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T**HIS** **ACTION IS FUNDED BY THE** E**UROPEAN** U**NION**

A**NNEX**

to the Commission Implementing Decision on the financing of the annual action plan in favour of Jamaica for 2022

Action Document for the Digital Transitioning Programme for Jamaica (Digital Jamaica)

This document constitutes the annual work programme within the meaning of Article 110(2) of the Financial Regulation, within the meaning of Article 23 of the NDICI-Global Europe Regulation.

1 SYNOPSIS

1.1 Action Summary Table

1. Title **CRIS/OPSYS** **business reference** **Basic Act**	The Digital Transitioning Programme for Jamaica (Digital Jamaica) OPSYS number: ACT - 60692 Financed under the Neighbourhood, Development and International Cooperation Instrument (NDICI-Global Europe)
2. Team Europe Initiative	No
3. Zone benefiting from the action	The action shall be carried out in Jamaica
4. Programming document	JAMAICA – Multi-annual Indicative Programme 2021-2027
5. Link with relevant MIP(s) objectives / expected results	This action will support Jamaica's priority to achieve an inclusive and resilient digital economy and society. This falls under MIP 2021 to 2027 Priority Area 1 – Sustainable and Inclusive Economy (focusing on digital transitioning)
PRIORITY AREAS AND SECTOR INFORMATION	
6. Priority Area(s), sectors	Priority area(s) and sectors (3-digit DAC): Education – 110, Communications – 220 and Business and other services - 250
7. Sustainable Development Goals (SDGs)	Main SDG: Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation Other significant SDGs • Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. • Goal 5. Achieve gender equality and empower all women and girls.

	• Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. • Goal 10. Reduce inequality within and among countries.
8 a) DAC code(s)	110 – Education – 33% 220 – Communications – 34% 250 – Business and other services – 33%
8 b) Main Delivery Channel	Recipient Government - 12000
9. Targets	☐ Migration ☐ Climate ☒ Social inclusion and Human Development ☒ Gender ☐ Biodiversity ☒ Education ☐ Human Rights, Democracy and Governance

10. Markers (from DAC form)	**General policy objective @**	**Not targeted**	**Significant objective**	**Principal objective**
	Participation development/good governance	☐	☐	☒
	Aid to environment @	☒	☐	☐
	Gender equality and women's and girl's empowerment	☐	☒	☐
	Trade development	☒	☐	☐
	Reproductive, maternal, new-born and child health	☒	☐	☐
	Disaster Risk Reduction @	☒	☐	☐
	Inclusion of persons with Disabilities @	☒	☐	☐
	Nutrition @	☒	☐	☐
	RIO Convention markers	**Not targeted**	**Significant objective**	**Principal objective**
	Biological diversity @	☒	☐	☐
	Combat desertification @	☒	☐	☐
	Climate change mitigation @	☒	☐	☐
	Climate change adaptation @	☒	☐	☐

11. Internal markers and Tags:	**Policy objectives**	**Not targeted**	**Significant objective**	**Principal objective**
	Digitalisation @	☐	☐	☒
		YES	NO	
	digital connectivity	☒	☐	
	digital governance	☒	☐	
	digital entrepreneurship	☒	☐	

	digital skills/literacy	☒	☐	
	digital services	☒	☐	
	Connectivity @	☐	☐	☒
		YES	NO	
	digital connectivity	☒	☐	
	energy	☐	☒	
	transport	☐	☒	
	health	☐	☒	
	education and research	☒	☐	
	Migration @ (methodology for tagging under development)	☐	☒	☐
	Reduction of Inequalities @ (methodology for marker and tagging under development)	☒	☐	☐
	Covid-19	☐	☒	☐
BUDGET INFORMATION				
12. Amounts concerned	Budget line:14.020141 Total estimated cost: EUR 9,500,000 Total amount of EU budget contribution EUR 9,500,000 For budget support of which EUR 8,200,000 for budget support and EUR 1,300,000 for complementary support including audit/evaluation.			
MANAGEMENT AND IMPLEMENTATION				
13. Type of financing	**Direct management** through: - Budget Support: Sector Reform Performance Contract - Procurement or Grant - Budgetary guarantee(s) as set out in section 4.4.3			

1.2 Summary of the Action

Anchored in Vision 2030 – Jamaica's National Development Plan, the high political priority placed by the Government of Jamaica on its Digital Agenda even before the Pandemic, has heightened significantly, resulting in accelerated activities towards it's stated intention to achieve a digital economy and society. Achieving a digital economy and society, is positioned by Jamaica as key, to the country's economic recovery from the Pandemic; and inclusive and sustainable growth, through strengthened integration into the global economy, going forward.

Jamaica's Digital Agenda is in line with it's ICT Policy, with its stated Mission "to achieve greater social & economic development, through increased application of ICT in all sectors". The associated activities are aimed inter alia, at scaling up e-government infrastructure and services across the country; facilitating accelerated technological adoption and innovation by the private sector; expanding digital competencies in the labour force and promoting a knowledge-based society. Jamaica is taking steady and deliberate steps towards this end, including

the implementation of a robust legislative agenda[1]; Cabinet's approval of the ICT in Education Policy in 2022; and plans by the Ministry of Education to roll out the National Coding Curriculum in schools across the country[2] - the first of its kind in the Caribbean. There is also the Government's on-going "Go Digital Programme" which provides access to finance and technical assistance aimed at incentivizing MSME's to digitalize their businesses. Furthermore, following a pilot, Jamaica's Central Bank Digital Currency was rolled out in early 2022. It is designed to be part of Jamaica's digital payments system to facilitate greater financial inclusion and increase transaction velocity, while reducing the cost of banking for the public. Additionally, a National Broadband Taskforce was formed by Jamaica's Parliament in December 2020. Reporting to the Prime Minister, it is tasked with driving the rollout of broadband network across the island by 2030. Island-wide broadband coverage is pivotal to advancing Jamaica's Digital Agenda. This is fully integrated in the Government's strategic approach and will be reflected in the National Broadband Strategy, currently in preparation by the Ministry of Science Energy and Technology, with the support of the European Union. Jamaica is clearly making much progress in laying a solid foundation. However, much more remains to be done, as digital transformation is a costly, long term goal, being implemented in the context of limited fiscal space.

It is against this background that the budget support programme: *The Digital Transitioning Programme for Jamaica (Digital Jamaica)* has been designed. The *overall objective* is "To increase inclusive access to and use of ICT in Jamaica, in support of the country's transitioning activities towards becoming a digital economy and society" The *specific objectives* are: (a) Increased access to and use of, robust, affordable and secure broadband connectivity by educational institutions and Places of Safety/Children's Homes; (b) Strengthened digital competencies of early childhood and primary teacher educators and teachers. (c) Increased technology adoption and use by MSMEs. The main expected outputs are: (a) Improved broadband network with WANs and campus-wide Wifi access in participating schools and Places of Safety/Children's Homes. (b) Digital competency integrated in training curricula of publicly-funded teacher-training institutions. (c) Increased number of new/ in-service early childhood and primary teachers trained in digital competency, with specific emphasis on diverse educational needs. (d) Digital transitioning services integrated within MIIC's business development support system.

The present action will be part of the Global Gateway on Digital, and of the EU-LAC Digital Alliance in particular, given its focus on expanding broadband connectivity, addressing the digital divide and further integrating into the global digital ecosystem.

2   RATIONALE

2.1   Context

Jamaica is the largest democracy in the English-speaking Caribbean, with a population of 2.97 million. The country is a key regional opinion former and actor through the Caribbean Community (CARICOM). It partners with the US, Canada and recently with the UK through region-to-country free trade arrangements – these are its most important allies outside of the immediate region. Its democracy has been stable over the recent years.

Economic context
Prior to the COVID-19 Pandemic, the Jamaican economy was on a good path to recovery having successfully completed an economic reform programme supported by the IMF. However, just a few months after this, in November 2019, the Pandemic hit Jamaica and the world. The resulting sudden drop in tourism receipts of 70 percent (Jamaica's largest source of foreign exchange) generated a strong economic contraction of 12 percent in FY2020/21. This is the worst economic contraction in Jamaica's history. The Pandemic exposed how much lives and economies, globally, depend on digital technologies. In Jamaica, in addition to the major fallout in the tourism sector, economic activities in other sectors were also negatively affected due to low digital technology adoption by the private sector which employ an estimated 90 percent of the working labour force. Inadequate and

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[1]   Reviewing the2010 Cybercrimes Act, passing the ICT Authority Act in 2019, the Data Protection Act in 2020 and the National Identification and Registration Act in 2021

[2]   https://jis.gov.jm/400000-students-to-benefit-from-roll-out-of-national-coding-in-schools-programme/

expensive connectivity skewed to urban centres, with the vast majority of the rural population remaining unserved and underserved; as well as low digital technology adoption across the society converged, negatively affecting the provision of key social services such as education and the delivery of social welfare. Within this context, the crisis also resulted in an increase in public debt to 109 percent of GDP at the end of FY2020/21. The economy started to recover from the COVID-19 impact. Despite the strong decline in remittances at the onset of the Pandemic, for FY2020/21 remittance inflows of US$2917 million increased by 35.5 percent or USD 764.3 million compared to the previous fiscal year. The latest rating from Moody's Investors Service dated 23 November 2021, affirmed Jamaica's rating at 'B2' with the outlook remaining stable. This rating confirms Jamaica's strong commitment to macroeconomic stability and fiscal consolidation.

Digital infrastructure connectivity
According to the World Bank, in June 2020, 95 percent of Jamaica's population was covered by 3G networks and 90 percent by 4G, compared with the Latin America and the Caribbean averages of 94 percent and 86 percent, respectively. Despite this nearly universal coverage, unique mobile penetration in the country was 67 percent (the lowest level in the English-speaking Caribbean), and unique mobile internet penetration was 48 percent—compared with the regional averages of 70 percent and 53 percent, respectively. Similarly, adoption of fixed broadband services is just 36 percent, compared with 75–85 percent in Barbados, St. Vincent and the Grenadines, and Trinidad and Tobago. Moreover, adoption of information and communication technology (ICT) in production remains low, limiting economic transformation through closer integration with global technological value chains. Within this context, Jamaica ranks 81st of 120 countries on the 2021 Inclusive Internet Index, thirteen places behind Trinidad and Tobago. However, in the readiness category, which examines the capacity to access the internet, including skills, cultural acceptance and supporting policy, Jamaica ranks 63rd, nine places ahead of Trinidad and Tobago. The country ranks in the bottom quartile on the affordability and relevance categories, owing mostly to a non-competitive broadband and wireless market, and a lack of local content[3]. On the 2020 E-Government Development Index, Jamaica ranks 114 of 193 countries, significantly behind regional leader Barbados, which ranks 62. Within this context, the high political priority placed by the Government of Jamaica on its Digital Agenda even before the Pandemic, has since heightened significantly. In this regard, achieving island-wide broadband coverage is positioned as pivotal to Jamaica's economic recovery from the Pandemic, and a key facilitator of inclusive and sustainable growth. Islandwide broadband coverage is expected to facilitate the scaling up of e-government infrastructure across the country while strengthening Jamaica's readiness to operate in the global digital economy.

Human capacities
By 2025, Jamaica's working age population will be the largest share of the total population, and proportions are expected to remain steady until 2050 . Currently, Jamaica's working population is 1.28 million, making the country the largest labor force among English-speaking Caribbean countries . Moreover, the share of the working-age population (ages 15–64) is 68 percent and has been rising[4]. According to Jamaica's Minister of Finance, the country's level of public education spending of approximately 5.2 percent of GDP and 19 percent of total Government expenditure is relatively high compared to regional peers as well as top-performing education systems globally. He noted however, that while the level of spending is adequate, there are challenges with efficient targeting and quality education outcomes[5]. As Jamaica accelerates activities to achieve a knowledge-based society, its education system faces two major challenges: the need to train students to function in a technologically based economy; and the need to help solve the problem of crime. Globally, the COVID-19 crisis threatens gains in human capital that countries have achieved through decades of effort. In 20 years, roughly 46 percent of the typical economy's workforce (people aged 20 to 65 years) will be composed of individuals who were either in school or under the age of 5 during the COVID-19 pandemic. It is projected that human capital losses of today's children will translate into a drop of a full HCI point (0.01) for this future workforce[6]. Within this context, Jamaica's 2020

[3]   https://theinclusiveinternet.eiu.com/explore/countries/JM/?category=overall
[4]   https://www.ifc.org/wps/wcm/connect/8a4f6312-2423-4514-ae78-a5109a7a0012/CPSD-Jamaica-Summary.pdf?MOD=AJPERES&CVID=o2kCLHE
[5]   https://www.unicef.org/jamaica/press-releases/government-jamaica-launches-public-expenditure-review-education-sector-jamaica
[6]   https://documents1.worldbank.org/curated/en/456901600111156873/pdf/The-Human-Capital-Index-2020-Update-Human-Capital-in-the-Time-of-COVID-19.pdf

HCI score of 0.5 implies that a child born today, will be only half as productive as a future worker, as (s)he would be, if (s)he enjoyed full education and good health. The HCI 2020 Update noted that, building blocks for success will include better-prepared teachers, better-managed schools, and incentives that are aligned across the many stakeholders in education reform. It is within this context that Jamaica has positioned a well-functioning system of education, as the primary engine of social and economic growth. Importantly, it is recognized that in this regard, teaching constitutes the most important element of the education system and must be the prioority focus of attempts to improve performance outcomes linked to learning[7].

