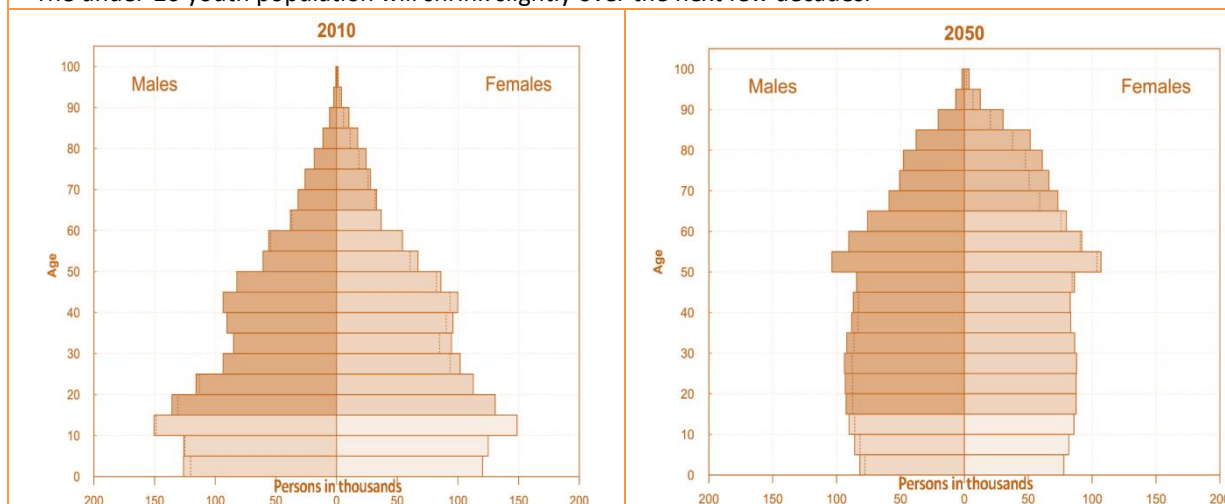


Country
Jamaica
GENERAL SOCIOECONOMIC DATA
Demographic data

Total population ¹	Urban population ²	Rural population	Human Development Index ³	GINI Index ⁴
2,721,000	52%	48%	0.715 (High)	45.5

 Trends in the change of population over time ⁵

The under-20 youth population will shrink slightly over the next few decades.


Economic data

Gross Domestic Product (GDP) in millions USD ⁶	GDP per capita ⁷ in USD	Percentage of the GDP invested in education ⁸	Expenditure per student at primary level (% of GDP per capita ⁹)
143,620 (2013)	5,290.50 (2013)	6.3% (2013)	22.50 (2013)

STRUCTURE & LEVELS OF THE MANDATORY EDUCATION SYSTEM

Mandatory Education: 14 years (ages 3 to 16)														
Level	Basic/Infant			Primary						Secondary				
Grade				1°	2°	3°	4°	5°	6°	7°	8°	9°	10°	11°
Age	3	4	5	6	7	8	9	10	11	12	13	14	15	16

¹ Banco Mundial, 2015. Población total. Note: data estimate for 2014.

² Banco Mundial, 2015. Población urbana (% del Total). Note: data estimate for 2014.

³ Programa de las Naciones Unidas para el Desarrollo, 2014. Tablas Estadísticas del Informe sobre desarrollo humano. Note: data for 2013.

⁴ Banco Mundial, 2015. Índice de Gini. Note: data for the most recent year.

⁵ Departamento de Asuntos económicos y sociales de las Naciones Unidas, 2012. World Population Prospects: The 2012 Revision. Note: population pyramids are adapted.

⁶ Banco Mundial, 2015. PIB (USD a precios actuales). Note: data estimate for 2014.

⁷ Banco Mundial, 2015. PIB per cápita (USD a precios actuales). Note: data estimate for 2014.

⁸ Banco Mundial, 2015. Gasto público en educación, total (% del PIB). Note: data for the most recent year.

