

TC Document

I. Basic Information for TC

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|---|---|
| ▪ Country/Region: | Jamaica /CCB |
| ▪ TC Name: | Education Sector Transformation Plan Learning and Teaching |
| ▪ TC Number: | JA-T1116 |
| ▪ Team Leader/Members: | Annelle Bellony (EDU/CJA), Team Leader; Soledad Bos (Alternate Team Leader), Sabine Aubourg-Rieble and Rafael Contreras (SCL/EDU); Janet Quarrie (CCB/CJA); Cynthia Hobbs (EDU/CPN); Javier Jimenez (LEG/SGO); Anaitee Mills (CSD/CCS); Naveen Jainauth-Umrao and Rene Herrera (VPC/FMP). |
| ▪ Indicate if: Operational Support, Client Support, or Research & Dissemination | Client Support |
| ▪ Date of TC Abstract authorization: | May 23, 2017 |
| ▪ Beneficiary: | Jamaica Ministry of Education, Youth and Information (MOEYI) |
| ▪ Executing Agency and contact name: | Ministry of Education, Youth and Information |
| ▪ Donor providing funding: | Japan Special Fund (JSF) |
| ▪ IDB Funding Requested: | US\$500,000 |
| ▪ Local counterpart funding, if any: | US\$100,000 (in kind) |
| ▪ Disbursement and execution period: | Disbursement: 36 months Execution: 30 months |
| ▪ Required start date: | August 22, 2017 |
| ▪ Types of consultants: | Individual and/ or firm consultants |
| ▪ Prepared by Unit: | SCL/EDU |
| ▪ Unit of Disbursement Responsibility: | CCB/CJA |
| ▪ TC Included in Country Strategy: | Yes |
| ▪ TC included in CPD: | Yes |
| ▪ Alignment to the Update to the Institutional Strategy 2010-2020: | Social Inclusion and Equality |

II. Justification and Objectives of the TC

2.1 Justification. 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,¹ 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.² 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...”³ In 2005, the Education Transformation Team (ETT) was established to execute the recommendations of the 2004 TF report. The ETT

¹ Readiness to enter grade 1 is measured with the Grade 1 Readiness Inventory, a test administered to all students in the first school term of Grade 1 to determine student's ability to cope with the primary curriculum.

² The skills for entering employment or post-secondary institutions are measured by the percentage of students achieving range 4 and 5 in at least four subjects in the Secondary School Certificate.

³ Report from Taskforce on Educational Reform, 2004.

contracted a number of critical studies to determine how best to shape the reform program.

- 2.2 **Education System Transformation Program (ESTP).** The Education System Transformation Program (ESTP) assumed responsibilities for the execution of the TF report from the ETT. The actions set for the ESTP included: (i) establishment of Regional Education Authorities (later changed to the Department for School Services (DSS) to give direct support to schools, under guidance of the Central Policy Ministry; (ii) creation of the National Education Inspectorate (NEI) to evaluate school performance; (iii) creation of the Jamaica Teaching Council (JTC) in charge of raising the level of regulation, professionalism and quality of teaching; (iv) establishment of the National Centre for Educational Leadership (NCEL) to improve leadership and management at the school level through Board and Principals' training and development; (v) regulation of the tertiary sector by the Jamaica Tertiary Education Commission (J-TEC); (vi) establishment of the National Parenting Support Commission (NPSC) to execute the parenting policy and be the focal point for the home-school relationship; (vii) implementation of the National Literacy Strategy, the National Mathematics Strategy and the Lower Secondary Strategy as a means to improve the quality of primary and secondary education outcomes; (viii) establishment of a performance appraisal system for principals, guidance counselors and teachers to enhance accountability; (ix) infrastructure and facilities upgrades with non-traditional funding coming through the National Education Trust (NET); and (x) improved stakeholder and community involvement in education. The MOEYI refers to the combined reform measures executed through the ESTP as 'modernization initiatives'.
- 2.3 Since the start of the education reform, students' learning outcomes have shown steady progress. Results from Jamaica's grade 4 literacy and numeracy assessments show an increase in the percentage of students achieving mastery. While in 2003, only 63% of 4th grade students mastered literacy, in 2016 the percentage rose to 80%. In numeracy, the percentage of students mastering the content rose from 38% in 2003 to 60% in 2016.⁴ In that same period, the national mean scores for all subjects at the Grade Six Achievement Test (GSAT) increased.
- 2.4 Despite these improvements, the Government of Jamaica (GOJ) has identified three key areas in which continued technical assistance is needed to achieve the transformation and modernization of its education sector, as defined by the ETT and included in Jamaica's national development plan Vision 2030: (i) early childhood; (ii) teacher training; (iii) strengthening the sub-national levels of the education system.
- 2.5 **Early Childhood Development:** 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 Early Childhood Commission (ECC) commenced operations in 2004 with a mandate to regulate the sector and provide quality assurance support to the approximately 2,800 early childhood institutions, the majority of which are privately run and which present a broad spectrum in terms of quality. The challenges to the early childhood sector include: (i) lack of adequate supply, given a demand for about 135,000 early childhood spaces; (ii) insufficient subsidies to the sector; (iii) shortage of qualified teachers; (iv) absence of standardized programs across schools; (v) low rate of registration and compliance

