

TECHNICAL COOPERATION PROFILE

SEPTEMBER 21, 2010

I. BASIC PROJECT DATA

Country:	Jamaica
Project name:	Support for the Education Sector Reform
Project number:	JA-T1028
Trust fund:	Special Program for Employment, Poverty Reduction and Social Development in Support of the Millennium Development Goals (ORC-SOF)
Project team:	Loreto Biehl (EDU/CJA), Team Leader; Sabine Rieble-Aubourg, Claudia Cox (SCL/EDU); Janet Quarrie, (CCB/CJA); Graham Williams (PDP/CJA); Magda Theodate (PDP/CTT) and Guillermo Eschoyez (LEG/SGO).
Date of request:	April 26, 2010
Beneficiary:	The Ministry of Education and The Planning Institute of Jamaica (PIOJ)
Executing agency:	Inter American Development Bank (IDB)
Financing plan:	IDB (SOF) non reimbursable: US\$500,000 Local: US\$ 50,000 Total: US\$500,000
Technical and basic responsibility:	EDU/CJA
Execution timetable:	Execution 12 months Disbursement 15 months

II. BACKGROUND AND PROBLEM STATEMENT

- 2.1 The Jamaican education system has been immerse in a Transformation Process (TP) since 2004. The transformation proposal was based on the findings of a Task Force¹ (TF) that identified underachievement in students, linked to system-wide inefficiencies, as the most critical issue. The TP recommended a menu of far-reaching changes intended to translate into improved performance indicators by 2015 (Table I-1).

Table I-1: TF Indicators

Description	Base line (2009)	Target
% mastery in four areas of grade 1 ILP	N/A	90%
% mastery on grade 4 literacy test	67%	85%
% of each subject as national mean score at grade 6 achievement test	Math:48%; Language:52% Science:48%	85%
% of primary schools with four co-curricular activities	N/A	100%
% of secondary schools provide eight co-curricular activities	N/A	100%

¹ TF reports available on project files.

- 2.2 The main objective of the TP is improving governance and developing a managerial model characterized by decentralization and greater autonomy for schools, and the outsourcing of some technical functions to specialized agencies. In summary the reform is expected to achieve: (i) a modernized Central Ministry of Education focused on policy, monitoring and evaluation, standard setting and agencies coordination; (ii) a more effective delivery of education through the transformation of Regional Education Entities with greater autonomy; (iii) improved standards and quality of education with the creation of the National Education Inspectorate (NEI) to evaluate school outcomes; (iv) a raised level of professionalism and quality of teaching with the creation of the Jamaica Teaching Council (JTC); (v) an improved quality of primary and secondary education outcomes through the implementation of the National Literacy Strategy, the National Mathematics Strategy and the Lower Secondary Strategy; (vi) an enhanced accountability of the system through appraisal of principals; guidance counselors and teachers; (vii) an improved quality of teaching by supporting continuing education of teachers; and (viii) improved stakeholder and community involvement in education.
- 2.3 The IDB is currently supporting the TP through a Programmatic Policy Based Loan. Its purpose is to support the education transformation process including both policy and institutional changes deemed necessary to better the quality of services provided, and to increase the efficiency and accountability of the system. It includes three operations: the first operation was a Policy Based Loan (PBL) approved in 2008 (JA-L1002, US\$30 million); the second one presented is a hybrid operation with a PBL component (US\$30 million) and an investment component (US\$15 million) approved in 2010 (JA-L1024); and the final one is also a PBL scheduled for 2012 for the overall amount of US\$30 million (JA-L1033).
- 2.4 Both, PIOJ and the MOE, are currently monitoring the process, but have requested IDB's support to deepen the analysis. This TC is not linked to the execution of existing IDB programs, but will inform future innovation and investment in key areas of the education reform. These areas include: (i) evaluation of the education transformation process, both in terms of quality and efficiency of the education system; (ii) analysis of school effectiveness in the Jamaican context in support of the NEI; and (iii) curriculum review and development in support of the National Literacy, Numeracy and Lower Secondary Strategies.

III. PROGRAM OBJECTIVE AND DESCRIPTION

- 3.1 The overall objective of this TC is to conduct research and evaluation in strategic areas for the education sector in Jamaica, including: (i) the evaluation of the education sector reform; (ii) school effectiveness in Jamaica, especially for vulnerable groups; and (iii) curriculum review and development to support underperforming students. Results will feed future programming and policy decisions within PIOJ and the MOE.
- 3.2 The proposed TC will have three major components as follows:

