

**Jamaica Education Project (JEP)**  
**(P178595)**

Stakeholder Engagement Plan

June 2025

[FINAL]

## List of Abbreviations

ECD	Early Childhood Development
EMIS	Education Management Information System
ESF	Environmental and Social Framework
ESP	Education Sector Plan
ESS	Environmental and Social Standard
ESTP	Education System Transformation Program
GM	Grievance Mechanism
GOJ	Government of Jamaica
HRMAJ	The Human Resource Management Association of Jamaica
JCPD	Jamaica Council for Persons with Disabilities
JMEA	Jamaica Manufacturers and Exporters Association
JTA	Jamaica Teachers' Association
JTC	Jamaica Teaching Council
JTEC	Jamaica Tertiary Education Commission
JYAN	Jamaica Youth Action Network
MEGJC	Ministry of Economic Growth and Job Creation
MOEY	Ministry of Education and Youth
MLSS	Ministry of Labour and Social Security
NCEL	National College for Educational Leadership
NEI	National Education Inspectorate
NET	National Education Trust
NSC	National Standards Curriculum
ODPEM	Office of Disaster Preparedness and Emergency Management
NEPA	National Environment and Planning Agency
PATH	Programme of Advancement Through Health and Education
SAU	Schools Assessment Unit
SEP	Stakeholder Engagement Plan
STEM	Science, Technology, Engineering, and Mathematics
STEM	Science, Technology, Engineering, and Mathematics

## Table of Contents

List of Abbreviations .....	2
1 Introduction .....	5
1.1 Policy Requirements .....	5
1.2 Objectives of the Stakeholder Engagement Plan .....	5
2 Background .....	6
3 Project Description.....	6
3.1 Project Development Objective .....	6
3.2 Project Components .....	6
4 Previous Stakeholder Engagement Activities .....	8
4.1 Consultations with Potential Project Beneficiaries .....	9
4.2 Proposed Stakeholder Activities 2025.....	10
5 Stakeholder Identification and Analysis.....	11
5.1 Project Affected Parties.....	11
5.2 Other Interested Parties.....	12
5.3 Vulnerable Groups.....	14
5.4 Summary of Stakeholder Needs .....	14
6 Stakeholder Engagement Programme.....	18
6.1 Proposed Strategy for Information Disclosure .....	18
6.2 Proposed Strategy for Consultations.....	19
6.3 Proposed Strategy to Incorporate the Views of Vulnerable/Disadvantaged Groups .....	21
6.4 Stakeholder Feedback .....	21
6.5 Project Execution Timelines .....	21
6.6 Resources and Responsibilities for Implementing Stakeholder Engagement Activities .....	21
6.6.1 Roles and Responsibilities.....	21
6.6.2 Contact Information for Stakeholder Engagement.....	22
6.6.3 Resources for Stakeholder Engagement .....	22
6.7 Proposed Consultations.....	23
7 Grievance Redress Mechanism (GRM) .....	24
7.1 Addressing Sexual Exploitation and Abuse and Sexual Harassment (SEA/SH).....	27
7.2 Monitoring and Reporting on the GM.....	30
8 Reporting Back to Stakeholders.....	30
Annex 1-Consultation Notes .....	<b>Error! Bookmark not defined.</b>
Annex 2: 2022 Consultation Feedback.....	0
Annex 2025 Consultation Feedback.....	0

Annex 5 : Grievance Redress Mechanism Complaint Form .....	0
--	---

Table 4.1- Previous stakeholder engagement activities .....	8
Table 4.2: Proposed 2025 Execution Timelines6: 2025 Execution Timelines .....	10
Table 5.1- Project affected parties.....	11
Table 5.2- Other interested parties .....	12
Table 5.3-Stakeholder Needs & Communication Strategies.....	15
Table 6.1-Information disclosure strategy.....	18
Table 6.2- Project timelines .....	21
Table 6.3-Roles and responsibilities for stakeholder engagement.....	22
Table 6.4- Budgetary resources for stakeholder engagement .....	22

## 1 Introduction

This document represents the Stakeholder Engagement Plan (SEP) for the Jamaica Education Project (P178595). The SEP establishes the timing and methods of project information dissemination, stakeholder engagement and grievance management for the project. The purpose of the SEP is to ensure that stakeholder engagement is done in a timely and meaningful way by utilizing appropriate communication which will facilitate the development of strong, constructive relationships with all stakeholders —whether they are directly impacted, have a vested interest, or may influence the project outcomes.

Recognizing the potential risks of exclusion due to stakeholders' lack of awareness, this SEP emphasizes stakeholder engagement as a critical tool to promote social inclusion and address inequalities. Effective stakeholder engagement ensures that there is two-way communication between project implementers and project stakeholders and that stakeholders' views are incorporated into the project design. This approach is fundamental to mitigating environmental and social risks while driving the overall success of the project.

The Ministry of Education and Youth (MoEY) holds responsibility for implementing the SEP, ensuring that its activities are proportional to the project's scale and potential impacts. As a living document, the SEP will evolve and adapt throughout the project lifecycle, reflecting new insights, stakeholder feedback, and emerging circumstances to maintain its relevance and effectiveness.

### 1.1 Policy Requirements

Under the World Bank's Environmental and Social Framework (ESF), **Environmental and Social Standard 10 (ESS10): Stakeholder Engagement and Information Disclosure** mandates that the borrower actively engage with stakeholders throughout the project's lifecycle. This engagement is a core component of the project's environmental and social assessment, design, and implementation. The frequency, scope, and nature of engagement activities must align with the scale and complexity of the project, ensuring that consultations are meaningful and inclusive.

ESS10 requires stakeholder engagement to be based on a structured approach, including the identification and analysis of stakeholders, plans for their engagement, the disclosure of relevant project information, and mechanisms for consultations. It also emphasizes the importance of reporting back to stakeholders, providing a documented record of all engagement activities. This record must detail the stakeholders consulted, a summary of their feedback, and how that feedback was incorporated into the project design—or, if not incorporated, an explanation of the reasons.

Furthermore, ESS10 stipulates that the borrower establish a project-level grievance mechanism (GM) to address stakeholder concerns and grievances efficiently and transparently. The GM must offer multiple channels for submitting grievances, ensuring accessibility and public availability. It is essential that the project maintains a grievance log or database to systematically record, track, and resolve grievances, fostering accountability and continuous improvement in stakeholder relations.

### 1.2 Objectives of the Stakeholder Engagement Plan

The specific objectives of the SEP are:

1. To build and maintain a constructive relationship with stakeholders.
2. To assess the level of stakeholder interest and support for the project and to enable stakeholders' views to be taken into account throughout the project cycle.
3. To promote and provide means for effective and inclusive engagement with stakeholders throughout the project life cycle on issues that could potentially affect them.
4. To ensure that appropriate project information on environmental and social risks and impacts is disclosed to stakeholders in a timely, understandable, accessible and appropriate manner and format.

## 2 Background

Although there has been some impressive progress, challenges remain within the education system in Jamaica. These include low completion of secondary school, disparities in the performance of boys versus girls and low learning outcomes. The COVID-19 pandemic exacerbated these challenges. Additionally, there is a disconnect between the education system (particularly secondary and tertiary) and labour market needs.

Low learning and completion outcomes are a result of structural challenges in the education system. To address these, the Government of Jamaica (GOJ) has taken some steps towards improving secondary education and has a strong commitment to transforming the education sector. The project is aligned with the GOJ's Education Sector Plan (ESP) in the Vision 2030 National Development Plan.

## 3 Project Description

### 3.1 Project Development Objective

The project development objective (PDO) **is to improve teaching and learning conditions in secondary education, and the use of information for decision-making in the education system.**

### 3.2 Project Components

The project consists of five components discussed below.

#### **Component 1: Improvement of teaching and learning for quality secondary education**

Component 1 aims at improving teaching and learning for quality secondary education.

##### *Subcomponent 1.1 Support to secondary teachers' and principals' professional development*

This subcomponent will provide technical assistance to the MoEY to provide pre-service and in-service teacher training on the implementation of the new National Standards Curriculum (NSC). Currently, teachers are not sufficiently equipped to deliver the recently revised curriculum, which includes infusion of Science, Technology, Engineering, and Mathematics (STEM) and learner-centered competency-based approach. This Project will support the development and roll-out of training for current NSC curriculum (grade 7 – 9) and the curriculum developed as part of subcomponent 1.2 for grades 10-13 for teachers and principals.

##### *Subcomponent 1.2: Support to Secondary Curriculum Development*

This subcomponent will provide technical assistance to develop a competency-based curriculum, including Science, Technology, Engineering and Mathematics (STEM) modules as needed, with

corresponding assessment frameworks. The recently revised NSC for all subjects goes up to grade 9, but there is a need to develop curriculum for alternative pathways for upper-secondary grades (grade 10 to 13).

#### Subcomponent 1.3: Support for learning assessments

This subcomponent will support technical assistance to better measure education quality and improve alignment between curriculum and assessments.

### **Component 2: Support for quality and resilient school infrastructure**

Component 2 aims to improve access to quality and resilient school infrastructure through the development of an infrastructure strategy and construction standards for the sector and the construction of one secondary STEM school.

#### Subcomponent 2.1: Development of an infrastructure strategy and construction standards

This subcomponent will finance the development of a strategy to optimize the school network and will provide construction standards for learner-centered school infrastructure across all levels (early childhood development-ECD, primary and secondary education).

#### Subcomponent 2.2: Construction of one secondary STEM school

Building upon the infrastructure strategy and the construction standards developed under subcomponent 2.1, this subcomponent would finance the construction of one (1) secondary STEM school. Construction of the school will not involve any demolition or resettlement. It will be built on land already owned by the government.

### **Component 3. Strengthening of information systems and strategies for student retention**

Component 3 aims at supporting the development of efficient data system with the objective of improving the overall management of the education sector and deploying targeted intervention strategies to support student retention.

#### Subcomponent 3.1: Strengthening of an Education Management Information System (EMIS)

This subcomponent will support the strengthening of an EMIS to enable more accurate and informed decision making for all education stakeholders across all levels of education (ECD, primary and secondary).