Economic diversification, entrepreneurship and MSMEs
Jamaica's private sector exhibits a dualistic structure with a few large, often multisectoral, successful firms and many micro, small, and medium enterprises (MSMEs). Although large firms contribute significantly to GDP, they account for just under a third of jobs. They are most active in tourism, finance, electricity, and agro-processing. MSMEs, on the other hand, provide more than two-thirds of jobs and are mostly engaged in wholesale, accommodation and food services, and agriculture. International trade is primarily conducted by large firms and some successful MSMEs, many of which are not linked into global value chains (GVCs) and have low local value-added components. Only 4.5 percent of small firms are involved in exports, compared with 33.5 percent of large ones. Most firms in Jamaica are young, with limited export activity, high dependence on imports, and low innovation capacity[8].

It is against this background that Jamaica's ongoing activities towards transitioning to a digital economy and society is the focus of this Action. The Action: *The Digital Transitioning Programme for Jamaica (Digital Jamaica)* is a Sector Reform Performance Contract with three components: (1) broadband and connectivity infrastructure expansion, (2) integrating digital skills trainings into the public education system and (3) digital transitioning support for MSMEs.

More broadly, *Digital Jamaica* will be an important contributor to the facilitation of the expanded application of inclusive digital technologies in Jamaica's climate change and environmental management strategies, governance, national security, as well as the education and business sectors. *Digital Jamaica* is in alignment with the EU's human-centric approach, bringing benefits to all, while protecting human rights, both online and offline, and ensuring a safe and secure cyber space, where data are protected in line with international standards.

2.2 Problem Analysis

Broadband coverage in Jamaica: The Government of Jamaica (GoJ) recognises the role of digital technologies in transforming the nation into a leading digital economy and society. It has therefore articulated a series of policies and strategies to establish state of the art, secure and affordable broadband infrastructure, implement an enabling regulatory framework and accelerate the adoption of digital technologies across the economy. Jamaica's Vision 2030 positions the ICT sector as a pivotal element in transforming it into a prosperous country. The National ICT Policy of 2011 further advocates for ICT access and its wide use by all Jamaicans. The goals of the policy are (i) establishing world-class high-capacity ICT infrastructure and services, (ii) improving national productivity, and (iii) expanding the use of ICT across all sectors, with a focus on the creation of a knowledge-based society. Given its multi-sector characteristic, related aspects of the Government of Jamaica ICT Policy are reflected in its MSMEs and Entrepreneurship Policy, as well as its ICT in Education Policy. Within this context of ICT being both a sector in and of itself, as well as an enabler of all other sectors - at the technical level -activities implementing Jamaica's ICT Policy and by extension its Digital Agenda - are reflected in the 2021/22 – 2024/25 budgeted strategic business plans of several Ministries, Departments and Agencies (MDAs).

Currently, both fixed and mobile broadband penetration in Jamaica are highly skewed to urban centres while the vast majority of the rural population remain unserved and underserved. There is also a monopoly on international connectivity and a lack of competition for business- to-business services outside of Kingston, the capital city. This leads to inadequate and expensive connectivity, which contributes to low economic growth, stifling of entrepreneurship and FDI and a falling behind globally on key ICT readiness indices.

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7   The Jamaica Education Transformation Commission 2021 Report.
8   https://www.ifc.org/wps/wcm/connect/8a4f6312-2423-4514-ae78-a5109a7a0012/CPSD-Jamaica-Summary.pdf?MOD=AJPERES&CVID=o2kCLHE

Identification of main stakeholders and corresponding institutional and/or organisational issues (mandates, potential roles, and capacities) to be covered by the action:

The Ministry of Finance and the Public Service (MoFPS) and the Ministry of Science Energy and Technology (MSET) are the main stakeholders in the **broadband and connectivity expansion component.** The MSET has the mandate to implement the Government of Jamaica ICT Policy which include operationalizing its goal of island-wide broadband coverage. Dedicated funding for ICT development in the form of the Universal Service Fund (USF), as well as the Spectrum Management Authority (SMA) fall within MSET's portfolio. The USF is an Agency of MSET, mandated to ensure access to information and communication tools to facilitate development. In this regard, there is strong horizontal collaboration between MSET and other ministries, departments and agencies (MDAs) as well as the private sector, given the national scope of the purpose of the USF. The Service Levy (source of funding for the USF), is reportedly declining due to intense competition in the market where Voice Over Internet Protocols, are being utilized more to make calls across international borders[9].The SMA is the mandated independent regulatory body, which oversee the radio frequency spectrum. The SMA's major role is to monitor and promote the growth and development of the spectrum in accordance with the International Telecommunications Union's (ITU's) rules. The SMA advises the minister on matters directed by him and on functions delegated by the said minister. Islandwide broadband coverage is a costly endeavour which is being implemented in phases with a view to full achievement in 2030. The MoFPS is at the centre of the process of determining appropriate funding models in this regard.

Digital Jamaica will support *Programme#5 – ICT Development Access and Use*: sub-programme *ICT Propagation* - which is linked to sector outcome -Increased access and use of ICT in educational institutions and strategic public facilities - outlined in MSET's 2021/22 – 2024/25 Strategic Business Plan. Under the first phase of Jamaica's broadband initiative, MSET has made significant stride in building out the government's wide area network (WAN). Informed by multi-ministry assessments, MSET is now undertaking a process to do the actual connection of strategic public facilities to either the government's WAN or that of commercial providers - based on the bandwidth needs of the particular facilitiy. In parallel, MSET is also implementing the supporting connectivity infrastructure within these facilities, to allow "facility-wide usage". It is within this context, that the first component of *Digital Jamaica* will support the implementation of wide area network (WAN) connections and campus-wide wifi access in public schools and Places of Safety/Children's Homes across the country. In so doing, *Digital Jamaica* will facilitate these entities access to and movement toward actual wide-scale use of ICTs, for maximum benefit of the populations served. The schools targeted include special education schools,catering to the needs of children with disabilities, such as,inter alia, the hearing impaired. Publicly monitored special education programmes for Jamaica's children covers six areas: Hearing Impairments, Visual Impairments, Physical Impairments, Mental Retardation, Giftedness and Learning Disabilities[10]. This Component is synergistic with Componet 2 below, aimed at building the ICT competency of teacher educators and teachers.

Technology in Jamaica's education sector: Driven mainly by (i) inadequate broadband coverage across the country, (ii) low digital pedagogy skills of in-service teachers and (iii) the need to modernize the curricula in teacher training institutions to reflect the digital age - low digital technology adoption in the education sector served to exacerbate the digital divide during the Pandemic. In May 2020, the Government indicated that 30 percent of public school students live in areas where they have no internet access. As a result, an estimated 120K public school students were not able to access education services in the height of the Pandemic. Of particular note in this context is the limited access to technology devices by both teachers and students across the sector.

Unfortunately, COVID-19 amplified other existing challenges in Jamaica's education sector, especially for the most marginalized children and adolescents. According to the 2021 Education Transformation Report (ETR), commissioned by the Prime Minister in 2020 to assess the country's public education system and make recommendations for improvement; although a great majority of Jamaica's children have access to primary and

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9   https://usfadmin-my.sharepoint.com/personal/jmoore_usf_gov_jm/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fjmoore%5Fusf%5Fgov%5Fjm%2FDocuments%2FAnnual%20Report%2FUSF%20Annual%20Report%202019%2D2020%2Epdf&parent=%2Fpersonal%2Fjmoore%5Fusf%5Fgov%5Fjm%2FDocuments%2FAnnual%20Report&ga=1
10   https://moey.gov.jm/special-education-unit/

secondary schooling, Jamaica has a severe learning crisis, in that a majority of students at the end of primary school remain illiterate and innumerate and most leave secondary school with no marketable skills. The ETR noted that in 2017, over 85% of students achieved "mastery" of their Grade 4 literacy test, and 66% in their test of numeracy. Performance at the end of secondary schooling was also cause for concern. In 2019 some 32,617 students sat the Caribbean Secondary Education Certificate (CSEC) examinations (54% females/45% males), of which only 42.5% passed 5 or more subjects including English and/or mathematics. Overall, only 28% passed 5 or more subjects with English and Mathematics. Within this context, boys in Jamaica exhibit high school drop out rates as well as a high level of underperformance. This trend of sub-optimal engagement continues at the tertiary level. The ETR revealed that at the tertiary level, 69% of enrolled students are females, and only 31% are males. Women also graduate from this level at three times the rate of men. A 2020 UNESCO report[11] states that, while girls continue to face challenges and are more marginalized globally, it is boys who are at risk in Latin America and the Caribbean. Noting that negative teacher attitude towards academically weak students, often boys, is a reported feature of the Jamaican education system (Evans, 2001); the UNESCO report revealed that in Jamaica, the drop-out rate for boys in the 8th to 10th grade is 8% nationally, while in the western end of the country it is almost doubled (14%). UNESCO emphasized that disengagement is a multi-dimensional concept, more than dropping out of school, it also includes turning up at school but not turned on to school. A 2016 Inter-American Development Bank (IDB) study on crime and violence in Jamaica found that most victims and perpetrators of homicides are male, young, uneducated and poor. Another study found that Jamaican boys who successfully complete their secondary-level education are up to 10 times less likely to become high-risk crime statistics than those who drop out before the ninth grade[12]. Against this background, education is seen by government and national planners as a means of stemming the tide of criminality. The UNESCO report also noted that Industries such as Construction, Agriculture, Retail and Wholesale and Repair of motor vehicles and equipment, absorb men with lower educational achievement; and that this sometimes serve as a disincentive for boys to stay in school[13]. Unesco found that while many initiatives have been introduced to keep Jamaican boys in school and improve their academic performance, no formal impact studies have been done to determine the effectiveness of these measures and none of these initiatives have been introduced nationally and system-wide. UNESCO opined that, in the age of the fourth industrial revolution which is further eroding traditional low-skilled jobs and requiring greater levels of literacy for the simplest of paid work, Caribbean boys are reducing their options regarding being employable. The UNESCO report concluded that (1) Jamaican boys have higher enrolment numbers than girls do at the start of their schooling. However, these numbers decline as they progress through the school system. (2) Many more boys have a special education placement than do girls. (3) Boys have higher repetition rates and higher out-of-school rates at the upper secondary school level than do girls. (4) At the primary, level girls outperform boys in academic assessments. (5) Fewer boys access the CSEC examinations and those who do, perform below the level of their female counterparts. (6) Girls have begun to access and are doing better than boys in traditional areas of study such as physics, Additional Mathematics and Electrical and Electronic Technology. (7) The poorer performance in CSEC exams exclude many males from accessing tertiary education.

Noting that a multiplicity of factors influence disengagement including poverty, parents' gender beliefs, school policies and culture, school leadership and faculty, and the legal and policy framework governing schools, UNESCO posits that a multi-sectoral approach will have to be taken to improve the engagement and academic performance of boys.

Effective policy action to address the afore-mentioned (digital divide faced by both teachers and students, the need to ensure the education system caters effectively to the diverse learning needs of boys and girls and identifying and deploying strategies to stem the high drop-out rate of boys, while building on the positive trajectory of girls) and other related challenges, is key to support Jamaica's human capital development agenda. Key stakeholders in this mix are teacher educators and teachers. According to the ETR, the quality of teaching is influenced by several factors, of which, the quality of teachers is the most consequential. The quality of teachers the ETR posits, refers not just to the personal characteristics of the individuals entering the profession, but also the quality of their preparation. There are ten public Jamaican institutions designated by the Ministry of Education & Youth (MoEY)

[11] https://www.summaedu.org/wp-content/uploads/2019/09/4.-PPT-Christopher-Clarke-Jamaica.-Webinar-GEM-2020-LAC.-Sesi%C3%B3n-5-G%C3%A9nero-2019-09-26.pdf
[12] https://jamaica-gleaner.com/article/news/20210507/educated-boys-less-high-risk-drop-outs-gayle
[13] https://digital.sandiego.edu/cgi/viewcontent.cgi?article=1104&context=dissertations

as teacher training institutions. The MSET has confirmed that all teacher training institutions have broadband connectivity. The ETR outlined that in early childhood education (public schools), about 53 percent of teachers are university graduates, compared to 75 percent in primary and 81 percent in secondary schools. Notwithstanding, the continued underperformance of the education system may suggest weaknesses in the training of teachers, in turn affecting the quality and preparedness of graduates entering the classroom. Continued professional development has significant mitigating potential in this regard. Turning to the status of ICT competencies within the education sector broadly, according to the MoEY, there is limited use of ICTs in the delivery of instruction at the early childhood and primary levels. Furthermore, while the use of ICTs is more advanced at the tertiary level, teachers' colleges require further interventions to ensure adequate capacity building. Recommendations from the ETR which are of particular relevance in this context include (i) the need to improve school connectivity and ensure availability of established standards for minimum IT equipment in all public schools - with priority given to infant and primary schools. (ii) the need to seamlessly integrate the use of ICT into teaching and learning at the primary school (iii) the need to conduct a review of the curriculum offered in teacher training institutions. (iv) the need to strengthen the structure for curriculum governance and implementation monitoring. (v) the need to train teachers in online and blended learning skills to ensure quality education. (vi) the need for the MoEY to set standards and criteria for teacher training programmes that all institutions must adhere to and (vii) the need for the Ministry of Education, to ensure the development of standards for teacher educators which should be closely monitored and reviewed against local and international trends for relevance. Noting that the introduction of ICT from the earliest stages of education is linked to the development of an IT comfortable and knowledgeable workforce, the ETR recommended that teachers be adequately equipped, skilled, and made aware of the potential obstacles that technology may bring to the teaching process.

