



THE e-LEARNING PROJECT A Joint MITEC/MOEY Project

PERFORMANCE REVIEW TO AUGUST 2007

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1. Genesis of the Project

- ◆ Arose from a realization that an educated knowledge-based society would spur demand for Internet Services
- ◆ MITEC decided to contribute to the education of Jamaica's citizenry through an e-learning project
- ◆ Project developed by Joint Committee MITEC/MOEY, chaired by MOEY Junior Minister
- ◆ e-Learning Ja. Co. Ltd incorporated in July 2005 to direct the implementation of the e-learning project
- ◆ Project being funded by Universal Access Fund from cess on international calls terminating in Jamaica

2. Purpose and Scope of Project

- 2.1 To utilize current state-of-the-art ICTs in Jamaica's high schools, grades 7-11, to
- Improve the quality of education
 - Enhance the learning experience
 - Improve the level of passes in the CXC CSEC exam
- 2.2 180 institutions
- 166 Public high schools
 - 6 Public Special Schools
 - 8 Colleges that train teachers that train teachers for the high schools

3. Project Components

3.1 Component 1 - Instructional Materials

Acquisition / Development of a comprehensive set of standard ICT-based instructional materials for teachers and students in 11 subject areas

- i. Teachers Instructional Materials (TIMs)
- ii. Student's Instructional Materials (SIMs)
- iii. Interactive Educational Software (for 'challenging' topics)
- iv. Item Bank
- v. Video-taped Lecture Series

Media

- | | |
|-----------------------------------|------------------------------|
| ◆ Exciting Text | ◆ Database resources |
| ◆ CD-ROMs | ◆ Interactive Software |
| ◆ DVDs | ◆ Video/Tele Conferencing |
| ◆ Power Point Presentations | ◆ On-line lessons, tutorials |
| ◆ Video-taped lectures | ◆ Chat rooms |
| ◆ Cable TV, 1 channel per subject | ◆ Links to other resources |



Development Methodology

- ◆ International Standards
- ◆ Best Practices
- ◆ Expertise in instructional design
- ◆ Expertise in writing instructional material
- ◆ Expertise in writing items
- ◆ Knowledge of the technology and how it can be integrated
- ◆ Supervision
- ◆ Quality Assurance

3.2 Component 2 - Technology Infrastructure for Storage / Dissemination/ Access

- i. Provision of ICT equipment and software to schools
- ii. Establishment of a Central repository (CREM) to store, reproduce, continuously update, and distribute materials
- iii. Upgrade of the EMIS at the MOEY to enhance management and administrative capability
- iv. Broad Band Internet Access (provided by UAF)

Technology

- | | |
|-----------------------------------|-------------------------|
| ◆ Desk tops | ◆ Digital Video Cameras |
| ◆ Lap-tops | ◆ DVD/CD Players |
| ◆ Multimedia Projectors & Screens | ◆ Scanners |
| ◆ Intelligent White Boards | ◆ Tape Recorder/Players |
| ◆ Document Cameras | ◆ Televisions |
| | ◆ VCR Players |

3.3 Component 3 - Teacher Training

- i. Principals' Awareness and Orientation
- ii. Training of Teachers and Subject Tutors in Teachers Colleges in 3 phases
- iii. Modern methodologies for delivery, change management
- iv. Training and Certification in ICT skills (to international standards)
- v. Integration of ICT into the teaching/learning process (certification to ISTE standards)

Training Methodology

- ◆ 1 & 2 day Orientation Workshops
- ◆ Residential Workshops
- ◆ Modules On-line and on CD
- ◆ Video Conferencing
- ◆ Reinforcement lectures via EDU-TV
- ◆ 1&1 Onsite and group reinforcement
- ◆ Onsite Evaluation



3.4 Component 4 - Remedial Support

Collaborating with existing remedial interventions providing ICT-based materials and equipment and training of tutors and support personnel

3.5 Component 5 - Continuous Assessment

Introduction of standard examinations across the system at grades 7, 8 & 9 (Grade 11 CSEC and Grade 10 CCSC)