⁴ Ministry of Education, Youth and Information, Planning and Policy Development Division

of early childhood institutions (ECIs); and (vi) the need to strengthen the relationship between home and school.

- 2.6 In the absence of an early childhood policy, the ECC is guided by the National Strategic Plan (NSP) for early childhood development 2013-2018 which outlines the guidelines for children at the early childhood level.⁵
- 2.7 The Early Childhood Act and Regulations (2005) outlines the requirements for ECIs registration by the ECC as a legally operating institution. The ECC has 12 categories of standards for the operations of ECIs. For the first three years following the ECC's inspection of schools, no ECIs met the standards and the ECC revised their approach to give a license to operate with an established time frame to improve in identified areas. To date, some 100 ECIs, or less than 4%, have met these standards and are legally registered.
- 2.8 In January 2011, the MOEYI presented the National Parenting Commission Policy, outlining the institutional framework, principles, goals, target groups and implementation mechanisms. The National Parenting Support Commission (NPSC) Act (2012) led to the creation of the official entity to coordinate all Government of Jamaica parenting activities. A number of programs and activities have been placed with the NPSC to foster parental involvement at home, school and community level. The NPSC provides mentorship programs for parents, particularly in low-income communities. 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.
- 2.9 **Teacher Training:** 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. This imbalance has affected the quality of the service and expansion prospects as the TTCs are unable to increase enrollment beyond their capacity to train. Within this component, the findings of the front-end analysis will be reviewed and the 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.
- 2.10 The MOEYI has found that more than 50 percent of teachers in mathematics and science show weak mastery of the content areas and this impedes their ability to effectively deliver instruction to students. To improve student performance, efforts will be made to support the delivery of training in these content areas at the TTCs.
- 2.11 Additionally, as global discussions on climate change have progressed, there is a need to find better ways to train teachers to impart climate awareness curricula and promote climate change education for sustainable development. This will be done using creative approaches, methodologies and tools such as teacher training with field monitoring (Sandwatch), interactive online training (Mon2050, Rise Up), and the augmentation of teacher guides in climate change relevant subjects.

⁵ The NSP areas of focus include: (i) parenting education and support; (ii) preventative health care; (iii) early screening, diagnosis and intervention for 'at risk' children; (iv) provision of safe, learner-centered, well-maintained ECIs; and (v) curriculum delivery.

- 2.12 **Governance of the Education System:** 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.
- 2.13 This represents a change in the approach to secondary education. The ability of the schools to deliver and the DSS to support implementation of the pathways policy is challenged as teachers are in the process of being trained in the new approach. The full implementation of the program is expected by 2018.
- 2.14 The Pathways program is being implemented in parallel with other reforms of the MOEYI's modernization program thus requiring specialized and additional technical assistance to the DSS. The DSS is confronted with a new mode of school administration, a shift from school supervision to support for teaching and learning and linkages to overall school performance.
- 2.15 **Objective.** The Technical Cooperation (TC) aims to support the GOJ in the continued improvement in performance of the education sector in three key areas: (i) strengthening of early childhood modernization initiatives centered on innovation in teaching, development of curriculum and materials and regulation of the sector; (ii) support to teacher colleges to strengthen internal quality assurance and capacity building for teacher education in numeracy and science; and (iii) technical support to the DSS. The support from this TC will assist the MOEYI in consolidating and improving coordination across the education sector to benefit students.
- 2.16 **Alignment.** The operation is aligned with the IDB's Country Strategy with Jamaica 2016-2021 (GN-2868), specifically the priority to reinforce human capital protection and development. This TC is consistent with the Update to the Institutional Strategy (UIS) 2016-2019 (AB-3008), as it is aligned with the challenge of social inclusion and equality, by supporting small and vulnerable countries and reducing poverty and inequity by improving the educational outcomes of Jamaican students and increasing their labor perspectives and income. The operation is also aligned with the Sector Strategy Institutions for Growth and Social Welfare (GN-2587-2) which recognizes the need for strengthening the institutional capacity of countries in the region as well as with the Strategy on Social Policy for Equity and Productivity (GN-2588-4), which highlights interventions that increase human capital as key factors for economic growth and development. Finally, it is also fully consistent with the Education and Early Childhood Development Sector Framework Document (GN-2708-5) as it focuses on improving student learning.
- 2.17 The project will seek active collaborations with regional initiatives that are complimentary and have synergies with its objectives. These may include climate change education initiatives such as "Rise Up: Education Against Climate Change" (ATN/OC-13366-RG and ATN/OC-12907-RG) which assist elementary and high