The MoEY, its agency the Jamaica Teaching Council and teacher training Institutions[14] are the main stakeholders in the **Digital Skills Component**. *Digital Jamaica* will support integrating ICT in the education sector. This is a key success factor for Jamaica's priority of achieving a digital economy and society. Integrating ICT in the education sector will not by itself address the myriad of challenges outlined in the problem analysis, however it provides an excellent opportunity to infuse – as far as is practical - the realities of the current challenges, whilst maximizing potential benefits. Addressing both in-service teachers and new recruits, *Digital Jamaica* will therefore support plans outlined in the Ministry of Education and Youth's 2021/22 – 2024/25 Strategic Business Plan, to review, revise and integrate Jamica's National ICT in Education Competency Framework for Teachers (CFT) into the curricula of early childhood and primary Teacher Training Institutions. The review will build on existing efforts to develop teachers' digital competencies. It will also build on the EU DigCompEdu best practice. As a first step, a rapid diagnostic study will be done to understand the specific barriers boys and girls face regarding access and use of digital technologies. The findings and recommendations from this analysis will inform the review and revision of the CFT so that all modules will include approaches on how teaching through digital technologies, as well as building digital competences, can address the learning needs of boys and girls. With this, the review and revision will ensure that gender sensitive approaches are embedded within the framework, and that it also encompasses the role of the school leader in supporting digital approaches within schools.

The revised ICT CFT will integrate three dimensions (1) digital pedagogy, (2) teaching of digital competencies and (3) the use of digital competencies for continued professional development.

The work to be done under this component buils on the afore-mentioned component, which is aimed at inter alia, ensuring reliable broadband access and use in public schools. In so doing, students at these schools will be ready to maximize the benefits from digitally competent teachers. Furthermore, both these components may well prepare some of the boys and girls to eventually access internship opportunities in the MSMEs digital transformation component below.

Technology adoption by MSMEs in Jamaica: According to the World Bank, the use of ICT is indicative of a country's development status and the readiness of its enterprises to integrate with the digital economy. In 2011, only 36 percent of small firms in Jamaica, reported having their own website, compared with 78 percent of large ones, and only 67 percent of small firms used email to communicate with clients or suppliers, compared with 96 percent of large ones. These shares have likely increased since then, if only because COVID-19 has increased the use of ICT. Still, expanding access to ICT and providing ICT skills training could help Jamaican firms innovate

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[14] See Appendix 1

by transferring knowledge, thereby boosting productivity[15]. It could also facilitate increasing their client base, outreach effectiveness and processes. MSMEs are estimated to account for 60 percent of employment in the Jamaican economy – contributing significantly to GDP, wealth creation, poverty alleviation and social stability. The MSME sector is therefore important to the country's drive to induce sustainable and broadbased economic growth. However, despite their significance, MSMEs face many challenges that hinder their growth and development. These include low technology adoption, lack of an enabling business environment, limitation in accessing finance, skills and networks, inadequate business and development support services, and a poor culture of entrepreneurship and innovation[16]. An important dimension of MSMEs challenge in accessing finance pertains to limited or no access to digital financial services (financial technology [or fintech]). Fintech could cut costs and facilitate access to credit and payment systems for MSMEs. An ecosystem to incentivize the use of digital financial services, with broad reach, is necessary to accelerate financial inclusion of MSMEs. This needs to be complemented by a range of demand side measures such as e-governance initiatives, revision of laws and regulations in support of the digital economy, and strengthening of digital literacy and skills[17]. A recent assessment conducted by the private sector summarized several adverse impact of COVID-19 on Jamaica's MSME sector: (a) reduction of contribution to GDP of 9 percent; (b) reduction in MSME output of 19. percent; (c) reduction in MSME employment by 101,528; and (d) reduction in MSME firms by 132,163[18].

The Ministry of Industry Investment & Commerce (MIIC), its agency the Jamaica Business Development Cooperation and its Small Business Development Centre Network, and MSMEs are the main stakeholders in the **Digital Transitiong Support for MSMEs Component.** *Digital Jamaica* will support plans outlined in MIIC's 2022/23 – 2025/26 Strategic Business Plan, to identify and engage a specified number of MSMEs, to participate in targeted activities aimed at supporting their digital transitioning. Digital Jamaica will first build the capacity of the staff of JDBC and SBDCs, as well as interns to deliver the digital transitioning services to MSMEs. The identificiation and support to MSMEs will take place thereafter, using a continuum approach: supporting digitization, digitalization and digital transformation, based on the needs of the particular MSME; as well as a phased approach along the continuum, as MSMEs mature.

2.3 Additional Areas of Assessment

2.3.1 Public Policy

Activities implementing Jamaica's Digital Agenda are anchored in "*the Government of Jamaica ICT Policy[19]*" with its stated Mission "*to achieve greater social & economic development, through increased application of ICT in all sectors*". Given that ICT is both a sector in and of itself, as well as an enabler of all other sectors, at the technical level, activities implementing Jamaica's ICT Policy – and by extension – Jamaica's Digital Agenda - are reflected in Cabinet-approved, budgeted strategic business plans of several Ministries, Departments and Agencies (MDAs). On this basis, the documents assessed for the Policy, for the purpose of this budget support programme, include the 2021/22 to 2024/25 strategic business plans of the Ministry of Science, Energy & Technology (MSET) , the Ministry of Education and Youth (MoEY) and the Ministry of Industry Investment & Commerce (MIIC). The Programmes outlined in the afore-mentioned strategic business plans feed directly into the government's medium term strategic priorities of *"Inclusive Sustainable Economic Growth and Job Creation"* and *"Human Capital Development"*. These are in turn, aligned to the SDGs, fiscal cycles and the Government's Medium Term Results-Based Budgeting (MTRBB) Framework. The strategic business plans include monitoring and evaluation (M&E) Plans.The strategic business plans include accountability statements signed by the responsible Permanent Secretary, in accordance with the policy directives outlined by the Government of Jamaica and the delegated authority, under Section 16 of the Financial Administration and Audit (FAA) Act[20].

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[15] https://www.ifc.org/wps/wcm/connect/8a4f6312-2423-4514-ae78-a5109a7a0012/CPSD-Jamaica-Summary.pdf?MOD=AJPERES&CVID=o2kCLHE

[16] The Ministry of Industry Investment & Commerce

[17] https://www.ifc.org/wps/wcm/connect/8a4f6312-2423-4514-ae78-a5109a7a0012/CPSD-Jamaica-Summary.pdf?MOD=AJPERES&CVID=o2kCLHE

[18] The Ministry of Industry Investment & Commerce

[19] https://www.japarliament.gov.jm/attachments/596_Information%20and%20Communications%20Technology%20(ICT)%20Policy.pdf

[20] https://moj.gov.jm/laws/financial-administration-and-audit-act

Policy objectives of the *Government of Jamaica ICT Policy* which underpins inclusiveness, environmental protection, gender equality and disability considerations are - (a) to achieve a thriving, digital economy and knowledge-based society with opportunities for accelerated growth and which includes every Jamaican. (b) to promote accelerated deployment of affordable and accessible high capacity networks and facilities islandwide – including strategies to support programmes that specifically target vulnerable groups including low-income households, the elderly, youth and the disabled. (c) to ensure optimal utilization of ICT including telecommunications for enhanced national security; disaster relief communication and management responses. (d) to facilitate the framework for appropriate disposal of ICT waste.

These considerations are reflected to varying degrees in the MSET, MIIC and the MoEY's strategic business plans. For example, (a) MIIC's focus on women-owned businesses; through this budget support programme; (b) the MoEY's plan to incorporate the peculiarities of the boy and girl child into reviewing and integrating its ICT in education competency framework for teachers into the curricular of teacher training institutions; (c) MSET's ongoing work to achieve island-wide broadband infrastructure; (d) MSET's ongoing implementation of the National Energy Policy (NEP), which will make a major contribution towards mitigating the harmful environmental effects of increased electricity use that will accompany broadband expansion and use across the country. (e)Furthermore, work is advancing to draft an electrical and electronic (e-waste) regulations. When signed into the law, the regulations will require traders of computers, printers, televisions, mobile phones and refrigerators to take them back at end-of-life and dispose of them in an environmentally sound manner. Jamaica's National Policy for the Environmentally Sound Management of Hazardous Waste addresses the management of hazardous wastes in an integrated life-cycle approach, that is, from its generation, minimisation, reuse, recovery and treatment to final disposal.

At the national level, the Cabinet Office through the Performance Management and Evaluation Branch (PMEB) implements the Government-wide Performance Monitoring and Evaluation System (PMES). The PMEB works primarily with the Ministries and their portfolio Departments and Agencies to improve their strategic planning, performance monitoring and evaluation and reporting processes so that Government can be provided with reliable performance information on the results of policies, programmes and projects that are being implemented. The strategic business plans of MSET, MoEY and MIIC all envisage some level of capacity building in the areas of monitoring and evaluation. Complementary support will be provided under the budget support programme to contribute towards this end and to support the MSET in the overall coordination of *Digital Jamaica*.

The MSET, MoEY and MIIC ownership of their strategic business plans is assessed as positive. Their Policy, Planning, Development and Evaluation Division developed the documents in¬house. The Ministers and the Permanent Secretaries have successful result records of accomplishment over many years. The Ministry of Finance and the Public Service is quite experienced in working on EU budget support programmes. In terms of governance, Jamaica's Digital Agenda is being coordinated at the high level from the Office of the Prime Minister and at the technical level by the Ministry of Science Energy and Technology (MSET).

In conclusion, the policy is sufficiently relevant and credible for budget support contract objectives to be largely achieved. Therefore the policy can be supported by the Commission with the proposed budget support contract.

2.3.2 Macroeconomic Policy

Prior to the Pandemic, Jamaica has been enjoying an entrenched macroeconomic stability as displayed by key macro-economic variables (steady economic growth, low unemployment rate and a decline in the public debt). The consistent economic gains were reflected in the highest credit ratings by the three rating agencies (S&P, Moody's and Fitch) Jamaica ever had.

The COVID-19 pandemic hit Jamaica with first cases registered in March 2020. A sudden drop in tourism receipts (-70%), Jamaica's largest source of foreign exchange generated a strong decline in Jamaica's economy (-10% in 2020 compared to 2019) - the worst economic contraction in Jamaica's history. This was accompanied by a surge in unemployment (unemployment rate of 12.6% in July 2020 survey). As a result of the COVID-19 crisis, public debt has increased to 109% of GDP at end of FY2020/21 representing a 15 percentage point increase compared to a year ago. Poverty rate is estimated as well to have increased to 23% in 2020 from 19% in 2017. Despite the strong decline in remittances at the onset of the pandemic, for FY2020/21 remittance inflows of US$2917 million increased by 35.5% or US$764.3 million compared to the previous fiscal year. To counter the economic and social effects of the COVID-19 pandemic, the government suspended the fiscal rule for one year and temporarily reduced the primary balance target from 6.5% to 3.5%. In addition, it postponed reaching the 60% public debt to GDP

target to FY2027/28 instead of FY2025/26. The fiscal gains (large primary surpluses of over 6% of GDP) attained under the 2 successive agreements with the IMF (2013-2019) allowed the Government to respond to the unprecedented shock with the implementation of the COVID-19 Allocation of Resources for Employees (CARE) Programme. Nearly 1.6% of GDP was used to support this program that aimed at providing temporary income support to workers, grants to businesses, and social assistance payments to vulnerable segments of the population exacerbated by the crisis.

The country started to recover from the COVID-19 pandemic as displayed by the latest data available:
- o Notably, GDP has grown by 6.7% in September-December 2021 quarter marking the 6th consecutive quarter of growth (economic growth rate in calendar year 2021 reached 4.6%). The estimated growth reflected a rebound in economic activity in the context of the easing of restrictions which positively impacted commerce and tourism related activities.
- o The gradual economic recovery is reflected also in lower unemployment rate that returned to low pre-pandemic levels (6.2% in January 2022 compared to 8.8% for the same quarter of 2021).
- o Annual inflation rate at end April 2022 stood at 11.8% well above the Bank of Jamaica (BoJ) target of 4% - 6%. As response, the Bank of Jamaica increased the policy interest rate to 5%, in order to bring inflation back to the target range, but tangible results are yet to be seen. Brent crude oil prices climbed to over US$100/barrel due to the Russian - Ukraine war and exert upward pressure on food and fuel prices worldwide. Although Jamaica has few direct trade or financial ties to Russia or Ukraine, the island is heavily exposed to external inflationary pressures given the country is big importer of both fuel and food.
- o Debt-to-GDP ratio is estimated to have retreated to 96.3% in March 2022.

Fiscal performance continued to improve in the context COVID-19 impact; for the December 2021 quarter, Central Government's operations recorded a slighter fiscal deficit of JMD 0.3 billion (0.0% of GDP), compared to the deficit of JMD 9.0 billion (0.5% of GDP) for the corresponding quarter in 2020. The fiscal outturn for the review period reflected higher tax revenues partly offset by higher expenditure. The current account for FY2021/22 is projected to improve to a surplus of 2.8% of GDP from a deficit of 1.0% of GDP in FY2020/21. This projection is mainly based on increased travel related expenditure, higher remittances inflows and lower investment income outflows for the fiscal year partly offset by higher imports as well as higher transportation outflows related to elevated freight charges. The IMF estimates GDP growth of 8% in FY2021/22 (in line with BoJ forecast of 7% to 10%) and may slow-down to 3.5% in FY2022/23.

While the overall outlook for Jamaica looks relatively optimistic, crime and corruption persist in being quoted as main challenges to a stronger economic growth while continuous fiscal consolidation could generate reform fatigue and loss of social support. In terms of external vulnerability, the most probable sources of external shocks for Jamaica's economy, as a small and open economy, may come from significant increases of oil price (as already observed), economic slowdown in trade partners (which can impact tourism and remittances) or adverse weather conditions. Although still exposed to external risks, Jamaica is in a better position to cope with external shocks. The continuous rise in international reserves (of about USD 4 billion at end March 2022) and the renewed access to capital markets provide the Government with more policy options to respond to any unforeseen event compared to past years. The latest rating from Moody's Investors Service dated 23 November 2021, affirmed Jamaica's rating at 'B2' with the outlook remaining stable. In addition, on March 9, 2022, Fitch Ratings Agency affirmed the Government of Jamaica's Long-Term Foreign-Currency Issuer Default Rating (IDR) at 'B+' and maintained the outlook at "Stable". These ratings confirm Jamaica's strong commitment to macroeconomic stability and fiscal consolidation.

