

## TC Abstract

### I. Basic project data

• Country/Region:	JAMAICA/CCB - Caribbean Group
• TC Name:	Education Sector Transformation Plan Learning and Teaching
• TC Number:	JA-T1116
• Team Leader/Members:	Bellony, Annelle Dane; Bos, Maria Soledad; Hobbs, Cynthia Marie; Rieble-Aubourg, Sabine; Jimenez Mosquera, Javier I.; Jainauth-Umrao, Naveen; Herrera, Rene; Nesbeth, Martin; Ferguson, Leon Orlando; Blair, Sudaney; Quarrie, Janet Jean; Contreras Gomez, Rafael Eduardo; Anaitee Mills
• Indicate if: Operational Support, Client Support, or Research & Dissemination:	Client Support
• Date of TC Abstract:	23 May 2017
• Beneficiary:	Jamaica Ministry of Education, Youth and Information
• Executing Agency and contact name:	JA-JA - Ministry of Education, Youth and Information
• IDB Funding Requested:	US\$500,000.00
• Local counterpart funding, if any:	US\$100,000.00
• Disbursement period:	30 months
• Required start date:	
• Types of consultants:	Firms
• Prepared by Unit:	Education
• Unit of Disbursement Responsibility:	COUNTRY OFFICE JAMAICA
• Included in Country Strategy (y/n):	No
• TC included in CPD (y/n):	Yes
• Alignment to the Update to the Institutional Strategy 2010-2020:	Social inclusion and equality

### II. Objective and Justification

- 2.1. **Objective.** The TC seeks to improve student's learning and teacher's teaching processes. The TC aims to support the continued improvement in performance of the education sector to meet the demands of the country's development goals. Three areas are in need of support to sustain gains to date. These include: strengthening of early childhood modernization initiatives centered on innovation in teaching, development of curriculum and materials and regulation of the sector; support to teacher colleges to strengthen internal quality assurance and capacity building for teacher education in numeracy and science; and technical support to the Department of School Services (DSS). The support from this TC will assist the MOEYI in consolidating and improving coordination across the education sector to benefit students.
- 2.2. **Justification.** In 2004, a high-level Task Force on Educational Reform (TF) was appointed to develop a plan to overcome persistent underachievement in student learning and to place Jamaica on the path of creating a world class education system. Concern over poor results called for policy makers to "move away from a culture of incremental reform and embrace a radical transformative approach to the achievement of growth in the education sector..." In 2005, the Education Transformation Team (ETT) was established to execute the recommendations of the 2004 TF report. The ETT contracted a number of critical studies to determine how best to shape the reform program.
- 2.3. The Education System Transformation Program (ESTP) assumed responsibilities for the execution of the TF report from the ETT. The actions for the ESTP included: (i) establishment of decentralized structure to give direct support to schools; (ii) creation of National Education Inspectorate to evaluate school performance; (iii) creation of Jamaica Teaching Council in charge of raising level of regulation, professionalism and quality of teaching; (iv) establishment of National Centre for Educational Leadership to improve leadership and management at school level; (v) establishment of National Parenting

Support Commission to execute parenting policy; and (vi) implementation of National Literacy Strategy, National Mathematics Strategy and Lower Secondary Strategy to improve quality of primary and secondary education outcomes. The MOEYI refers to the combined reform measures as 'modernization initiatives'.

- 2.4. The Government remains committed to the transformation and modernization of its education sector, as defined by the ETT and included in Jamaica's national development plan Vision 2030, specifically National Outcome #2, World Class Education and Training. The education sector has received support from the IDB, World Bank and national government to implement the recommendations of the TF report. Improvements have been seen but there is need for continued technical assistance in key areas of teaching and learning to realize the full benefit of the efforts that have been made to date.
- 2.5. In 2004, a high-level Taskforce on Educational Reform (TF) was appointed by the Prime Minister to prepare a plan to overcome persistent underachievement in student learning and to place Jamaica on the path of creating a world class education system. At the time, less than one third of children entering grade one were ready for primary school, 30% of primary school leavers were considered illiterate and only 20% of secondary graduates had the necessary skills for employment or for entering post-secondary institutions. Concern over poor results called for policy makers to "move away from a culture of incremental reform and embrace a radical transformative approach to the achievement of growth in the education sector..." In 2005, the Education Transformation Team (ETT) was established to execute the recommendations of the 2004 TF report. The ETT contracted a number of critical studies to determine how best to shape the reform program.