school teachers or teachers-in-training in the launch of climate change education and actions to mitigate and adapt to climate change in their school community.

III. Description of activities/components and budget

3.1 To accomplish the objective of the TC, the components include:

3.2 **Component 1. Strengthening of Early Childhood sector (US\$70,000).**

3.3 Given the importance of the early childhood level and the persistent underperformance of the sector, the objective of this component is to support the ECC to strengthen its role as an effective regulatory body for the sector. This objective will be achieved by supporting two main activities: (i) technical assistance for the review and strengthening of the early childhood initiatives developed through the ESTP. The review will determine the appropriate operational model for the ECC and guide the MOEYI in the rationalization of service offerings. (ii) The development of a plan of action to strengthen the partnership between the ECC and the NPSC to enhance performance of the sector.

3.4 The TC will finance the recruitment of consultants to review early childhood initiatives, development of an action plan and undertake training workshops on initiatives to strengthen early childhood development.

3.5 **Component II. Support to Teacher Training Colleges (US\$260,000).**

3.6 This component will support the following activities: (i) technical assistance to ten Teacher Training Colleges⁶ to strengthen internal quality assurance mechanisms; and (ii) support the Teacher Training Colleges in building capacity for teacher education in numeracy and science,⁷ 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.

3.7 The TC activities will finance the hiring of consultants to provide technical assistance to strengthen internal quality assurance; hiring of a firm to provide technical assistance to teacher training colleges to build capacity in teacher education in numeracy and science. In addition, the TC will finance the provision of didactic materials and resources to teacher training colleges to support instruction.

3.8 **Component III. Technical Support to the Department of School Services (DSS) (US\$100,000).** The TC will finance the recruitment of consultant to provide technical assistance for strengthening the provision of alternative pathways at the secondary education level, by supporting the DSS in implementing these new approaches. This will include workshops to aid in implementation. This support will incorporate existing complementary provisions and link these with the seven-year delivery of secondary education.

3.9 **Component IV: Project Supervision, Monitoring and Audit (US\$70,000).** This component will finance supervision and monitoring of activities by selected MOEYI team. Annual audits will be undertaken by an independent audit firm.

⁶ The teacher training colleges are: Church College; Sam Sharpe College; Shortwood College; Saint Joseph's College; Mico College; College of Agriculture, Science and Education (CASE); G.C. Foster College of Physical Education and Sports; Edna Manley College of the Visual and Performing Arts; Moneague College and Bethlehem Moravian College.

⁷ In line with Article 6 of the United Nations Framework Convention on Climate Change (UNFCCC) which addresses the need to better inform, educate, and train people on the issue of climate change.

- 3.10 The total cost of the TC amounts to US\$600,000, of which US\$500,000 will be financed by the Japan Special Fund (JSF) and US\$100,000 is local counterpart funding. The IDB/ Fund financing will meet the costs of consultants' salaries and fees; travel costs and per diems for consultants; equipment and supplies; training materials; training expenses and related costs for monitoring, evaluation and audit. The GOJ has agreed to local counterpart in-kind to finance activities within Component 4. The GOJ will provide US\$100,000 to cover costs related to office space, some staff time and monitoring costs of government employees and cost sharing contribution to project audit.