#### Subcomponent 3.2: Strengthening of early warning systems and strategies for student retention

Building on existing initiatives for student retention, this subcomponent will finance technical assistance to develop strategies to foster retention in secondary education.

### **Component 4: Contingent Emergency Response Component (CERC)**

Due to Jamaica's high vulnerability to natural disasters, including those exacerbated by climate change, and its global vulnerabilities exposed by the current COVID-19 crisis, a CERC is proposed for inclusion in the Project. The CERC is designed as a mechanism for rapid response in the event of an eligible emergency, which can be activated upon request from the Government. This component would not have any initial funding allocation, but in the event of an emergency, uncommitted funds

could be reallocated from other components in accordance with an Emergency Action Plan prepared by the Government and the CERC's implementation modalities.

### **Component 5: Technical Assistance, Strengthening Institutional Capacity and Project Management**

The objective of this component is to provide technical assistance to key aspects of the education system, strengthen institutional capacity, and manage implementation of project activities.

#### *Subcomponent 5.1: Provision of just-in-time technical assistance*

This subcomponent will strengthen select aspects of the education system's performance, potentially including:

- (i) *STEM Education*: The MoEY is currently carrying out a study on STEM Education with the support of the British Council. Technical support to translate research findings into development of a national STEM Education policy could be financed by the Project as needed. In addition, international knowledge exchange on STEM Education will also be supported under this subcomponent.
- (ii) *Higher Education*: The Government is currently working on a national Higher Education Policy. The Project will provide support to develop an operational plan to implement this policy as well as additional analytical support as needed, such as development of tracer studies to understand the labor market trajectories of graduates in different fields of study.
- (iii) *Early Childhood Education (ECE)*: The Government is currently updating the Early Childhood Development Policy. This component will support the development of an operational plan to implement the ECD policy.

#### *Subcomponent 5.2: Strengthening the institutional capacity for project management and implementation*

This subcomponent will strengthen institutional capacity as well as support project management.

## **4 Previous Stakeholder Engagement Activities**

The following are the stakeholder engagement activities which have taken place thus far to inform the project design.

*Table 4.1- Previous stakeholder engagement activities*

<b>Stakeholder</b>	<b>Description</b>	<b>Date of Consultation</b>	<b>Key Issues Discussed</b>
Jamaica Council for Persons with Disabilities (JCPD)	GOJ entity which champions the inclusion and accommodation of persons with disabilities in national life.	26 July 2022	Access to sign language
Abilities Foundation	Provides vocational training programs to people with disabilities.		Considerations for persons with disabilities



Stakeholder	Description	Date of Consultation	Key Issues Discussed
Jamaica Youth Advocacy Network (JYAN)	Organisation formed out of a USAID-funded project. JYAN develops youth leaders.	26 July 2022	Services offered by JYAN  Activities related to child protection and juvenile justice  Inclusiveness of young people by government  Curriculum development
Bureau of Gender Affairs	The division of the Ministry of Culture, Gender, Entertainment and Sports that addresses problems faced by women in Jamaica.	28 July 2022	Bureau's programmes  Bureau's capacity  Shelters  Gender-based Violence
Women's Groups	Various women's groups from across Jamaica	28 July 2022	Violence in schools
Community representatives from surrounding potential STEM school locations	Various across Jamaica	August - September 2022	Sensitisation on proposed STEM school developments

#### 4.1 Consultations with Potential Project Beneficiaries

Initial consultations were undertaken between July and September 2022, followed by a widely publicized event on land marking of the first STEM school where the Government of Jamaica informed the public that several STEM schools are going to be built in the coming years<sup>1</sup>. Moreover, recently the National STEAM Education Report, commissioned by the British Council with the partnership of the National Education Trust and the United Kingdom (UK)-based STEMunity, was launched in Jamaica. And hence, the wider public is aware of the GoJ plans on STEM education and the process has involved engagement with a variety of stakeholders through the MoEY.

The MoEY will complement these engagements with a direct consultation with some stakeholders in the first half of November (prior to appraisal), followed by other consultations before effectiveness as reflected in the table below:

<sup>1</sup> <https://www.jamaicaobserver.com/latest-news/land-marked-for-jamaicas-first-steam-academy-in-st-catherine/>

Table 4.1.1- Consultations with potential beneficiaries

Beneficiary Category	Date of Consultation	Topics Discussed	Feedback from Consultations	Integration of Feedback into Project Design
Community representatives surrounding potential model STEM school locations  Ministry stakeholders Other groups with an interest in STEM schools	November 2022	Public awareness campaign on STEM school	TBC	TBC
Townhall meeting including parent-teachers associations, teacher unions, groups working with vulnerable youth, persons with disabilities, School boards and Administrators	December 2022	TBC	TBC	TBC

Please note that, based on the subject areas, the stakeholder consultations can be mixed as necessary, thus reducing organizing time.

## 4.2 Proposed Stakeholder Activities 2025

Table 4.2: Proposed 2025 Execution Timelines: 2025 Execution Timelines

Phased Stakeholder Engagement Plan	
Quarter 2025	Activity
Q1	Initial consultation updates with community leaders, CSOs, and NGOs to finalise the SEP and receive general feedback on project .
Q2	Continued consultations as necessary
Q3	Mid-year review with key affected groups and public updates as necessary to ensure stakeholders remain engaged
Q4	End of year Review with key affected groups and public updates as necessary to ensure stakeholders remain engaged

## 5 Stakeholder Identification and Analysis

The success of the Jamaica Education Project hinges on a robust understanding of its stakeholders. Stakeholders are categorized based on their level of influence, interest, and impact on the project. This section identifies key stakeholders, analyzes their needs and interests, and outlines strategies for effective engagement.

### 5.1 Project Affected Parties

These are stakeholders who will either be directly or indirectly impacted by the project. Table 5.1 represents the list of affected project-affected parties that have already been identified. This list is non-exhaustive and can be updated throughout the project life cycle.

*Table 5.1- Project affected parties*

Project Affected Parties	Impact
<p><u>Government Ministry Departments and Line Agencies directly involved in or impacted by the project:</u></p> <ol style="list-style-type: none"> <li>1. MoEY Project Management and Technical Services Unit on the Infrastructure activities</li> <li>2. Department of Core Curriculum and Support Services</li> <li>3. National Mathematics Coordinator Department of Assessment and Administration on curriculum revision and assessments</li> <li>4. Office of the Chief Education Officer Planning and Development Division Schools Assessment Unit (SAU)</li> <li>5. Children's Affairs Policy Division</li> <li>6. National Education Trust (NET)</li> <li>7. Education System Transformation Program (ESTP) Committee</li> <li>8. Bureau of Gender Affairs</li> <li>9. Youth and Adolescents Policy Division</li> <li>10. National College for Educational Leadership (NCEL)</li> <li>11. Jamaica Teaching Council (JTC)</li> </ol>	<p>Will provide policy advice towards project implementation and will also benefit from the implementation of said policies.</p> <p>Will provide input to continuous education of principals and teachers.</p> <p>Will provide performance and accountability within the education system and the Management of Information Systems Unit on data systems.</p> <p>Provide input on pre-service teacher professional development at teacher training institutions and technical assistance to operationalize the Higher Education Policy and tracer studies.</p>

Project Affected Parties	Impact
12. National Education Inspectorate (NEI)	Policy advice on Early Childhood Development policy and are also impacted by implementation of said policy.
13. Jamaica Tertiary Education Commission (JTEC)	
14. Early Childhood Commission (ECC)	
Staff of MoEY	Increased efficiency and capacity to collect, store and analyse data with expansion of EMIS.
Teachers and Principals of secondary schools who receive training under project	Direct beneficiaries of professional development opportunities which will enhance their capacity to deliver the National Standards Curriculum (NSC).
Public and Private Schools ECD and Primary schools	Will be impacted by the implementation of new education policies and new construction standards.
Secondary schools and students National Secondary Students' Council	Will benefit from implementation of new education policies and new construction standards. Will also benefit from increased capacity of their teachers and principals to deliver the NSC and the introduction of new materials.
Parents and Parents Associations	Interested in the improved delivery of education to their children
Tertiary Education Institutes – UWI, UTECH, UCC, NCU, Mico University, Teachers' Colleges Jamaica Union of Tertiary Students	New policies/ guidelines will directly impact their students and their programme delivery.
Community in which STEM School will be built	Residents surrounding the STEM school sites who will experience educational and socioeconomic benefits.

## 5.2 Other Interested Parties

These are stakeholders who have an interest in the project activities or outcomes but are not directly impacted. Table 5.2 represents the list of other interested parties that have already been identified. This list is non-exhaustive and can be updated throughout the project life cycle.

*Table 5.2- Other interested parties*

Other Interested Party	Interest
1. Government Ministries and Agencies not directly involved in the project:	Interested in the success of the project as it will have implications for their work.

Other Interested Party	Interest
Ministry of Labour and Social Security (MLSS)  2. Ministry of Economic Growth and Job Creation (MEGJC)  3. HEART Trust/NTA  4. Jamaica Council for Persons with Disabilities (JCPD)  5. Ministry of Local Government  6. Office of Disaster Preparedness and Emergency Management (ODPEM)  7. National Environment and Planning Agency (NEPA)  8. Ministry of Health (MOH)  9. National Identification Project (NIDS)	Involved in giving approvals for civil works  Will help project activities be compliant with best practices in privacy and confidentiality.
Jamaica Teachers' Association (JTA)	Have an interest in the benefits to their members.
British Council	Currently supporting the conducting of the STEM study which will be used to inform the development of the national STEM policy.
Business and potential employers	Interested in the elimination of the mismatch between labour force needs and labour force skills.
School Boards	Interested in improved delivery of education and improved capacity of teachers.
Media	Avenue through which project information can be disseminated to the public.
NGOS and CSOs which provide support and services, particularly to vulnerable groups e.g. Jamaica Youth Action Network (JYAN), Abilities Foundation, Jamaica Society for the Blind	Interested in the benefits that will be received by their target groups/members.
Private Sector Organisation of Jamaica (PSOJ)	Interest in impacts of new curriculum on labour market gap reductions
The Human Resource Management Association of Jamaica (HRMAJ)	Interest in impacts of new curriculum on labour market gap reductions
Jamaica Manufacturers and Exporters Association (JMEA)	Interest in impacts of new curriculum on labour market

Other Interested Party	Interest
General Public	Information will be useful for their understanding of GOJ's efforts to transform the education sector.