In conclusion, the authorities are pursuing a stability-oriented macroeconomic policy and the eligibility criterion is met.

2.3.3   Public Financial Management

The latest Public Expenditure and Financial Accountability - PEFA 2016 assessing the status of Jamaica's PFM systems concluded that Jamaica's PFM systems have strengthened in recent years and affirmed that Jamaica had a strong PFM system with important progress achieved since the prior assessment in 2012. Some of the areas that recorded significant progress included: budget reliability, transparency of public finances, management of assets and liabilities and Policy-based fiscal strategy and budgeting. However, the PEFA assessment highlighted notable weaknesses in aspects of risk management, multi-year budgeting and treasury operations.

A detailed PFM Reform Action Plan (PFM RAP) was developed and it is currently under implementation. It focuses on the key weaknesses identified in the PEFA 2016 assessment related to risk management, multi-year budgeting, treasury function and financial reporting which form the basis of the reform action plan. Both the PEFA 2016 and PFM RAP are available on MoFPS website: http://www.mof.gov.jm/documents/documents-publications/document-centre/category/225-pfm-reports.html

PFM RAP core reform actions

Outcome/Objectives	Reform Actions
A. Aggregate Fiscal Discipline	
Budget credibility maintained	Continuous monitoring of aggregate budget outturn to ensure they are kept within 95-105% range Strengthen fiscal risk statements in the FPP; Introduction of risk-based performance monitoring of PBs; Consolidated reporting on debt by PBs;
Expenditure arrears reduced	Reduce outstanding expenditure arrears; Strengthen monitoring of timely payments;
Revenue collection strengthened	Implement transfer pricing regime in LTO; ASYCUDA application strengthening; JCA internal assurance systems enhancement; Manage arrears cases to reduce stock of revenue arrears;
B. Strategic Allocation of Resources	
Budget formulation and execution linked to government economic and service policies	Introduction of Medium Term Results Based Budgeting (MTRBB);
Extended horizon in MDA budgeting.	Introduction of Medium Term Results Based Budgeting (MTRBB)
C. Efficiency in Resource Use	
Cash management improved	Complete Treasury Single Account System; Improve accuracy of cash forecasts
Competition in procurement increased	Operationalize Public Procurement Act 2015
Returns from public investment improved	PIM Guidelines implemented; Public Investment Management Information System established
Management of non-financial assets enhanced	Development of non-financial assets policy and database
Pay-roll management system strengthened	Introduction of integrated human resources software
D. External Accountability	
Reporting to Parliament improved	Implement Budget Preparation and Management System; Complete CTMS general ledger capabilities; Preparation of consolidated financial reports; Web-based FINMAN on central server; Development of IFMIS
Public access to fiscal information improved	Issue of an annual citizens' budget document; Publishing of budget execution reports

Most of the core functions with performance deficiencies are included in the PFM RAP.

As it can be seen in the table above, the RAP PFM is focused on 4 main goals, among others:

   i.   Building the institutional structures and systems to facilitate the creation of a modern Jamaican Integrated Financial Management System (JIFMIS);
   ii. Finalizing the formation of a modern treasury;
   iii. Creating and enhancing an institutional framework and human resource capacity which supports forward planning, monitoring and evaluation for revenue and expenditure;
   iv. Enabling an improved institutional capacity within the PFM institutions to identify and manage risks at all levels ensuring minimal disruptions in the PFM systems.

The latest Progress Report of the PFM RAP implementation (August 2021) mentioned that over the 4 year period, fifty 59% of targets were achieved, with activities on-going in 25% of targets. Critical activities completed over the four (4) year period includ:

   (1) Development of tender specifications for the implementation of an Integrated Financial Management System (IFMIS)

The EU funded Technical Assistance which accompanied the PFM Budget Support component from November 2018 to August 2019 supported the Government in the developing the System Requirements Specifications and tender dossier for the IFMIS IT solution. At the recommendation of the EU funded consultancy, the GoJ took the decision to procure a Commercial-Off Shelf IFMIS solution. As it is required by the public procurement law, for high value public contracts (in this case, estimative budget of USD 7 million), the IFMIS project proposal was submitted to the Public Investment Management Committee (PIMC) in November 2019. In addition to PIMC, the tender file had to be reviewed by the ICT Council of the Ministry of Science, Energy and Technology. Due to Covid-19, the tendering process to procure a Commercial-Off Shelf IFMIS solution accumulated significant delays.

   (2) Modernisation of the Accountant's General Department

Modernisation of the Accountant General Department is in progress; the objective is to transform the department in an modern treasury in line with the general trend of public sector and PFM reforms.

   ✓ Implementation of a Revenue Management Module. The implementation of the revenue management module was completed in March 2020;
   ✓ Transition of positions to the new organisational structure. To date, 76% of positions in AGD have transitioned to the new organisational structure which now includes functional units for risk management and government accounting and reporting.

   (3) Implementation of a Public Investment Management Information System (PIMIS)

The PIMIS is of utmost importance as it will allow for a more efficient and continuous monitoring of the projects. The expected outcome of the system is the enhanced accessibility to real time progress data for conceptualisation to post evaluation. The first attempt to procure a vendor to develop the PIMIS was unsuccessful and cancelled in November 2019. The technical and functional requirements were updated in 2020 and the system was finally procured. PIMIS is currently being implemented and monitoring reports on all major investment projects prepared.

In addition, an online tool that allows public access to information on Government of Jamaica's public investment projects was launched (the InvestmentMap Platform https://publicinvestmentmap.gov.jm/#/proyectos).

   (4) Development of an asset management information system

Strengthening the asset management process within GoJ will enable a more efficient method of accounting for the value, quantity and location of its assets. The Terms of Reference for the development of the Systems Requirements Specifications were completed and tendering is pending.

   (5) Implementation of the Enterprise Risk Management Programme (ERM)

The ERM policy approved by Cabinet in 2018 aimed to assist the government to meet the requirements of the financial laws and regulations, i.e. identifying and treating the risks in government departments and requiring that Accounting Officers be responsible for formulating strategies for risk management in MDAs and for ensuring there is an effective risk governance and management process that monitors and manages the material risks to which the government is exposed. The ERM is first piloted in the Ministry of Finance and the Public Sector. The

tendering process was completed and the project start in the first quarter of FY2020/21. After the pilot phase is over (planned for 18 months), ERM would be rolled-out to selected MDAs. The ERM manual was drafted and published on MoF's website.

(6) Setting-up of an independent Fiscal Commission

The Fiscal Commission Bill intended to facilitate the establishment of an independent Fiscal Commission was tabled in Parliament in December 2020 and passed in 2021. The legislation creates the framework and empowers the Fiscal Commission to act as a guardian for adherence to Jamaica's fiscal rules: monitor the Government's compliance with the legislated fiscal rules and will focus on specific areas, such as assessing the macroeconomic and fiscal forecasts presented in the annual and interim Fiscal Policy Paper and assessing the consistency of the fiscal balance trajectory with the legislated fiscal rule and the medium and long-term debt sustainability. The bill of Parliament passed in 2020, its implementation plan has been developed and the recruitment of the Fiscal Commissioner will take place during this fiscal year.

(7) Modernisation of Central Bank

The amended Bank of Jamaica (BoJ) Act took effect on April 16, 2021, giving the bank full operational independence in the implementation of monetary policy its main objectives being to maintain price stability, through the achievement of an inflation target, and financial system stability. Most notably, the new law removes the power of the Minister of Finance to give the Central Bank directions on monetary policy. BoJ is currently working on launching a digital currency - JAMDEX (Jamaica Digital Exchange).

Although, the PFM RAP initially covered the period FY2017/18 until FY2020/21, due to Covid-19, several activities were delayed; thus, the plan remained valid for FY 2021/22 when the unmet targets and delayed activities would continue to be monitored.

A new PEFA exercise is expected to be conducted in FY2022/23; this will update of progress since the last PEFA in 2016, establish a new PEFA baseline and inform the drafting of a new PFM action plan.

Jamaica is currently on Annex II of the EU's list of non-cooperative jurisdictions for tax purposes. This means that Jamaica has made sufficient commitments to reform its tax policies but remain subject to close monitoring while executing on the commitments. Within this context, Jamaica needs to complete its tax regime reform before the end of September 2022, for the OECD Forum on Harmful Tax Practices (FHTP) to certify that these reforms are sufficient.

In conclusion, the public finance management reform strategy is sufficiently relevant and credible, including on domestic revenue mobilisation, and the eligibility criterion is met.

2.3.4   Transparency and Oversight of the Budget

The fiscal governance framework updated in 2015 set, among others, a fixed budget calendar which requires the approval of the budget for the next fiscal year before end-March.

All the budget documents are publicly available free of cost on the Ministry of Finance website: http://www.mof.gov.jm/budget.

The Financial Administration and Audit Act (FAA) and the Public Bodies Management and Accountability Act (PBMAA) established the Fiscal Responsibility Framework (FRF) for Jamaica. The FRF seeks to provide for more prudent fiscal management and more broadly confirms the commitment of the government to promote fiscal discipline. The enhanced fiscal rules require among other things, that the annual Estimates of Revenue and Expenditure and the accompanying Fiscal Policy Paper (FPP) be tabled simultaneously in February of each year to allow for the passage of the budget prior to the start of the fiscal year. The FAA established a calendar which strengthened the rules governing the budget preparation and approval.

The recent budgets complied with the calendar and in February each year, the Estimates of Expenditure and Estimates of Revenues were tabled in Parliament. The Minister of Finance, through his budget speech marked the start of the budget debate; this was followed by interventions by the Opposition Spokesman on finance and planning, by the Leader of the Opposition, by the Prime Minister and ended with the Minister of Finance closing budget speech. The budget is usually passed before the end of the March. The Parliamentary sessions in which the

budget was discussed were broadcasted on public TV and the budget documents are publicly available on Ministry of Finance and Public Service website: https://mof.gov.jm/resources/budgets/.

The budget for FY2022/23 followed the fiscal rule and complied with the calendar: the Estimates of Expenditure and Estimates of Revenues were tabled in Parliament on 10th of February. The Minister of Finance, through his budget speech on 8th of March 2022, marked the start of the budget debate; this was followed by interventions by the Opposition Spokesman on finance and planning, by the Leader of the Opposition, by the Prime Minister and ended with the Minister of Finance closing budget speech (22/03). The budget was passed on 30th of March 2022[21].

The key budget documents include the Fiscal Policy Paper (detailing the underlying macroeconomic and fiscal assumptions, as well as the medium-term fiscal framework on the basis of which the budget is crafted), the budget speech (outlining measures implemented in the previous fiscal period, a review of the economic situation including reference to growth, inflation, balance of payments, exchange rate movements and monetary conditions), estimates of expenditure and revenue (providing numerical details of the Government spending and sources of financing) and medium term debt management strategy.

Whenever supplementary estimates are required during the fiscal year, to introduce adjustments to the budget, they are also tabled in Parliament, subjected to public debate and published. Monthly budget execution reports for the central government showing deviations are published on the website of the Ministry of Finance.

The oversight and scrutiny function over the budget is performed by both the Auditor General and Parliamentary Commissions (Public accounts Committee and Public Administration and Appropriations Committee). The Auditor General's Department (AuGD) is active in carrying out financial and compliance audits. It adopted International Standards of Supreme Audit Institutions and International Organization of Supreme Audit Institutions auditing standards to govern its work with audit plans and strong staff development programs. The Auditor General conducts a review of the financial transactions and financial statements for the financial year and presents a report to Parliament by 31st December of the same year. Under the FAA Act, the Auditor General is also required to examine the components of the FPP and provide a report to the Parliament indicating whether the conventions and assumptions underlying the preparation of FPP comply with prudent financial principles. Parliamentary Commissions are involved in the preparation of the budget, as well as in the monitoring of its implementation and on the follow-up to the recommendations of the Auditor General. External scrutiny of audit reports by the Public Accounts Committee is very positive, and this is focused on areas that the Auditor General has identified. The committee tables a consolidated report in the House of Representatives with reasonable timeliness, and while its hearings are in public covered by the media, its reports are not easily accessible (e.g., via the Parliament website), but they are nonetheless available to the public.

Despite improvements in the budgetary process, PEFA 2016 pointed to a number of weaknesses related to the public access to key fiscal information, timeliness of in-year budget reports, quality and timeliness of annual financial reports, legislative procedures for budget scrutiny and timing of budget approval or independence of Auditor General.

In addition, another tool to assesses the government's effectiveness in budget transparency and budget oversight is the Open Budget Survey (OBS); in addition it looks also to public participation in the budgetary cycle.

The second OBS (2021)[22] concluded that Jamaica's performance slightly improved when compared to the previous survey of 2019. Firstly, with a score of 50/100 budget transparency is slightly higher than the world average (45) and previous performance (42). Secondly, the involvement of citizen in the public budget cycle also improved overall (18/100) though at formulation stage, it still scored 0/100, at approval 11/100, implementation 17/100 and audit 67/100. Finally, with a score of 52/100, legislature and supreme audit institution in Jamaica, together, provide limited oversight during the budget process, with a composite oversight score of 52 out of 100.

The EUD is working together with CSOs and administration to improve PFM functions which will ultimately lead to improved performance and scoring in the PFM pillars, including budget transparency and oversight. Among others, the "Participatory budgeting and financial management for the forest sector in Jamaica" project that recently started implementation phase, aims at strengthening/developing the capacity of Civil Society Organisations (CSOs) and mechanisms for participatory budgeting/PFM in the forest sector[23].