3.6 Project Evaluation

- i. Programme / Project Evaluation
- ii. Impact Assessments

Methodology

- iii. Desk Reviews
- iv. Formative surveys - questionnaires, interviews, review of school reports
- v. Summative surveys - questionnaires, interviews, review of school reports
- vi. Examination Results
- vii. Attitude Surveys
- viii. Skills Surveys etc

4. Project Implementation Plan

- i. Phase 1 – Pilot project September 2006-August 2007
- ii. Phase 2 September 2007-August 2008
- iii. Phase 3 September 2008-August 2009



5. The Pilot Project

5.1 Purpose of Pilot Project

To test all strategies, methodologies, processes, support systems and utilize lessons learned to influence rollout to other schools

5.2 Scope of Pilot Project

- ◆ 26 High Schools
- ◆ 3 Teachers Colleges
- ◆ 1 Special High School
- ◆ 1 Independent High School
- ◆ 5 subjects
- ◆ Grades 10 & 11

5.3 Pilot School Selection Criteria

- ◆ From three parishes in close proximity to facilitate ease of logistics in implementation activities
- ◆ Rural, urban
- ◆ Inner city, uptown
- ◆ Boys only, girls only, coeducational
- ◆ Traditional, newly upgraded, technical
- ◆ Performing well, average performance
- ◆ One Special Needs
- ◆ One Independent
- ◆ 3 Teachers Colleges that train 80% of secondary school teachers

5.4 Major Objectives of Pilot Project

- i. To acquire and place TIMS, SIMS educational software and video lectures for challenging topics in pilot schools by end December 2006
- ii. To install equipment in the pilot schools by January 2007 and at the CREM by February 2007
- iii. To complete methodology training for pilot school teachers by December 2006 and begin ICT Training by January 2007
- iv. By August 2007, to develop strategies to enhance existing remedial programmes through the use of the educational technologies
- v. By August 2007, to develop a strategy for implementing the standard assessment programme across grades 7-9
- vi. To ensure buy-in and ownership of the project by project schools



- vii. To hire staff, and install office equipment and implement financial and operational systems by September 2006
- viii. To institute effective planning and performance monitoring strategies
- ix. By December 2006, to implement a comprehensive public education programme
- x. By December 2006, to conduct a baseline study and develop evaluation criteria for a formative and summative evaluation system to inform on project implementation and project impact

7. Performance to Date

7.1. Administration

- i. 90% staffing in place – Systems Administrator still to be hired
- ii. Furniture and equipment in place except for PBX system
- iii. Financial Systems in place, Accounting Software purchased and being installed
- iv. Board and Board Subcommittees meeting monthly, Annual Planning and quarterly reviews in place
- v. RFP published for Public Relations Consultant, Comprehensive Public Relations programme to be implemented beginning October 2007
- vi. RFP published for Evaluation Consultant – baseline survey now planned for October – November 2007

7.2 Instructional Materials

- i. School e-Learning Implementation Committee (SEIMC) established in pilot schools to oversee the implementation of the project and ensure buy-in/ownership
- ii. Subject Advisory Groups (SAG) involving MOEY subject experts established to ensure standards and quality assurance
- iii. Philosophical framework for materials deployment agreed
- iv. RFP published for existing high quality TIMs and SIMs to provide materials to schools in the short-term, proposals being evaluated – expected to acquire in new term
- v. Specifications for content to be owned by the Govn over the long term developed and RFP to be published in September 2007
- vi. Specifications for educational software being developed
- vii. Item Bank short-term Consultant contracted to review existing item banks and management software and guide the process of item bank development
- viii. Schools commenced Item Writing, approx 1400 items reviewed and accepted and being placed in a temporary Moodle-based database
- ix. Instructional Video Production providers identified to produce some lectures for use beginning October 2007



- x. Instructional Technology Expert being contracted to assist with the planning for the materials development, to advise on the structure of the CREM and to identify an appropriate Learning Content Management System (LCMS/LMS)

7.3 Teacher Training

- i. Assessment conducted to determine training needs for teachers in the pilot schools
- ii. Provider for ICT Training and Certification selected – training started in July 2007
- iii. Pilot Colleges developing plan for training of lecturers in technology integration using online and video technology programmes provided by overseas partner colleges

