Education System Transformation Programme
5th Floor, Building One
Ministry of Education
2-4 National Heroes Circle
Kingston 4

SUMMARY REPORT:
EDUCATION TRANSFORMATION CAPACITY BUILDING PROGRAMME

MARCH 2010-2015
7.4. Organisation Culture

Changing behaviour is challenging and will take effort and consistent implementation of the new accountability framework to ensure the results based performance culture demanded by the transformation of the sector. For this reason the risk level is rated as moderate.

Training was provided for “mind-set change”, leadership and support for improved competence and performance which it is hoped will change the performance culture within the MOE.

SUMMARY REPORT:

Education Transformation Capacity Building Programme

MARCH 2010-2015
## RISK ASSESSMENT

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<tr>
<th>Risk Elements</th>
<th>Risk Assessment</th>
<th>Risk Mitigation</th>
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<td><strong>7.1. Political</strong></td>
<td>Over the period of execution there was a change in political administrations as well as administrative head of the MOE, which saw two Ministers of Education and three (3) Permanent secretaries. The risk level was <strong>negligible to low</strong> as the project objectives were seen as priorities.</td>
<td>The fact of the programme having bi-partisan support proved an effective mitigating factor.</td>
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<td><strong>7.2. Economic/Financial</strong></td>
<td>The Jamaican economy saw declining fortunes over the 4 year period of execution with the exchange rate moving from US$1=J$85.55 to US$1= J$115.75 which impacted the project and cost. The macro-economic changes impacted the budgetary allocation due to shrinking fiscal space which affected the pace of execution and ability to achieve full drawdown of the loan. The risk level is assessed as <strong>significant.</strong></td>
<td>Over the life of the project effective contract negotiations and significant input to execute project activities assisted in minimising the effect of the tight fiscal space and declining economic fortunes.</td>
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<td><strong>7.3. Sustainability</strong></td>
<td>As at closing there was high expectation that the gains from the project would be sustained and supported as a priority of the MOE. The economic condition and tight fiscal monitoring imposed due to Jamaica’s relationship with the IMF is cause for caution, hence risk level is assessed as <strong>moderate</strong>.</td>
<td>All objectives have been substantially implemented and the effective stakeholder communication which gained significant buy-in for the objectives of the programme augurs well for the gains being sustained even if build-out is slowed due to financial constraints.</td>
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6.5. Assessment of achievements
The targets set were substantially achieved. Those that presented a challenge were related to legislative change and or reform which was outside the control of the project. These were change when the project was reformulated.

Satisfactory

6.6. Institutional Strengthening
Significant contribution was made in this area both through the process of execution and the fellowships awarded for capacity building.

Satisfactory

6.7. Unintended Outcomes & Impact
There were some unintended outcomes due to required added project activities which were not in the initial design. These were largely positive in their effect.

Satisfactory

1. Description of the Education Capacity Building Programme

Introduction & Background:

The Education Transformation and Capacity Building Programme is designed to provide support to the Ministry of Education's Education System Transformation Programme (ESTP) which is the response to the assessment of the education sector’s performance as outlined in the Task Force on Education’s (TFE) Report of 2004. The ESTP is an all-embracing set of actions designed to result in the desired standard of performance of the sector and to put in place systems to ensure greater accountability at all levels of the sector for the quality of delivery of education. The World Bank financed project was originally designed to support the implementation of the ESTP by focusing on capacity building within key sector agencies emerging out of the implementation of the recommendations of the TFE report of 2004. The key sector agencies which emerged from the mandate to transform Jamaica’s education system for which Bank financing was to be applied were the NEI, JTC, NET and REAs. The Bank was to provide co-financing dedicated to specific activities of these agencies. A link with specific eligible expenditures was seen as necessary due to the tight budgetary position in Jamaica in 2009/2010 which saw competing priorities among various programmes. It was deemed that unless Bank financing was explicitly linked to specific inputs, there would be a high risk that funding would not be available to finance the programme even if it was recognised as a high priority for Jamaica’s development objectives. Programme funding was therefore established using a result based funding arrangement tied to set disbursement linked targets.

