

PROJECT PROFILE

JAMAICA

I. BASIC DATA

Project name:	Education Sector Reform		
Project number:	JA-L1002		
Project team:	Sabine Rieble-Aubourg, Team Leader; Carlos Gargiulo, Aimee Verdisco and Claudia Cox (SCL/EDU); Janet Quarrie (CCB/CJA); Sophie Makonnen (EDU/CHA); and Javier Jiménez (LEG/SGO)		
Borrower:	Government of Jamaica (GOJ)		
Executing agency:	Ministry of Education (MOE)		
Financing plan:	IDB:	US\$15,000,000	
	Local:	US\$	0
	Total:	US\$15,000,000	
Safeguards:	Policies triggered:	B13	
	Classification:	N/A	

II. GENERAL JUSTIFICATION AND OBJECTIVES

- 2.1 Historically, Jamaica's fiscal position has been weak, translating into significant budget deficits and resulting in the accumulation of a high level of public debt. Although data from November 2007 indicate that the budget deficit has likely diminished to around 3.7% of Gross Domestic Product (GDP) in 2007/2008 and might further decline in both 2008/2009 and 2009/2010, it remains to be seen what impact most recent developments, such as price increases for gasoline and food and the depreciation of the US\$, have on the Jamaican economy. GOJ estimates to have a positive primary balance for the year 2008/2009 representing about 8.4% of GDP. Nevertheless, internal and external interest payments represent 12.8% of GDP, leaving a fiscal deficit of 2.6% of GDP and a fiscal gap of about 1.8% of GDP or US\$205.8 million. The proposed loan intends to cover part of this gap and is part of a programmatic Policy Base Loan (PBL) consisting of three operations.
- 2.2 **State of education.** Jamaica has made significant progress in improving education reaching near universal access to early childhood, primary education from grades 1-6; and lower secondary education (grades 7-9). However, limited **access** to upper secondary education (grades 9-12) continues to exist as only about 77% of eligible population is enrolled. Despite the gains in access and a relatively high budgetary allocation (5.4% of GDP) to the education sector, **quality** issues persist at all levels.
- 2.3 In February 2004, the Prime Minister appointed a 14-member Task Force (TF) on educational reform. The objective was to prepare a comprehensive proposal consistent with a world-class education system that generates the human capital and skills required for Jamaica to compete in the global economy. Seven months

later the TF presented its report including a review of the state of education, recommendations for change, and performance targets for the year 2015. The TF identified *underachievement in student learning at all levels of the system as the most critical issue*. In 2005 MOE created the Education Transformation Team (ETT) with the mandate of translating TF's recommendations into concrete actions taking into account ongoing projects, such as the Primary Education Support Program (PESP – Loan 1264/OC-JA) and to develop a policy framework as the first step for implementation.

- 2.4 **Underlying reasons.** Various diagnostic reports point to quality, efficiency and accountability as underlying factors of Jamaica's chronic underperformance in education. These factors are manifested in limited quality inputs such as updated curricula and lack of articulation among levels; deficient alignment between curriculum and assessment tools; need for more teacher training, and inadequate school infrastructure and teaching materials. The inefficiency emanates from an inappropriate institutional arrangement that hinders an efficient allocation of inputs throughout the system and hampers any accountability for results. Within this context, interventions are necessary in the following five areas:
- a. ***Institutional arrangements.*** Currently, MOE is highly centralized and inefficient due to overly bureaucratic administrative structures. Its decentralized regional offices have limited technical capacity, little autonomy and budgetary resources, and therefore cannot carry out their current functions such as ensuring good performance and maintenance of schools. Key functions, such as monitoring and evaluation of the system are non existent. MOE needs to achieve a more balanced distribution of functions.
 - b. ***Teacher management.*** Recognizing that better qualified teachers (starting with a BA degree) are instrumental for improving the quality of teaching, teacher training has been a priority for MOE for some time. It has undertaken various efforts to upgrade the skills of teachers and principals. Nevertheless, no system exists to ensure quality of teaching, that unifies registration, licensing and in-service professional development, and establishes standards and appraisals. Currently, only 20% of teachers are graduate trained, the majority is in need of upgrading their qualifications.
 - c. ***Curriculum and assessment.*** Under PESP, MOE has revised the primary education curriculum and aligned it with selected assessment tools at grades 1, 3, 4, 6, and developed literacy and numeracy strategies with accompanying materials. Initial results of these programs are promising; however, national implementation has just begun and needs to be evaluated. The continuity of these initiatives could be compromised unless MOE ensures the development of an integrated curriculum and assessment framework which implies the creation of a new independent agency with clear leadership in both areas.
 - d. ***Physical infrastructure.*** MOE reports highlight the need for major upgrading and equipping of most of existing infrastructure. Even though MOE has a clear