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21 https://japarliament.gov.jm/attachments/article/341/The-Appropriation-Act--2022-No.-4_.pdf
22 https://www.internationalbudget.org/open-budget-survey/country-results/2021/jamaica
23 https://canari.org/green-economy/jamaica-participatory-budgeting/

In conclusion, the relevant budget documentation has been published and the eligibility criterion is met.

3 DESCRIPTION OF THE ACTION

3.1 Objectives and Expected Outputs

The Overall Objective (Impact) of this action is to increase inclusive access to and use of ICT in Jamaica, in support of the country's transitioning activities towards becoming a digital economy and society.

The Specific Objectives (Outcomes) of this action are:
1. Increased access to and use of, robust, affordable and secure broadband connectivity, by educational institutions and Places of Safety/Children's Homes
2. Strengthened digital competencies of early childhood and primary teacher educators and teachers
3. Increased technology adoption and use by MSMEs

The Induced Outputs to be delivered by this action contributing to the corresponding Outcomes are:

1.1 Improved broadband network with WANs and campus-wide Wifi access inparticipating schools and Places of Safety/Children's Homes.
2.1 Digital competency integrated in training curricula of publicly-funded teacher-training institutions.
2.2 Increased number of new/ in-service early childhood and primary teachers trained in digital competency, with specific emphasis on diverse educational needs.
3.1 Digital transitioning services integrated within MIIC's business development support system.

The Direct Outputs are:

1. Additional fiscal space created by the transfer of funds and increased predictability of funds.
2. Improved policy dialogue and coordination.
3. Improved policy alignment, performance and monitoring.
4. Strengthened capacity for enhanced policy implementation (complementary support)

3.2 Indicative Activities[24]

Activities relating to Output 1.1:
1.1.1   Wide Area Networks (WANs) implemented and operationalized
-    Installation and operationalization of wide area networks in schools and Places of Safety/Children's Homes across the country.
-    Approved budgeted maintenance plans for WANs developed and implemented in parallel with WAN implementation.
1.1.2   Wifi Access implemented and operationalized
-    The establishment and operationalization of campus-wide wifi access in schools and Places of Safety/Children's Homes across the country.
-    Approved budgeted maintenance plans for wifis, developed and implemented in parallel wifis implementation.

Activities relating to Output 2.1:
2.1.1 The National Competency Framework for Teachers (CFT) revised and validated
2.1.2 Pre-service training programmes upgraded by Teacher Training Institutions (TTIs) staff to at least foundational levels in the revised ICT CFT (TTIs).
2.1.3 Gender specific components that address diverse learning needs of boys and girls included in all ICT modules at TTIs.

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[24]   Additional details on all activities may be found at Appendix 2

Activities relating to Output 2.2:
2.2.1   In-service programme for early childhood and primary teachers based on revised ICT CFT developed and delivered.
2.2.2   Training of trainers and other personnel key to implementation for in-service CFT Phase 1 completed.
2.2.3   Blended training modules developed and delivered to in-service early childhood and primary teachers.
2.2.4   Communication strategy approved (Y1) and implemented thereafter.

Activities relating to Output 3.1:

3.1.1   Mapping and recommendation report (incl ToRs and roadmap) for training on (a) digitization, (b) digitalization and (c) digital transformation.

3.1.2   Complementary curricula and training manuals developed for trainers on (a) digitization, (b) digitalization and (c) digital transformation (Y1).

3.1.3   Training of Trainers on (a) digitization, (b) digitalization and (c) digital transformation, delivered to Small Business Development Centres (SBDC) staff and interns (Y1).

3.1.4   Manuals on (a) How-To-Digitiz-Your-Buisnesse , (b) How-To-Digitalize-Your-Business, and (c) How-To-Transform-Your-Business, developed for participating MSMEs (Y1).

3.1.5   MSME curricula components on (a) digitization, (b) digitalization and (c) digital transformation, developed (Y1)

3.1.6   Conduct MSME training activities on a) digitization, (b) digitalization and (c) digital transformation.

3.3   Mainstreaming

Environmental Protection & Climate Change

Outcomes of the SEA screening (relevant for budget support and strategic-level interventions)
The Strategic Environmental Assessment (SEA) screening concluded that no further action was required. Jamaica has signed the Paris Agreement on Climate Change; created targets for sustainable forest management – which is being supported by a budget Support Programme; created a climate financing strategy and has a nationally determined contribution outlining its commitment to reduce emissions and fight climate change.

By integrating environmental considerations within training components - *Digital Jamaica* will indirectly contribute to the implementation of the strategies and actions of Jamaica's National Environmental Policy, as well as its National Policy of the Environmentally Sound Management of Hazardous Waste. This is in keeping with the Government of Jamaica's ICT Policy Objective "To facilitate the framework for appropriate disposal of ICT waste." Through *Digital Jamaica,* activities to increase citizen awareness, the greening of existing businesses and the development of new green enterprises will be supported. For example by raising awareness as it regard choosing products that are designed to enable a more circular model and can live multiple lives by being repaired, upgraded and refurbished. This will redound to the benefit of the environment while creating new and decent jobs.

Gender equality and empowerment of women and girls
As per the OECD Gender DAC codes identified in section 1.1, this action is labelled as GI. This implies that gender equality is a significant objective.

Through *Digital Jamaica*, the integration of digital pedagogy into the curriculum of teacher training institutions - with a particular focus on gender-responsiveness in the teaching and learning environments – will contribute to smoothing out the asymmetry in teacher quality across the sector and facilitate improved human capital development and inclusiveness, which benefits the society, women, the girl and boy child, persons with disabilities and other vulnerable groups.

Human Rights

Digital Jamaica will contribute directly to the right to quality education, which is firmly rooted in the Universal Declaration of Human Rights and international legal instruments. Education is a basic human right that works to raise men and women out of poverty, level inequalities and ensure sustainable development. Education is one of the most powerful tools in lifting excluded children and adults out of poverty and is a stepping stone to other fundamental human rights. It is the most sustainable investment[25].

In tackiling digital skills development both within the formal education sector as well as in the MSMEs sector, *Digital Jamaica* will support the Government's efforts to ensure that its citizenry has the appropriate skills to take advantage of the digital society and economy. This may well contribute towards laying a foundation for the development of digital skills that empower the workforce to develop new digital goods and services.

Disability

As per OECD Disability DAC codes identified in section 1.1, this action is labelled as D.1 This implies that disability is a significant objective.

Technology can lower barriers that people with disabilities encounter in their daily lives, such as speaking, travelling, reading, and writing. It can allow them to participate and enjoy the benefits of the digital society, with the same access to information as everyone else[26]. By supporting the government's Digital Agenda, *Digital Jamaica* will indirectly contribute to the implementation of Jamaica's Disabilities Act which came into effect on February 14, 2022[27]. This will enhance inclusiveness and other benefits for the disabled in the society and facilitate their effective participation in the society and economy as a whole.

Democracy

In Jamaica, political power has changed hands regularly and peacefully between the two main political parties and politically motivated violence is rare. Over the past decade Jamaica has also established a credible macroeconomic framework, with public debt plummeting by 50 percentage points between 2013 and the start of the COVID-19 pandemic. The government's successful effort to consolidate its fiscal balances spans two political administrations and remains anchored to a social partnership, the Economic Programme Oversight Committee, which is comprised of public, private, and civil society stakeholders.

Conflict sensitivity, peace and resilience

According to a recent World Bank Report, stakeholders consistently cite crime and violence as key barriers to doing business in Jamaica. Widespread crime and violence affect Jamaica's economy in many ways, undermining growth. Crime and violence deter investment, undermine productivity, and significantly raise business costs because of essential investments in security and losses in worker productivity. Noting that the government spends 1.4 -2.4 percent of GDP on crime related matters yet the problem persists, the World Bank posits that crime and violence are anchored in structural social problems that are difficult for the government to mitigate. Within this context, *Digital Jamaica* will be an important indirect contributor to the facilitation of the broader application of inclusive digital technologies in Jamaica's security and business sectors. It will highly complement the on-going Citizen Security Budget Support Programme.

Disaster Risk Reduction

With approximately 90 percent of Jamaica's US$14 billion GDP produced within its coastal zone, Jamaica is particularly vulnerable to climate change, including rising sea levels and temperatures, more frequent and severe natural disasters, such as hurricanes, tropical storms, floods, and droughts. These have adverse implications for key economic and climate sensitive sectors, such as tourism and agriculture. Climate shocks affect both crop production and infrastructure assets, with poverty implications. Long-term climate change impacts, including changing precipitation patterns and increasing temperatures, affect the reliability of water resources needed for

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25 https://www.unesco.org/en/education/right-education
26 https://www.debatingeurope.eu/2016/02/18/will-new-technology-improve-accessibility-people-disabilities/
27 https://jis.gov.jm/information/get-the-facts/disabilities-act/

food production and negatively impact the livelihoods of local communities. As such, climate-informed policies form a central part of private sector development and Jamaica's efforts to restore growth[28].

Digital Jamaica's support for island-wide access to reliable and affordable broadband and connectivity infrastructure, will help mitigate many risks associated with natural dissasters including pandemics. For example, expanded access to mobile and fixed line internet infrastructure will facilitate rapid reponse and communication during health crisis and other natural dissasters, including citizen and community passed emergency messaging, distribution and access to weather and environment forecasts, along with predictions and management of crises. When taken together, the three components of *Digital Jamaica* will allow continued access to educational and other basic social services as well as business continuity during periods of disasters. This is in line with the Government of Jamaica's ICT Policy Objective "To ensure optimal utilization of ICT including telecommunications for enhanced national security; disaster relief communication and management responses."

Other considerations if relevant

The activities, outputs and outcomes resulting from *Digital Jamaica,* will support Jamaica's strategies aimed at poverty reduction and economic growth, gender equality and mainstreaming, peace, partnership and resilience, education, innovation and entrepreneurship, and strong institutions, and, therefore, contribute to various SDGs outlined in Section 2.3.1 above.

3.4   Risks and Lessons Learnt

Risk Category	Risks	Risk Level (high/medium/low	Mitigating Measures
People and organisation	The implementation and maintenance is hampered by lack of staff with digital skills and competences in the GoJ	Medium	-Capacity building integrated in programme design -Close policy dialogue
	Unvalidated delivery capacities of local partners in new activity areas.	Medium	-An inception phase of six (6) months should be factored into the planning, to allow for a validation of the capacities of partners -Close policy dialogue
2. Funding	Inadequate funding for implementation	Medium	-Activities to be implemented are included in Cabinet-approved Strategic Business Plans. Involvement of the Ministry of Finance and Public Services as well international partners, in policy dialogue Ministry of Finance already involved in sector governance mechanism beyond approaches

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[28]   https://www.ifc.org/wps/wcm/connect/8a4f6312-2423-4514-ae78-a5109a7a0012/CPSD-Jamaica-Summary.pdf?MOD=AJPERES&CVID=o2kCLHE

			targeting sectorial ministries alone.
3. Communication and information	Lack of coordination among the main stakeholders engaged in the Progamme	Medium	TA support will be provided. Continued close policy dialogue throughout the implementation.
	Resistance to change among key stakeholders	High	The action will involve key stakeholders at every stage of implementation and will closely monitor the impact of capacity building and training. Digital Jamaica's design includes the development and implementation of a specific communication strategy for MoEY component. Furthermore, these considerations will be integrated in the MIIC component which is largely capacity building through training. Continued close policy dialogue throughout the implementation.
	Political sensitivities and conflicting priorities / mandates slow down implementation	Medium	Ensure effective stakeholders coordination Manage politically sensitive topics, Monitor and identify potential tensions early on. Continued close policy dialogue throughout the implementation.

Digital Jamaica's support for the implementation of Jamica's ICT Policy, will benefit from the gains made from using the Budget Support modality to support the implementation of other key policies in Jamaica. Under the 11th EDF, budget support has been instrumental in advancing the reform process in the areas of Justice, Forestry, Public Finance Management and Citizen Security. The use of the Budget Support modality in the EU-Jamaica cooperation programme resulted in a productive policy dialogue on government systems, policies and reform agendas. As a result, budget support has proven to be a very effective instrument to assist the Government in addressing some of key socio-economic challenges facing Jamaica and ensured that there was ownership of results throughout the process, which could lead to sustainability of outcomes.

3.5   The Intervention Logic

Assuming that no major changes in the political situation in Jamaica affects the Government's commitment to its digital agenda, the sustained financial resources and enhanced capacities of all relevant stakeholders in *Digital Jamaica* will result in, (a) increased access to and use of robust, affordable and secure broadband connectivity infrastructure, by educational institutions and Places of Safety; (b) Strengthened digital competencies of early childhood and primary teacher educators and teachers; and (c) 3. Increased technology adoption and use by MSMEs. Consistent with the Government of Jamaica's ICT Policy, *Digital Jamaica* will support three mutually reinforcing sustainable interventions being implemented by the Government and which are targeted at three sectors (ICT, Education and MSMEs) quite pivotal in facilitating Jamaica's effective integration in the global digital economy.

The ICT Sector –The first component of *Digital Jamaica* will support the implementation of wide area networks (WANs) and facility-wide wifi access in public schools and Places of Safety/Children's Homes across the country. In line with MSET's Strategic Business Plan, this component will contribute to expanding access to reliable, appropriate and affordable internet and will optimise the synergies and value-creation of past and present broadband and connectivity investments (national and commercial). It will increase use of ICT in unserved and underserved areas – thus reducing social vulnerability to the digital divide, particularly among students and residents of Places of Safety. Furthermore, it will also strengthen digital literacy and skills. Improved connectivity is the foundation for both the country's transition to become a digital society and economy but also for the remaining two components of *Digital Jamaica.* In order to achieve the envisaged outcome, activities are designed to ensure that the government assures that all participating schools and Places of Safety/Children's Homes have sustained access to broadband networks and that the WANs and facility-wide Wifi access remain fully operational.

