the total possible number of staff who need such access, times 100.	EMIS Unit 2000	Zero
13. Proportion of MOEYC personnel using the INTRANET for planning, policy and educational management increased.	Percent of relevant MOEYC staff who access data & otherwise use the intranet.	Number of staff who access data through the intranet in the month prior to the survey divided by the total possible number of staff who have such access, times 100.	EMIS Unit /User Survey 2000	Zero
14. Increase in number of MOEYC & Regional, and school staff with management training.	Number of staff of schools, & MOEYC units who access management training offered through PESP.	Count of number of persons who complete all the sessions on management training.	PESP Unit 2000	Zero

<sup>6</sup> Intranet not yet set up

**MINISTRY OF EDUCATION, YOUTH AND CULTURE**

**SYSTEM FOR MONITORING ACTIVITIES, RESOURCES AND  
TEACHING (SMART)**

**Observer's Manual**

## **1. Introduction**

Recent reports (Council for the Great City Schools (CGCS), 1999; Education Trust, 1999) converge on one recommendation: improving the use of multiple sources of data – to document gaps, identify the salient factor contributing to them, and guide efforts to close them – should be one of our highest priorities. Evidence is mounting that when we use data in meaningful ways – to identify the successes and the weaknesses of programs and strategies – we are able to implement practices that result in better results for all.

Despite the clear and compelling need for systematic use of data, the simple fact is that we are not using the data we have, much less seeking out more and better data. "Far too often, more educational data are collected and analyzed than are used to make decisions or take action." (National Research Council 1996, p. 90). Why don't we use data to improve teaching and student learning? Researchers have identified three factors: lack of training and experience dealing with data, lack of time, and absence of systems that facilitate data collection, entry, analysis, and dissemination.

Data literacy – the ability to examine data individually and especially together, as a team – is now recognized as part of the solution to fragmented and failed school reform (Haycock, 2001; Fullan, 1999; Schmoker, 1999; Johnson, 1996). To break the cycle of substandard performance, we need training and models for how to infuse rigorous data

use into planning, implementation, and monitoring improvement efforts. The System for Monitoring Activities, Resources and Teaching (SMART) is a huge step in this direction.

## **2. Nothing changes if classrooms don't change**

To improve student learning classrooms must change. We do not mean one classroom but all classrooms in the school, not one specific teacher but all teachers. School improvement is about transforming teaching and learning. A curriculum that emphasizes developmentally appropriate content, inquiry-based approaches to learn, and varied assessment strategies is an essential component of this transformation. So is sustained and high quality professional development for teachers, so that they can acquire the content knowledge and pedagogical skills they need to carry on such changes.

It follows that we need information on how good our staff development effort is and on whether it can be seen as an instrument to improve teaching. It also follows that we need to collect data to show that teaching *is* indeed improving. And having collected and analyzed the data we need to look at the information critically and use it to decide what works well and what doesn't, praise success, and make the necessary corrections in order to get better results the next time around.

## **3. The System for Monitoring Activities, Resources and Teaching (SMART)**

SMART stores and analyzes data collected through the observation of teachers in action in their classrooms. The system was not conceived as a tool to evaluate teachers. Rather, it should be viewed as diagnostic tool – a 'thermometer' that allows us to describe the 'state of teaching' at a specific school, a parish, a region, all regions, the whole country. We are also able to make before, during, and after comparisons and seek answers to broad (*Has teacher performance improved from two years ago?*) or specific questions (*Do teachers in school X in parish Y use a variety of assessment strategies to measure*

*student progress?*). The following are a few examples of the many questions that the system can answer:

- ◆ *Has the performance of teachers improved after one year of participation in the Mentoring Program?*
- ◆ *Do teachers in all regions exhibit the same behavior when it comes to becoming a facilitator rather than a lecturer?*
- ◆ *What are the training needs of a specific cluster of schools?*
- ◆ *What areas of teacher performance need strengthening?*

The information will be recorded by the observer on optical scannable answer sheets that will be sent to the M&E Unit for analysis. This process involves several steps:

- Step 1: scannable sheets and the Lesson Observation Form (LOF) are sent by the M&E Unit to Core Curriculum officers, to TEOs, and to others who observe classes (Mentors, IT schools, SAU officers, Literacy pilot schools, for example);
- Step 2: the completed forms are sent back to the M&E Unit for analysis;
- Step 3: The M&E Unit conducts the analysis, reports and disseminates the information;
- Step 4: MOEY&C officers engage in data driven dialogue with the various users of the information.