Indicative Budget

| Component / Activity | Description | IDB/Fund Funding (US\$) | Counterpart Funding (US\$) | Total Funding (US\$) |
|--|--------------------|-------------------------|----------------------------|----------------------|
| Component 1. Strengthening of Early Childhood Sector. | Firm + consultants | 70,000 | - | 70,000 |
| Component 2. Support to the Teacher Training Colleges | Firm + consultants | 260,000 | - | 260,000 |
| Component 3. Technical Support to Department of School Services | Consultants | 100,000 | - | 100,000 |
| Component 4. Project supervision, monitoring and Audit | Firm + Consultants | 70,000 | 100,000 | 170,000 |
| Total | | 500,000 | 100,000 | 600,000 |

- 3.11 The Government of Jamaica is currently engaged in an IMF Precautionary Stand-by Arrangement due to its macroeconomic situation. Due to the financial situation, 17% local counterpart is proposed.
- 3.12 **Supervision, Monitoring and Evaluation.** The TC will be supervised by a sector specialist (based in-country) with support from the alternate Team Leader. The TC will be monitored and evaluated according to the requirements of the Bank and through the Results Matrix (see [Annex II](#)).

IV. Executing agency and execution structure

- 4.1 **Executing Agency.** The TC will be executed by the MOEYI. The MOEYI will assume responsibilities for coordinating, supervising, monitoring and reporting on all technical and fiduciary matters. The MOEYI has expertise in executing Bank Operations (2039/OC-JA; 2100/OC-JA; 2301/OC-JA; 2300/OC-JA; 3560/OC-JA; ATN/OC-12450-JA). Based on the audit reports of the prior projects executed by the MOEYI, it has demonstrated competence in the use of funds and effective implementation of the projects.
- 4.2 **Execution period.** The TC will be disbursed over 36 months and executed within 30 months from the approval date.
- 4.3 **Procurement.** The procurement of works and goods and the contracting of consulting services under the TC will be carried out according to the Bank's policies and procedures set forth in documents GN-2349-9 and GN-2350-9, respectively. (See Procurement Plan, [Annex IV](#)).
- 4.4 **Audit Arrangements.** Annual audits will be undertaken by an independent audit firm.

V. Major issues

- 5.1 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.

VI. Exceptions to Bank policy

- 6.1 The TC does not contain exceptions to IDB policies.

VII. Environmental and Social Strategy

- 7.1 The activities are not expected to have direct environmental or social impacts and the project is classified as a "C" according to the Safeguard Classification Tool and the Bank's Environment and Safeguard Compliance Policy (OP-703). No environmental impact is foreseen as the initiative is limited to consultancies. No Bank resources will be used to finance investments in infrastructure or large-scale equipment (See [Safeguard Policy Filter Report](#) and [Safeguard Screening Form](#)).

Required Annexes:

- Annex I: [Request from the client](#)
- Annex II: [Results Matrix](#)
- Annex III: [Terms of Reference](#)
- Annex IV: [Procurement Plan](#)

CONFIDENTIAL

¹ The information contained in this Annex is confidential and will not be disclosed. This is in accordance with the "Deliberative Information" exception referred to in paragraph 4.1 (g) of the Access to Information Policy (GN-1831-28) at the Inter-American Development Bank.

[Link to file in Convergence](#)



Result Matrix

Outcomes

| Outcome: 1 Improvements in learning outcomes | | | | | | | | | |
|--|--------|-----------------|----------|---------------|-----------------------|------|------|------|------|
| Indicators | Flags* | Unit of Measure | Baseline | Baseline Year | Means of verification | 2017 | 2018 | 2019 | EOP |
| 1.1 Improved capacity development program at teacher colleges in maths and science | | program | 0.00 | 2016 | | P | 0.00 | 1.00 | 2.00 |
| | | | | | | P(a) | 0.00 | 1.00 | 2.00 |
| | | | | | | A | | | |
| 1.2 Internal quality assurance system is in use to inform operations at teacher training colleges. | | system | 0.00 | 2016 | | P | 0.00 | 0.00 | 1.00 |
| | | | | | | P(a) | 0.00 | 0.00 | 1.00 |
| | | | | | | A | | | |