⁹ Banco Mundial, 2015. Gasto por alumno, nivel primario (% del PIB per cápita). Note: data for the most recent year.

POLITICAL STRUCTURE OF THE EDUCATIONAL SYSTEM

General political organization of the country

Jamaica is a parliamentary democracy. The Prime Minister is the head of government. Administratively the country is divided into 14 parishes (regional administrative divisions).

National organisms in charge of making decisions in themes related to education

The Ministry of Education (MoE) is responsible for all decision making related to education in the country.

Regional/local organisms in charge of making decisions on issues related to education

The country is divided in six educational regions. **Regional Offices** of the Ministry of Education are staffed with officers that take care of some local tasks and seek assistance from central office as required.

Schools are run by Boards, the Chairmen of which are appointed by the Minister of Education.

Aspects of the political context that influence school management

(no relevant aspects were highlighted)

GENERAL ENROLLMENT DATA

National enrollment

473,260 total enrollment for infant, primary and secondary public schools.

Attendance rate within population in school age

According to UNESCO's "Out of School" rate, 8.4% of children of primary school age did not attend school in 2004 (most recent year available).

SCHOOL INFRASTRUCTURE GENERAL STATUS

Number of school facilities and/or schools¹⁰

The numbers of registered public facilities are as follows: Basic/Infant - 37; Primary - 782; Secondary - 167

Installed capacity/coverage in terms of physical spaces

The facilities are sufficient for primary schools. There is a lack of spaces for students in secondary schools.

General conditions of the education infrastructure

Utilities, drainage and sewage systems used in schools in the urban areas often have problems because they are over their capacities.

Some schools in the rural areas still have no flushable toilet systems due to lack of water. The National Water Commission has not been able connect those areas due to the terrain.

Environmental risks affecting the infrastructure and constructions in process

Hurricanes are a constant risk every year from June to November.

Infrastructure expansion needs in short /medium terms

In the secondary system, many schools need additional classrooms because they are overcrowded. Some have no land space for expansion. At least thirteen additional schools are needed to meet demand.

The lack of space in nearby schools affects the distances student travel to and from schools. Overcrowded schools means students must travel farther away from home to find a school with space for them.

Other relevant information

- There is a general inability to develop all schools to the same quality standards.
- Repairs are done on an as-needed basis. There are funding constraints that affect the ability to do repairs in all schools that need attention.

¹⁰ School facilities refer to the physical building. One or more schools may be contained within the same facilities.

SCHOOL INFRASTRUCTURE MANAGEMENT

Main public organisms in charge of the management of the scholar infrastructure

Ministry of Education (MoE)

Technical Services Unit

Advise and direct the construction and maintenance programmes through assistance from the technical staff both at central and at the regional levels.

Finance Office of Principal Finance

Provides financial support to the approved projects through the Ministry of Finance.

The Ministry of Education has **Regional Offices**, that take care of maintenance procedures and other tasks.

Website: <http://www.moey.gov.jm/>

Ministry of Finance & Planning (MFP)

The MFP controls all the financial resources for public school infrastructure. They determine and handle the resources directly.

Website: <http://www.mof.gov.jm/>

National Education Trust Limited (NET)

NET is the agency that mobilizes financial and resource investments in schools in the country to achieve greater levels of access to education. It functions as a charitable organization and a public company limited by guarantee. It is governed and managed by both the public and private sectors.

Website: <https://www.net.org.jm/>

National Contracts Commission (NCC)

NCC is an independent Commission that promotes efficiency, transparency and equity in the award and implementation of government contracts. NCC reviews contracts for school infrastructure works.

Website: <http://www.ncc.gov.jm/ncc/>

National Land Agency (NLA)

All schools must be state owned. As the authority in charge of managing state land resources, the NLA takes care of the process of finding and acquiring new land necessary for building schools.

