

TC ABSTRACT

I. Basic Project Data

▪ Country/Region:	JAMAICA/CCB - Caribbean Group
▪ TC Name:	Digital Transformation for Teaching and Learning
▪ TC Number:	JA-T1207
▪ Team Leader/Members:	HOBBS, CYNTHIA MARIE (SCL/EDU) Team Leader; RIEBLE-AUBOURG, SABINE (SCL/EDU) Alternate Team Leader; THAILINGER, AGUSTINA (SCL/EDU); BLASCO, IVANA (SCL/EDU); EMILIO LAGUILLO (SCL/EDU); ARIAS ORTIZ, ELENA (SCL/EDU); JIMENEZ MOSQUERA, JAVIER I. (LEG/SGO)
▪ Taxonomy:	Client Support
▪ Number and name of operation supported by the TC:	N/A
▪ Date of TC Abstract:	05 May 2022
▪ Beneficiary:	Ministry of Education and Youth
▪ Executing Agency:	INTER-AMERICAN DEVELOPMENT BANK
▪ IDB funding requested:	US\$300,000.00
▪ Local counterpart funding:	US\$0.00
▪ Disbursement period:	30 months
▪ Types of consultants:	Individuals; Firms
▪ Prepared by Unit:	SCL/EDU - Education
▪ Unit of Disbursement Responsibility:	SCL/EDU - Education
▪ TC included in Country Strategy (y/n):	No
▪ TC included in CPD (y/n):	Yes
▪ Alignment to the Update to the Institutional Strategy 2010-2020:	Social inclusion and equality ; Productivity and innovation ; Gender equality

II. Objective and Justification

- 2.1 The objective of this TC is to support Jamaica's Ministry of Education and Youth (MOEY) in rolling out activities to advance their national digital transformation roadmap for education. The roadmap includes four policy goals: (1) Transforming the Teaching and Learning Process; (2) Learning Opportunities for All; (3) Efficient Management and Administration of the Education System; (4) Promoting the Development of ICT Innovations. The focus of this TC would be on goals 1 and 4.
- 2.2 Due to the pandemic, schools in Jamaica closed from March 2020 until November 2021. The MOEY conducted pilots on reopening with a small number of schools; all schools opened on March 7, 2022. From March 2020 to March 2022, education services were disrupted. Face-to-face classes were replaced by online teaching and learning, which made digital tools and online evaluation an imperative. However, the provision of education via on-line or distance modalities faced important challenges related to lack of connectivity, provision of learning devices and digital resources, and teacher preparation to use technology effectively.
- 2.3 An online survey carried out by the IDB in Jamaica as a part of a teaching training program (TC RG-T3929) showed that of a total of 1,535 primary school teachers, 82 percent considered the use of technological resources and digital skills as a key area of interest for professional development for online education, while 70 percent considered it as an important area for professional development for in-person classes.

Jamaica’s MOEY confirmed that training in digital knowledge and skills for teaching and learning is a top priority for the education sector.

- 2.4 IDB’s team has been working on a digital competence self-assessment tool for the evaluation of teachers’ digital knowledge and skills. The instrument was shared with Jamaica and will be made available to teachers in the second semester of 2022. Based on the results, teachers will get immediate feedback on skills to develop and recommended resources for that purpose. This aligns with the MOEY’s promotion of self-directed learning and continuous improvement of teachers’ professional practice.
- 2.5 The assessment of teachers’ level of digital competences will also inform the country’s education sector training needs and will help with the development of specific training based on that data. Moreover, the MOEY has been working on some solutions for teacher appraisal, such as developing an online platform for performance appraisal of teachers. Post-application of the self-assessment tool will help the MOEY to gauge whether teachers’ skills are improving over time.
- 2.6 Teacher training in the use of online and other resources, such as television, is also necessary for teachers of early learners. Jamaica was one of the countries that benefited from a regional IDB-financed project with Sesame Workshop in 2020 whereby distribution of approximately 120 hours of content were made available to broadcasting partners across Latin America and the Caribbean, reaching an estimated 20,085,000 children in the region in 2020. Although this initiative was built with the aim of bringing educational television content to children while schools were closed, the tool could also prove to be useful as an additional source of learning for children returning to face-to-face classes, considering the high-quality content developed by Sesame Workshop for young children. In 2020, no teacher training was carried out in Jamaica for teachers to take full advantage of the programs. In the current context, training could be provided to teachers on how to link the programs with curricular content.

III. Description of Activities and Outputs

- 3.1 **Component I: Teacher professional development.** This component will provide support for the development of quality professional development training for teachers in digital transformation. The TC will finance: (i) a behavior change campaign to encourage teachers to continue to use digital skills in face-to-face and hybrid classes; (ii) analysis of results of the diagnostic self-assessment tool; (iii) curation of resources in line with teachers’ reported needs; and (iv) teacher training.
- 3.2 **Component II: Televised learning for young children .** This component will provide support on the continuation of Sesame Street televised learning for children. It will finance: (i) a contract with Sesame Street to broadcast episodes, including content on healthy habits, socioemotional well-being, and academic skills; and (ii) training for teachers on the development of activities linking the episodes with the Jamaican curriculum.

IV. Budget

Indicative Budget

Activity/Component	IDB/Fund Funding	Counterpart Funding	Total Funding
Teacher professional development	US\$255,000.00	US\$0.00	US\$255,000.00
Televised learning for young children	US\$45,000.00	US\$0.00	US\$45,000.00
Total	US\$300,000.00	US\$0.00	US\$300,000.00

V. Executing Agency and Execution Structure

- 5.1 This TC will be executed by the Bank's Education Division.
- 5.2 In the absence of any loans with the MOEY, there is currently no Project Management Unit, hampering the institutional capacity of the Ministry to manage these funds. The lack of institutional capacity is congruent with the justification for Bank execution according to document OP-619-4, Annex II. Further, the Bank has extensive experience in these issues, including the prior application and analysis of the aforementioned teacher survey. Finally, Bank execution could capitalize on other programs financed and executed by the Bank, including the ongoing development of the self-assessment tool as a regional public good (RG-T4069), and curation of resources for similar training programs.

VI. Project Risks and Issues

- 6.1 One potential challenge to this operation is related to teachers' possible hesitation regarding the use of the digital competence self-assessment tool and their self-discipline to use the recommended curated resources and complete the training courses. The behavior change campaign in Component I will be crucial to mitigate this risk since it will motivate teachers to use digital tools in the classroom as part of their daily pedagogy. Also, the monitoring of teachers' improvements in digital skills and use of digital tools in their teaching practice through MOEY's teacher appraisal system, as well as recognition of coursework by the Jamaica Teaching Council, will encourage teachers to use the opportunity to take the courses for professional development.

VII. Environmental and Social Classification

- 7.1 The ESG classification for this operation is "undefined".