policy of de-shifting schools and to increase the number of contact hours for students, a number of schools still function in double shifts, resulting in the need for additional spaces. The renewal of the school plant is a key element of the transformation plan. The proposed second loan will address these issues.

A. Objectives

- 2.5 The objective of the loan is to improve the learning outcomes of Jamaica's education system. 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. In particular, the program will support: (i) the implementation of institutional changes required for more efficient delivery of services in the schools; (ii) the development of quality inputs (such as curriculum, teacher training, and assessment tools); and (iii) the introduction of mechanisms for enhanced accountability to inform and communicate about the system's performance. This approach will provide the framework within which the Bank will support the country in meeting the performance indicators defined by the TF by their target date of 2015, such as: (i) 90% of children achieving mastery in all four areas of grade 1 readiness inventory; (ii) 85% of children achieving mastery on the grade 4 literacy test; and (iii) 85% for each subject as national mean score at grade 6 achievement test. Concrete activities supported by this loan are detailed below and are also listed in the attached Draft Policy Matrix (see [Annex IV](#)).

B. Modernization of the Ministry

- 2.6 **Institutional capacity and organizational changes.** MOE will be transformed into a policy ministry, providing its regional offices with more autonomy, and creating three new agencies (see paragraph 2.8-2.10). The mission of the transformed MOE will move away from the delivery of services to focus on: (i) support the development of policy formulation; (ii) design strategies for policy implementation and coordination of implementing agencies; (iii) monitor and analyze the performance of employed strategies; and (iv) advise Ministers on the need to reformulate strategies. The implementation will be entrusted to the Change Implementation Team comprised of senior MOE officials.
- 2.7 **Transformation of Regional Education Authorities (REA).** MOE will devolve more autonomy to five REA providing them with a new management scheme, and sufficient and adequate human, financial and technical resources allowing them to carry out an expanded mandate. Having been given more resources and autonomy anchored in an amended Education Act, the REA will be held accountable for supervising curriculum delivery; implementing policies and programs; and fostering school-community relations. To the extent possible, staff will be transferred from head-office to the REA and trained in the new positions.
- 2.8 **National Education Inspectorate (NEI).** To fill the current void in Monitoring and Evaluation (M&E) system-wide, the institutional changes described above

will be accompanied by the creation and implementation of a modern M&E agency, independent of MOE. The NEI will report on the system on an annual basis indicating whether established standards and indicators have been met and on the quality of services provided thereby contributing to increased accountability throughout the system.

- 2.9 **Jamaica Teaching Council (JTC).** To raise the level of professionalism and quality of teachers, JTC will have the mandate to define the standards for the profession and provide in-service professional development. It will coordinate with existing bodies, such as the Teaching Service Commission (TSC), currently responsible for the registration and appointment of teachers, and the Joint Board of Teachers in charge of teacher training colleges. MOE will create a Professional Development Revolving Loan Scheme to support teachers to attain graduate status with the final objective to improve teaching.
- 2.10 **Curriculum and Assessment Agency (CAA).** The TF indicated the need of a continued articulation among curricula and assessment tools. The CAA will be created to ensure that these two functions are carried out within an integrated framework. It will provide leadership on curriculum implementation and will update the curriculum and assessment tools. It will also administer the assessment tools. CAA data will be an integral part of the NEI data bases.