Website: <http://www.nla.gov.jm/>

Main laws, codes, and applicable regulation

- **Education Act**

This Act establishes guidelines for educational standards and functions of the MOEY. The Act obligates the government to provide school infrastructure for anyone who requires it.

Available at: <http://www.ecc.gov.jm/Downloads/Laws/The%20Education%20Act.pdf>

- **The National Building Code** (now being revised)

This Code is established within The Building Act, and sets all guidelines for the construction of any public works.

Available at: http://www.japarliament.gov.jm/attachments/341_The%20Building%20Act,%202011.pdf

Considerations on codes for quality and safety

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SPECIFIC PROGRAMS FOR INVESTMENT IN SCHOOL INFRASTRUCTURE

- No information was provided on this matter

Comments and considerations

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TOOLS FOR PLANNING/MANAGING SCHOLAR INFRASTRUCTURE
Main tools/systems planning/management of school infrastructure

There are no current planning tools or software available to help identify schools' needs. All processes are initiated by the school management team or field officers.

Considerations and general comments

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PLANNING FOR THE CONSTRUCTION OF NEW SCHOOLS AND MAJOR INTERVENTIONS IN EXISTING SCHOOLS (REBUILDING, EXTENSIONS ETC.)
Overview of the process

Budgets for school infrastructure are prepared on a yearly basis. The projects included in the budgets deal with maintenance, expansion and construction of new schools. Expansion of schools is done where there is a situation of overcrowding. Construction of new schools is determined by census data gathered over time that indicates the need for a new school in a particular area.

Currently, there is no plan for new schools due the budget constraints.

Planning process for the construction of new schools and major interventions

Phase 1: Needs assessment for new infrastructure

Stakeholders	MoE (Planning Unit), School Principals and Supervisors, Occupational Health and Safety Agencies
Duration	Continuous

The Planning Unit reviews the demographic changes as well as school reports on enrollments and capacity. Based on this information, is the Planning Unit determines where new schools or extensions are needed as well as their size. Technical officers from MoE verify the school reports to determine maintenance needs. The Occupational Health and Safety Agencies may also identify critical needs.