### 5.3 Vulnerable Groups

Vulnerable groups are a distinct category of project-affected stakeholders who, due to their circumstances, face marginalization and challenges in participating in or accessing project information, activities, and benefits. For this project, vulnerable groups include persons with disabilities (PwDs), children of parents with disabilities, at-risk youth<sup>2</sup> (both male and female), orphans, deep-rural residents without access to digital connectivity, single-parent households facing economic hardships, and beneficiaries of the PATH program.

The project is designed to directly benefit these groups in several ways:

**For Persons with Disabilities (PwDs):** New construction standards will incorporate universal access, ensuring inclusivity in the built environment. Universal access principles will also extend to activities under Component 1, such as enhancing the capacity of secondary school teachers and principals to deliver the curriculum.

**For At-Risk Youth, PATH Beneficiaries, Orphans, and Students at Risk of Dropping Out:** The introduction of the Education Management Information System (EMIS) and early warning systems will enable earlier identification of potential dropouts, allowing institutions to implement targeted interventions to keep these students in school.

**For Single-Parent Households & Rural Residents without digital connectivity:** Localized community engagement sessions will be implemented to reach these subgroups through in-person visits and other tailored communication interactions.

**For All Vulnerable Groups:** Teachers and principals will receive training to better support students' socio-emotional skills in the classroom. This training will also address learning loss among at-risk youth, which has been exacerbated by the COVID-19 pandemic.

To ensure meaningful inclusion of these groups, the MOEY will actively engage them and their representative organizations to raise awareness of the project and ensure their needs are considered throughout its implementation.

### 5.4 Summary of Stakeholder Needs

The project will implement several engagement and communication strategies to guide the overarching implementation. The following provisions will be embedded as an inclusive cross-cutting theme:

#### Accessibility Provisions

- Simplified communication tools for rural areas & use of the local dialect (patois) as much as necessary

---

<sup>2</sup> At-risk youth refers to children who are less likely to transition successfully into adulthood. Success can include academic success and job readiness, as well as the ability to avoid violent and risky behaviours.

- **Printed Materials:** Ensure the availability of **physical documents** for stakeholders with limited digital access.
- **Community Outreach:** Ensure visits to the community are conducted to continue the engagement, and introduce remote meetings where applicable.

#### **Diverse Communication Channels**

- Leverage **community radio** and **local market spaces, wholesales, other community spaces** for announcements and updates.
- Include **town crier services**<sup>3</sup> in rural areas to disseminate information.

The table below outlines specific considerations:

*Table 5.3-Stakeholder Needs & Communication Strategies*

<b>Stakeholder</b>	<b>Needs/Considerations</b>	<b>Array of Potential means of Communication</b>	<b>Consultation Considerations</b>
<b>Project Affected Parties</b>			
<b>Government Ministries and Line Agencies involved in the Project</b>	Provide invitations at least one month in advance with reminders Meetings, quarterly reports, regular updates	Meetings, Regular Emails, Reports	Ensure timely delivery of reports and consistent updates
<b>Staff of MOEY</b>	Regular updates, clear communication,	Meetings, Emails	Schedule meetings during work hours for accessibility
<b>Teachers and Principals of secondary schools who received training under project</b>	Training schedules that minimize disruption to classes; access to resources	Meetings, Emails, Surveys Schools Bulletins	Regular meetings and email updates Provide transportation Provide refreshments Have meetings outside of school time to minimize disruption to learning (or arrange for a contingency)
<b>Public and Primary Schools -ECD and primary level schools</b>	Timely updates, inclusion in consultations	Email updates, Meetings, reports, Schools Bulletins, Community Meetings	At major project milestones Annual reports
<b>Parents and Parents Associations</b>	Regular updates on project progress;	Emails, Meetings, Reports	Meetings where necessary

<sup>3</sup> A town crier is an individual or company contracted to make public announcements to capture the attention of people in public spaces. In rural Jamaica this is usually carried out by a car with a loud speaker/megaphone attached which delivers the message to the community. This is a very effective way to spread important information in a space.

Stakeholder	Needs/Considerations	Array of Potential means of Communication	Consultation Considerations
	accessible meeting locations		Annual reports
<b>Tertiary Education Institutes – UWI, UTECH, UCC, NCU, Mico University, Teachers’ Colleges</b>	Engagement on policy impacts, participation in consultations	Emails, Reports, surveys, focus groups, meetings as needed	Annual updates tailored to institutional impacts
<b>Community in which STEM school will be built</b>	Clear information about benefits, regular updates	Flyers, Meetings, particularly during the design & construction period, WhatsApp, Phone Call	Address socioeconomic benefits and infrastructure changes
<b>Vulnerable groups</b>	Materials in accessible formats; childcare support; venues with universal access	Meetings, Social Media, Flyers, Informercials, Radio, TV, Surveys, Phone	Material available in braille Sign language interpreters Venues with universal access Special meeting times In-person visits and mobile units Child care Transportation support  Provision of transportation Provision of refreshments Clear information provided Meetings close to their homes One on one visits
<b>Other Interested Parties</b>			
<b>Government Ministries and Agencies not directly involved in the project</b>		Emails, Reports	Foster collaboration by highlighting shared objectives and project impacts
<b>Jamaica Teachers’ Association (JTA)</b>		Meetings, Emails, Reports	Quarterly meetings Annual reports
<b>British Council</b>		Meetings, Emails, Reports	Meetings as needed Annual reports



Stakeholder	Needs/Considerations	Array of Potential means of Communication	Consultation Considerations
<b>Business and potential employers</b>	Access to project-related data and alignment with their respective mandates	Social Media, Press releases, Informercials, Radio, TV, Meetings, Expositions	Clear information provided Means of communication will vary based on the business sector
<b>Media</b>		Press releases, press conferences	Clear information provided at major project milestones  Avenue through which infomercials disseminated
<b>NGOS and CSOs which provide support and services, particularly to vulnerable groups e.g. Jamaica Youth Action Network (JYAN), Abilities Foundation, Jamaica Society for the Blind, Jamaica Association for the Deaf</b>	Opportunities for input, alignment with inclusivity strategies	Meetings, Emails, Reports. WhatsApp	Documents provided via inclusive communication channels such as Braille & Simplified communication tools
<b>Private Sector Organisation of Jamaica (PSOJ)</b>	Collaboration in education-private sector partnerships	Meetings reports, digital platforms	Engage them in curriculum design consultations to ensure workforce readiness
<b>The Human Resource Management Association of Jamaica (HRMAJ)</b>	Data on education's influence on workforce skills, participation in discussions about HR alignment	Workshops, targeted consultations, email updates	Tailor Communications to address HR professionals' interests in workforce trends
<b>Jamaica Manufacturers and Exporters Association (JMEA)</b>	-Alignment of curriculum with labour market needs, engagement in vocational education discussions	Meetings, digital updates, surveys	Provide clear updates on curriculum timelines and labor market impacts
<b>Public</b>	Transparency in project updates	Press releases, Social media, TV, Radio, Informercials	Clear information provided at major project milestones Use accessible and culturally appropriate

Stakeholder	Needs/Considerations	Array of Potential means of Communication	Consultation Considerations
			communication formats

## 6 Stakeholder Engagement Programme

The project will utilize a multi-stakeholder engagement process that will be completed throughout the project's life cycle. Stakeholder engagement will be completed using both public consultation and information disclosure throughout preparation and implementation.

### 6.1 Proposed Strategy for Information Disclosure

The Ministry of Education and Youth is responsible for information disclosure under the project. Different methods will be used to disclose information to project stakeholders. The information will be disclosed to allow stakeholders to understand the project's risks and impacts and potential opportunities for their inclusion. Information will be disclosed on the websites of the Ministry of Education and Youth, National Education Trust, Jamaica Information Service (JIS) and the World Bank, on social media and in local offices in a manner that is accessible and culturally appropriate, considering the needs of vulnerable groups.

*Table 6.1-Information disclosure strategy*

Project Stage	Information to be disclosed	Method proposed	Timetable: Locations /dates	Target Stakeholders
Preparation, prior to effectiveness	Environmental and Social Commitment Plan (ESCP)	Government website and during consultations	During project preparation (end of October 2022)	All
	Stakeholder Engagement Plan (SEP) with Grievance Mechanism (GM)		-During project implementation (February-March 2024)	
	Information about the project components, activities, along with its potential risks, impacts and opportunities.			
	Labour Management Procedures with Workers' Grievance Mechanism		within 60 days of project effective date, and	All, but particularly relevant to MOEY staff and other project workers.

Project Stage	Information to be disclosed	Method proposed	Timetable: Locations /dates	Target Stakeholders
			before the hiring of Project workers	
Implementation	Disclosure of Grievance Mechanism	Government Website, media and other channels used by the MOEY.	Continuous during implementation	All
	Project-related information (progress, activities etc). Semi-annual reporting of activities.	Government website, media, focus groups, social media, and other channels used by the MOEY.	Continuous during project implementation	
	Specific measures related to PWDs	Focus groups, emails, one on one meetings	During the design of model STEM school, development of teacher and principal training modules	NGOs working with PWDs Teacher training institutions
	Environmental and Social Assessment for civil works for construction of STEM school	Government website, focus groups, community meetings, physical copy at MOEY and any other channel used by MOEY to reach stakeholders.	Prior to the start of works	All, but especially members of the community in which the model STEM school will be built
	Environmental and Social Management Plan for civil works for construction of STEM school	Government website, social media, community meetings, physical copy at MOEY and any other channel used by MOEY to reach stakeholders	Prior to the start of works and information on progress during implementation	All, but especially members of the community in which the model STEM school will be built.