C. Curriculum, teaching, learning and school management

- 2.11 To achieve the intended quality changes, MOE will continue to: (i) implement the literacy and numeracy strategies on a national scale, and develop the structure for the Lower Secondary Strategy as the mechanism to support under-achieving schools; and (ii) upgrade the human resource management system for school principals, teachers and counselors by implementing an appraisal system. Resources from a Technical Cooperation (TC) will be used to support the evaluation of the activities' overall effect on learning and system performance.

D. Communication and stakeholder development

- 2.12 To ensure greater stakeholder and community involvement in the sector and to affect behavior changes in students, MOE will support the creation of a National Parent Teacher Association (NPTA) and the implementation of a Mentorship and Peer Counseling program for students.
- 2.13 **Proposed operation.** To support the implementation of its transformation plans, GOJ requested assistance from the Bank through a programmatic Policy Based Loan (PBL) consisting of three operations over a time period of seven years. Considering the varied needs, the following scenario is proposed: (i) **first loan** (2008) accompanied by a reimbursable TC in a total amount of US\$15 million; (ii) **second loan** (2010) will be a hybrid operation (PBL plus investment loan) of an overall amount of US\$30 million; and (iii) **third loan** (2012) for US\$30 million. The proposed operation will allow the Bank's long-term involvement in

the transformation process. The first loan will focus on the preparation of MOE's policy framework pertaining to the modernization of the governance; the implementation of the National Literacy and Numeracy Strategies; and the promotion of student support programs and increased community involvement. These actions are expected to lay the foundation for the transformation with the final objective of improving school and student performance. The second loan would support continued implementation of the previous policy measures and also renewal of the school infrastructure. The final loan will reflect the institutional and quality changes introduced, in part measured by the TF's performance targets.

III. TECHNICAL ISSUES AND SECTOR KNOWLEDGE

- 3.1 **Design of the new agencies and REA.** As outlined above, MOE/ETT plans to create new agencies (i.e. NEI, JTC and CAA) and transform the REA. To ensure that the proposed institutional setting is the most appropriate scenario and to avoid possible duplication of functions, an in-depth technical review of all the design work is being undertaken to inform the dialogue between the Bank and MOE.
- 3.2 **Organizational changes.** The organizational and institutional changes planned are far-reaching and will require careful implementation. The new agencies will entail a cadre of new staff and it remains to be seen to what extent the required profiles/expertise is resident in the country. Should the required expertise be in short supply, MOE and the Bank will explore possibilities to address them.
- 3.3 **Need for baseline data.** As indicated in paragraph 2.4 a, under the current system no entity exists for monitoring and evaluation of the education sector. To address this issue, MOE/ETT plan to conduct a comprehensive baseline study that will inform future monitoring and evaluation systems, particularly the NEI.

IV. SAFEGUARDS AND FIDUCIARY SCREENING

- 4.1 The environmental and social safeguard classification did not classify the project given that it is a PBL (1st Operation). See [Annex I](#).

V. OTHER ISSUES

- 5.1 **Requirement for close collaboration with other donors.** In May 2008, GOJ requested a Performance Driven Loan to support the transformation of the education sector from the World Bank. Collaboration between the two Banks will be required to ensure coordination between the two operations.

VI. RESOURCES AND TIMETABLE

- 6.1 Distribution of the POD is expected by September 2008. To accompany GOJ's efforts, the IDB team will develop proposals for submission to various trust funds in the amount of about US\$1.2 million to support the baseline study and other technical assistance requirements; and about US\$30,224 will be required for missions (see [Annex III](#)).

EDUCATION SECTOR REFORM (JA-L1002)

ANNEX I – SAFEGUARD POLICY FILTER REPORT

This Report provides guidance for project teams on safeguard policy triggers and should be attached as an annex to the Project Concept Document (or equivalent) together with the Safeguard Screening Form, and sent to CESI.