It is important to understand that there are different levels at which the information yielded by the observation of lessons may be of use. The TEOs, who are closest to the teacher, may use the information as they observe the lesson and discuss findings with the teacher observed. It may help the TEOs to know what patterns emerge from a number of

observations – stronger and weaker areas of teacher performance, for example, or whether improvement can be observed over time. At the same time, when schools prepare their improvement or their action-research plans these findings will be valuable to identify weaknesses and propose actions to deal with them.

The information could be used at the regional level in order to identify training needs that will be communicated to the corresponding Unit at the MOEY&C. It will also help to identify teachers who need closer assistance or should be included in improvement programs such as mentoring. Or, at the regional level, officers may be interested in seeing how their region fares in comparison to the others.

Finally, at the central level – MOEY&C and PESP – the information will provide a description of what is happening in the classrooms of the various regions, inform training, and point to the need to implement additional strategies designed to improve teaching and learning.

The information must be communicated to all those who work closely with the teacher – TEOs or principals – or must make decisions regarding teachers’ training and technical assistance needs – Core Curriculum, Student Assessment, and PESP component and sub-component managers.

## **4. Lesson observation as a method of data collection**

Observations are a rich source of information about classroom practice when observers are well trained, know how to use observation protocol, and are clear about what they are looking for. The Lesson Observation Form includes items related to several indicators of good teaching practice and provides a snapshot of what is happening in the classrooms. The observers mark their answers on an answer sheet to be scanned into the SMART system for analysis. The results can assist those who organize training by pointing out the

areas that need improvement. In addition, they provide a measure of the level of curriculum implementation, indicate the areas of teacher performance that need improvement, and since the data can be disaggregated by school and by region can guide the allocation of resources to specific schools and regions. For example, schools that perform at the lowest level as recorded by the observations, could be selected for improvement programs. Finally, it allows us to follow the same group of teachers over time to see longitudinal growth – those in the Mentoring Program, for example.

To collect the data that allow us to answer these questions we use the Lesson Observation Form. The form was developed by MOEY&C officer from various Units – Core Curriculum, Professional Development, Student Assessment, and Monitoring and Evaluation. PESP (Primary Education Support Project) officers in charge of components such as Quality Assurance and sub-components – IT, Literacy, Media Services were also part of the effort.

The Lesson Observation Form was revised and field-tested and revised several times to ensure the validity of the information collected. The form has a total of 40 items organized in the following manner: (i) school code, year and term observation was conducted; (ii) demographic information that allows us to describe the population, 6 items; (iii) planning, 4 items; (iv) delivery of instruction, 9 items; (v) instructional materials, 2 items; (vi) assessment, 5 items; and, (vii) interactions, 5 items.

While the validity of the information was ensured by the manner in which the observation instrument was developed, the reliability of the information is highly dependent on how well trained the observers are and how conscientious they are in the conduct of the observation. Therefore, regardless of how smart SMART is, one might say that the process has one weak link that could jeopardize the whole effort: the observation itself. Direct observation is considered an excellent data collection process and possess a high level of credibility provided that two aspects are addressed. The first is the careful preparation of the observation protocol. The process of developing the Lesson

Observation Form followed all steps recommended by specialists: (i) those who will benefit from the information participated in its development; (ii) desirable classroom behaviors were carefully identified and expressed in terms of what one is able to observe; (iii); and, the instrument was field tested and revised several times. This ensured the validity of the information.

The second aspect is related to the training of the observers. The observation protocol is used to reduce the level of subjectivity present in an observation. It will only do so when observers have been carefully trained and are able to base their observation on the description of the behavior as it appears on the protocol and not on preconceived notions that they bring to the observation. The inter rater reliability of well-trained observers can reach .90 (out of 1.00) or higher. To ensure that this happens in the context of the MOEY&C, observers need targeted training. It has been recommended that this training becomes institutionalized as part of the PDU training portfolio.

A second set of issues has to do with the well-known fact that the presence of the observer generally modifies the behavior of those being observed. While it is impossible to eliminate this problem, it can be minimized. Observers should make an effort to be as unobtrusive as possible, to let the teacher know in advance that he or she will be observed, to “break the ice” before the observation occurs, to make sure to tell the teacher that the purpose of the observation is to have information to assist in the improvement of teacher performance, and, to share with the teacher the results of the observation.

## **5. Summing up: 10 questions (and answers) about lesson observation**

### **Question # 1: Why observe lessons?**

The purpose of the observation is NOT to evaluate the teacher. You want to document successes and identify areas where teachers need assistance and, consequently, need to be targeted in training.