## 6.2 Proposed Strategy for Consultations

Consultations are the responsibility of the Ministry of Education and Youth. Consultations will take place through different channels and are not restricted to in person gatherings. They can take place through virtual means (platforms like Zoom or Teams, for instance as well as WhatsApp messaging, direct phone calls or the completion of surveys. The in-person meetings/focus groups will ensure that proper COVID-19 transmission prevention protocols are adhered to, in line with national guidelines.

Project stage	Purpose of engagement activity	Method used	Timetable	Target Stakeholders
Preparation	Consult on project activities and ESF instruments, including the GM and integrate feedback into them.	Provide a channel to receive feedback after documents disclosure on the government website. Virtual or in person consultations with dedicated meetings with representatives of vulnerable groups.	During project preparation (end of October)	All- special focus on integrating the views of representatives of vulnerable groups
Implementation	Consult on design of teacher and principal training	Small focus groups Email modules and solicit feedback	During design of teacher and principal training	Education stakeholders, British Council, Tertiary institutes/ Teacher training institutions
	Consult on the delivery of teacher and principal training and how impacted work	Small focus groups Email surveys to participants for feedback	Within 1 month of completion of training	Teachers and Principals receiving training
	Changes to curriculum and assessments	Focus groups Meetings	Before and after design of changes	Education stakeholders
	Consult on design of STEM school	Small focus groups Email designs and solicit feedback	During design of STEM school	Education stakeholders (including parents), NEPA, ODPEM, Ministry of Local Government, Ministry of Health
	Consult on progress of civil works on the STEM school and any community impacts	Community meetings	Ongoing throughout construction of STEM school	Members of the community in which STEM school will be built.
	Promoting greater access to vulnerable groups to project benefits	Public consultations (virtual where possible) Surveys One on one interviews	Every six months to evaluate and get feedback.	Vulnerable groups

### 6.3 Proposed Strategy to Incorporate the Views of Vulnerable/Disadvantaged Groups

The project will ensure that all the vulnerable groups are participating in consultative processes and that their voices are not ignored. This may require specific meetings with some of the above identified vulnerable groups, in addition to general consultations. For example, persons with disabilities may require meetings that are closer to their homes. Further, it is important to rely on other consultation methods as well, which do not require physical participation in meetings, such as social media, SMS, or radio broadcasting, where feasible, to ensure that groups that cannot physically be present at meetings can participate. Where this is not possible, project personnel or MoEY staff will visit households of vulnerable people, in particularly persons with disabilities living close to the site for the STEM school, that are not able to attend focus groups.

### 6.4 Stakeholder Feedback

Feedback from stakeholders will be solicited during preparation and implementation. For meetings/focus groups (whether virtual or in person), comments will be recorded through meeting minutes. Additionally, the MoEY will be responsible for receiving and recording any queries, concerns or complaints against the project. Comments and decisions made will be collated and reported back to stakeholders once the final decision on the course of action related to the comments has been made. Records will also be maintained on the methods used to inform stakeholders on dates and/or locations where they can gather project information and provide feedback.

In addition, stakeholders will be allowed to file complaints about the project through the Grievance Mechanism (GM) detailed in Section 7. All records relating to this mechanism including, grievance forms, grievance log, notes, interviews, meeting minutes, release forms etc. will also be archived.

### 6.5 Project Execution Timelines

The project will be implemented from March 2023 and close in June 2028. The stakeholder consultations shall be conducted throughout the project lifecycle. Information disclosure and consultations during project implementation will include regular visits and meetings.

*Table 6.2- Project timelines*

Project Stage	Timeline/Date
Preparation/Design	Q2 2022- Q1 2023
Implementation	Q2 2023- Q2 2028
Closure	Q2 2028

### 6.6 Resources and Responsibilities for Implementing Stakeholder Engagement Activities

#### 6.6.1 Roles and Responsibilities

Implementation and monitoring of the SEP and the other ESF instruments will be the responsibility of the Ministry of Education and Youth. For this, the MoEY will engage Environmental Officer and Social Officer (within one month of project effectiveness) as part of the Project Implementation Unit (PIU). The Social Officer and the Project Manager/Coordinator will be directly responsible for informing staff from the various entities involved in the project implementation of all of the procedures included in the SEP. Further, the Social Officer will be responsible for tracking and recording the implementation of the SEP and its grievance mechanism (GM).

Table 6.3-Roles and responsibilities for stakeholder engagement

Role/Position Title	Proposed Responsibilities
Project Manager/Coordinator	<ul style="list-style-type: none"> <li>• Manage and implement the Stakeholder Engagement Plan (SEP)</li> <li>• Dissemination of project information</li> </ul>
Social Officer	<ul style="list-style-type: none"> <li>• Collaborate with the Environmental Officer</li> <li>• Interface with stakeholders and respond to comments or questions about the project or consultation process.</li> <li>• Provide contact information if stakeholders have questions or comments about the project or consultation process.</li> <li>• Document any interactions with external stakeholders.</li> <li>• Maintain database, records for SEP</li> <li>• Leads public meetings, consultations, focus groups etc.</li> <li>• Makes sure the SEP is being adhered to and followed correctly.</li> <li>• Raise awareness of the SEP among PIU staff, employees contracted firms and relevant external stakeholders.</li> <li>• Manage and monitor the project GM and is the focal point for SEA/SH grievances.</li> <li>• Report on SEP and GM implementation to MoEY and prepare inputs for regular reporting to WB.</li> </ul>

#### 6.6.2 Contact Information for Stakeholder Engagement

During the project preparation, those willing to request information on the project can write to or [jep@moey.gov.jm](mailto:jep@moey.gov.jm) communicate directly to the MoeY leaving a message through the webpage: <https://moey.gov.jm/contact-us/>, in person: 2-4 National Heroes Circle Kingston 4 or phone number of the MoEY: 876 612-5700-2.

#### 6.6.3 Resources for Stakeholder Engagement

Budgetary resources that will be dedicated for the implementation of the SEP, including the GM are indicated below:

Table 6.4- Budgetary resources for stakeholder engagement

#	Item	Amount (\$USD)
1	GRM implementation	15,000
3	Consultations	40,000
4	Information Production and Dissemination	20,000
	<b>Total (\$USD)</b>	<b>75,000</b>

## 6.7 Proposed Consultations

As of December 2024, the project is in its implementation phase. To ensure continued alignment, foster collaboration, and address potential issues proactively, which will lead to meaningful and inclusive participation, the project proposes a series of stakeholder consultations targeting key groups critical to the project's success. These consultations aim to gather insights, validate project components, and address any concerns or gaps identified during the project planning process. Three targeted consultation workshops are proposed with the following thematic groups: **NGOs/CSOs, Academia and Environmental Experts**, and **Disability Groups**. Each workshop will focus on tailored topics relevant to the stakeholders' areas of expertise or interest, fostering a collaborative environment for feedback and recommendations. These engagements will ensure the project's alignment with stakeholder needs, environmental and social safeguards, and overall objectives. At least two community forums will be held to ensure beneficiaries can directly contribute their insights or concerns.

### Stakeholder Consultations Table

Table 7 : Proposed Stakeholder Consultations

Stakeholder Group	Objective	Topics	Expected Outcome
<b>Community Forums (Meetings)</b>	To ensure community members can directly contribute to the project	-Information Dissemination -Question & Answer Section -Discuss Decision-Making Progress -Grievance Mechanisms	Comprehensive feedback on the project, information dissemination, and recommendations from the community.
		In Person Site Visit	Site Orientation
<b>GoJ/NGOs/CSOs</b>	To gather input from civil society groups on inclusivity and social safeguards.	- Inclusivity in education - Gender-based considerations - Community resilience strategies	Comprehensive feedback on inclusivity measures and recommendations for strengthening social safeguards.
<b>Academia/Environmental Experts</b>	To consult on environmental risk management and STEAM curriculum integration.	- Environmental mitigation measures - Best practices for STEM/STEAM curriculum design	Expert recommendations on environmental strategies and curriculum alignment with global best practices.
<b>Disability Groups</b>	To ensure accessibility and inclusivity for	- Accessibility considerations for school infrastructure	Actionable recommendations to improve accessibility

	persons with disabilities in project activities.	- Accommodations for consultations/workshops	and accommodations for persons with disabilities.
--	--	--	---

Diverse consultation methods will ensure inclusive stakeholder engagement throughout the project. These methods include public meetings for broad information sharing, focus group discussions (FGDs), key informant interviews (KIIs) to gather targeted insights, and participatory workshops designed for collaborative problem-solving. Additional approaches, such as surveys, community walkthroughs, online consultations, social media interactions, and email correspondence, will be utilised to capture feedback from various stakeholders efficiently. Information dissemination tools, feedback mechanisms, disclosure meetings, and leveraging existing networks will ensure transparency and accessibility. By tailoring consultation methods to meet the unique needs of specific groups—such as rural communities, vulnerable populations, and technical experts—the project aims to foster meaningful participation and ensure its objectives remain responsive to stakeholder priorities.

## 7 Grievance Redress Mechanism (GRM)

The objective of the GRM is to establish an effective and accessible mechanism to address concerns, complaints or grievances from project stakeholders, including vulnerable groups, in a timely, transparent and fair manner. During the project preparation stage, the protocol established to submit grievances was through email [info@net.org.jm](mailto:info@net.org.jm) or communicated directly to the MoEY by leaving a message through the webpage: <https://moey.gov.jm/contact-us/>, or in person at 2-4 National Heroes Circle Kingston 4 or phone number of the MoEY: 876 612-5700-2. However, the project is now in its implementation stage and the protocol for grievance submission has been revised.