7.4 Equipment

- i. Equipment, Network and related software bids approved by NCC and Cabinet in October 2006 and protest on main equipment contract cleared by NCC in June 2007
- ii. Equipment contract signed in July 2007, delivery should commence in October 2007
- iii. Network Contract signed in May 2007, infrastructure work began in August 2007
- iv. Audio-visual equipment delivered to pilot schools and school system administrators trained to set and dismantle, phase 2 equipment on wharf
- v. Computer Furniture delivered to pilot schools, phase 2 schedule being developed

7.5 Management and Control

- i. MOEY providing building infrastructure works to house and secure the equipment, from the Education Transformation Fund
- ii. Project Manager employed by e-LJam to validate requirements, prepare bills of quantities, assist in hiring contractors, monitoring and signing off on the works and certifying invoices for payment by School Facilities and Infrastructure Team of the Education Transformation Team
- iii. Infrastructure Monitoring Committee established including the e-LJam Technical Committee, and representatives from UAF, MOEY Building Office and the MOEY School Facility and Infrastructure Team
- iv. Suppliers will enter into a framework contract, delivering equipment on a predetermined schedule over 2 ½ years, beginning with the pilot schools and the CREM
- v. No equipment will be delivered if schools are not properly prepared to accept in terms of secure space and adequate electrical circuitry.



- vi. Provision will be made to provide distinctive marking which will identify the equipment being provided by e-LJam in the event of theft

7.6 Financial Performance

◆ Reflects the start-up activities and the delays in Project Implementation

FINANCIAL PERFORMANCE	BUDGET TO END AUGUST 2007	EXPENDITURE TO END AUGUST 2007	VARIANCE
	J\$	J\$	%
GOVERNANCE & ADMINISTRATION	57,612,191.95	53,141,484.20	92.24
INSTRUCTIONAL MATERIALS	81,200,086.00	4,900,280.29	6.03
TRAINING OF TEACHERS	30,996,949.06	2,528,436.85	8.16
TECHNOLOGY INFRASTRUCTURE	754,827,383.73	51,681,171.47	6.85
REMEDIAL	30,000.00	0	0.00
PROJECT EVALUATION	368,000.00	57,266.50	15.56
LOANS	138,000,000.00	0	0.00
CAPITAL COSTS	16,610,000.00	15,780,721.53	95.01
TOTAL	1,079,644,610.74	128,089,360.84	11.86

7.8 Time Performance

- i. Pilot Project 6 months behind schedule and approx 40% implemented
- ii. Plan to fully implement pilot by end 2007, while commencing Phase 2 as of September 2008 as planned



8. Major Constraints

- i. Delays in agreement on scope, look, feel and strategy for acquisition / development / deployment of materials and on the deployment of technology in the schools
- ii. Slow development of standards and specifications for instructional materials due to time constraints of experts assigned
- iii. Lengthy and involved procurement process
- iv. Protest from Bidder on major contract
- v. Delays in acquisition of contractors to carry out building infrastructure works in the pilot schools and inadequate resources assigned to the sign off process

9. Lessons Learned To Date

- i. The importance of collaboration / involvement of stakeholders, schools, MOEY, funders, to create buy-in and ownership and provide the necessary policy guidance. The involvement of the MOEY through a Memorandum of Understanding is yielding benefits of access to the experience of the Ministry's technical staff. The School Committees will ensure the timely involvement and accountability of the school leadership
- ii. The need for continuous research and refinement and flexibility– nothing cast in stone - especially in the pilot phase, it is desirable to have the will to try out new approaches and have the capacity to act without fear of failure.
- iii. The need to use existing materials, methodologies, know-how to get materials into the schools in the short-term – need not invent the wheel– this will also allow evaluation of the interaction of teachers and students with the electronic and print resources - in general, it is a strategic goal of the project to own materials for open adaptation and dissemination
- v. The need to maintain focus on learning rather than technology. There is a concern that schools may be more interested in the capital acquisition than in the pursuit of project goals and objectives.
- v. The need to estimate more realistic timeframes for all activities
- vi. The need for strategy to maintain interest – eg in Item writing
- vii. The need for strategy to minimize procurement delays
- viii. The need for experts to be allowed the time to devote to providing critical input – standards, reviews, research, building contractor approvals etc
- ix. The need to ensure a significant period for assimilation, reinforcement and practice in the schools after implementation of the technology prior to the ending of the project