PROJECT DETAILS	IDB Sector	Education
	Type of Operation	Policy Based Loan (PBL)
	Additional Operation Details	
	Country	Jamaica
	Project Status	New Operation
	Investment Checklist	Generic Checklist
	Team Leader	Sabine Aubourg Rieble
	Project Title	Education Sector Reform
	Project Number	JA-L1002
	Safeguard Specialist(s)	<i>To be completed by assessor</i>
	Assessment Date	2008-05-06
	Assessment Number	2008-05065729-2
	Additional Comments	

SAFEGUARD POLICY FILTER RESULTS	Type of Operation	Policy Based Loan (PBL)	
	Safeguard Policy Items Identified (Yes)	No issues identified	
	Potential Safeguard Policy Items (?)	No potential issues identified	
	Recommended Action	Operation has not triggered any Policy Directives other than B13; please refer to B13 for guidance. No project classification required. Submit Report and PCD (or equivalent) to CESI Secretariat; CESI meeting may be required. <i>Policy Directives can be accessed from the Resources tab on the Toolkit home page.</i>	
	Additional Comments		

ASSESSOR DETAILS	Name of person who completed screening:	
	Title	
	Date	2008-05-06

ENVIRONMENT AND SOCIAL SAFEGUARD STRATEGY (ESS)

The program has not received an environmental and social safeguard classification as the first operation is a Policy-Based Loan. As such, the Program is not expected to have significant negative environmental or social impacts. The proposed first operation focuses on institutional changes related to the Ministry of Education, continuation of school based initiatives (such as the implementation of the national literacy and numeracy strategy) and other initiatives that are listed in the policy matrix. No major infrastructure work is planned.

EDUCATION SECTOR REFORM (JA-L1002)

ANNEX II - COMPLETED AND PROPOSED SECTOR WORK

Issues	Description	Expected Dates	References & hyper links to Technical files
Development of roadmaps, frameworks, budgets, human resource plans for the planned interventions pertaining to: (i) the modernization of the Ministry of Education; (ii) the creation of the Regional Educational Authorities (REA), and (iii) creation of the three new agencies (JTC, CAA, NIA) for quality assurance.	GOJ contracted a team of international consultants, PA Infrastructure and Development Services (UK), who worked in close collaboration with the MOE/ETT in the diagnostic and design of the way forward. Reports include: Blueprints and medium term financial plans, framework documents for the workstream “Modernization of the Ministry”. The final reports are being reviewed by MOE, ETT and the Public Sector Monitoring Unit responsible for the overall Public Sector Reform.	February 2008	JTC CAA NIA REA
Financial management/fiduciary issues and control environment.	<ul style="list-style-type: none"> - A pre-feasibility study on the macro-economic situation of JA was conducted by the project team. - Complete macro-economic analysis by country economist. 	February 2008 September 2008	Pre-Feasibility Analysis
External review of proposals pertaining to the proposed institutional arrangements.	- This consultancy will review various diagnostic reports (Task Force Report 2004) and analyze the proposed solutions for their feasibility, effectiveness, and appropriateness.	August 2008	
Data collection and analysis for reporting on results.	IDB will request support from a TC fund to strengthen MOE’s existing data collection and analysis capacity.	October 2008	
Institutional analysis/personnel, procedures other aspects of implementation capacity.	International consulting firm completed a diagnostic of the Ministry of Education.	July 2006	Diagnostic Review: Educational Services Diagnostic Report. Core Ministry Finance and Administration
Social and environmental safeguards	N/A.		
Other key issues, such as donors, gender, sustainability, country/sector issues.	IDB and WB plan to field a joint mission to ensure complementarity of operations in forth quarter of 2008.	October 2008	

EDUCATION SECTOR REFORM (JA-L1002)

ANNEX III - CRITICAL ROUTE: PREPARATION AND FINANCING TIMELINE

[illegible]

ESTIMATED COSTS FOR PROJECT PREPARATION

Consultancies financed with administrative funds (CCB/CJA and SCL/EDU)		
Activities	Cost (US\$)	Expected Date
Studies		
(1) Institutional analysis/review of technical documents	15,709	June 2008
TOTAL	<u>15,709</u>	