An independent GRM outside of the wider MOEY has been developed to handle grievances during project implementation to ensure objectivity, fairness, and trust. The PIU teams need independent oversight to reduce the risk of bias and provide credibility and transparency among stakeholders. Additionally, separate GRMs for stakeholders (community-focused) and workers (internal-focused) will be developed. The GRM for workers shall be described in detail in the LMP. Training will also be held for PIU staff and contractors on managing grievances. To ensure GRM accessibility, awareness campaigns will be launched, leveraging local media, community posters, and social media platforms. A grievance escalation process will allow complainants to appeal unresolved cases to an independent review committee within 10 working days. Training sessions for PIU staff and contractors will focus on SEA/SH protocols and sensitive grievance handling. Structure and Components of the GRM are as follows:

### Channels for Grievance Submission

#### 1. Online:

- Dedicated email: [jepgrievance@moey.gov.jm](mailto:jepgrievance@moey.gov.jm)
- Web portal: Add a GRM form to the Ministry of Education and Youth (MoEY) website with directions to access (maybe an automatic pop-up on the site)

#### 2. Phone:



- Toll-free hotline: Available during working hours (e.g., 8:00 AM - 5:00 PM) or Project WhatsApp Number (Preferred)
- Voicemail system for after-hours submission.

### 3. In-Person:

- Community centres, and MoEY offices.
- Designated GRM officer available during stakeholder engagement sessions.

## Types of Grievances Addressed

1. General project-related concerns.
2. Environmental and social issues (e.g., noise, land use, safety).
3. Labor-related grievances, including wages and working conditions.
4. Sexual Exploitation, Abuse, and Harassment (SEA/SH).

## 2. Process Flow

### 1. Submission of Grievance:

- Stakeholders submit grievances through any of the designated channels.
- Grievances are acknowledged within **three working days**.

### 2. Registration:

- Each grievance is logged into a **Grievance Management System** with a unique reference number.

### 3. Assessment and Classification:

- Grievances are categorised by type, urgency, and sensitivity:
  - **Level 1:** General inquiries or minor issues.
  - **Level 2:** Project-related grievances requiring investigation.
  - **Level 3:** Sensitive grievances (e.g., SEA/SH cases).

### 4. Investigation and Resolution:

- Grievances are investigated by the designated GRM team, with input from relevant departments or external experts.
- A resolution is proposed and communicated to the complainant within **30 working days**.

### 5. Appeal Process:

- If the complainant is dissatisfied, they may appeal to an independent GRM committee or escalate to external bodies (e.g., Jamaican ombudsperson).

## 6. Monitoring and Reporting:

- Grievances are tracked in the system, and resolution statuses are updated.
- Monthly reports are prepared, summarising grievances received, resolved, and pending.

## 3. Special Considerations for SEA/SH Grievances

1. **Confidentiality:** SEA/SH grievances are handled with strict confidentiality and will have separate logs.
2. **Survivor-Centered Approach:** Immediate referral to trained service providers for medical, legal, and psychosocial support.
3. **No Retaliation:** Ensure that survivors face no backlash or discrimination for reporting.
4. **Dedicated Protocols:** SEA/SH cases are investigated only with survivor consent and by specialised personnel.

## 4. GRM Team Roles and Responsibilities

1. **GRM Officer (PIU):**
  - Primary point of contact for grievances.
  - Oversees grievance registration, tracking, and reporting.
2. **Social Safeguards Specialist:**
  - Manages stakeholder grievances related to social issues.
  - Coordinates with external service providers for SEA/SH cases.
3. **Environmental Specialist:**
  - Handles grievances related to environmental impacts.
4. **Independent Oversight Committee:**
  - Review escalated grievances and provide an impartial resolution mechanism.

## 5. Capacity Building and Awareness

1. **Training:**
  - Train all GRM staff on grievance handling, communication skills, and SEA/SH protocols.
  - Include training for contractors and field teams to identify and report grievances effectively.
2. **Awareness Campaigns:**
  - Disseminate information about the GRM through:
    - Posters in schools and community centres and popular community spaces (wholesale, football field, informal vendor) .

- Flyers distributed during consultations.
- Social media and local radio advertisements.

### 3. Accessible Materials:

- Provide GRM information in multiple formats, including braille and local dialects.

## 6. Monitoring and Evaluation

### 1. Grievance Log:

- Maintain a detailed log of grievances, including type, status, and resolution time.

### 2. Key Performance Indicators (KPIs):

- Percentage of grievances resolved within the stipulated timeframe.
- Stakeholder satisfaction with grievance outcomes.
- Reduction in repeat grievances.

### 3. Regular Reviews:

- Conduct quarterly reviews of the GRM process to ensure efficiency and identify areas for improvement.

## 7. Outcomes

The GRM is expected to:

1. Build stakeholder trust by providing a transparent and accessible platform for addressing concerns.
2. Improve project implementation through timely identification and resolution of issues.
3. Ensure compliance with World Bank standards and Jamaican regulations, particularly for vulnerable groups.

### 7.1 Addressing Sexual Exploitation and Abuse and Sexual Harassment (SEA/SH)

The specific nature of sexual exploitation and abuse and of sexual harassment (SEA/SH) requires tailored measures for the reporting, and safe and ethical handling of such allegations. A survivor-centered approach aims to ensure that anyone who has been the target of SEA/SH is treated with dignity, and that the person's rights, privacy, needs and wishes are respected and prioritized in any and all interactions.

The Social Officer of the PIU will be responsible for dealing with any SEA/SH issues, should they arise. The GM should assist SEA/SH survivors by referring them to Services Provider(s) for support immediately after receiving a complaint directly from a survivor. A list of SEA/SH service providers will

be kept available by the project

To address SEA/SH, the project will follow the guidance provided on the World Bank Technical Note “Addressing Sexual Exploitation and Abuse and Sexual Harassment (SEA/SH) in Investment Project Financing Involving Civil Works”.

SEA/SH grievances can be received through any of the available channels and will be considered as “High-profile grievances - that if not resolved promptly may represent significant risks to the environment or community”. Additionally, if an incident occurs, it will be reported as appropriate, keeping the anonymity and confidentiality of the complainant and applying the survivor-centered approach<sup>4</sup>. Any cases of SEA/SH brought through the GM will be documented but remain closed/sealed to maintain the confidentiality of the survivor. The WB will be notified as soon as the Project Manager and the E&S specialist learn about the complaint.

If a SEA/SH related incident occurs, it will be reported through the GM, as appropriate and keeping the survivor information confidential. Specifically, following steps will be taken once an incident occurs:

#### **ACTION 1: COMPLAINT INTAKE AND REFERRAL**

If the survivor gives consent, the PIU’s Social Officer fills in a complaints form, excluding any information that can identify the survivor. The form will include:

- The nature of the allegation (what the complainant says in her/his own words without direct questioning)
- If the alleged perpetrator was/is, to the survivor’s best knowledge, associated with the project (yes/no)
- The survivor’s age and/or sex (if disclosed); and,
- If the survivor was referred to services

If the survivor does not want to provide written consent, her consent can be verbally received. If needed or desired by the survivor, the PIU’s Social Officer refers her/him to relevant SEA/SH service providers, identified in the mapping of SEA/SH service providers and according to preestablished and confidential referral procedures. The survivor’s consent must be documented even if it is received verbally. The service providers will be able to direct survivors to other service providers in case the survivor wishes to access other services. The PIU’s Social Officer will keep the survivor informed about any actions taken by the perpetrator employer. If the survivor has been referred to the relevant SEA/SH service providers, received adequate assistance, and no longer requires support; and if

---

<sup>4</sup> The survivor-centered approach is based on a set of principles and skills designed to guide professionals—regardless of their role—in their engagement with survivors (predominantly women and girls but also men and boys) who have experienced sexual or other forms of violence. The survivor centered approach aims to create a supportive environment in which the survivor’s interests are respected and prioritized, and in which the survivor is treated with dignity and respect. The approach helps to promote the survivor’s recovery and ability to identify and express needs and wishes, as well as to reinforce the survivor’s capacity to make decisions about possible interventions.

appropriate actions have been taken against the perpetrator or if the survivor does not wish to submit an official grievance with the employer, the PIU's Social Officer can close the case.

## **ACTION 2: INCIDENT REPORTING**

The PIU's Social Officer needs to report the anonymized SEA/SH incident as soon as it becomes known, to the Project Manager who will in turn inform the World Bank Task Team Leader (TTL) or directly to the TTL.

Complaint Forms and other detailed information should be filed in a safe location by the PIU's Environmental and Social Specialist. Neither the PIU's Environmental and Social Specialist nor the Project Manager should seek additional information from the survivor.

SEA/SH incident reporting is not subject to survivors' consent but the PIU's Social Officer needs to provide ongoing feedback to the survivor at several points in time: (1) when the grievance is received; (2) when the case is reported to PIU and WB; (3) when the verification commences or when a determination is made that there is an insufficient basis to proceed; and (4) when the verification concludes or when any outcomes are achieved or disciplinary action taken.

As long as the SEA/SH remains open the PIU's Social Officer and/or Project Manager should update the World Bank TTL on the measures taken to close the incident.

## **ACTION 3: GRIEVANCE VERIFICATION AND INVESTIGATION**

Each SEA/SH incident should be verified to determine if it was related to the WB financed project. The PIU's Social Officer should form a SEA/SH verification committee comprised by her/him, one member of the PIU, one member of a local service provider and a representative of the contractor (if relevant). The PIU's Social Officer should notify the SEA/SH Committee of the incident within 24 hours of its creation. The SEA/SH verification committee will consider the SEA/SH allegation to determine the likelihood that the grievance is related to the project.

If after the committee review, SEA/SH allegation is confirmed and it is determined that it is linked to a project actor<sup>5</sup>, the verification committee discusses appropriate actions to be recommended to the appropriate party—i.e., the employer of the perpetrator, which could be the PIU or a contractor. The committee reports the incident to the perpetrator's employers to implement the remedy/disciplinary action in accordance with local labor legislation, the employment contract of the perpetrator, and their codes of conduct as per the standard procurement documents.

---

<sup>5</sup> Project actors are: (a) people employed or engaged directly by the Borrower (including the project proponent and the project implementing agencies) to work specifically in relation to the project (direct workers); (b) people employed or engaged through third parties (Project staff, subcontractors, brokers, agents or intermediaries) to perform work related to core functions of the project, regardless of location (contracted workers); (c) people employed or engaged by the Borrower's primary suppliers (primary supply workers); and (d) people employed or engaged in providing community labor such as voluntary services or participation in project activities and processes (community workers).