The Education Sector – component 2 of *Digital Jamaica* will reinforce the activities under component 1 and build on the gains made in using digital approaches in the education sector during the Covid-19 Pandemic. It provides substance to the priorities of increased use of digital technology, digitally competent, comfortable students and improved quality expressed in the MOEY's Strategic Business Plan. *Digital Jamaica* will support the review, revision and implementation of the National ICT Competency Framework for Teachers (CFT). This will facilitate streamlined development of the digital competencies of teachers and teacher educators, bringing greater coherence and consistency to the present ad hoc nature of interventions. Governance will be strengthened through the fact that the CFT Programmes will be approved by the Jamaica Teaching Council (JTC). Sustainability will be ensured through embedding the CFT implementation within Teacher Training Institutions. The rollout of both in-service and pre-service programmes will ensure new and qualified teachers have access to opportunities to improve their competencies and make better use of the investments being made in expanding connectivity, accessing digital teaching and learning resources and utilising the equipment provided. This change is considered feasible in the current context, where there has been increasing use of digital technology for both teaching and training in response to the Covid-19 Pandemic. If successfully implemented, this continued support for digital transformation across the education sector will in turn contribute to the overall impact of increased inclusive access to and use of ICT in Jamaica and improve learning outcomes through effective and engaging learner-centred digital pedagogies.

The MSMEs Sector – component 3 of Digital Jamaica will support the Ministry of Industry Investment and Commerce (MIIC) to facilitate the digital transitioning of existing MSMEs, as outlined in its Strategic Business Plan. Specifically MIIC will be supported to include digital transitioning services within its business development support system and to deliver these services to MSMEs across the country. In this regard, capacity building training along with appropriate resource materials will be provided for the Jamaica Business Development Corporation (JBDC) an agency of MIIC, as well as its small business development network (SBDC) to enable them to conduct a series of specialized MSME training activities. Resource materials will include curricula and training mannuals. Manuals on How-To-Digitize, How-To-Digitalize-Your-Business, and How-To-Transform-Your-Business will also be developed for participating MSMEs. A continuum approach: supporting digitization, digitalization and digital transformation based on the needs of the particular MSME, as well as a phased approach along the continuum as enterprises and entrepreneurs mature, will facilitate improved competitiveness, job creation and growth in a digital economy and society. Building the digital capacities of the JBDC and its SBDC network, promotes sustainability

which will contribute to accelerated technology adoption by the MSMEs they serve. Combining ICT capacities and gender balance across activities will facilitate improved digital and gender inclusiveness. Improved ICT sector coordination will also be supported by *Digital Jamaica* through provision of technical assistance. Taken together, the successful implementation of all 3 components will be a significant contributor to Jamaica's transitioning activities towards becoming a digital economy and society – which underpins the overall objective of Digital Jamaica *"To increase inclusive access to and use of ICT in Jamaica, in support of the country's transitioning activities towards becoming a digital economy and society"*.

BUDGET SUPPORT MODALITY as reflected by the national/sector public policy supported (4 levels of results / indicators / Baselines / Targets / Source of Data - no activities)

Caveat: the indicators used in the LFM refer to the budget support intervention logic. They help monitoring the implementation of the programme in view of its objectives and later evaluate its contribution to country policy's achievements. The list of indicators below should not be understood as the list of indicators informing the disbursement of variable tranches and spelled out in the relevant part of the financing agreement signed with the partner country, although some indicators may be used for both purposes and will be marked accordingly.

Results	Results chain	Indicators (max. 15)	Baselines (year)	Targets by the end of the budget support contract (year)	Sources of data (1 per indicator)
Indicative Impact of the policy	To increase inclusive access to and use of ICT in Jamaica, in support of the country's transitioning activities towards becoming a digital economy and society.	1. Percentage of broadband use	1. 55.1% (year 2021[29])	1. tbd (year)	1. MSET Strategic Business Plan Reports.
Expected Outcomes of the policy	1. Increased access to and use of, robust, affordable and secure broadband connectivity, by educational institutions and Places of Safety/Children's Homes.	1.1 Number of participating schools and Places of Safety/Children's Homes with sustained access to broadband networks (national or commercial).	1.1 0 (year 2023)	1.1 1025 schools (year 2026) 1.2 48 Places of Safety/Children's Homes (year 2026)	1.1 MSET/MoEY and MIIC Strategic Business Plan Report
	2. Strengthened digital competencies of early childhood and primary teacher educators and teachers.	2.1 Number of Teacher Training Institutions (TTIs) staff and in-service early childhood and primary teachers who have achieved foundational level on the revised National ICT Competency Framework for Teachers (CFT)	2.1 0 (year 2023)	2.1 tbd (year)	2.1 MoEY's Strategic Business Plan Reports and TTI/JTC records and Project management reports.

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[29] https://datareportal.com/reports/digital-2021-jamaica

	3. Increased technology adoption and use by MSMEs.	3.1 Number of JBDC and SBDCs locations that provide digtal transitioning support services to MSMEs. 3.2 Number of MSMEs who have digitized, digitalized and or digitally transformed internal operating process(es) by the end of the programme. 3.3 Number of beneficiary MSMEs using online B2G services. 3.4 Number of beneficiary MSMEs using online B2C services 3.5 Number of beneficiary MSMEs using online B2B services. 3.6 Number of benefiary MSMEs using online banking services.	3.1 0 (year 2023) 3.2 0 (year 2023) 3.3 tbd 3.4 tbd 3.5 tbd 3.6 tbd	3.1 tbd (year) 3.2 2000 (year 2026) 3.3 3.4 3.5 3.6	3.1 MIIC's Strategic Business Plan Reports. 3.2 JBDC Management Reports. 3.3 3.4 3.5 3.6
Induced Outputs	1.1 Improved broadband network with WANs and campus-wide Wifi access in participating schools and Places of Safety/Children's Homes	1.1.1 Number of Wide Area Networks (WANs) implemented and operationalised 1.1.2 Status of budgeted WANs maintenance plans 1.1.3 Campus-wide Wifi access implemented and operationalized. 1.1.4 Status of budgeted campus-wide Wifi maintenance plans.	1.1.1 0 (year 2023) 1.1.2 0 (year 2023) 1.1.3 0 (year 2023) 1.1.4 0 (year 2023)	1.1.1 1073 (year 2026) 1.1.2 Rolled-out in parallel with the WANs (year) 1.1.3 1073 (year 2026) 1.1.4 Rolled-out in parallel with Wifis (year)	1.1.1 MSET's Strategic Business Plan Reports. Project management reports. 1.1.2 1.1.3 1.1.4

	2.1 Digital competency integrated in training curricula of publicly-funded teacher-training institutions (TTIs).	2.1.1 Status of the ICT Competency Framework for Teachers (CFT) 2.1.2 Status of the integration of the revised ICT CFT into the pre-service training programmes of TTIs.	2.1.1 To be revised (year 2023) 2.1.2 a Pre-service Teacher educators Programmes Developed (year 2024) 2.1.2 b Pre-service Teacher educators training completed (2024) 2.1.2 c Integration of revised ICT CFT into pre-service programmes completed (2025)	2.1.1 Revised and validated (year 2023) 2.1.2 TTIs have commenced teaching of foundation level of ICT CFT (year 2025)	2.1.1 MoEY's Strategic Business Plan Reports. 2.1.2 TTI/JTC records and Project management reports.
	2.2 Increased number of teachers trained in digital competency (new/ in-service early childhood and primary teachers), with specific emphasis on diverse educational needs.	2.2.1 Status of in-service programme for early childhood and primary teachers based on revised ICT CFT 2.2.2 Status of Phase 1 of training of trainers and other personnel key to implementation for in-service CFT 2.2.3 Percentage of early childhood and primary teachers registered on ICT CFT approved courses. 2.2.4 Status of the Communication strategy	2.2.1 To be developed (year 2024) 2.2.2 Procurement of ICT trainers(year 2024) 2.2.3 0 (year 2025) 2.2.4	2.2.1 Developed (year 2024) and being delivered over the rest of the programme (year 2025-2026) 2.2.2 Training Completed (year 2025) 2.2.3 50% (year 2026)	

			To be procured (year 2023)	2.2.4 Aproved (year 2023)and implemnted (year 2024-2026)	

	3.1 Digital transitioning services integrated within MIIC business development support system.	3.1.1 Status of the mapping and recommendation report (including ToRs and roadmap) for training on (a) digitization, (b) digitalization and (c) digital transformation.	3.1.1 To be procured (year 2023)	3.1.1 Completed and approved for implementation (year 2023)	3.1.1 MIIC's Strategic Business Plan Reports. JBDC Reports
		3.1.2 Status of the complementary curricula and training manual for trainers on (a) digitization, (b) digitalization and (c) digital transformation .	3.1.2 To be procured (year 2023)	3.1.2 Developed (year 2023)	3.1.2 3.1.3 3.1.4 3.1.5 3.1.6
		3.1.3 Number of JBDC and SBDC staff and interns trained in MSMEs digitization, digitalization and digital transformation ToT Programme, disaggregated by sex	3.1.3 0 (year 2023)	3.1.3 Minimum xx trained in digitization ; Minimum xx trained in digitalization; Minimum x trained on Digital Transformation. (year 2023)	
		3.1.4 Status of manuals on (a) How-To-Digitize , (b) How-To-Digitalize-Your-Business, and (c) How-To-Transform-Your-Business	3.1.4 To be procured (year 2023)	3.1.4 Developed for participating MSMEs (year 2023)	
		3.1.5 Status of MSME curricula components on (a) digitization, (b) digitalization and (c) digital transformation	3.1.5 To be procured (year 2023)	3.1.5 Developed (year 2023)	
		3.1.6 Number of MSMEs beneficiaries of: digitization, digitalization and Digital Transformation training, disaggregated by sex and geographical area	3.1.6 0 (year 2023)	3.1.6 Minimum 2000 MSMEs benefit from digitization training; digitalization training; and Digital Transformation training (year 2024 - 2026)	

Direct Outputs					
	1. Additional fiscal space created by the transfer of funds and increased predictability of funds. 2. Improved policy dialogue and coordination. 3. Improved policy alignment, performance and monitoring. 4. Strengthened capacity for enhanced policy implementation (complementary support)	1.1 Disbursement level of the BS 2.1 Number of policy dialogue meetings 2.2 ICT sector policy coordination between the MSET, MoE&Y and the MIIC. 3.1 Status of the MSET access to evidence-based information 4.1. Coordination of all donors involved in supporting Jamaica's Digital Agenda	1.1N/A 2.1 N/A 2.2 Ad hoc coordination 3.1 Ad hoc collection of information 4.1 No mechanism in place.	1.1 over 90% 2.1 4 2.1 Enhanced coordination through Digital Jamaica Steering Committee Meetings. 3.1A robust monitoring and evaluation system, data production and analysis adopted 4.1 Digitalization Donor Coordination mechanism established.	1.1 2.1 2.2 MSET/MoEY and MIIC Strategic Business Plan Reports. 3.1 4.1

4   IMPLEMENTATION ARRANGEMENTS

4.1   Financing Agreement

In order to implement this action, it is envisaged to conclude a financing agreement with the partner country.

4.2   Indicative Implementation Period

The indicative operational implementation period of this action, during which the activities described in section 3 will be carried out and the corresponding contracts and agreements implemented, is 48 months from the date of entry into force of the financing agreement. Extensions of the implementation period may be agreed by the Commission's responsible authorising officer by amending this Financing Decision and the relevant contracts and agreements.

4.3   Implementation of the Budget Support Component

4.3.1   Rationale for the Amounts Allocated to Budget Support

The amount allocated for the budget support component is EUR 8.2M, and for complementary support, EUR 1M and for audit and evaluation EUR 300,000. This amount is based on the activities foreseen to accomplish the targets for the indicators under this programme. The amount for complementary support has taken into consideration the need to provide Technical Assistance to the Ministry of Science Energy and Technology to support the coordination and administration of *Digital Jamaica* overall, as well as to implement visibility activities.

The following disbursement calendar and profile proposed for the action is indicative. The actual disbursement calendar and profile will be set out in the financing agreement and may remain subject to change.

Indicative breakdown of BS tranches	Total	Year 1	Year 2	Year 3	Year 4
Fixed tranche		1,500,000	750,000	750,000	
Variable tranche			1,550,000	1,700,000	1,950,000
Total	**8,200,000**	**1,500,000**	**2,300,000**	**2,450,000**	**1,950,000**

4.3.2   Criteria for Disbursement of Budget Support

a) Conditions.
The general conditions for disbursement of all tranches are as follows:
- Satisfactory progress in the implementation of the Government of Jamaica's ICT Policy as detailed in the 2021/22 to 2024/25 Strategic Business Plans of the Ministry of Science, Energy and Technology (MSET), the Ministry of Education & Youth (MoEY)and the Ministry of Industry, Investment & Commerce (MIIC), and continued credibility and relevance thereof, or of any successor policy/strategy. In this regard, specific elements in the afore-mentioned Strategic Business Plans refer to: MSET's sub programme - *ICT Propagation;* the MoEY's sub programme *Teacher Training and Development;* and MIIC's sub programme – *MSME Enterprise Development*.
- Maintenance of a credible and relevant stability-oriented macroeconomic policy or progress made towards restoring key balances.
- Satisfactory progress in the implementation of reforms to improve public financial management, including domestic revenue mobilisation, and continued relevance and credibility of the reform programme.
- Satisfactory progress with regard to the public availability of accessible, timely, comprehensive, and sound budgetary information.

b) The performance indicators for disbursement to be used for variable tranches may focus on the following policy priorities, stated in the MSET, MoE&Y and MIIC Strategic Business Plans respectively:

-Increasing the access to and use of ICT in educational institutions and strategic public facilities.
-Maximizing the use of digital technologies for the advancement of all teachers and students by 2025.
-25% of MSMEs participating in digitization and digitalization of their enterprises by 2026.

c) Modifications.
The chosen performance indicators and targets to be used for the disbursement of variable tranches will apply for the duration of the action. However, in duly justified cases, the partner country and the Commission may agree on changes to indicators or on upward/downward revisions of targets. Such changes shall be authorised in writing ex-ante, at the latest at the beginning of the period under review applicable to the indicators and targets.