### **Question # 2: What do I do before I observe a lesson?**



Talk to the teacher for a few minutes before you conduct the observation. Be pleasant and friendly to ease the teacher's anxiety at being observed. Read question # 1 again to make sure that you understand the purpose of the observation and are able to communicate it to the teacher.

**Question # 3: Does the teacher know what the focus of the lesson observation will be?**

Ideally, the Lesson Observation Form should be on the bulletin board of every school. Better yet, all teachers should be provided with a copy of the form. Teachers have a right to know what aspects of their performance the observer will be focusing on.

**Question # 4: What do I do if I arrive at the school and find that teachers are not familiar with the Lesson Observation Form?**

Take a few minutes to examine the form with the teacher. Before leaving the school be sure to talk with the principal and provide him/her with a copy to post where all teachers can see it. In addition, suggest to the principal to schedule a meeting with all teachers in order to go over the Lesson Observation Form and issues related to it.

**Question # 5: Why is it a good idea to share the Lesson Observation Form with teachers?**

All specialists agree that the behaviours described in the Lesson Observation Form enhance teaching and maximise learning. While at Teachers' Colleges, teachers may not have been exposed to many of the behaviours described. They may have limited teaching experience. The Lesson Observation Form provides teachers with a "roadmap" to better teaching and it spells out what the observer expects to see. By directing both the teacher's and the observer's attention to a set of well described classroom behaviours, the observation form increases the likelihood that teacher's performance will be aligned with the recommended instructional practices.

**Question # 6: How long should the observation last?**

The observation you conduct should allow you to observe all or most aspects included on the Lesson Observation Form (and its companion Answer Sheet). Many items on the

Answer Sheet can be marked immediately. For example, item 30 (Classroom is a print rich environment) or item 31 (Classroom is arranged to facilitate collaborative/team learning) are aspects that you can see the moment you walk into the classroom. Other aspects may take longer to observe. We suggest that a period 30 minutes should be sufficient.

**Question # 7: How can I become a better observer?**

The trick here is to have internalised the behaviours described in the Lesson Observation Form in such a way that you are able to recognise the level at which they occur – from NOT AT ALL to TO A GREAT EXTENT. This comes with training in observation techniques coupled with experience in conducting observations.

**Question # 8: How can I be sure that I am marking the correct option on the answer sheet?**

Refer to the Lesson Observation Form for a detailed description of the behaviours you looking for when you observe a lesson. The answer sheet summarises the descriptions so that all items can fit in one page. Remember that you will be making a decision based on a 1 to 5 scale that starts at NOT AT ALL, indicating the absence of the behaviour. Each of the following points of the scale 2, 3, 4, and 5 indicate degrees between NOT AT ALL to TO A GREAT EXTENT at which a certain aspect was observed.

**Question # 9: What do I do after the observation?**

Ideally, you should share and discuss your observations with the teacher and the principal. Praise good work and point out areas that need improvement. Refer to question # 1 and be sure to clarify that your role is that of a technical assistance provider – make suggestions for improvement, record aspects that the system needs to be concerned about, identify training needs.

**Question # 10: What do I do with the answer sheets that I filled out during the observations?**

All answer sheets should be routed to the MOEY&C Monitoring and Evaluation Unit. Staff from the M&E Unit will conduct the analyses, prepare the report, and disseminate the results.