For SEA/SH incidents where the survivor did not consent to an investigation, the appropriate steps should be taken to ensure the survivor is referred to/made aware of available services and that the project mitigation measures are reviewed to determine if they remain adequate and appropriate or if they require strengthening.

If the survivor is interested in seeking redress and wishes to submit an official complaint with the employer, or with entities in the Country legal system, the PIU's Social Officer should provide linkages to the relevant institutions. Due legal process is up to the police and the courts, not the SEA/SH verification committee. Unlike other types of issues, the PIU's Social Officer does not conduct investigations, make any announcements, or judge the veracity of an allegation.

Any cases of SEA/SH brought through the GM will be documented but remain closed/sealed to maintain the confidentiality of the survivor. Here, the GM will primarily serve to:

- Refer complainants to the SEA/SH Services Provider; and
- Record the resolution of the complaint

## 7.2 Monitoring and Reporting on the GM

The Social Officer will prepare the Monthly and Quarterly Reports on the grievance issues received by the project. Reports on the GM shall be included as part of the project's reporting to the World Bank.

## 8 Reporting Back to Stakeholders

Results of stakeholder engagements will be reported back to them through bi-annual project reports produced by MoEY. The reporting will include feedback on how stakeholders' concerns are being addressed, and all stakeholders will be reminded of the availability of the GM in case of any issues arising from the reporting.

## Annex 1: 2022 Consultation Feedback

**CONSULTATION SESSION  
MOEY/ WORLD BANK PROJECT  
Thursday, November 17, 2022**

### **COMMENTS/FEEDBACK FROM THE SESSION HELD**

<b>PROGRAMME COMPONENTS</b>	<b>STAKEHOLDERS' QUESTIONS/COMMENTS</b>	<b>MOEY/WORLD BANK RESPONSES</b>
<b>COMPONENT 1</b> Improving the teaching and learning process for quality secondary education	<b>Jamaica College</b>  <b>Support Factors</b> <ul style="list-style-type: none"><li>• What about the lessons and kits, when will they be available?</li><li>• Excited about the components- lesson plans and science kits and the EMIS</li><li>• Eager to achieve the support</li><li>• JC has started the STEM Methodology, however there is a challenge with retaining staff/teachers that have trained- migrated or moved in other areas of employment</li><li>• How to retain knowledge /the technical skills?</li></ul>	<ul style="list-style-type: none"><li>• The support materials will be rolled out early in the project as they are a part of component one. During the project as soon as the assessments are done they will be a rolled out of the activities</li><li>• Suggestion is that the training be accessible for all- make the training available for all persons</li><li>• Training colleges are to be producing more</li><li>• All 12 Teachers' Colleges will be a part of the training and the STEM approach will be introduced in all the colleges.</li><li>• The project is supporting aspects of the government's greater initiative for STEM. The greater project, which is the</li></ul>

PROGRAMME COMPONENTS	STAKEHOLDERS' QUESTIONS/COMMENTS	MOEY/WORLD BANK RESPONSES
		<p>Education Systems Transformation, looks at the creation of seven secondary schools focussing on STEM and the Arts. It also has components that looks at the governance structure, capacity and institutional building and strengthening, project management, equipping and furnishing and other elements that support the broader education strategy at all levels. It also looks at the creation of building standards, review of the National Standards Curriculum supporting aspects of the new seven-year education programme.</p> <ul style="list-style-type: none"> <li>• This World Bank initiative is to assist with the implementing of various components;</li> </ul> <p>Support in:</p> <ul style="list-style-type: none"> <li>- building one of the schools</li> <li>- technical assistance for the development of various documents and policy directive type information</li> </ul>



PROGRAMME COMPONENTS	STAKEHOLDERS' QUESTIONS/COMMENTS	MOEY/WORLD BANK RESPONSES
		<ul style="list-style-type: none"> <li>- providing equipment gears towards STEM and support for teacher training</li> <li>- EMIS infrastructure</li> </ul> <ul style="list-style-type: none"> <li>• The larger initiative is an eight-year project which has started with various assessments on the ground. In the next six years, the full complement of schools should be rolled out inclusive of the one in this project.</li> <li>• While the schools are being rolled out, all the other facets of the programme will be rolled out so once a school is completed the necessary support necessary to operationalise the school should be in place, as well as the upgrading of other secondary schools to meet the criteria that are set out in the policies</li> </ul>

PROGRAMME COMPONENTS	STAKEHOLDERS' QUESTIONS/COMMENTS	MOEY/WORLD BANK RESPONSES
<p><b>COMPONENT 2</b> Supporting quality and resilient school infrastructure</p>	<p><b>Jamaica College</b></p> <p><b>Clarity on Creation of Infrastructure-</b> Does it mean refurbishing the current school campus or the creation a STEM School?</p> <p><b>Follow-Up Questions</b></p> <ul style="list-style-type: none"> <li>• Among the 172 schools selected, will they be rehabilitated with infrastructure and the basic equipment</li> <li>• How will the schools be participating in the project benefit?</li> <li>• What is the timeline on the project?</li> </ul> <p><b>School of Hope for Students with Intellectual Disabilities</b></p> <ul style="list-style-type: none"> <li>• Will the STEM Schools be accessible to students with disabilities such as the deaf, blind and physically challenged?</li> <li>• Pleased with the universal design of the project specifically the inclusion of persons with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• The construction of a STEM School at the located sight to host 2,400 students with the required equipment for the type of curriculum that will be advanced. It will also provide the framework/model for equipping/outfitting the already established schools to reflect the STEM Methodology</li> <li>• All the activities will be implemented from year 1 to year 5</li> <li>• This project is to build one school and not to facilitate the refurbishing/renovating of exiting schools. The other components will facilitate with the future development of the other schools.</li> <li>• There are other programmes being developed within the Ministry to facilitate students at the primary and secondary levels.</li> </ul>

PROGRAMME COMPONENTS	STAKEHOLDERS' QUESTIONS/COMMENTS	MOEY/WORLD BANK RESPONSES
	<ul style="list-style-type: none"> <li>Based on the information presented, there is the impression that an acknowledgement is made of persons with disabilities but there would not be full inclusion. There are different types of disabilities and severity. Other than the data to track disability types, are there plans for the inclusion of STEM activities in special schools for students with moderate to severe intellectual disabilities?</li> <li>Will there be training for teachers to be better prepared to offer STEM Education and to take advantage of the jobs in this particular industry?</li> <li>Are students in the STEM school going to be focused solely on perusing subjects that will take them into a career focusing specifically on STEM?</li> <li>How will students be selected for the STEM school? How will students be given the opportunity to participate in this programme?</li> <li>How will the rollout take place- will you start with the upper grades (10-13) or the lower grades (7-9)</li> <li>What are the criteria for students getting into the STEM school?</li> </ul>	<ul style="list-style-type: none"> <li>In some instances, where there is curriculum offering at the secondary schools that neighbouring schools do not provide, then there will be the sharing of space, tutorials, lessons, experimental activities until the secondary schools are at the level to offer the full gamut of the STEM Methodology. There are presently seven schools offering aspects of STEM</li> <li>There is a five-year plan for the project, which is to begin in 2023, beginning with the confirmation of the design and the necessary approvals. Construction is estimated at 2-2 ½ years.</li> <li>The school has to be inclusive. The policy of the MoEY is to mainstream as much as possible. The system currently has specialised schools for students with disabilities based</li> </ul>

PROGRAMME COMPONENTS	STAKEHOLDERS' QUESTIONS/COMMENTS	MOEY/WORLD BANK RESPONSES
	<ul style="list-style-type: none"> <li>How will the concurrent activities strengthen STEM at the primary level in preparation for students moving to the high school level?</li> </ul> <p><b>MoEY</b></p> <ul style="list-style-type: none"> <li>Can students be recommended to move into a STEM school after diagnostic assessment at the beginning of the secondary level?</li> <li>With the PEP being general, and the selection being made is based on proximity, parent and students' selection and performance, greater focus will need to be placed on the provisions that will cause students to benefit from the opportunity of excelling in a better space that suits his/her own learning ability</li> <li>Proffered options - creating an assessment that is given at the end of Grade Seven and make a determination after or from Grade 6 as part of the PEP or at Grade at the end of Grade 8 and students move into a STEM institution at Grade 9 and continue to Grades 11 or 13</li> <li>There must be exploration here so the legacy projects benefit the country</li> <li>There is concern also if students' selection to Stem Schools will be challenged by space issues (island wide)</li> </ul>	<p>on the degree of challenge that exists.</p> <ul style="list-style-type: none"> <li>One of the requirement of the World Bank is that the school is very inclusive.</li> <li>The choice of this school is opened to all students</li> <li>The school is designed to ensure all the students are accommodated.</li> <li>The programme design is also inclusive</li> <li>The information will be passed on to Dr. Flowers regarding the issue.</li> <li>Preliminary discussions have been held regarding the placement of students</li> <li>The MoEY is still working on the framework for selecting the students. some proposed options are based on skills /abilities/ choice</li> </ul>

PROGRAMME COMPONENTS	STAKEHOLDERS' QUESTIONS/COMMENTS	MOEY/WORLD BANK RESPONSES
	<ul style="list-style-type: none"> <li>Is there an extra push to have students from Teachers' College trained to meet the opening of the STEM Schools?</li> </ul> <p><b>Questions from the CHAT</b></p> <ul style="list-style-type: none"> <li>Is STEM being pushed at the Primary level?</li> </ul>	<ul style="list-style-type: none"> <li>The Student Assessment Unit/ Division indicated that the STEM assessment can be a part of the PEP</li> <li>Another possibility is that at Grade Nine the National Assessment can be one method of moving students into the STEM schools; students at Grades 9, 10 and 11 can choose to move in based on their interest.</li> <li>A student's selection to a STEM School should not be affected by location, as boarding will be offered.</li> <li>A gap analysis is/was done by the Educational Planning Unit. The issues that will be/were looked at included: <ul style="list-style-type: none"> <li>Overcrowded schools</li> <li>New community development</li> <li>Homes presently in the area</li> </ul> </li> </ul> <p>These issues will assist in determining where the STEM schools are built</p>

PROGRAMME COMPONENTS	STAKEHOLDERS' QUESTIONS/COMMENTS	MOEY/WORLD BANK RESPONSES
		<ul style="list-style-type: none"> <li>• Space issues should not be a challenge for the future due to the outfitting of other schools with the equipment necessary to support the STEM Methodology. Equity should be a principle of this initiative for the long term</li> <li>• There is currently training of teachers in STEM subjects. There will be training at the college level and also in-service training</li> <li>• There is also an initiative with The MICO University to provide training of STEM Methodology. They are presently looking for location.</li> <li>• Yes, it is in the NSC</li> </ul>

## Annex 2 - 2025 Consultation Feedback

### *Consultation with Academia Experts – May 28, 2025*

This meeting engaged academic professionals and environmental stakeholders in a technical discussion on curriculum reform and environmental sustainability. Key points included aligning STEM/STEAM education with global best practices, integrating climate resilience into school infrastructure, and using data-driven approaches to improve learning outcomes and environmental safeguards.