### III. Description of activities and outputs

- 3.1. **Component I. Strengthening of Early Childhood sector (US\$70,000).** According to Heckman (2006), high quality early childhood development programs boost the intellectual and social development of children and help them enter primary school ready to learn. The ECC will receive support to curb underperformance in the early childhood sector and strengthen its regulatory role. The collaboration with the NPSC would allow the ECC to establish backward linkages by influencing the home environment. The TC will finance: (i) review and strengthening of early childhood initiatives developed through the ESTP and (ii) development of a plan of action to strengthen the partnership between the Early Childhood Commission (ECC) and the National Parenting Support Commission (NPSC) to enhance performance of the sector.
- 3.2. **Component II. Support to Teacher Training Colleges (US\$260,000).** The MOEYI with financing from 2301/OC-JA, Education Sector Reform commissioned a needs assessment and front-end analysis in teachers' colleges and community colleges in Jamaica. The research concluded that most colleges had in place some system for quality assurance, with an identified imbalance in the number of teaching staff vis-à-vis the student teacher population; thus, TTCs are unable to increase enrollment beyond their capacity to train. Through the TC, findings of the front-end analysis will be reviewed and areas requiring support in each college will be documented, resulting in the development of recommendations and guidelines for the design of an internal quality assurance system for all aspects of the colleges' operations. The TC will finance: (i) technical assistance to ten TTCs to strengthen internal quality assurance mechanisms; and (ii) support the TTCs in building capacity for teacher education in numeracy and science, including provision of resources to colleges to support instruction; improving competences of college lecturers and supporting colleges in screening students to identify weaknesses in instruction practices and content areas.
- 3.3. **Component III. Technical Support to the Department of School Services (DSS) (US\$100,000).** Under the National Standards Curriculum (NSC) three pathways defined by students' ability and preferences are designed up to grade 8. The NSC framework

incorporates competency-based education and training that allows students, based on demonstrated interest and career goals, to be guided into learning pathways best suited to their needs. In 2016, the MOEYI announced the provision of two (2) additional years at the secondary level. This complemented the pathways approach by considering the differentiated pace of learning and differing abilities of students. This approach includes: (i) the introduction of three tiers of curricula to match the learning needs of students; (ii) the use of differentiated instruction within learning groups; (iii) introduction of pathway coaches to support teaching and learning; (iv) development of individual learning plans; and (v) creation of career development plans at grade 9. The TC will finance strengthening of the provision of alternative pathways at the secondary education level, by supporting the DSS in implementing these new approaches.

- 3.4. **Component IV: Project Supervision, Monitoring and Audit (US\$70,000).** This component will finance supervision and monitoring of the activities by selected MOEYI team.

#### IV. Budget

Indicative Budget

Activity/Component	IDB/Fund Funding	Counterpart Funding	Total Funding
Strengthening of Early childhood sector	\$ 70,000.00	\$ 0.00	\$ 70,000.00
Support to Teacher Training colleges	\$ 260,000.00	\$ 0.00	\$ 260,000.00
Technical support to Department of School Services	\$ 100,000.00	\$ 0.00	\$ 100,000.00
Project Supervision, Monitoring and Audit	\$ 70,000.00	\$ 100,000.00	\$ 170,000.00

#### V. Executing agency and execution structure

- 5.1. The TC will be executed by the Ministry of Education, Youth and Information (MOEYI). The MOEYI, through the Education System Transformation Program executing agency has managed Bank operations in the past. The Agency has in place a full team of technical education specialists, finance manager, procurement specialist and communications specialist.
- 5.2. The Ministry of Education, Youth and Information, through the Education System Transformation Program executing agency has managed Bank operations in the past. The executing agency has executed Bank Operations JA-L1002; JA-L1021; JA-L1069; JA-L1024; JA-L1033; JA-T1028 in parallel with complementary operation from the World Bank and the Government of Jamaica.
- 5.3. The executing agency's mission is to manage the modernization and transformation reforms of the Ministry. The major programs of the Agency include, governance and management of the sector, including institutional reforms such as decentralization and creation of new agencies (National Educational Inspectorate, National College for Educational Leadership, Jamaica Teaching Council, National Parenting Support Commission). The remaining major activities and programs managed by the Agency includes teacher management, curriculum and assessment and school infrastructure.

#### VI. Project Risks and issues

- 6.1. The TC will be executed by the MOEYI. The MOEYI and the SCL/EDU Teams have extensive experience working on IDB-financed loans and TC operations in Jamaica. The activities of the TC are a continuation of the education reform started under the ESTP. There is the risk related to the relationship between the ESTP management unit and the ECC, since they have operated independently. The ECC is an agency of the Ministry of

Education and there are options for collaboration. The Bank will ensure that the inspection supervision visits with the ESTP includes the ECC and the NPSC. There is the risk of the NPSC's ability to support the reform. The NPSC is established but not fully operational, and would need strengthening to effectively support the reform. The Ministry is in the process of strengthening the NPSC's role by utilizing services of education officers in the regions. The risks for this TC are medium.

## **VII. Environmental and Social Classification**

7.1. The ESG classification for this operation is undefined.