In exceptional and/or duly justified cases, for instance where unexpected events, external shocks or changing circumstances have made the indicator or the target irrelevant and could not be anticipated, a variable tranche indicator may be waived. In these cases, the related amount could either be reallocated to the other indicators of the variable tranche the same year or be transferred to the next variable tranche the following year (in accordance with the original weighting of the indicators). It could also be decided to re-assess an indicator the following year against the original target, if there was a positive trend and the authorities did not reach the target because of factors beyond their control. The use of this provision shall be requested by the partner country and approved in writing by the Commission.

d) Fundamental values
In case of a significant deterioration of fundamental values, budget support disbursements may be suspended, reduced or cancelled, in accordance with the relevant provisions of the financing agreement.

4.3.3   Budget Support Details

Budget support is provided through a combination of fixed and variable tranches, as direct untargeted budget support to the national treasury. The crediting of the euro transfers disbursed into Jamaican Dollars will be undertaken at the appropriate exchange rates in line with the relevant provisions of the financing agreement.

4.4   Implementation Modalities

The Commission will ensure that the EU appropriate rules and procedures for providing financing to third parties are respected, including review procedures, where appropriate, and compliance of the action with EU restrictive measures[30].

4.4.1   Direct Management (Grants)

   a)   Purpose of the grant: The implementation of the programme will require the provision of international Technical Assistance to the MSET to coordinate and administer *Digital Jamaica* overall. It will assist in the installation and execution of a monitoring and evaluation system, support the preparation of disbursement requests and the planning and implementation of visibility activities related to all three specific objectives.

   b)   Eligible applicants should be legal entities, international organizations.

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[30]   www.sanctionsmap.eu. Note that the sanctions map is an IT tool for identifying the sanctions regimes. The source of the sanctions stems from legal acts published in the Official Journal (OJ). In case of discrepancy, the OJ prevails.

4.4.2 Direct Management (Procurement)

The implementation of the programme will require the provision of international Technical Assistance to the MSET to coordinate and administer *Digital Jamaica* overall. It will assist in the installation and execution of a monitoring and evaluation system, support the preparation of disbursement requests and the planning and implementation of visibility activities related to all three specific objectives.

4.4.3 EFSD+ operations covered by budgetary guarantees

Under Jamaica's MIP 2021 -2027, €13M has been allocated to priority area 1: Sustainable & Inclusive Economy(focussing on digital transitioning). Through this Action Document, an amount of €9.5 is being programmed for the Digital Transition Programme for Jamaica (Digital Jamaica). The remaining €3.5M has been set aside for a possible action which may be implemented through budgetary guarantees under indirect management. The identification of possible actions are not yet matured.

Therefore, this section 4.4.3 is included for information purposes only. A comprehensive action plan covering all EFSD+ budgetary guarantees and the financing decision for the entire annual commitment under the EFSD+ budget line are adopted separately.

4.5. Scope of geographical eligibility for procurement and grants

The geographical eligibility in terms of place of establishment for participating in procurement and grant award procedures and in terms of origin of supplies purchased as established in the basic act and set out in the relevant contractual documents shall apply.

The Commission's authorising officer responsible may extend the geographical eligibility on the basis of urgency or of unavailability of services in the markets of the countries or territories concerned, or in other duly substantiated cases where application of the eligibility rules would make the realisation of this action impossible or exceedingly difficult (Article 28(10) NDICI-Global Europe Regulation).

4.6. Indicative Budget

Indicative Budget components	EU contribution (amount in EUR)
Budget support - cf. section 4.3	8,200,000
Procurement – total envelope under section 4.4.1[31]	1,000,000
Evaluation – cf. section 5.2 **Audit** – cf. section 5.3	150,000 150,000
Totals	9,500,000

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[31] In order to avoid details on budgets for individual contracts, it is sufficient to indicate the total envelop for procurement. If budgets for individual contracts are public, tenderers tend to orientate themselves on them and not on the terms of reference.

4.7. Organisational Set-up and Responsibilities

The overall responsibility and oversight of *the Digital Transitioning Programme for Jamaica (Digital Jamaica)* lies with the Government of Jamaica. Overall coordination of the monitoring of eligibility conditions and variable tranche indicator collection and reporting for *Digital Jamaica*, lies with the Ministry of Science Energy and Technology (MSET) and the Planning Institute of Jamaica (PIOJ) - in constant contact with the EU Delegation Programme Manager. As a part of this process, MSET and the PIOJ, work closely with the MoFPS which has responsibility for relevant sections of the general conditions of *Digital Jamaica*.

The Ministry of Education and Youth (MoEY), the Ministry of Industry Investment and Commerce (MIIC) and MSET are jointly responsible for the implementation of *Digital Jamaica*, with particular emphasis on their specific component. MSET, MIIC and MoEY are responsible for setting up the appropriate in-house programme management structure to support effective implementation, monitoring and reporting on *Digital Jamaica*. The MSET in collaboration with the PIOJ, are responsible for the preparation and submission of disbursement requests to the Delegation.

A Programme Steering Committee will be established for the duration of *Digital Jamaica*, to oversee and validate overall implementation progress - with emphasis on the fulfilment of the General Conditions and the achievement of the agreed variable tranche indicators. The committee shall meet regularly – at least evey 4 months. Meeting context shall be on the achievement of Jamaica's wider Digital Agenda priority objectives: to facilitate effective monitoring of *Digital Jamaica's* progress (BS and complementary support) toward this end, to identify and address bottle-necks, to perform policy dialogue and to make decisions. At least one of the meetings shall take the form of an annual progress review which demonstrates empirically, the combined contribution of the MSET,MoEY and MIIC work towards Jamaica's Digital Agenda. Members of the oversight committee shall comprise of, but not be restricted to:

- The Ministry of Finance & the Public Service
- The Ministry of Science Energy and Technology
- The Minsitry of Education Youth and Information
- The Ministry of Industry Investment and Commerce
- The Planning Institute of Jamaica
- Teacher Training Institution representative
- The Jamaica Technology & Digital Alliance (JTDA)
- MSME Sector representative
- Youth representative
- The EU Delegation

Except for the JTDA, the EUD and the youth representative, members of the oversight committee shall be at the decision making level. The committee shall be chaired by the MSET and work on the basis of progress reports produced by MSET on the overall budget support programme *Digital Jamaica*. The MSET, in collaboration with the PIOJ will be responsible for the organization of the meetings of the Programme Steering Committee, ensuring continuous compliance with the conditions under the EU budget support programme *Digital Jamaica*.

The PIOJ will continue to implement donor coordination and is in the process of establishing a themed area for Digitalization, which is expected to be led by the Permanent Secretary of MSET.

As part of its prerogative of budget implementation and to safeguard the financial interests of the Union, the Commission may participate in the above governance structures set up for governing the implementation of the action.

5   PERFORMANCE MEASUREMENT

5.1   Monitoring and Reporting

The day-to-day technical and financial monitoring of the implementation of this action will be a continuous process, and part of the implementing partner's responsibilities. To this aim, the implementing partner shall establish a permanent internal, technical and financial monitoring system for the action and elaborate regular progress reports (not less than annual) and final reports. Every report shall provide an accurate account of implementation of the action, difficulties encountered, changes introduced, as well as the degree of achievement of its results (Outputs and direct Outcomes) as measured by corresponding indicators, using as reference the logframe matrix (for project modality) and the partner's strategy, policy or reform action plan list (for budget support). Relatedly, in view of the fact that monitoring relates to the overall implementation of the policy (reforms and results) and may not be limited to variable tranche indicators, the MSET, MoEY and MIIC shall share, with the EU Delegation, copies of the approved annual reports of their overall Strategic Business Plans, as well as approved updated Strategic Busness Plans where relevant.

The Commission may undertake additional project monitoring visits both through its own staff and through independent consultants recruited directly by the Commission for independent monitoring reviews (or recruited by the responsible agent contracted by the Commission for implementing such reviews).

Roles and responsibilities for data collection, analysis and monitoring:

For the EU Delegation to evaluate the fulfilment of the general conditions, the Government of Jamaica, through the MoFPS and PIOJ, shall provide information and documentation on macroeconomic performance, improvements in public financial management and budget transparency. For the EU Delegation to evaluate the achievement of variable trance indicators, the MSET shall provide information and documentation on the performance indicator targets for all three components of *Digital Jamaica*. MSET will be supported in this regard, by the TA.

The Cabinet Office through the Performance Management and Evaluation Branch (PMEB) implements the Government-wide Performance Monitoring and Evaluation System (PMES). The PMEB works primarily with the Ministries and their portfolio Departments and Agencies to improve their strategic planning, performance monitoring and evaluation and reporting processes so that Government can be provided with reliable performance information on the results of policies, programmes and projects that are being implemented.

The Cabinet Offices issues Calls for Strategic and Operational Plans. PMEB documentation indicates, "Standardized formats for quarterly and annual performance reports will be issued by the Office of the Cabinet to guide the management team of the Ministry in reporting on its key programmes/sub-programmes/activities." All Ministries are required to submit half-yearly progress and annual performance reports per request of the Office of the Cabinet and in the required format or template provided/directed.

The Office of the Cabinet makes request for information on the progress of key initiatives of Ministries at the beginning of September of each year (ie for information on the progress being made on the implementation of these key initiatives — half-yearly). All Ministries are required to submit such information within one (I) week of the date of request, or as stated within such request letters. The Office of the Cabinet will again make request for information on performance of the key initiatives of Ministries at the beginning of March of each financiai year (ie for status of achievement for these key initiatives at the end of the FY - annually. The preparation of an ovcrall/gcncral Annual Report of each Ministry is recommended to be prepared and published by the end of June of each year, which is three (3) months after the end of the Financial Year. The Cabinet Offce recommends that Annual Reports should clearly articulate how the work of the entity benefits the public; how it enables the public to understand the actions MDAs have taken to make progress; and explains what the MDAs are doing to improve performance. From enquiries, it appears that systematic

publication of annual reports by MDAs does not occur. Further, the Delegation was not able to find any of the reports filed by MDAs to the Cabinet Office on its website.

The statistical and monitoring systems as well as the quality of official data in the policy field covered have been assessed. This assessment has fed into the design of the action as follows: TA support will be provided to support the monitoring and reporting function. Additionally, as a part of laying the foundation, to encourage the systematic publication of the annual reports of all participating ministries on their websites, they are required to submit copies of these reports to the Delegation. These elements will be key agenda items in the policy dialogue for *Digital Jamaica*.

5.2   Evaluation

Having regard to the nature of the action, a final evaluation may be carried out for this action or its components via independent consultants contracted by the Commission.

It will be carried out for accountability and learning purposes at various levels (including for policy revision), taking into account in particular the fact that the successful implementation of digital transformation strategies needs strong evidence and lessons learned to improve effectiveness and efficiency and as a base for policy development.

The evaluation of this action may be performed individually or through a joint strategic evaluation of budget support operations carried out with the partner country, other budget support providers and relevant stakeholders.

The Commission shall inform the implementing partner at least 30 days in advance of the dates envisaged for the evaluation missions. The implementing partner shall collaborate efficiently and effectively with the evaluation experts, and inter alia provide them with all necessary information and documentation, as well as access to the project premises and activities.

The evaluation reports may be shared with the partners and other key stakeholders following the best practice of evaluation dissemination. The implementing partner and the Commission shall analyse the conclusions and recommendations of the evaluations and, where appropriate, apply the necessary adjustments.

Evaluation services may be contracted under a framework contract.

5.3   Audit and Verifications

Without prejudice to the obligations applicable to contracts concluded for the implementation of this action, the Commission may, on the basis of a risk assessment, contract independent audit or verification assignments for one or several contracts or agreements.
Audit services may be contracted under a framework contract.

6   STRATEGIC COMMUNICATION AND PUBLIC DIPLOMACY

The 2021-2027 programming cycle will adopt a new approach to pooling, programming and deploying strategic communication and public diplomacy resources.

It will remain a contractual obligation for all entities implementing EU-funded external actions to inform the relevant audiences of the Union's support for their work by displaying the EU emblem and a short funding statement as appropriate on all communication materials related to the actions concerned. This obligation will continue to apply equally, regardless of whether the actions concerned are implemented by the Commission,

partner countries, service providers, grant beneficiaries or entrusted or delegated entities such as UN agencies, international financial institutions and agencies of EU member states.

However, action documents for specific sector programmes are in principle no longer required to include a provision for communication and visibility actions promoting the programmes concerned. These resources will instead be consolidated in Cooperation Facilities established by support measure action documents, allowing Delegations to plan and execute multiannual strategic communication and public diplomacy actions with sufficient critical mass to be effective on a national scale.

