



## Activity

## Expanding Education Horizons (EEH) Project

## Locations

Program **Education** (Improved education of targeted Jamaican youth )

Fourteen percent of females and 26% percent of males in Jamaica are illiterate. Approximately 142,000 youths are out of school and out of work. The out-of-school population is largely male, rural and poor. Boys' under-achievement at all levels of education is problematic. With Jamaica's homicide rate being the highest in the world in 2005, the Jamaican education system must help address the problem of youth violence and develop socially and emotionally well-adjusted children. Moreover, education is critical for the growth of developing countries, as it contribute to creating the human resources needed for economic growth. Poorly skilled human resources currently inhibit Jamaica's ability to achieve and sustain a competitive economy.

USAID is helping to improve primary education across Jamaica through the Expanding Educational Horizons project. This project, which is conducted in collaboration with the Ministry of Education and Youth, is helping to advance primary education across Jamaica. The project focuses on enhancing teaching methods to promote child-centered learning for improved results in literacy and numeracy.

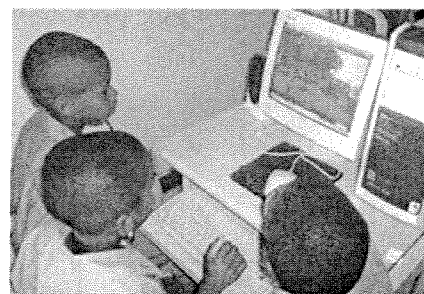


USAID Jamaica

Teachers are learning new teaching methods to help students perform better.

The Expanding Educational Horizons project builds on a previous USAID education project, New Horizons for Primary Schools Project (NHP), which helped improved the quality of basic education in 71 schools across Jamaica. Expanding Educational Horizons will continue to work with the 71 former NHP schools and eventually graduating those that have realize certain achievements. Expanding Educational Horizons will also develop clear linkages between another USAID project, the Caribbean Centers for Excellence in Teacher Training (CCEETT), to incorporate best practices from this successful program and include more structured use of the teacher training methodologies.

Under EEH there will be an intensive focus on gender issues, specifically improving educational outcomes for boys who significantly under-perform compared to girls. Assistance will also address the resource constraints of Jamaica's schools by engaging parents, communities, and the private sector as partners in education. In addition a multi-sectoral approach will be undertaken to improve the quality of education for youth who are at risk of dropping out, as well as for those in poorly performing schools. The project is therefore working with several non-governmental organizations such as Children First and the YMCA that provide remedial education and life skills training to at-risk youth.



USAID Jamaica

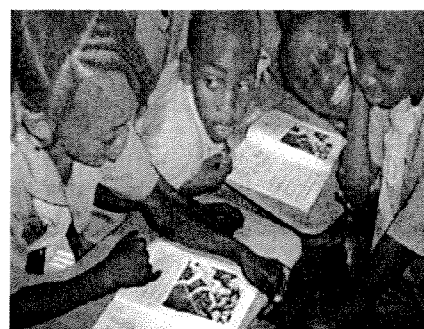
USAID's Expanding Education Horizons is also improving educational outcomes for boys who generally under-perform when compared to girls.

Though still in the early stages, the project is making significant gains. For example:

- To address the special needs of boys; Jericho Primary School in St. Catherine found that separating classrooms by gender for some subjects helped male students learn better. Pilot activities such as this one will be evaluated, documented and shared with other schools through the Expanding Educational Horizons project.
- To encourage broader community involvement in improving the quality of education, the project has collaborated with several private sector companies including Island Networks and the Book Merchant to generate additional resources for the project's education outcomes.
- In addition, 306 resource teachers and education officers have been trained in student data management in order to identify areas of weaknesses and strength among students and to plan intervention strategies to improve student performance levels.

Over the next three years the Expanding Educational Horizons project will continue to focus on:

- Improving teaching quality to change the way teachers instruct, manage the classroom environment and relate to their students.
- Engaging the private sector to invest in primary school education and to leverage more resources for better results, and to enhance the sustainability of the program.



USAID Jamaica

The program is changing the way teachers instruct, manage the classroom and relate to their student.

## Logical Framework for Summarizing Project Design

**Project Title:** Jamaica Expanding Education Horizons (EEH)    **Dates:** 2005-2009    **Funding:** \_\_\_\_  
*(semi-fictional EGAT training program version)*

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
<p><i>Program Goal:</i></p> <p>Human resource constraints on sustained competitive economic growth in Jamaica overcome.</p>	<ul style="list-style-type: none"> <li>▪ Adult literacy rate doubled, from 14% for women and 26% for men within the decade</li> <li>▪ Number of out of school &amp; out of work youth declines from 142,000 to below 90,000</li> <li>▪ Youth crime rate drops by 30%</li> </ul> <p><i>End of Project Status:</i></p> <ul style="list-style-type: none"> <li>▪ Educational outcomes for boys improve bringing them equal to girls in target schools.</li> <li>▪ Primary school drop out rate reduced by 20%</li> <li>▪ Student performance on standard tests improves by at least two percentage points each year in target schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ National education, employment and crime statistics</li> <li>▪ Education system records</li> </ul>	<p><i>Affecting the purpose-to-goal link</i></p> <ul style="list-style-type: none"> <li>▪ UNDP continues to fund its national out-of school older youth education program</li> <li>▪ USAID community policing project expanded as currently planned</li> <li>▪ Current positive economic growth rate remains steady or improves</li> </ul>
<p><i>Project Purpose:</i></p> <p>Jamaican children successfully complete the primary education programs in which they enroll.</p>	<ul style="list-style-type: none"> <li>▪ Percentage of teachers using mix of teaching methods doubled</li> <li>▪ Percentage of parents actively participating in school support activities increased by 25%</li> <li>▪ Number of schools meeting management norms up by 15%</li> <li>▪ Private sector contributions reach 20% of school operating costs</li> </ul>	<ul style="list-style-type: none"> <li>▪ School supervision reports</li> <li>▪ School records on parental participation</li> <li>▪ Standardized, participatory school level management and financial management assessment system in target schools</li> <li>▪ School level and school system contribution records</li> </ul>	<p><i>Affecting output-to purpose link</i></p> <ul style="list-style-type: none"> <li>▪ Economic situation remains the same or improves, thus not increasing the likelihood that children, particularly boys, will be expected to work rather than study.</li> </ul>
<p><i>Outputs:</i></p> <ol style="list-style-type: none"> <li>1. Classroom instruction methods improved</li> <li>2. Community involvement in education process expanded</li> <li>3. School management strengthened</li> <li>4. Private sector contributions to education system (supplies, facilities) expanded</li> </ol>	<p><i>Inputs: Activities and Types of Resources</i></p> <ol style="list-style-type: none"> <li>1. Teacher supervision training for school officials</li> <li>2. Parental participation program established</li> <li>3. Training for school principals</li> <li>4. Private sector outreach program</li> </ol>	<p>Project records concerning the provision of inputs</p>	<p><i>Affecting input-to-output link</i></p> <ul style="list-style-type: none"> <li>▪ Linked USAID CCETT project continues to train teachers and produce and disseminate “best practice” guides for schools.</li> </ul>