Project Concept & Rationale:

The GOJ in 2005 made a significant investment in the design of its transformation and modernisation programme which had strong bi-partisan and national support for the reform of the education sector. Funding originally provided by GOJ was used to significantly increase access to school spaces and to develop plans and programmes which was intended to transform the education landscape through the efforts of the ETT whose efforts was organised through various work streams which addressed issues related to (i) increasing space access (ii) improvements in governance & leadership (iii) curriculum teaching & learning (iv) modernisation of the sector for improved accountability (v) behaviour management. In 2009 the ETT was replaced by the ESTP with the function to implement the reform initiatives being vested in a Change Management Unit of the ESTP. The significant change saw the initiatives being brought within the Ministry to implement the change from within. A cornerstone of the ESTP is the
establishment of independent agencies which would be accountable and give dedicated focus to important functions of the Ministry of Education. These entities, the NEI, JTC, NCEL, NET, CAA and REAs (now the CM & DSS) would be vested with specific functional responsibilities that would allow for increased accountability, performance and regulation and delivery of quality education services. In addition to those entities which were to be funded by the Bank, the GOJ also funded the establishment of two other agencies that had responsibility for the regulation of the tertiary sector in Jamaica (J-TEC) and the coordination of parenting initiatives and programmes in line with policy and legislation enacted in 2012 (NPSC).

The rationale for the Bank’s involvement in the ESTP was informed by its extensive experience working in the education sector in Jamaica and the solid relationships with key stakeholders. Though the ESTP had strong local support, the reform needed both financial and technical support to ensure implementation and the positive impact on education outcomes desired. Given the Bank’s expertise and flexible lending instruments the Bank signed the loan for the Education Capacity Building Program with the GOJ in March 2010.

**Goals & Objectives:**

The ESTP aims at more effective and efficient education service delivery by expanding access, improving teaching and learning, and transforming the governance structure of the education system. This is a sector-wide programme to be implemented over a ten-year period and commenced in 2005. The transformation of the governance structure comprised a core element of the programme. It sought to bring greater levels of accountability and improved quality to the system by: (a) decentralizing decision-making and service delivery (b) institutionalizing effective systems of accountability at all

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1. The ETT was established as a body reporting directly to the Minister of Education to design and develop the change initiatives that would lead to the transformation of the education system.
2. NCEL evolved from an aspect of the JTC that was to treat with developing and empowering Principals to lead their schools. However as the reform evolved it was determined that a dedicated entity was needed giving the critical role of leadership in enabling improved school performance.
3. The CAA – Curriculum & Assessment Agency will not be established as it was determined that given other changes to the transformation and modernisation plan the functions were best vested in the core Ministry which ultimately has direct responsibility for national standards which are core to a Ministry of education.
4. REAs were initially piloted in two Regions however it became very evident that this delegation of operational responsibility for service delivery would not work for the education sector and would not result in the ability for equitable allocation of resources to improve system performance. It was decided that the concept of REAs would be replaced with the establishment of a Department of School Services (DSS) as the operational arm of the Central Ministry (CM) which would focus on setting policy, standards and quality assuring and monitoring the delivery of education services. The DSS does not have delegated authority but operates under devolution of responsibility as agreed with the Ministry’s Permanent Secretary.

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**ASSESSMENT OF OUTCOMES**

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<th>Areas of Assessment</th>
<th>Assessment of Outcomes</th>
<th>Ratings</th>
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<td>6.1. Relevance of objectives, design &amp; implementation</td>
<td>The objectives as outlined in the result matrix proved relevant and the design of the project was also effective and valid meeting the needs of the MOE’s transformation agenda. The design for implementation with a CMU integrated into the operations of the MOE created an integrated matrix operation that proved effective for sustainability and institutionalisation of the project goals and objectives.</td>
<td>Highly satisfactory</td>
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<td>6.2. Quality Assurance Monitoring Report</td>
<td>The QA monitoring reports/results matrix were effective for monitoring outputs which was useful to ensuring project performance and achievement remained on target.</td>
<td>Highly satisfactory</td>
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<td>6.3. Implementation &amp; Utilization Report</td>
<td>Implementation of any change process can be difficult and complex, the project therefore faced those typical challenges of time, culture and competing demands but was able nonetheless to achieve substantially the targets and objectives set. The M&amp;E strategy was critical in meeting expectations.</td>
<td>Highly satisfactory</td>
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<td>6.4. Achievement of Development Objectives</td>
<td>The development objectives were appropriately defined and substantially achieved.</td>
<td>Highly satisfactory</td>
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significant macro-economic changes.

On the part of the executing agency, the changes in administrative and political leadership meant that for such a significant change process time had to be spent to brief, convince and gain approval of new leadership on the path taken in the change process. This had an impact on the pace of execution, an issue unforeseen at the start of the project.