Stakeholder (Title/Organisation )	Feedback Received	Stakeholder Recommendation (s)	MOEY Recommendation/Response	Actionable by JEP (YES/NO)
UWI, Department of Education	<p>1. The speaker pointed out that secondary education plays a major role in national development, building on the foundation laid in early childhood and primary education. They described it as a key stage where students start shaping their future.</p> <p>2.They took a moment to commend the team behind the project and said the timing felt right. They also thanked Miss Amit Singh for raising an important point making sure that the goals</p>	<p>1.Make sure the vision and mission for STEM education aren't just based on global or regional ideas they need to reflect what's really happening in Jamaica and what communities need.</p> <p>2.Keep secondary education front and center in the conversation, it's where students start figuring out who they</p>	<p>1.These recommendations were noted and appreciated. The point about aligning the STEM mission with Jamaica's specific needs was strongly supported, especially given the emphasis from both stakeholders and the educational consultant present at the meeting.</p> <p>2.There is agreement that secondary education plays a key role in national development and student empowerment, and this will remain a central focus.</p>	Yes

	and direction of STEM education in Jamaica are aligned with both what's happening globally and what's needed locally.	are and what they want to do, and it plays a big role in the country's future.  3.Stay connected to the original goals of the project and keep checking in along the way to make sure the implementation is on track and still grounded in the local context.	Ongoing engagement and reflection will be built into the process to ensure the implementation stays aligned with both the project's goals and the local context.	
UWI, Department of Education Senior Lecturer	1.Expressed appreciation for the Ministry's focus on curriculum and learner outcomes, especially in the context of current reforms.  2.Acknowledged that the National Standards Curriculum (NSC) already includes many of the elements being discussed, like skill-building, technology integration, and	1.Rather than starting from scratch, build on the strengths of the current National Standards Curriculum (NSC) and focus on renewing and refining it.  2.Don't get too caught up in branding the curriculum with	1.The feedback was appreciated, especially the call to build on the foundation of the existing NSC rather than start over. There's agreement that the focus should remain on equipping students with the right skills and competencies, not just following trends or labels.  2.Flexibility and relevance both globally and locally will	Yes



	<p>infrastructure and should not be overlooked. Asked whether what's really needed is a full curriculum reform or just a renewal of what already exists.</p> <p>4. Cautioned against becoming too attached to one model or acronym (like STEM, STEAM, or STREAM), since these can become outdated or too narrow over time.</p> <p>5. Suggested focusing less on branding and more on the real goal giving students the skills, competencies, and outcomes they need to thrive both locally and globally.</p> <p>6. Emphasized that the curriculum should remain flexible and adaptable to keep up with global trends and the future needs of learners.</p>	<p>labels like STEAM or STREAM the real focus should be on the skills, knowledge, and teaching approaches that will prepare students for the future.</p> <p>3. Keep the curriculum flexible and open to change, so it can grow with new developments and educational trends.</p> <p>4. Make sure learning outcomes align with both regional and international standards but also stay grounded in what's relevant and meaningful for Jamaican students.</p>	<p>continue to guide the work as the curriculum evolves. These points will be shared with the team leading curriculum planning and review.</p>	
--	--	---	--	--

UWI Department of Education, Lecturer	<p>1.A concern was raised about the challenges of curriculum implementation, particularly in relation to assessment practices. It was noted that the system's strong emphasis on exam preparation can shift focus away from the core goals of the curriculum.</p> <p>2.The suggestion was made to explore alternative approaches, such as skills-based or holistic assessments, and to strengthen leadership support for encouraging formative assessment practices in schools.</p>	<p>1.Revisit how students are assessed. Go beyond just exams and investigate other methods that better reflect skills development and real learning.</p> <p>2.Put more focus on formative assessment the kind that helps students understand their progress and gives teachers useful feedback along the way.</p> <p>3.Make sure school leaders are supporting teachers who want to try new assessment strategies and use</p>	<p>1.The points raised about assessment were well received. There is agreement that moving beyond a solely exam-driven approach is important for supporting deeper learning and real skill development.</p> <p>2.The value of formative assessment was acknowledged, along with the need for strong leadership support to make these shifts possible at the school level. Suggestions around flexible certification and more balanced assessment models will be shared with the teams working on curriculum and assessment reform.</p>	
--	---	---	--	--

		<p>more student-centred approaches.</p> <p>4. Think about adding certification options that recognize different kinds of student achievements not just exam scores to reflect a broader range of skills.</p> <p>5. Try to find the right balance between teaching and testing, so that assessments help students grow instead of taking over the learning experience.</p>		
UWI, Department of Education, Lecturer (2)	1. A question was raised about the next steps for the project, particularly in terms of how implementation would be phased. The speaker asked whether the	1. Consider using a step-by-step approach, where policy is developed first, then used to shape the	1. The suggestion to take a more step-by-step approach to implementation was noted. Aligning policy, curriculum, and infrastructure is essential, and there's agreement that	Yes

	<p>approach would be concurrent with policy, curriculum, and infrastructure rolling out together or sequential, where one stage informs the next (for example, policy guiding curriculum, which then informs infrastructure decisions).</p>	<p>curriculum, and finally guide infrastructure decisions like whether to build new schools or upgrade existing ones.</p> <p>2. Make sure policy, curriculum, and infrastructure plans are well aligned and working together, so the project rolls out in a coordinated and effective way</p>	<p>decisions in one area should help guide the others.</p> <p>This feedback will be shared with the teams coordinating project rollout to support better sequencing and coordination moving forward.</p>	
UWI, Department of Education, Lecturer	<p>1. A request was made regarding access to the recording and documentation from the session. The speaker asked whether these materials would be shared and explained that having access would help participants review what has already been discussed, identify next steps,</p>	<p>1. Share the session recording and related documents with participants and other key stakeholders to support transparency and allow for follow-up.</p>	<p>1. The recommendation to share the recording and documentation was noted and supported. Plans are in place to make materials available to participants.</p> <p>2. The ESSO is the point of contact who will receive any follow-up questions or</p>	Yes

	and clarify where queries and observations should be directed.	2. Clearly identify who should receive questions or feedback coming out of the discussion, so observations are properly directed and responded to.	comments coming out of the session.	
--	--	--	-------------------------------------	--

*Consultation with Disability Groups and Advocates – May 29, 2025*

This consultation brought together organisations and individuals from the disabled community to ensure their perspectives are reflected in the Project. Discussions focused on accessibility in infrastructure, inclusive curriculum delivery, and accommodations for participation in training and consultations. Stakeholders raised practical concerns and offered recommendations to enhance universal access and equity across all components of the project.

<b>Stakeholder (Title/Organisation )</b>	<b>Feedback Received</b>	<b>Stakeholder Recommendation (s)</b>	<b>MOEY Recommendation/Response</b>	<b>Actionable by JEP (YES/NO)</b>
Architect, Past Student of Hope Valley Experimental	1. A stakeholder, who identified as a former student of Hope Valley Experimental School, questioned whether the institution had been consulted or used as a	1. Engage local inclusive schools, such as Hope Valley Experimental, during the planning and design phases of educational infrastructure to draw on	1. The Ministry of Education thanked the stakeholder for raising such an important point and acknowledged the value of Hope Valley Experimental School as a longstanding model of	Yes

	<p>reference in the development of inclusive design for the Jamaica Education Project. They emphasized that Hope Valley has long served as a national model for inclusive education, successfully integrating children with physical disabilities alongside those without disabilities.</p> <p>2. The speaker also highlighted that the school, with over 50 years of experience, offers valuable practical insights into inclusive education practices that could inform the current project.</p>	<p>existing national models of best practice.</p> <p>2. Balance international standards with local expertise and context-specific needs to ensure that inclusive design is both practical and relevant to Jamaica's education environment.</p>	<p>inclusive education in Jamaica.</p> <p>2. While the Ministry is aware of the school's exemplary work, it was clarified that Hope Valley has not yet been consulted, as the project has not yet entered the design phase. However, the Ministry committed to sharing this recommendation with the design team and confirmed that consultations with Hope Valley will be pursued to capture key lessons learned and best practices in inclusive school design.</p>	
Special Needs Teachers	<p>1. These stakeholders noted that the consultation focused primarily on training teachers and providing equipment for students with disabilities but raised a critical gap: the lack of attention to the role and training of "shadows"</p>	<p>1. Develop and implement structured training programs for shadows or learning aides who support students with disabilities.</p>	<p>1. The Ministry acknowledged the important role of shadows in supporting inclusive education and reducing teacher workload. While they are not yet formally integrated into the education framework, this</p>	Yes