- 3.3 **Component 1. Evaluation of the Education Transformation Process (ETP)** (US\$180,000). The objective of the component is to ensure that base line information is available to assess the cost, results and future impacts of the education transformation process in Jamaica. The component will both design an impact evaluation, and produce a complete base line report that facilitates monitoring of results (including: teacher quality; students results; cost of service delivery and administrative changes). The evaluation framework (attached) and base line are in progress, but some deficits have been identified, including: (i) ex-ante analysis to give dollar value to the cost/benefit relationship of the reform (cost of interventions; cost per student and per year; number of enrolled, repeaters and promoted per grade for the last two years); (ii) lack of information at a local and school level related to: extra-curriculum activities; community participation; and parents satisfaction; and (iii) starting point for the regional education entities (functions, school support, budget). The TC will hire consultancies to design the best possible impact evaluation with existing or easily obtainable data, and review/update existing base line accordingly. It will also support efforts to improve access and quality of information of the Ministry of Education, through digitalization and systematization of local level information, and a review of existing instruments to gather information including the Education Census.
- 3.4 **Component 2. School effectiveness in Jamaica** (US\$200,000). The objective of the component is to support the NEI in their efforts to define standards for school effectiveness in Jamaica. It will include: (i) study on school effectiveness in Jamaica that will analyze what makes Jamaican schools good in different contexts, urban, rural, inner cities (the school based study will also feed the ETP baseline); (ii) development of a tracking system for the “Schools of Excellence”, being implemented by the MOE as a model intervention to improve quality in underperforming schools; and (iii) design and pilot in 10 schools of a methodology to use NEI results to improve teaching practices in primary level. This will be done, in the context of the “teachers learning circles” with the Jamaica Teachers Association.
- 3.5 **Component 3. Curriculum review and development** (US\$70,000). The component will support the National Literacy and National Mathematics Strategy by analyzing both the quality of the design and the implementation of the primary and lower secondary curriculum. The study will review the curriculum in light of the new body of knowledge related to age and gender appropriateness; and the learning process. It will also develop curricular alternatives to support students that do not achieve mastery on the grade six achievement test, in order to promote their successful transition to secondary school.

IV. BUDGET

- 4.1 The project will have a total cost of US\$550,000, from which US\$500,000 will be financed with resources from the ORC-SOF on a non-reimbursable basis and US\$50,000 will be in kind contribution from PIOJ and MOE

Table IV-1 Costs

Description	IDB	LOCAL	TOTAL
1. Component 1. Evaluation of ETP	180,000	25,000	180,000
1.1 Education transformation evaluation/support	180,000		180,000
2. Component 2. School effectiveness	200,000	15,000	215,000
2.1 Research study on school effectiveness;	130,000		130,000
2.2 Tracking system : Schools of excellence	30,000		30,000
2.3 Analysis/pilot of the use of evaluation results to improve teaching at a school level	40,000		40,000
3. Curriculum review	70,000	10,000	80,000
3.1 Curriculum review	70,000		70,000
Administrative support	35,000		35,000
Contingencies	15,000		15,000
TOTAL	500,000	50,000	550,000

V. EXECUTING AGENCY AND EXECUTION STRUCTURE

A. Executing agency

- 5.1 As requested by the Government of Jamaica, the Bank will execute this TC in close collaboration with the MOE and the PIOJ. The PIOJ has the technical capacity to execute the TC, but, it does not have sufficient human resources or budget to devote to its execution. PIOJ will chair a Technical Working Group including MOE (NEI, JTC, TP), to ensure the quality of results.
- 5.2 Procurement under the proposed TC will be carried out in accordance with the “Policies for the Procurement of Goods and Works Financed by the Inter-American Development Bank” (GN-2349-7), and “Policies for the Selection and Contracting of Consultants Financed by the Inter-American Development Bank” (GN-2350-7). The “Brief Reference Guide for Bank Contracting of Consulting Firms for Project Related Activities” will also apply.
- 5.3 Monitoring of the TC will be done using regular Bank systems, including the PMR.
- 5.4 **Technical and disbursement responsibility:** María Loreto Biehl, (EDU/CJA), tel. 7640826; e-mail: loretob@iadb.org.

VI. MAJOR ISSUES

- 6.1 Studies being carried out by this TC will allow for continuous support to the education sector in Jamaica in times of fiscal constraint, laying an important foundation for innovation and investment in the future. The TP evaluation will allow identifying sector priority needs.

VII. ACTION PLAN

- 7.1 Terms of reference for main consultancies and the monitoring plan are being drafted and will be included in the Plan of Operations.

VIII. ENVIRONMENTAL AND SOCIAL STRATEGY

- 8.1 This TC was reviewed by the Environmental and Social Impact Review (ESR) Committee on September 20, 2010 (Agenda 38-10). No environmental or social effects were identified and the TC has been classified as a “C” according to the Safeguard Classification Tool.

(ORIGINAL SIGNED)

Vo. Bo. _____
Julian Belgrave, Representative a.i. CCB/CJA

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Approval: _____
Marcelo Cabrol, Chief SCL/EDU