RF - Contribution

Outputs: Annual Physical and Financial Progress

| 1 Comp 1. Strengthening of Early Childhood sector | | | | | | Physical Progress | | | | | Financial Progress | | | | | Theme | Flags |
|--|---------------------|------------------|----------|---------------|-----------------------|-------------------|------|------|-----|------|--------------------|--------|--------|--------|---------------------------|---|-------|
| Outputs | Fund Indicator | Unit of Measure | Baseline | Baseline Year | Means of Verification | 2017 | 2018 | 2019 | EOP | 2017 | 2018 | 2019 | EOP | | | | |
| 1.1 Workshops and consultations completed | | Workshops (#) | | | | P | | 3 | 3 | 6 | P | 21100 | 4900 | 26000 | Education | | |
| | | | | | | P(a) | | 3 | 3 | 6 | P(a) | 21100 | 4900 | 26000 | | | |
| | | | | | | A | | | | | A | | | | | | |
| 1.2 Action plan developed | Other(JSF) | Action plan (#) | | | | P | | 1 | 1 | 2 | P | 39000 | 5000 | 44000 | Education | | |
| | | | | | | P(a) | | 1 | 1 | 2 | P(a) | 39000 | 5000 | 44000 | | | |
| | | | | | | A | | | | | A | | | | | | |
| 2 Comp 2. Support to Teacher Training Colleges | | | | | | Physical Progress | | | | | Financial Progress | | | | | Theme | Flags |
| Outputs | Fund Indicator | Unit of Measure | Baseline | Baseline Year | Means of Verification | 2017 | 2018 | 2019 | EOP | 2017 | 2018 | 2019 | EOP | | | | |
| 2.1 Quality Assurance System developed | | System | | | | P | | 1 | | 1 | P | 158000 | 102000 | 260000 | Education | | |
| | | | | | | P(a) | | 1 | | 1 | P(a) | 158000 | 102000 | 260000 | | | |
| | | | | | | A | | | | | A | | | | | | |
| 3 Comp 3. Technical support to Department of School Services | | | | | | Physical Progress | | | | | Financial Progress | | | | | Theme | Flags |
| Outputs | Fund Indicator | Unit of Measure | Baseline | Baseline Year | Means of Verification | 2017 | 2018 | 2019 | EOP | 2017 | 2018 | 2019 | EOP | | | | |
| 3.1 Training workshops delivered | Workshops completed | Workshops (#) | | | | P | | 3 | 3 | 6 | P | 20600 | 3400 | 24000 | Institutional Development |  | |
| | | | | | | P(a) | | 3 | 3 | 6 | P(a) | 20600 | 3400 | 24000 | | | |
| | | | | | | A | | | | | A | | | | | | |
| 3.2 Action plans designed | Plan | Action Plans (#) | | | | P | | 1 | | 1 | P | 50400 | 25600 | 76000 | Institutional Development |  | |
| | | | | | | P(a) | | 1 | | 1 | P(a) | 50400 | 25600 | 76000 | | | |
| | | | | | | A | | | | | A | | | | | | |

Other Cost

| |
|-------------------------------|
| Financial Audit |
| Monitoring and Administration |
| Project Management |

| | 2017 | 2018 | 2019 | Cost |
|------|------|-------------|-------------|-------------|
| P | | \$3,450.00 | \$3,450.00 | \$6,900.00 |
| P(a) | | \$3,450.00 | \$3,450.00 | \$6,900.00 |
| A | | | | |
| P | | \$36,060.00 | \$24,040.00 | \$60,100.00 |
| P(a) | | \$36,060.00 | \$24,040.00 | \$60,100.00 |
| A | | | | |
| P | | \$1,500.00 | \$1,500.00 | \$3,000.00 |
| P(a) | | \$1,500.00 | \$1,500.00 | \$3,000.00 |
| A | | | | |

| | 2017 | 2018 | 2019 | Total Cost |
|------|------|--------------|--------------|--------------|
| P | | \$330,110.00 | \$169,890.00 | \$500,000.00 |
| P(a) | | \$330,110.00 | \$169,890.00 | \$500,000.00 |
| A | | | | |

CRF Indicator

Standard Output Indicator

ANNEX A

JAMAICA SCL/EDU

EDUCATION SECTOR TRANSFORMATION PLAN LEARNING AND TEACHING (JA-T1116)

TERMS OF REFERENCE

Consultant to support the institutional strengthening of the sector and build partnership with the early childhood commission and national parenting support commission for strengthening of parental support

Background

Early Childhood Education is critical to the holistic development of the child and hence requires a deliberate strategy to establish the foundation required for advancing into other levels on the education ladder. There is no Early Childhood Policy in Jamaica but there are the Early Childhood Commission (ECC) and the Childcare and Protection Acts that guide the process. Critical Challenges facing the sector are:

1. Provision of adequate spaces for all students. Demand for approximately 135,000 school spaces
2. Inadequate subsidy - government provides economic cost for 8% of enrolment and subsidizes 92%
3. Inadequate number of qualified teachers within the basic schools
4. Lack of standardization of programmes offered in basic schools
5. The registration and compliance of schools to function as basic schools with offering of early childhood education
6. Strengthening the home school relationship in collaboration with the National Parenting Support Commission (NPSC)

The national strategy seeks to ensure that children 0-6 years old have access to adequate Early Childhood Education and Development Programmes. The ECC would benefit from technical support to give effect to the challenges identified.