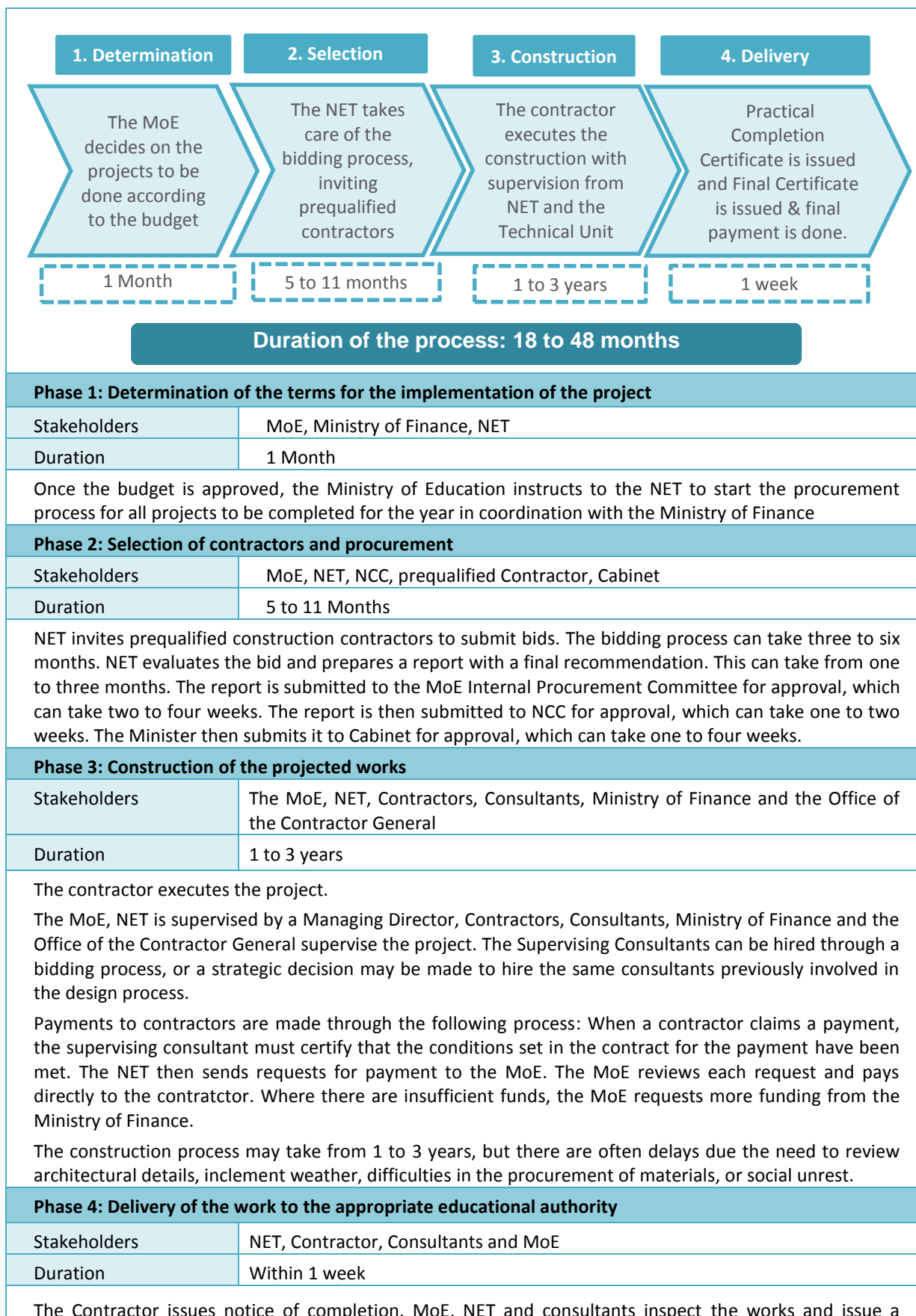
Phase 2: Prioritization of projects

Stakeholders	Minister of Education and the Cabinet
Duration	1 to 6 months

There is no formal process. Once needs are identified, the Minister presents a new project to the National Cabinet (Cabinet) for approval. This can take between one week to six months. The Permanent Secretary of the Cabinet approves projects according to urgency and the estimates.

Phase 3: Development of the proposal (identification of land, architectural project and budget)	
Stakeholders	MoE (Internal), National Education Trust (NET), Ministry of Finance, Private Consultants and Community, and National Contracts Committee (NCC) that approves procurement processes
Duration	6 to 24 months if land is needed (additional 6 months for the acquisition of land)
<p>Step 1: In order for schools to be built, the land must first be owned by the state and formally assigned to the MoE (with some exceptions when land is owned by the Church). If the land is assigned to a state entity other than MoE, the reassignment process may take up to a month. Site Acquisition Officer of the MoE Technical Service Unit is in charge of finding suitable public land for new schools.</p> <p>If no public land is available, private land can be bought. The National Land Agency (NLA) leads the acquisition process, values the land in consideration and makes an offer to the private owner (usually lower than market pricing). In the case that the owner does not accept the offer, the MoE can perform a Compulsory Acquisition (this is usually done as a last resort) through the MoE and the Cabinet. This compulsory acquisition process will extend the period of planning.</p> <p>Step 2: Once the land is ready, the MoE hands the project over to NET.</p> <p>The Technical Service Unit does the architectural drawings for the project and NET conducts a bidding procedure to hire engineering consultants to prepare the engineering drawings and budget for the project. NET invites a restricted list of firms to submit a proposal. The firms are selected based on pre-screening of their capacity to complete the project as well as past performance on similar projects. After the bids have been evaluated by NET, the NET makes a report on the selected contractors and it is sent for NCC approval. The Ministry of Finance and Planning must approve the fund and once approved, the project is confirmed.</p> <p>Some stakeholders internal to the MoE are consulted for the design, depending on the specific projects. This includes the Curriculum Division, the Early Childhood Commission, the Planning Division, and the Educational Services Division.</p>	
Phase 4: Approval and granting of resources	
Stakeholders	MoE, Cabinet, Ministry of Finance, Entities in charge of Technical approvals (Town and Country Planning, engineering, structural designs and drainage)
Duration	3 to 6 months
<p>The Minister of Education presents the detailed project to the Cabinet for a final approval.</p> <p>The project approval is then sent to the Ministry of Education. During the process of approval it is needed to obtain the statutory approvals from various agencies (town and country planning, engineering, structural designs, drainage). MoE and NET work together with local agencies and the building engineers to address any issues that may arise.</p> <p>By September or October, the MoE sends the project to be considered in the budget for the next financial year, which begins in April. The budget must be approved by the Ministry of Finance and the parliament.</p>	
Comments and considerations	
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EXECUTION PROCESS FOR BUILDING SCHOOL INFRASTRUCTURE (NEW/REPLACEMENT/EXPANSION)
Overview of the process for the implementation of school infrastructure
It is critical that the planning process and the initial designs are ready before the project is included in the fiscal year's budget.
Process for the implementation of new school infrastructure