The success of the modernisation ultimately rests on the ability and willingness of the internal and related stakeholders to embrace change. This was recognised early and efforts were made to support the required culture and mind-set change critical to success. This proved to be one of the most challenging of the tasks embodied in the programme and came about almost as a by-product of the change process. The economic climate also made for a less than ideal environment within which to modernise and re-engineer the business of education service delivery. It is recommended that future change initiative that are as complex should as a pre-curser seek to condition the minds of stakeholders to make them more receptive to the idea of change before the hard-core initiatives are implemented.

The Education Capacity Building Programme:

The project was designed under three (3) components and though, as the programme evolved, there were modifications to some elements within the components, the three components remained as the basic elements of the Education Transformation Capacity Building Programme.

Component 1 – Enhanced performance & Accountability

National Education Inspectorate (NEI):

The loan funds will provide support to assist in the establishment of a systematic inspection process and a baseline (including a management information system) on school and student performance through contracting of inspectors, training, and resources to carry out inspections in approximately 1,000 public primary and secondary schools over the period between September 2009 and March 2015. This is intended to bring greater accountability to and improve the quality of education.

Jamaica Teaching Council (JTC):

Loan funds will also assist in establishing and implementing a registration and licensing system for teachers (including a management information system), and in developing and carrying out an in-service teacher training programme to support the licensing system and professional development of teachers.

The National College for Education Leadership (NCEL):

This entity was initially conceived to be an operational arm of the JTC, levels (c) increasing the quality and capacity of teachers and administrators; (d) strengthening monitoring and evaluation to provide more targeted support to schools; and (e) creating mechanisms to mobilize more and consistent resources to meet educational needs. NET was designed to be the vehicle through which the MOE would secure a consistent and reliable source of funds to support capital programmes in education with a particular focus on, but not limited to infrastructure. The mechanisms were to be established to attract funding from the Diaspora, the private sector, and other sources.
however it was realised early in the execution of the programme that the mandate and scope of what NCEL was designed to undertake required focus and a governance arrangement that would enable its growth as a premier leadership development body. The NCEL is that body that ensures school leaders are informed and equipped to execute the policies and programmes of the Ministry of Education. It was intended to improve the standards and qualifications for school principals and education leaders, including training of current staff and preparation of future leaders and managers to move into positions of leadership. NCEL was also to provide training in collaboration with the NCE for school boards and school inspectors as required by the NEI as well as, other key staff that support school management such as Bursars.

**Central Policy Ministry (CPM) & Department of School Services (DSS):**

Resources of the loan was used to provide, technical assistance and training to build capacities of the CPM and DSS staff in order to effectively carry out the functions identified for the policy Ministry and to be able to give more direct support to schools (through the DSS) based on areas identified in the School Improvement Plans (SIPs). Training of School Boards was also to take place to assist them in improving and providing better leadership to schools and carrying out the mandates of the Education Act and Regulations, as well as, new legislation enacted to support the transformation of the sector. This will allow for Boards to participate more effectively in school leadership. The training is to be provided through NCEL. The loan will also provide a school management system, and technical assistance leading to the establishment of a Media Services related entity.

**Component 2: Mechanisms to Mobilize Resources to the NET**

**The National Education Trust (NET):**

The National Education Trust is to be established as the vehicle through which the Ministry of Education will secure a consistent and reliable source of funds to support capital programmes in education with a particular focus on, but not limited to, infrastructure. The NET will be empowered to receive endowments, bequests, borrow and lend and

**Performance Indicators for Impact Evaluation:**

In 2012 a study was commission to develop performance indications to be used for impact evaluation. The study notes that “These current reform efforts acknowledge that while the main thrust behind the national urgency for education transformation is poor student performance, the operational efforts must also, of necessity, address institutional as well as instructional issues facing the system. The ESTP aims at ensuring more effective and efficient education service delivery by expanding access, improving teaching and learning, and transforming the governance structure of the education system.” The study along with the performance indications of the TFR and those detailed in the NESP (a deliverable of the ESTP) are comprehensive indicators for impact evaluation.

**Lessons Learned**

Issues related to the nature (a complex and significant change process) of the project affected execution within the timeframe originally planned, this may not have been sufficiently factored during project preparation. The project was design to support a change process which was complex as it would be implemented while the recurrent obligations of the MOE would have to be met. This resulted in competing demands on the time of staff to work through the change process while attending to the current demands for delivery of education services. For projects of this nature greater flexibility needs to be factored in establishing timelines.