Objective of the consultancy

The main objectives of the consultancy include:

1. To review and provide recommendations and plan of action to strengthen the early childhood initiatives highlighted above through capacity building and organizational reform
2. To develop a plan of action to strengthen the partnership between the ECC and the NPSC to enhance performance of the sector.

Main activities / key responsibilities

The primary responsibilities of the consultant include:

1. Undertake desk review to inform on the progress of the specific initiatives determining status of implementation
2. Assess the factors that have affected the progress of initiatives and collaborate with the relevant officers of the Commissions in the conduct of the assignment
3. Make recommendations that would enable the implementation of the desired actions to allow for effective implementation of the selected initiatives. Work in close collaboration with the relevant officers of the ECC to build capacity in the conduct of the assignment. Collaborate with the ECC in crafting a plan of action including any recommended capacity building and organizational change proposal identified.
4. Assess areas of collaboration between the ECC and the NPSC that would enhance the effectiveness of both entities through review of the respective functional areas, strategic plans and provide a list of functions and strategic actions that would yield effective synergies for both entities.
5. Convene a partner's forum with both the ECC and NPSC to begin mapping of functions that would benefit from close collaboration and joint action with specific reference to building a close working relationship in parenting education training and support.
6. Provide reports on progress of the assignment in line with what is agreed in the approved work plan.

Key Outputs

1. Reports detailing the status of activities in the scope of works
2. Plan of action for institutional strengthening surrounding the identified initiatives
3. Report on capacity building initiatives
4. Action plan for strengthening ECC/NPSC partnership
5. Report on the partners' forum and the outcomes from the mapping exercise.
6. Final report detailing all recommendations and actions taken

Payment Schedule

Payment of the percentage of the contract is based on the approval of each deliverable by the Government of Jamaica and the Bank:

- 10 percent upon contract signature and submission of desk review
- 10 percent upon submission of report detailing status of activities in the scope of works.
- 10 percent upon submission of plan of action for institutional strengthening initiatives
- 20 percent upon submission of report on capacity building initiatives
- 20 percent upon submission of report on the partners forum and the outcomes from the mapping exercise
- 30 percent upon submission of the final report detailing all recommendations and actions taken

Qualifications

- Post graduate degree in Public Administration/Public Sector management/ Early Childhood education and administration
- At least 10 years' experience in the field
- Experience working on similar assignments
- Knowledge of the ECC and the NPSC mandates will be an asset
- Knowledge of the MOEYI's transformation initiatives and policies will be an asset
- Excellent communications (oral and written) and human relations skills and competencies
- Excellent work ethics
- Fluency in English

Characteristics of the Consultancy

- Consultancy category and modality: Individual consultant, lump sum, local
- Contract duration: October 2017 to April 2018 on a part -time basis, equivalent to 100 days of work.
- Place of work: Kingston, Jamaica
- Coordinator: The consultant will be supervised by the Chief Education officer of the Ministry of Education and collaborate directly with the directors of the ECC and the NPSC.

Payment and Conditions: Compensation will be determined in accordance with Bank's policies and procedures. In addition, candidates must be citizens of an IDB member country.

ANNEX B

JAMAICA SCL/EDU

EDUCATION SECTOR TRANSFORMATION PLAN LEARNING AND TEACHING (JA-T1116)

TERMS OF REFERENCE

Consultants to provide technical assistance to the Jamaica Tertiary Education Commission (JTEC) in supporting the Teacher Training Institutions in building a robust internal Quality Assurance Mechanism

Background

Jamaica places high expectations on the education system to produce graduates who can contribute meaningfully and positively to national development; parents' ambitions for their children usually center around the aspiration that they succeed in their personal lives and at work, and in most parents' eyes, education underpins their children's chances for success, and at the heart of the education system is the classroom teacher.

At the heart of quality education is the process of teacher education, teacher preparation, and professional development, which necessarily and regularly are topics of concern on Jamaica's national development agenda. Significant changes in education have occurred over the past several decades; it is important to note that the quality of education provided in Jamaican schools reflects teacher preparation and school management.