Practical Completion Certificate. Once the Certificate is issued, the MoE takes charge of the finished school. Final Certificate and payment are done after 6 months.

Comments and considerations

- Contractors often request the contract to be revised to allow for extra time or additional budget. In order to do so, the process is the following: the contractor must notify the MoE/NET in writing and provide supporting evidence for the request. The MoE/NET then consults with the supervising consultant, who gives a recommendation to be sent to the Permanent Secretary, for approval. MoE may decide to grant an extension provided that the request cost variation does not exceed 10% of the original budget. If the amount exceeds 10% of the original budget, the decision must go to Cabinet.
- Contractors are responsible for fixing any malfunctioning equipment and other works. Sometimes this creates conflicts, so there are formal mechanisms to mediate and settle disagreements. At the end of the 6 months, any repair that is not completed by the contractor is evaluated and deducted from their final payment.

Note: no detail was provided on the stakeholders that take place to mediate and settle disagreements.

ROUTINE MAINTENANCE PROCESS (ORDINARY EVENTUALITIES)

Management process for minor maintenance

The Technical Service Unit for the Maintenance Programme prepares an annual budget and submits it to the PS for approval by the MoF.

Note: no more detail was provided on the process to allocate a budget for routine maintenance on each school, nor the amounts.

Comments and considerations

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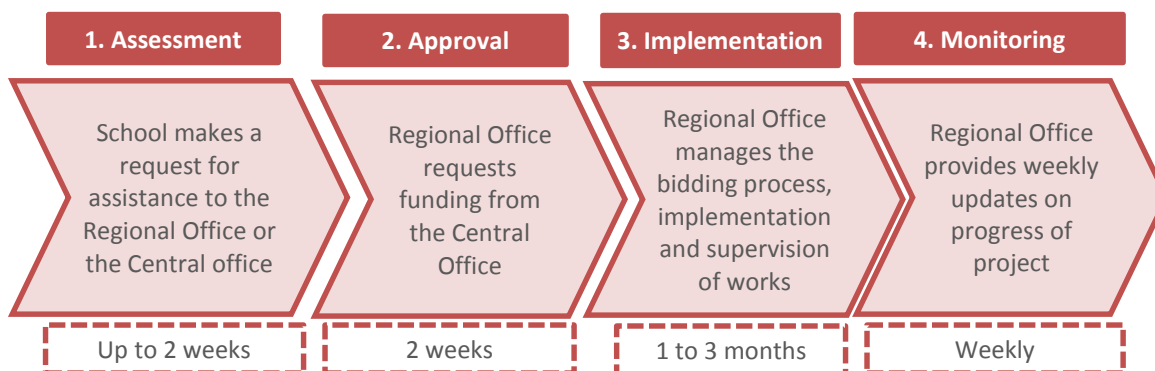
EXTRAORDINARY MAINTENANCE PROCESS (CORRECTIVE/IMPROVEMENT)

General considerations

Maintenance projects are considered based on the availability of funds, whether or not the projects is urgent, and whether or not the particular project will disrupt the operation of the school. The Technical Officers are responsible to carry the project from initiation to completion.