## Lesson Observation Form

<b>GENERAL INFORMATION</b>
<b>1. Grade(s) observed.</b> Mark ALL grades taught by the teacher in the classroom session observed. This is the ONLY question that more than one choice can be marked.
<b>2. Class attendance.</b> Note class attendance at the time of the observation.
<b>3. Teacher gender</b>
<b>4. Qualifications.</b> Mark highest qualification of the teacher.
<b>5. Teaching experience.</b> Indicate the years of experience the teacher has in education.
<b>6. Training last 12 months.</b> Indicate the number of training events the teacher has participated in during the last 12 months.
<b>PLANNING</b>
<b>7. Design of lesson reflects careful planning and organisation.</b> The purpose of each activity is clear; activities are well developed (there is a beginning, a middle, and an end) and they follow one another smoothly; the time allotted for each activity is adequate; teacher makes sure that students reach closure before moving on; no time is wasted as teacher and students move from one activity to the other.
<b>8. Articulation between windows (Math or Language) and integrated studies evident</b> (grades 1–3). If the lesson observed does not include Grades 1–3, mark N/A.
<b>9. Coherence in integrated studies evident.</b> (grades 1–6)
<b>10. Integrated approach evident (subjects reinforce each other).</b> Language Arts (reading, writing, speaking, and listening), operations in Math and process skills in Science, etc. reinforce each other. (grades 1–6)
<b>DELIVERY OF INSTRUCTION</b>
<b>11. Teacher acts as a facilitator.</b> Teacher asks questions, makes students think, poses problems, leads students to conclusions rather than simply answering their questions and/or lecturing.
<b>12. Teacher utilises a variety of techniques to facilitate teamwork.</b> Teacher provides opportunities and encourages collaboration between and among students – assigns students to groups, divides work to be done among the various groups, assigns tasks to individuals within the groups, alternates roles within the group, gives students time to discuss something in pairs and then asks questions, etc.
<b>13. Time provided to complete lesson adequate.</b> Teacher allows students adequate time to finish the work that was assigned, to think about their answers, to try to correct their errors, to construct knowledge.
<b>14. Lesson accommodates different learning styles/multiple intelligences.</b> Students may learn by thinking, watching, listening, feeling or conducting activities during the lesson. Teacher may start an activity by asking a question, by providing an answer, by asking students to guess and estimate, by having them handle materials, observe something, listening to sounds, drawing, etc.
<b>15. Lesson reflects students' preparedness for learning experience.</b> Teacher is aware of the experiences that students bring to school and uses this knowledge to relate what is being taught/learned to students' reality. What student do in the classroom is relevant to their everyday lives.
<b>16. Teacher uses strategies that facilitate learning.</b> 10. Teacher uses strategies that facilitate learning – pre-reading questions, pre-writing activities, brainstorming, prediction strategies, guessing, story maps, problem solving, discovery learning, etc.
<b>17. Instructional strategies appropriate.</b> Instructional strategies utilised are appropriate to the characteristics of the activity being conducted.
<b>18. Instructional strategies effectively used.</b> Teacher shows mastery in the use of various strategies that facilitate learning and makes effective use of pre-reading questions, pre-writing activities, brainstorming, prediction, guessing, story maps, etc.

<b>19. Instructional strategies varied.</b> Teacher uses a wide range of instructional strategies to enhance learning – asks questions, reads, asks students retell stories, students work individually, in pairs and in groups; varying instructional strategies keeps students interested and active.
<b>INSTRUCTIONAL MATERIALS</b>
<b>20. Teacher uses instructional materials skilfully.</b> Curriculum guides and other instructional materials are used to enhance learning. Teachers shows familiarity with the documents and the materials used.
<b>21. Students use instructional materials skilfully.</b> Students show familiarity with instructional materials being used suggesting that they use them often.
<b>ASSESSMENT</b>
<b>22. Teacher assesses students at different levels of learning.</b> Teacher assesses students' learning prior to the start of a new activity, at the early stages, midway through the activity and as it concludes in an effort to determine whether students' level of understanding allows them to proceed to the next phase.
<b>23. Teacher provides useful and continuous student feedback.</b> Teacher monitors students' work by giving further instructions when necessary, gives hints that allow student to correct their errors, encourages and praises good work and progress made, assists slower learners to complete a task, etc.
<b>24. Teacher uses a variety of strategies to measure students' progress.</b> Teacher focuses on student performance and assesses progresses using, questions and answers, journals, portfolios, pencil and paper tests, oral presentations, observation of student activities and behaviours, projects, models, drama, checklists, self assessment. etc.
<b>25. Teacher uses assessment plan to guide assessment activities.</b> It is clear that there is planning and purpose underlying the manner in which teacher assesses student progress. Assessment strategies are aligned with the activity, performance, or content being learned.
<b>26. Teacher's instructional decisions informed by assessment records.</b> The decision to re-teach, review, use a different approach, reinforce what was taught is made based on results of assessment conducted.
<b>INTERACTIONS</b>
<b>27. Classroom atmosphere encourages student participation.</b> There is a relaxed atmosphere in the classroom that permits and encourages student participation. Teacher is patient and tolerant of errors. Students are not over corrected or intimidated.
<b>28. Students actively participate in classroom activities.</b> Students ask questions, make suggestions, take risks, guess answers to questions, estimate and solve problems, ask for explanation, initiate interactions.
<b>29. Lesson design encourages collaborative learning approach.</b> The lesson is organised to allow students to work in pairs or groups under the direction and supervision of the teacher, to engage in group projects, to bounce ideas off each other.
<b>30. Classroom is a print rich environment.</b> Samples of student work can be seen on the walls as well as charts, maps and other teaching aids that can be used to enhance teaching and learning. They are attractive and up to date.
<b>31. The classroom is arranged to facilitate collaborative/team learning.</b> Students can be grouped or work in pairs. The teacher stands in various parts of the room working close to one group and then to the other rather than standing constantly in from of the class.