Teaching and the strengthening of teacher education has been a continuing area of focus for decades in Jamaica. In fact, teachers' colleges like Mico University College, Bethlehem, Moravian, Shortwood and St. Joseph's Teachers' Colleges were all established in the latter half of the 19th century with the intention of strengthening teacher training. In the case of Mico University College, school principals' training is also offered. It is worth noting that in those early teacher education programmes, the Ministry of Education was challenged in: developing curriculum with a balance between content and pedagogy; teaching theory and opportunities for practising that theory; the need to model teaching methods as well as teaching theory in college classrooms; and to devise ways to elevate teaching to the status of a profession. These issues remain central and important¹. A central purpose of any reform of teacher education is to ensure that pre-service teachers are prepared to enter the classroom ready to offer teaching and learning. Critical to enabling this is for teacher training institutions (TTIs) to be positioned to offer quality teacher education relevant for the 21st century. For this to happen it is important that TTIs ensure they have in place quality assurance systems that provide standards for quality of the outputs of the institutions. The institutions currently do not have adequate systems to ensure quality or equity in provisions of services and that should be the hallmark of the profession. This is therefore seen as a key need in moving forward.

¹ Extracted from the "Strategic Plan for the Reform of Teacher Education", 2016. George, N., prepared for JTEC.

Objective of the consultancy

1. The primary purpose of the consultancy is to strengthen the internal quality assurance mechanisms of TTIs while, building capacity in teacher education in mathematics and science and help colleges in strengthening their screening process for matriculation.

Main activities / key responsibilities

The primary responsibilities of the consultant are to:

1. Assist the TTIs to develop and publish a policy for the assurance of the quality of the institution, to be made available on its website. The main benefit of this guideline is that it is a public promise that involves and binds the management of the institution.
2. Support the colleges/institutions in the design of a measurement system to track and ensure that the processes and results reflect the mission and goals of the institution.
3. Conduct an audit of the systems, both academic and administrative to identify and reduce or eliminate any possible conflict of interest inherent in the systems.
4. Support TTIs in developing a system to support feedback and reflection.
5. Establish quality goals and measure related performance.
6. Collaborate with TTIs in developing criteria for internal quality assessment.
7. Establish effective follow-up procedures.
8. Develop avenues for students' involvement and preparation for quality assessment.
9. Design a framework for accountability.

Key outputs

1. Work plan detailing timelines against task assigned
2. Report on measurement system to ensure processes and results are aligned to mission and goal
3. Report of audit to identify conflict with recommendations
4. Report detailing system for feedback and reflection
5. Documentation which reflects agreed internal QA system including the accountability framework

Payment Schedule

Payment of the percentage of the contract is based on the approval of each deliverable by the Government of Jamaica and the Bank:

- 10 percent upon contract signature and submission of work plan
- 10 percent upon submission of report on measurement system
- 20 percent upon submission of report of audit
- 20 percent upon submission of report on system for feedback and reflection
- 40 percent upon submission of report on internal quality assurance system and the corresponding accountability framework

Qualifications

- Post graduate qualification in education administration/leadership or public administration and management
- A minimum of 3 years' experience working in a higher education environment
- Knowledge of internal or external quality assurance systems
- Excellent communications and people skills
- Excellent presentation skills
- Fluency in English

1. Characteristics of the Consultancy

- Consultancy category and modality: Individual consultant, lump sum, local
- Contract duration: October 2017 to February 2018 on a part -time basis, equivalent to 50 days of work.
- Place of work: Kingston, Jamaica
- Coordinator: The consultant will be supervised by the Executive Director of JTEC.

Payment and Conditions: Compensation will be determined in accordance with Bank's policies and procedures. In addition, candidates must be citizens of an IDB member country.

ANNEX C

JAMAICA SCL/EDU

EDUCATION SECTOR TRANSFORMATION PLAN LEARNING AND TEACHING (JA-T1116)

TERMS OF REFERENCE

Consultancy to provide support to the DSS to implement the Pathways Policy

Background

The Ministry of Education Youth and Information (MoEYI) has revised its curriculum offerings and instructional framework to facilitate a more inclusive approach to education for all children. The formulation of a framework, the Proficiency Pathway, based on Response-to-Intervention (RTI) Theory has led to the development of a Pathway Policy to ensure the principles grounded in inclusive educational provision are articulated and applied.