Note: no budget amount or threshold was provided on which type of works are done through this process

Process for minor repairs and improvements



Phase 1: Assessment of needs

Stakeholders

School Administrators, Regional Director, Regional Building Officer, Technical Officer

Duration	Up to 2 weeks
<p>The school Principal makes a request for assistance on a particular project to the MoE Regional Office. This request can be for emergency repairs or for expansion (additional classrooms). Then the Regional Building Officer can send the report to the Regional Director. The head of department sends a Building Officer to the school to assess the situation and make a recommendation on whether or not the problem is an emergency.</p>	
Phase 2: Approval and granting of the resource	
Stakeholders	Director of Technical Services (DTS) from Central Ministry, Permanent Secretary, Principal Finance Officer (PFO) from Central Ministry
Duration	2 weeks
<p>The report is sent to the Director of Technical Service (DTS) for approval. DTS sends the report to PS in order to authorize the procurement process. The DTS sends the authorized report to the PFO to assign funds based on annual budget approved by the MoF.</p>	
Phase 3: Implementation of the resources	
Stakeholders	Technical Officers (Building Officers), Contractors, School Administrators
Duration	1 to 3 months
<p>The Regional Office Technical Officers begin the procurement process and invite contractors to participate in the bidding process. The outcome of the bidding process is evaluated by the Regional Committee and then sent to the Central Procurement Committee for approval.</p> <p>The contractor executes the works by procurement material and labour to effect to relevant repairs. The Assistant Building Officer supervises the works.</p> <p>The Regional Building Officer and the Chief Building Officer supervise all six regions whose based is in Central Ministry in the Technical Services Unit who reports to the Director of Technical Services Unit.</p> <p>These small projects can take between 1 to 3 months to be completed based on the nature of the repairs. For example, window and door repairs are much faster than full school reconstruction. The time can also vary depending on what time of year it is: holiday periods mean repairs can be completed faster than during the normal school year.</p>	
Phase 4: Monitoring of the executed budget	
Stakeholders	DTS, PS, PFO,NET
Duration	Weekly, Monthly, or as required
<p>The Technical Officer provides weekly updates and a monthly report on the project to the DTS. The DTS then presents a report to PS.</p>	
Additional comments and considerations	
<ul style="list-style-type: none"> - There are few Regional Technical Officers, which can result in a slow turnaround time in approving and implementing these projects. 	

PROCESS FOR REPAIRING THE EDUCATIONAL INFRASTRUCTURE IN CASE OF NATURAL DISASTERS

Management process for the repair of the educational infrastructure to emerging situations

In case of natural disasters, the approval process is carried out through the Direct Contracting Procurement Methodology.

Note: no further detail was provided on this process.

Comments and considerations

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OTHER CONSIDERATIONS AND COMMENTS

BEST PRACTICES OF THE COUNTRY THAT COULD BE SHARED (ACCORDING TO THE INTERVIEW)

The government of Jamaica has a procurement handbook that is useful for the procurement of works, goods and services.

PRIORITIES FOR INVESTMENT

Jamaica wants to train their public servants to value the importance of good procurement practice.

GENERAL NOTES

- Carey Brown, the Director of the Technical Services from the Ministry of Education, was interviewed in September and October 2015 for this report.
- Any data reported in USD are based on exchange rates from October 2015.
- The duration of phases are estimates and not fixed times.
- Any errors in the interpretation of the stated information are the responsibility of Fundación IDEA.