Appendix 1 LIST OF PUBLICLY FUNDED TEACHER TRAINING INSTITUTIONS

No.	Name of Institution	Name of Coordinator	Email Address	President	Telephone Number	Email	Region
1	BETHLEHEM MORAVIAN COLLEGE	Mrs Davia Davidson	daviadavidson@bmc.edu.jm	Dr Andrea Wilson	8768329045	andreawilson@bmc.edu.jm	5
2	CHURCH TEACHERS' COLLEGE	Mrs Tracey Ann Anderson	tracey.anderson@ctc.edu.jm	Dr Garth Anderson	8764425313	garth.anderson@ctc.edu.jm	5
3	COLLEGE OF AGRICULTURE, SCIENCE, AND EDUCATION	Dr Milton Cage and Mrs Rushell Harvey-Edwards	milton.gager@case.edu.jm, ruchelle.harvey.edwards@case.edu.jm	Dr. Derrick Deslandes	8763641734, 8764693974	dddeland@gmail.com	2
4	EDNA MANLEY COLLEGE FOR THE VISUAL AND PERFORMING ARTS	Ms Sophia McKain	sophia.mckain@emc.edu.jm	Ms Dorrett Campbell (interim principal)	8768918143	dorrett.campbell@emc.edu.jm	1
5	GC FOSTER COLLEGE FOR PHYSICAL EDUCATION	Mr Gibbs Williams	gwilliams@gcfc.edu.jm	Maurice Wilson	8764225025		6
6	MONEAGUE COLLEGE	Joseph McKenzie	joseph.mckenzie@moneaguecollege.edu.jm; josephmckenzie90@gmail.com	Mr. Howard Isaacs	8763226442	zacscol@gmail.com, howard.isaacs@moneaguecollege.edu.jm	3
7	SAM SHARPE TEACHERS' COLLEGE	Mrs Theresa Reid	theresa.reid@samsharpe.edu.jm	Dr. Lorna Gow Morrison	8765039990	gowmorrison@gmail.com	4
8	SHORTWOOD TEACHERS' COLLEGE	Rev. Margaret Downer-Messias	margaretdownermessias@stcoll.edu.jm,	Dr George Dawkins	1-876-924-1095-7/ 325-7171	georgedawkins@stcoll.edu.jm	**1**
9	ST JOSEPH'S TEACHRS' COLLEGE	Dr Andrene Lattibeaudiere and Mrs Clover Tobin	andrene.lattibeaudiere@sjtc.edu.jm, clover.tobin@sjtc.edu.jm	Dr Gwendolyn Melhado	88768099715	gwen.melhado@sjtc.edu.jm	1
10	THE MICO UNIVERSITY COLLEGE	Mr Alvin Lawson	alvin.lawson@themico.edu.jm	Dr Asburn Pinnock	8765126391	asburn.pinnock@themico.edu.jm	1
	TEACHER TRAINING UNIT						

	AT THE UNIVERISTY OF THE WEST INDIES MONA CAMPUS					
	EACHER TRAINING UNSIT AT THE UNIVERSITY OF TECHNOLOGY					

Appendix 2 ACTIVITY DETAILS – COMPONENTS 2 & 3

COMPONENT 2 – The Ministry of Education and Youth (MoEY)

<u>Activities relating to Output 2.1: Digital competency integrated in training curricula of publicly-funded teacher-training institutions.</u>

2.1.1 ICT Competency Framework for Teachers (CFT) revised and validated. (Y1)

This activity will include the review and finalisation of the ICT CFT (originally developed in 2015) in Y1 to ensure it reflects MoEY's current priorities regarding use of digital technologies in education and builds on existing efforts to develop teachers' digital competencies. It will also seek to build on the EU DigCompEdu best practice; and ensure to the extent possible based on available data, that gender sensitive approaches are embedded within the framework, and that it also encompasses the role of the school leader in supporting digital approaches within schools. Key stakeholders expected to be involved in the review process include TTIs, MoEY, Jamaica Teaching Council (JTC), Joint Board of Teacher Education (JBTE), the University Council of Jamaica (UCJ) and school leaders (both primary and secondary), EU JRC.

Once the ICT CFT has been updated, TTI staff will be trained on the CFT by the relevant technical experts. After their training, TTI staff will conduct a review process to assess how to integrate the ICT CFT into the pre-service teacher training programmes.

2.1.2 TTI staff upgrade pre-service training programmes to at least foundational levels in the ICT CFT (by Y2/3)

TTI staff, with the support of technical experts, will source and/or develop the associated curricula material (e.g. open educational resources). TTI staff will then revise and upgrade pre-service teacher training programmes to at least foundational levels as per the ICT CFT by Y2. Delivery of the ICT modules will include a blend of online and in-person methods. Formal certification will be considered under this component. Implementation of upgraded pre-service teacher training programmes will begin in TTIs from Y3.

2.1.3 All ICT modules at TTIs include gender specific components that address diverse learning needs of boys and girls (Y2/3)

This activity will use available data to understand the specific barriers boys and girls face regarding access and use of digital technologies. The result will inform the review of the CFT so that all modules will include approaches on how teaching through digital technologies, as well as building digital competences, can draw in boys.

<u>Activities relating to Output 2.2: Increased number of teachers trained in digital competency (new/ in-service early childhood and primary teachers), with specific emphasis on diverse educational needs.</u>

2.2.1 In-service programme for early childhood and primary teachers based on updated ICT CFT developed (Y1/2).

This activity will include a mapping exercise to assess the current implementation environment. This will include mapping existing in-service training programmes including the tablet in schools programme, computer/laptop distribution programmes, roll-out of National Coding Curriculum and work on digital skills training taking place at the secondary-level. Once the ICT CFT is finalised (activity 2.1.1) a consultative process involving key stakeholders will then follow to apply the framework to in-service training programme and developing related materials for in-service early childhood and primary teachers. Stakeholders are expected to include TTIs, MoEY, JTC (Jamaica Teaching Council), JBTE (Joint Board of Teacher Education), the University Council of Jamaica (UCJ) and school leaders (both primary and secondary).

To the extent possible based on available data, all modules will include gender specific components that address the diverse learning needs of boys and girls. Programmes and materials developed will include a blend of online and in-person delivery methods. Online options expected to be explored include a learning management system; JTC app and website; and the suitability of open educational resource (OER) content, adapted to the devices used by teachers. Training materials will make the most of digital technologies for engaging learners and learner centred training, including video and gamified exercises. The development process will include pre-testing and piloting of training materials. This development process will also include defining the in-service programme implementation team and roles needed for successful and sustainable implementation of the programme, including how to build on or integrate with existing programmes and structures such as Quality Education Circles. It will also consider other novel approaches, such as Digital Ninja and on-line coaching. This will include consideration of the level of expertise required to oversee and quality assure programme implementation; to delivery centralised training; to deliver school-based coaching and support (through, for example, school leaders, lead teachers, mentors and master teachers); and responsibilities for maintenance and upgrading of relevant ICT equipment and digital resources. The in-service programme will cater to differing ICT competency levels and starting points of teachers.

2.2.2 Training of trainers and other personnel key to implementation for in-service CFT Phase 1 (Y2/3)

This activity includes defining the specific requirements for the expert ICT trainers needed to train permanent training staff on the ICT CFT. Expert ICT training roles will be advertised and recruited for once the ICT CFT is finalised. Training will be developed by expert ICT trainers with support from relevant stakeholders and with technical assistance as required in Y2/3. Training of trainers will take place in Y2/3 and include school leaders and Quality Education Circle representatives so they are able to provide ongoing school-level support and oversight. Trainers will need to achieve agreed levels of competence on the ICT CFT prior to leading training.

2.2.3 Roll out of blended training modules to (give target) serving early childhood and primary teachers. (Y3/4)

For the initial training, 10 teachers per Quality Education Circle (of which there are 63 nationally) may be targeted. An assessment process will ensure that teachers access an in-service training programme that is aligned to their current ICT competency level. Training will be delivered in Y3/4. A process evaluation will take place in Y4 to inform the future development of the programme.

2.4   Communication strategy (Y1)

Starting in Y1 MoEY develops a clear communication strategy for the introduction of ICT in the educations sector, targeting all key stakeholders including teachers, school managers, students and parents.

COMPONENT 3 – The Ministry of Industry Investment and Commerce (MIIC)

Activities related to Digitization

A - Sensitization: This part of the activity will use a "call for participation" approach, i.e. an awareness raising campaign targeting MSMEs (incl. start-up and entrepreneurs) of the benefit of ICT in the success and growth of their business endeavours.

B - Digitization: This part of the activity will build the capacity of the Jamaica Business Development Corporation's (JBDC) network of Small Business Development Centres (SBDC), as well as participating interns (from local universities and vocational training centres), to support MSMEs to digitize their businesses (e.g. going from paper to very basic electronic tools like doc. Excel, basic software, email, converting analogue content to basic digital, simple e-commerce platforms). A process to recruit and on-board interns is under development. A mapping of existing Small Business Development Centres (SBDC) expertise and capacities will be used to inform the development of the required training curricula and training manuals. The approach to the training will be practical; problem based, and be delivered through the Training-of-Trainers (ToT) model. Thereby strengthening capacities to optimise learning outcomes and allow for transfer of knowledge and skills in MIIC's business support service system.

C - Digitization: This part of the activity involves developing an MSME digitization training curricula and a How-To-Digitize Manual for participating MSMEs. The curricula will be anchored by evidence of the needs of MSMEs, be practical in the application of various ICT tools, digital literacy and entrepreneurship skills. It will be anchored in problem-based and pedagogical methods. It will be applicable to MSMEs across various sectors (e.g. agric-food, retail, services, hospitality, manufacturing, ICT). The curricula, accompanying trainers and the MSME How-To-Digitize Manual will then be used to deliver the training to MSMEs.

Output include:

•   Mapping and recommendation report (including ToRs and roadmap) for training (2023).

•   Complimentary digitisation curricula and training manual developed for trainers (2023).

•   Minimum x SBDC and interns trained, with a minimum x% being female (2023).

•   MSME digitization curricular component developed (2023).

•   How-To-Digitize Manual developed for participating MSMEs (2023).

Minimum 5000 MSMEs benefitting from training, with a minimum x% being female, a minimum x% coming from parishes outside the Kingston Metropolitan area (by end of 2026, e.g. 1000 in 2024, 2000 in 2025, plus 2000 in year 2026).

Activities relating to Digitalization

Complementing the Digitization activities, this activity supports the MIIC SBP 2022-2026 (sub-programme 2.1 – 2.2) and consists of two parts. First, the activity will build the capacity of existing JBDC and SBDC partner experts and participating interns (from local universities and vocational training centres), to train MSMEs on the digitalization of their businesses. A mapping of existing JBDC and SBDC expertise and capacities will be used to complement the existing curricular and training manuals to further the digitalization of MSMEs and enable them to utilize productivity-enhancing technologies (e.g. for budgets, cash flow, payments, CRM, websites, ePayments, eContracts, eInvoicing, vendor management, B2G / G2B interaction, for tax, licences, social security, etc.).

Participating staff will be trained using a practical, problem based and Training-of-Trainers (ToT) approach, thereby strengthening capacities to optimise learning outcomes and allow for transfer of knowledge and skills. Secondly, the activity will support the development of an MSME digitalization training curriculum and a How-To-Digitalize-Your-Business Manual for participating MSMEs. The curriculum must build on the digitization training in activity 3.1.1. The curriculum will be anchored in the practical application of various ICT tools,

digital literacy, business management and entrepreneurship skills. It will be anchored in problem-based and pedagogical methods targeting MSMEs across various sections (e.g. agric-food, retail, services, hospitality, manufacturing, ICT). The curriculum and accompanying teachers and the How-To-Digitalize-Your-Business Manual will form the basis of the training activities administered by JBDC.

Output includes:

•	Mapping and recommendation report (including ToRs and roadmap) for complementary training (2023).

•	Complementary digitalization curricular and training manual developed for trainers (2023).

•	Minimum x JBDC, SBDC and interns trained, with a minimum x% being female (2023).

•	MSME digitalization curricula component developed (2023).

•	How-To-Digitalize-Your-Business Manual developed for participating MSMEs (2023).

Minimum 5000 MSMEs benefitting from training, with a minimum x% being female, a minimum x% coming from parishes outside the Kingston Metropolitan area (by end of 2026, e.g. 1000 in 2024, 2000 in 2025, plus 2000 in year 2026).

Activities relating to Digital Transformation

Complementing the Digitization and Digitalization activities, this activity consists of two parts. First, the activity will build the capacity of existing JBDC and SBDC partner experts and participating interns (from local universities and vocational training centres) to train entrepreneurs on issues pertaining to digital transformation.

A mapping of existing JBDC and SBDC expertise and capacities will be used to complement the existing curricula and training manuals to further the digital transformation of MSMEs and enable them to apply IT and technology to innovate and transform their businesses models and innovate services and products. Participating staff will be trained using a practical, problem based, and Training-of-Trainers (ToT) thereby strengthening capacities to optimise learning outcomes and allow for transfer of knowledge and skills to colleagues. Second, the activity will develop an MSME digital transformation training curricula and a How-To-Transform-Your-Business Manual for participating MSMEs. The curriculum must build on the previous training in activities, which also serves as the pipeline for the entrepreneurs to partake in the digital transformation training. The curricular will be anchored in the practical application of various ICT tools, business transformation, and innovation and entrepreneurship skills. It will be anchored in problem-based and pedagogical methods targeting MSMEs across various sections (e.g. agric-food, retail, services, hospitality, manufacturing, ICT). The curriculum and accompanying teachers and the How-To-Transform-Your-Business Manual will form the basis of the training activities, which will be administered by JBDC.

Output include:

•	Mapping and recommendation report (including ToRs and roadmap) for complementary training (2023).

•	Complementary digital transformation curricular and training manual developed for trainers (2023).

•	Minimum x JBDC, SBDC and interns trained, with a minimum 50% being female (2023).

•	MSME digital transformation curricula developed (2023).

•	How-To-Transform-Your-Business Manual developed for participating MSMEs (2023).

•	Minimum 1000 MSMEs benefitting from training, with a minimum x% being female, a minimum x% coming parishes outside the Kingston Metropolitan area (by end of 2026, e.g. 200 in 2024, 400 in 2025, plus 400 in year 2026).