Early identification and focused intervention are central to the considerations of the Proficiency Pathway. The framework begins at Grade 1 of the primary level and guides instructional leadership and staff through the phases of support at the primary level; extending to the secondary level to Alternative Pathways to Secondary Education (APSE), through Grades 7-11. The context for differentiated instruction and customized educational provision is supported in the National Standards Curriculum (NSC) which is vertically and horizontally articulated to ensure uniformity in benchmark standards and assessment.

The Pathways Policy will guide the framework and systems aligned to the programmatic and curricular aspects of the Proficiency Pathway and APSE. The processes to be used to allow identification and treatment, responses to identified aptitudes and abilities, the customization of instruction and its delivery in integrated, inclusive settings are addressed in the Pathways Policy. The Pathway Policy provides guidance to schools to ensure equitable access to instruction and learning opportunities. It also flexibility in ensuring relevant instructional approaches to meet diverse learner needs.

In addition to the APSE, other programmes will be introduced to address the range of needs of the diverse learner needs. The School-to-Work Transition, Programme for Advanced Learners (APEX) and the Career Advancement Programme (CAP) are among the complementary programmes² expanding the instructional landscape and opportunities for improved performance outcomes.

The consultancy will guide the Department of School Services (DSS) in the effective implementation of the Pathways Policy, and its alignment with complementary initiatives. The outcomes of the consultancy will allow personnel at varying levels of the system to implement the methodologies for the successful introduction and delivery of the related

² Further details available.

programmes and approaches to facilitate attention to diverse learning needs, and the principles of the Pathways Policy.

The Ministry of Education seeks to engage consultancy services with the related skill-sets and expertise for the following:

1. Provision of technical support to the Department of School Service (DSS) in strengthening the provision of the alternative pathways at the secondary level.
2. Creating processes and systems to ensure the seamless integration of complementary programmes with the APSE to facilitate completion of secondary level; as well as the extended option of seven (7) year, where required.
3. The successful entity will work directly and collaboratively with the Deputy Chief Education Officer (DCEO) Curriculum Support Services, DCEO Schools Operations, as well as, the Assistant Chief Education Officer (ACEO) Special Education Unit.

The objectives of the consultancy are to

1. Develop a solid framework and system to guide the streamlining of the APSE
2. Develop and deliver training to the Officer Corps of the MoEYI, educational leaders, and instructional staff in implementing the framework for its sustainability
3. Ensure clear understanding of the underlying principles of Response to Intervention (RTI), learner diversity, differentiated instruction, alternative assessment and the solidifying features that will guarantee success of the Pathways approach as articulated in the Pathways Policy.
4. Prepare a core team of specialists in RTI for both the primary and secondary levels
5. Develop monitoring instruments to support and sustain the efficiency of the framework and system introduced.
6. Design an instrument to support continued training

Main activities / key responsibilities

The consultant will work in close collaboration with the teams of the Curriculum, Schools Operations, and Special Education departments.

The consultant will support implementation by:

- collaborating with relevant MoEYI personnel to develop a sustainable and accessible system to implement the APSE
- analyzing the training needs of the officers in the DSS and other relevant personnel who will implement the framework and monitor the process
- delivering training to relevant personnel
- providing recommendations for appropriate considerations for sustainability of the process
- design a training plan for subsequent training
- Documenting a training plan to sustain consistent and quality delivery of RTI methods
- Monitoring the implementation and application of methodologies toward acceptable RTI standards and competencies

Key outputs

1. A work plan with timelines outlining the specific tasks to be undertaken
2. A fully developed framework for implementation
3. Reviews from in-class observations
4. Progress and final reports, and presentation of reports as agreed with the Ministry of Education during initial consultation.

Payment Schedule

Payment of the percentage of the contract is based on the approval of each deliverable by the Government of Jamaica and the Bank:

- 10 percent upon contract signature and submission of work plan
- 20 percent upon submission of fully developed framework for implementation
- 30 percent upon submission of report from in-class observations
- 40 percent upon submission of final report

Qualifications

- Post graduate degree in special education, education, or the related field of specialization
- Extensive experience in developing and implementing RTI training for curriculum support and adaptation in primary and secondary contexts
- Excellent oral and written communication skills in English
- Excellent ability to lead implementation process for introductory curriculum
- Ability to provide excellent guidance and support for the implementation and introduction of curriculum

Characteristics of the Consultancy

- Consultancy category and modality: Individual consultant, lump sum, local
- Contract duration: October 2017 to October 2018 on a part -time basis, equivalent to 130 days of work.
- Place of work: Kingston, Jamaica
- Coordinator: The consultant will be supervised by the Chief Education Officer