Technical Assistance Needs to be financed with TC funds		
Activities	Cost (US\$)	Expected Date
Studies		
(1) baseline study (to be considered by the Social Fund)	700,000	October 2008
(2) Technical assistance (Trust Fund to be determined)	500,000	October 2008
TOTAL	<u>1,200,000</u>	

Administrative Budget			
Project Team Time (Staff time)		# Days	
Team Leader (SCL/EDU)		40	
Sn. Social Development Specialist (SCL/EDU)		40	
Education Specialist (SCL/EDU)		10	
Lawyer (LEG/SGO)		20	
Project Assistant (SCL/EDU)		8	
Subtotal		113	
Project Team Missions	Per diem	Ticket	Cost US\$
Identification (2 staff x 1 day)	2 x 1 x US\$328	2xUS\$700	2,056
Identification (3 staff x 4 days)	3 x 4 x US\$328	3xUS\$700	6,036
Orientation (2 staffx4 days)	2 x 4 x US\$328	2xUS\$700	4,024
Orientation (3 staff x 5 days)	3 x 5 x US\$328	3xUS\$700	7,020
Analysis (3 staff x 5 days)*	3 x 5 x US\$328	3xUS\$700	7,020
Negotiation (3 staff x 2 days)*	3 x 2 x US\$328	3xUS\$700	4,068
TOTAL			<u>30,224</u>

* Lawyer is included in this mission

**EDUCATION REFORM PROGRAM
(JA-L1002)**

ANNEX IV – DRAFT POLICY MATRIX

Objectives	Policy Conditions for the 1 st programmatic loan	Indicative progress of the 2 nd programmatic loan (03/10)	Indicative progress of the 3 rd programmatic (11/12)
1. Maintain a stable macroeconomic framework.	1.1 The policy letter and the macro-economic framework of the Borrower are consistent with the Program's objectives.	Compliance with the guideline set forth in the Policy Letter and a macroeconomic framework that is consistent with the Program objectives.	Compliance with the guideline set forth in the Policy Letter and a macro framework consistent with the Program objectives.
A. Modernization of the Ministry			
2. A modernized Central Ministry of Education (MOE) focused on: the policy formulation and implementation; agencies coordination ; monitoring; advice the Ministry on the need to reformulate strategies ; and moving away from operations.	<p>2.1 Documents designed and agreed on by the Permanent Secretary (PS), Minister of Education, and Public Sector Modernization Div.; and Proposal approved by Cabinet:</p> <p>(i) Organizational structure of a Policy MOE containing: (a) staffing structure (policy related) and posts and job summary/descriptions; and (b) regional coordination showing agencies' autonomy, and budget estimates.</p> <p>(ii) Action Plan to transform MOE to a policy-based Ministry, including HR transfers, staffing, training and operational arrangements developed. Change Implementation Team (CIT), established and confirmed by the PS.</p> <p>(iii) Medium Term Financial Plans (MTFP) for MOE, REAs and Agencies with financial implications of implementing the Framework Documents (FD) submitted to Cabinet.</p> <p>2.2 New Education Act green paper (legal framework for the education system), legitimating the new Agencies, submitted to Cabinet.</p>	<p>Transformed MOE operational according to the Action Plan, including:</p> <p>(i) Percentage of staff transferred from head office to Regional Educational Authorities (REA). Baseline: 850 employees in head offices.</p> <p>(ii) New appointees trained to meet new job requirements.</p> <p>(iii) Operations at MOE, REA and Agencies using decentralized system for financial and HR management.</p>	Ministry restructured and streamlined to focus on policy and strategy in place, in accordance with the Action Plan and fully responding to the Blue Prints.
3. Transformation of five new Regional Educational Authorities (REAs). Responsible for providing	<p>3.1 New (5) REA, aligned with Parish boundaries, agreed by PS, approved by Cabinet Office, and MoFP. At least one CEO appointed.</p> <p>3.2 Documents agreed among Minister Education and PS:</p>	Two REAs operational in accordance with Framework Document with indicators and targets accomplished for each of the REA in accordance to	Progress implementing REA: (i) attaining the targets agreed upon in the PAs/CEO.