Another significant factor that had an impact was the changing economic circumstances, particularly the effect of the agreement entered into by Jamaica with the IMF. This had the effect of changing the GOJ’s priorities; most noticeably was priority that had to be given to legislative reform to support the agreement with the IMF. Given that only the CPC can draft legislation those areas of the MOE legislative reform were not given the immediate attention that may have been expected at loan signing. The sensitivity and awareness of the Bank to the impact of this was not given immediately recognition. So too was the resulting impact on the targets and conditions which affected fiscal space and hence budgetary allocation and the pace of execution. It was these which eventually resulted in the restructuring of the project, allowing for changes to targets in the results matrix and DLTs. The support provided by the Bank’s supervisory officer facilitated the reformulation and the understanding of the impact of the changed circumstances enabled the project to respond creditably to these
profile was completed and Cabinet Submission drafted for approval to have that body legally established as a support agency of the MOE. Other agencies though not funded by the World Bank (J-TEC, NPSC) are also advanced with the NPSC already legally establish by law as a Commission; J-TEC’s legislation is being drafted and is also expected to be tabled during the current legislative period in parliament. The Central Ministry and DSS functional profile are completed and approved and the modernised organisational structure completed; 15% of staff has transitioned into the new agencies and the core Ministry.

Staffing & Management:
The agencies though not yet operating at full staff complement have between 40 – 70% of their staff complement. For the core Ministry, the full staff complement will be subject to the approval of the MOF.

Policies & Legislative Arrangements:
Review for Special Education Policy is 100% completed and consultations as required scheduled. NEI Framework and Cabinet Note for the operations of the CM & DSS structure completed. Cabinet Submission for NEI framework has been submitted for Cabinet’s approval; School Improvement /Special measures policy is completed, regional consultations are also completed and the policy document circulated for MDA consultations; the Safety & Security Policy is 95% completed; review and recommendations for change of the Education Act and Regulations is completed and drafting instructions are being prepared, final review of the JTC Bill has been completed and final drafting instructions are being prepared for submission to the CPC for preparation of draft Bill for tabling in Parliament by June 2015.

5At the inception of the loan the exchange rate was US$1=J$85.55, current exchange rate is US$1=J$116; additionally the Bank’s exchange rate on average had a difference of approximately J$2 dollars lower than the official exchange rate in Jamaica which had an impact on the amount of the overall fluctuation due to the variations.

Component 3 – Communications, Project Management and Monitoring & Evaluation

This component covered the required management and administrative support for effective implementation of the loan programme. The loan supported:

The implementation of a strategic communications strategy to ensure ownership of the transformation and modernization process across all levels and allay anxiety and fears among staff and key stakeholders resulting from the organizational changes.

The Project management function guided and quality assured the execution of the project activities with strong support of a robust monitoring & evaluation framework as well as, coordinated the provision of staffing, training, purchase of necessary equipment, technical assistance and materials for programme management, and to meet other operating costs.

Support from the Ministry’s PM&EU and technical assistance allowed for the conduct of process and summative evaluations of the ESTP, as well as some formative evaluations and associated annual external audits of programme financing and compliance constituted a strong monitoring and evaluation framework.

Implementation status and factors affecting implementation

Status of Implementation: By the end of the loan period (March 31,
2015) the project would have met and in some instances exceeded the targets set. Please refer to results matrix at Appendix 10.4 for details. The modernization activities which the loan supported saw to the establishment of the following agencies – the NEI, JTC & NCEL, as well as, the design of a CM & DSS (MOE’s operational arm) and provided support for organisational development activities, a marketing campaign and the establishment of a financial and investment system for NET. All agencies are operational and support systems are at an advanced stage of completion.

The NEI obtained its legal status having been incorporated as a government company in December 2010. NET has provided oversight for construction activities in about 12 schools exceeding the 10 school construction activities established as a targeted under the World Bank project. Though it has not been able to implement any PPP activities, it has worked in close collaboration with the Development Bank of Jamaica and the Ministry of Finance to try to overcome the obstacles to this posed by Jamaica’s current economic circumstances. NET has launched its marketing campaign and has engaged with donors who have provided support through donations of various gifts and donations to support education, satisfying the target which was set. Its online portal by March 31, 2015 will be position to provide for cloud funding, reaching out to Jamaicans in the diaspora, as well as others wishing to donate funds to support education. It has under the direction of its Board defined its purpose and developed its 3 year business plan.