Objectives	Policy Conditions for the 1 st programmatic loan	Indicative progress of the 2 nd programmatic loan (03/10)	Indicative progress of the 3 rd programmatic (11/12)
quality support to schools in their respective region in line with national education policy. Educational outcomes agreed with the Ministry. REA offices will allow for autonomy and better coordination among education, health, social and community services.	<ul style="list-style-type: none"> (i) Framework Document (FD) containing: mission and strategic objectives; principles associated with autonomy and better inter-sector coordination; appointment and powers of the CEO. (ii) Performance Agreement (PA) for CEO: service delivery in quantity, quality and costs under specified standards. 	<p>the commitments expressed in the respective CEO's PA such as:</p> <ul style="list-style-type: none"> (i) HR and Financial management systems in place. (ii) Financial plans being executed according to the submitted REA budgets. (iii) HR capacities developed with focus on technical and pedagogical services. 	<ul style="list-style-type: none"> (ii) Increase attendance, from 79% to a standard of 85% attendance of students. (iii) Establishment of a maintenance fund for school infrastructure for school.
4. Creation of the National Education Inspectorate (NEI) to evaluate the education system at all levels and makes recommendations for improving its effectiveness in delivering education outcomes and disseminates results.	<p>4.1 NEI as and independent agency agreed and approved by the MOE. CEO appointed.</p> <p>4.2 Documents agreed upon by the Minister and PS:</p> <ul style="list-style-type: none"> (i) Framework Document (FD) for NEI to report annually on the standards/ indicators and quality of services provided; inform the MOE and general public about quality of teaching, student achievements, and schools performance. (ii) Performance Agreement (PA) agreed between CEO and PS. 	<p>Indicators and targets for the NEI accomplished in accordance with commitments expressed in the PA:</p> <ul style="list-style-type: none"> (i) Inspection FD in place. (ii) Draft Act to establish NEI. (iii) Contracted staff as Inspectors in post and initially trained, according to the PA. (iv) First school term inspection visits completed. 	<p>Progress in NEI:</p> <ul style="list-style-type: none"> (i) The NEI converted into a performance based statutory body, accountable to Minister. (ii) Indicators and targets accomplished. (iii) Baseline analysis about quality and standards of education completed. (iv) Schools inspection report available to the public.
5. Creation of the Jamaica Teaching Council (JTC) : define and enforce standards for the teaching profession; provide in-service training. Also, coordinate with the Teaching Service Commission (responsible for appointment, registration, and discipline of the teaching force); and with the Joint Board of Teachers (responsible for training).	<p>5.1 JTC agreed by PS and approved by Cabinet and MoFPS. CEO appointed.</p> <p>5.2 Documents agreed upon by Minister of Ed. and PS:</p> <ul style="list-style-type: none"> (i) FD for JTC containing role, function, planning, governance, budgeting and operational management of a decentralized and autonomous JTC. (ii) PA agreed between CEO and PS, with the performance indicators. <p>5.3 Professional Development Revolving Fund Scheme to support teachers in attaining graduate status created.</p>	<p>Strategic plan of JTC completed and staffing in place.</p> <p>Start implementing teacher registration.</p> <p>Licensing scheme designed.</p> <p>Marketing strategy and public education program underway.</p> <p>9,000 teachers accessed loan scheme in operation to improve their qualifications.</p>	<p>JTC is a decentralized, performance based statutory body accountable to Minister. Following practices in place:</p> <ul style="list-style-type: none"> (i) Code of regulations (standards) for teaching profession. (ii) Licensing scheme and % of teachers registered according to PA. (iii) Induction strategy. <p>Teachers with Bachelor degree increased from a baseline of X% in 2008 to</p>

Objectives	Policy Conditions for the 1 st programmatic loan	Indicative progress of the 2 nd programmatic loan (03/10)	Indicative progress of the 3 rd programmatic (11/12)
			Y% in 2012.
		Teacher demand and supply study completed with concrete recommendations on teacher supply and deployment.	Legislation for a balance distribution of teachers updated, in place and approved by the Attorney General Off.
6. Creation of the Curriculum & Assessment Agency (CAA) to develop & monitor Jamaica's education curriculum and student assessment systems. Collect, analyze and disseminate assessment information.	6.1 CAA agreed by PS and approved by Cabinet and MoFPS. CEO identified. 6.2 Documents agreed between the Minister and PS: (i) FD containing the role of CAA: replacing the Curriculum and the Student Assessment Units; improving existing curriculum and assessments; planning; governance; budgeting; and operational management. (ii) PA for CEO drafted.	Targets in curriculum and assessments as established in the Corporate Plan agreed.	Targets in curriculum and assessments as established in the Corporate Plan achieved. Curriculum and assessment framework articulated.
Curriculum, teaching, learning and school management			
7. To implement the National Literacy Strategy (NLS) at the primary level.	7.1 NLS approved by MOE; Literacy 1-2-3 implemented in all primary schools; and support structure provided by ETT to identify underperforming schools.	Agreed targets for all primary schools (grade 4) documented. Performance in grade 4 Literacy Test improves from an average of 69% in 2007 to Y% by 2010; in 212 underperforming schools.	Progress implementing NLS and attaining mid term targets consistent with Strategy. 82% of children achieving mastery on grade 4 Test.
8. To implement the National Numeracy Strategy (NNS) at the primary level.	8.1 NNS approved by the Minister of Education; at least 50 underperforming schools for targeted interventions identified and support structure provided to those schools by MOE.	Grade 4 Numeracy Test implemented in all (793) primary level institutions (level 1-6); and agreed targets reached for all grade 4.	Progress implementing NNS and attaining mid term target. 82% of children achieving mastery grade 4 Test.
9. Lower Secondary Strategy (LSS) established and structure for its implementation in place.	9.1 LSS to support under-achieving schools approved by the MOE; Team Leader appointed; and underperforming schools identified and action plan drafted to help them.	Action Plan developed and approved by MOE to targeted underperforming schools. Regional secondary coordinators in post.	Progress implementing the LSS and attaining mid term targets consistent with the Strategy.
10. Development of a new appraisal system for Principals and Guidance Counselors, and review and improve existing appraisal arrangements for teachers to ensure that they are effectively managed.	10.1 New instruments and processes to appraise Principals and Guidance Counselors developed and tested; improved instruments and processes for Teacher appraisal approved by MOE; and Performance Standards for Principals established.	New or improved instruments to appraise Principals, Guidance Counselors, and those for Teachers applied in all schools.	Performances appraised annually against agreed objectives; used for identifying training needs and influence remunerations.

Objectives	Policy Conditions for the 1 st programmatic loan	Indicative progress of the 2 nd programmatic loan (03/10)	Indicative progress of the 3 rd programmatic (11/12)
. Relationship with communities and stakeholders			
11. Students support through a Mentorship Program (MP) and a Peer Counseling Program (PCP).	11.1 One hundred mentors trained for the MP assigned in 78 schools (Regions 1 and 6); and PCP established with peer counselors trained in those schools. Both programs with evaluation mechanism approved by the MOE.	Mentorship Program with stakeholders input, and Peer Counseling Program developed, implemented and monitored.	MP and PCP for identified students monitored and evaluated.
12. Structural mechanism for a National Parent Teacher Association (NPTA) developed.	12.1 Creation of a NPTA to raise parental awareness and involvement.	Creation of National Parenting Policy and Parenting Support Commission.	National Parenting Policy in place.
13. Improve community involvement through nationwide consultations.	13.1 Plan of a Community Consultations Program (CCP) with Social Development Commission and undertake first series of meetings in 2 regions.	Roll out of the CCP to 4 additional regions.	Complete CCP identify and implement recommendations arising from them.