The NEI has developed a rigorous inspection system and inspection handbook and would have completed inspection of all public institutions (100%) in Jamaica at the primary and secondary levels (954), thus providing for the first time in Jamaica’s history a baseline of school performance from which to inform empirically the Ministry of Education’s support and initiatives aimed at improved performance and school improvement. This will have exceeded the target set of 80% of school’s inspected by the end of the loan. The NEI has provided policy recommendation and valuable information to support school improvement; in excess of 90% of schools inspected have used the inspection reports to inform the development of their SIPS, exceeding the 60% target set originally. By the end of the loan programme the NEI will have in place an inspection system enable through the use of Education Transformation Capacity Building Programme.

Project Finance:

Of the US$16 million loan fund it is estimated that US$15.415 will be drawn down, this includes US$500,000 in retroactive financing and US$40,000 handling fees. Approximately US$540,000 will be left undisbursed (to be written back). The project will record significant foreign exchange fluctuations of approximately US$37,000.

Actions for Sustainability – Post Completion Operations:

Transition arrangements:

Transition of project activities to emerging agencies and the core Ministry are in place and was enabled due to the way activities were executed. The activities were executed by identifying process owners from the Ministry who lead in the development of the various activities supported by the loan. The same is true for those who head the agencies that have been established and are operational – they lead as the process owner. Activities are therefore institutionalised and transitioning arrangements are expected to go smoothly.

Technical, Financial & Institutional Arrangements:

The new and emerging agencies are staffed with the technical expertise required for their sustainability and from inception staff cost was being funded by the Ministry of Education. The financial arrangements for the sustainability of operations are already reflected in the GOJ’s budget allocation for the Ministry of Education for the financial year beginning April 2015. The institutional arrangements for the sustainability of the new functional arrangements are substantially in place. NET is incorporated as a government company under the direction of a Board of Directors. The framework document for the NEI was completed and Cabinet submission prepared to commence the legal establishment for the NEI as an Executive Agency; the JTC will be established legally as a statutory body as soon as its support legislation is made into law. This is expected to be tabled in Parliament by June 2015; the NCEL’s functional
Committee Chaired by the Permanent Secretary (PS) of the Ministry which initially met quarterly and eventually (from 2012) met every six months. For the oversight of the modernisation of the Ministry which saw to the establishment of new entities as well as the re-engineering of the core Ministry, a Modernisation Management Team (MMT) was established with wide representation from a representative cross section of Ministry staff, this working group was Chaired by the Director, ESTP providing a forum for discussions and strategic input to the modernisation effort. The MMT reported to a Modernisation Steering Committee (MSC) Chaired by the Minister of Education and Co-Chaired by the PS. The MSC is comprised of union representatives and members from the MOF, Cabinet Office and the PIOJ and was the body that approved and or sanctioned change initiatives and plans, prior to seeking national approval from Jamaica’s Cabinet. This latter will be ready for approval by the end of 2015.

Factors Affecting Implementation & Impact:

Two factors had an adverse impact on implementation (i) procurement and (ii) the changing economic environment in Jamaica. Procurement was delayed due to the very bureaucratic processes for large (value) services, specifically the procurement of the NEI inspection system which experienced delays both due to the local process as well as, delays at the Bank. This in part affected the project’s time line which influenced the extension of the loan programme. The significant devaluation of the Jamaican dollar vis-a-vie the US dollar over the life of the loan also affected implementation along with the restrictions place on government expenditure consequent on the GOJ entering into agreement with the IMF. This affected the approved budgetary limits granted the project from 2012 to the current period. There are also some positive impact which came about form the mode of implementation which allowed for additional project outputs over what was initially envisaged. One significant output which is expected to have a significant impact is a study of the institutional analysis of schools to determine the appropriateness of the institutional arrangements to meet the ever expanding demand placed on schools. This study brought schools, the final point of education service delivery, into focus and stands as a significant unintended output of the technology that will be efficient and cost effective. The NEI is currently negotiating with the Ministry of Education in the Turks & Caicos Islands (TCI) to develop an inspection system for that country.

The JTC currently has registered on its electronic portal 95% of the approximately 25,000 teaches in the system, meeting target. The original target of 50% of teachers licenced had to be removed and was replaced by 95% of teachers registered on the JTC’s electronic system. The change was necessary as licencing requires legislative authority and though the requisite legislation was drafted and extensive consultation done persistent resistance from the body representing teachers (the Jamaica Teachers Association [JTA]) the bill has not yet been approved. It is expected that the bill will be tabled in Parliament by June 2015. The JTC has however been providing support for the professional development of teachers through QECs meeting the target of 95% of teachers being trained within their QECs; the JTC has also implemented a “Beginning Teacher” mentorship programme. It has been promoting efforts to raise the standing of the profession and recognising excellence in the profession through annual awards to teachers during international teachers’ week in October each year since 2009. The JTC is a leading member of the international association of teaching Councils.

The NCEL began training of sitting Principals in 2012 and to date has trained 595 Principals and Education Officers under its Effective Principals Training Programme (EPTP), exceeding the target of 500 which was set. The College under contract with the UWI has also trained 38 aspiring Principals under the Aspiring Principals Training Programme certified by the UWI at the level of a diploma. The college has developed a peer coaching programme and programmes to improve performance of school bursars, leadership of mathematics instruction by Principals and is currently developing leadership programmes for other levels of leadership in the education sector including at the tertiary level. NCEL was awarded for its innovative programmes by the Canadian Development Office in its “Bright Star” awards programme in 2014. The College has extended its reach and has commenced training of Principals in the British Virgin Island and has received requests from other Caribbean territories to extend its
Principals training programmes to them.

Approval for the establishment of a re-engineered MOE through a Central Ministry focused on policy, setting of standards and quality assuring delivery of education services along with its operational arm the Department of School Services (DSS) was obtained from the HME and PS; a functional profile and operations manuals and process maps have been developed documenting the work processes that will obtain in the modernised Ministry. Job descriptions for the changed functions are 60% completed and a Performance Monitoring & Accountability System (PMAS) was rolled out in April 2014 to ensure improved system accountability. Transitioning to new jobs in the Ministry and emerging agencies has commenced and about 3% of staff from the Central Ministry has transitioned into new jobs, below the target of 10%.

Though not funded by the World Bank, the Jamaica Tertiary Education Commission (J-TEC) has received support from the Bank through consultation, reports on the tertiary sector and significant connections being facilitated by the Bank. The modernisation programme under the ESTP also saw to the legal establishment of a National Parenting Support Commission (NPSC) funded by the GOJ that will enhance the activities of the modernised Ministry by strengthening the home/school relationship, through coordination of various parenting initiatives, advocacy and support to parents.

The legislative agenda is significantly advance with all the required legislation and consequential amendments to the Education Act, a School Improvement – Special Measures Policy to empower the Ministry’s intervention in chronically underperforming schools and special education and security and safety policies drafted and awaiting approval. The JTC and J-TEC bills have been drafted with consultation on the former completed and only preparation of the draft legislation by the CPC and tabling now remaining. The J-TEC bill is currently with the CPC for review while consultations are to be concluded. It is expected that this bill will be tabled during this legislative period.

Stakeholder Communications:

The project has exceeded targets set for stakeholder communications. Twenty-seven (27) staff meetings will have been conducted by March 31, 2015, in line with the target set, to inform on the modernisation; since 2010 monthly newsletters (The Educator) have been published, as well as an semi-annual publications (Transformation News) with wide circulation across the sector to inform on the modernisation and transformation of the education system. In excess of 24 public consultations were conducted to garner public buy-in for legislative and policy changes as well as, changes in teaching and learning consequent on the transformation of the sector. In addition, outreach to engage the wider public with respect to promoting the brand of new and emerging agencies were done using various media such as radio, television and the press. A supplement was produced and circulated in one of the daily newspapers giving national exposure to the transformation initiative and agenda.

Project Management, Operations plan & Governance Arrangements:

Project management was part of the overall responsibility of the Director of the ESTP in guiding, managing and coordinating project activities related to procurement, financial management project planning, scheduling and monitoring of the implementation of the project activities. These activities were coordinated with other activities of the ESTP funded by the GOJ and IDB. The activities complemented each other in supporting and enabling the activities of the transformation and modernisation programme managed through the Change Management Unit (CMU) of the ESTP. Operations plans were set annually and monitored monthly through a comprehensive review committee involving all areas of the programme. Weekly performance monitoring meetings were conducted with CMU staff to motivate and nurture and to ensure the programme remained on target as well as, to resolve issues that arise. Critical process owners in the MOE were identified to lead in the development of programme activities, guiding the development and implementation of activities. The governance arrangements for oversight included a Steering