	<p>(learning aides or support personnel) who work directly with students with disabilities.</p> <p>2.They emphasised that students with disabilities often learn at a different pace and depend heavily on these aides for daily classroom support. The stakeholder stressed that relying solely on teachers places an unrealistic burden on them, and that shadows are essential to ensuring inclusive education is truly effective.</p>	<ol style="list-style-type: none"> <li>2. Formally integrate shadows into the national education framework to ensure consistent, individualized support for students with special needs. Recognise the critical role of shadows in reducing teacher workload and improving learning outcomes for students who require additional support.</li> <li>3. Explore assistive technologies such as closed captioning and AI tools to enhance learning accessibility for deaf and hard-of-hearing students.</li> <li>4. Consider broader technology solutions that support communication and inclusion for the deaf</li> </ol>	<p>recommendation will be shared with the relevant teams for consideration during policy and training development.</p> <p>2.We also welcome the suggestions on assistive technologies and will explore their potential use to enhance accessibility, particularly for the deaf and hard-of-hearing community.</p> <p>It's important to note that the educational consultant was on the call and was taking notes related to the curriculum integration and design.</p>	
--	---	---	--	--

		community across school settings.		
Teacher from a Primary School	<p>The stakeholder raised several key questions and considerations regarding the design and operation of the new STEM school. These included:</p> <ol style="list-style-type: none"> <li>1. Whether the school would function as a standalone institution or be integrated into existing high schools.</li> <li>2. How the school would accommodate students with disabilities through inclusive teaching methods and physical adaptations.</li> <li>3. The importance of modifying lab experiments for students with physical disabilities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Design the STEM school to be fully inclusive and accessible for students with disabilities.</li> <li>2. Train teachers to support diverse learning needs, including students with learning disabilities or neurodivergent profiles.</li> <li>3. Adapt lab experiments and practical activities to accommodate students with physical disabilities.</li> <li>4. Ensure appropriate examination accommodations are available for students with special needs.</li> </ol>	<p>1.The Ministry committed to ensuring that the STEM school is designed to be inclusive and accessible for all students, including those with disabilities. The team acknowledged the importance of training teachers to meet diverse learning needs and confirmed that this will be integrated into future capacity-building efforts. The team also noted the need to adapt lab activities and examination processes to better support students with physical and learning disabilities.</p> <p>2.Additionally, the Ministry clarified that the STEM school will be a voluntary option for students, not a mandatory placement. The recommendation to include</p>	Yes



	<ol style="list-style-type: none"> <li>4. The need for exam accommodations for students with special needs.</li> <li>5. Whether the school would be selective or open to all students.</li> <li>6. The value of incorporating non-STEM subjects such as humanities and business to ensure a well-rounded curriculum.</li> </ol>	<ol style="list-style-type: none"> <li>5. Allow students the option to attend the STEM school voluntarily, rather than mandating placement.</li> <li>6. Offer a broader curriculum that includes humanities and business, to cater to varied student interests and future pathways.</li> </ol>	<p>subjects such as humanities and business was well received and will be considered during curriculum planning to ensure the school offers a balanced and flexible learning experience.</p>	
PTA from Mt. Salem Primary & Infant School	<ol style="list-style-type: none"> <li>1. A participant observed that school facilities in developed countries often follow a more integrated design where key amenities such as classrooms, cafeterias, and administrative offices are located within a single building.</li> <li>2. In contrast, Jamaican schools frequently feature a more fragmented layout, with</li> </ol>	<ol style="list-style-type: none"> <li>1. Design school buildings with accessibility and inclusivity in mind, such as housing key facilities (e.g., classrooms, cafeteria, administrative offices) within a single, integrated structure.</li> <li>2. Ensure school design considers the specific</li> </ol>	<ol style="list-style-type: none"> <li>1. The Ministry acknowledged the importance of designing school infrastructure with both accessibility and student experience in mind. It committed to ensuring that future school designs consider the diverse needs of students, including those with disabilities, and will explore the benefits of both integrated and distributed layouts.</li> </ol>	Yes

	<p>multiple separate structures for different functions.</p> <p>3.The stakeholder questioned whether this design approach in Jamaica was intentional and asked if there were plans to consider a more integrated, student-friendly school layout in future infrastructure projects.</p>	<p>needs of all students, including those with physical and learning disabilities.</p> <p>3. Recognize the potential benefits of a distributed layout, such as having separate buildings to reduce monotony and introduce variety in the learning environment.</p>	<p>2.These recommendations will be shared with the design team to support a balanced, inclusive, and student-centered approach.</p>	
Mico University College	<p>The stakeholder emphasized the importance of:</p> <ol style="list-style-type: none"> <li>1. Monitoring and data collection under the Jamaica Education Project (JEP) to track the integration and progress of students with disabilities in STEM education.</li> <li>2. Incorporating special education training into the STEM teacher</li> </ol>	<ol style="list-style-type: none"> <li>1. Keep track of how well the project is working for students with disabilities by doing regular monitoring and collecting data on inclusion in STEM.</li> <li>2. Add special education content to the STEM teacher training, so teachers are better prepared to work with students who</li> </ol>	<p>1.The Ministry acknowledged the need for ongoing monitoring and committed to strengthening data collection to track the inclusion of students with disabilities in STEM education.</p> <p>2.It also agreed on the value of integrating special education content into teacher training programs and will explore partnerships</p>	Yes

	<p>development program to ensure educators are equipped for inclusive teaching.</p> <p>3. Allocating funding for interpreters at the STEM school, noting that existing interpreter training programs face funding constraints, which may limit access for deaf and hard-of-hearing students.</p>	<p>have different learning needs.</p> <p>3. Set aside funds to train and place interpreters at the STEM school, especially for students who are deaf or hard of hearing.</p> <p>4. Talk to teacher training colleges to see what they're already doing around inclusion and where things could be improved.</p>	<p>with teacher training institutions to support this.</p> <p>3.The Ministry further noted the recommendation on interpreter funding and will raise this with the relevant teams to support accessible learning for students with hearing impairments.</p>	
Member of the Jamaica Association for the Deaf	<p>1.The stakeholder emphasized the importance of making the STEM school inclusive for students who are deaf or hard of hearing. It was recommended that providing appropriate accommodations and hiring deaf instructors who can use specialized teaching methods suited to</p>	<p>1. Hire deaf teachers who can directly teach students who are deaf or hard of hearing and relate to their lived experience.</p> <p>2. Train current teachers in sign language and</p>	<p>1.The recommendations were well received, particularly the emphasis on hiring deaf instructors and strengthening classroom support through sign language training and inclusive teaching methods.</p>	Yes

	<p>those students should be a best practice.</p> <p>2. Additionally, the stakeholder supported inclusive classrooms where students with different abilities learn together, promoting shared understanding and equal participation.</p>	<p>deaf education techniques, so they can better support deaf and hard-of-hearing students in the classroom.</p> <ol style="list-style-type: none"> <li>3. Look into co-teaching options, where a deaf teacher and a hearing teacher can work together to support all students.</li> <li>4. Bring in deaf culture facilitators or language models to support communication in the classroom and strengthen the use of Jamaican Sign Language (JSL).</li> <li>5. Encourage inclusive classrooms by having students with different abilities learn together, rather than separating them.</li> </ol>	<p>2. The use of co-teaching models and deaf culture facilitators will be explored further as part of the support strategy for the STEM school. There is also a shared commitment to fostering inclusive classrooms where students with diverse abilities can learn together.</p>	
--	---	--	---	--

Vice Principal/Teacher of Deaf School	<p>1.It was recommended that instructional materials for deaf students be made fully accessible.</p> <p>2.The stakeholder highlighted the importance of recognizing that Jamaican Sign Language (JSL) is the first language for many deaf students, and that this should be reflected in how materials and lessons are delivered.</p> <p>They also suggested the use of visual aids and video content to support comprehension and engagement in the classroom.</p>	<ol style="list-style-type: none"> <li>1. Make sure deaf students have access to instructional materials, especially in subjects like STEM where content is often text-heavy or audio-based.</li> <li>2. Teachers need training in sign language so they can better support deaf students especially those teaching STEM subjects.</li> <li>3. Deaf Culture Facilitators (DCFs) should also be trained in STEM content so they can give proper support in the classroom.</li> <li>4. DCFs should be included in the pilot program for STEM teacher training not just teachers so that their role is built into</li> </ol>	<p>1.The suggestions were noted and appreciated, especially the emphasis on improving access to materials and training for both teachers and Deaf Culture Facilitators (DCFs).</p> <p>2.There is agreement on the need to include DCFs and interpreters in training spaces, and to create more opportunities for deaf educators to become STEM teachers.</p> <p>3.The idea was noted by the educational consultant working on training, curriculum, and inclusion to support better outcomes for deaf students across the project.</p>	Yes
---------------------------------------	---	---	--	-----

		<p>the system from early.</p> <p>5. Interpreters should be available at all workshops and training sessions, so deaf teachers and support staff can be included.</p> <p>6. There should be opportunities for deaf educators to be trained as STEM teachers themselves that way they can teach directly and support students more effectively.</p>		
Principal of a Primary School in Rural St. Andrew	<p>1.It was emphasised that teachers who work directly with students with disabilities should be involved in shaping the STEM school.</p> <p>2.These teachers were described as the “true experts,” given their day-to-</p>	<p>1. Make sure teachers who work with students with disabilities are included in all conversations about the new STEM school not just at the end, but from the start.</p> <p>2. Don’t just invite them to the table actually involve</p>	<p>1.There was agreement that teachers who work with students with disabilities bring valuable, real-world insight to this process.</p> <p>2.Their inclusion in planning and decision-making around the STEM school is important,</p>	Yes

	day understanding of the barriers students face and the practical solutions that work in real classrooms.	them in planning and decision-making. They work with these students every day and understand their needs better than anyone else.	and efforts will be made to involve them more intentionally as the project moves forward.	
--	---	---	---	--

### Teacher and School Stakeholder Consultation – June 3, 2025

This follow-up consultation engaged teachers and school-based staff to provide updates on the project’s progress since the initial 2022 meeting. Teachers were invited to share their questions, concerns, and practical insights related to curriculum rollout, infrastructure readiness, and ongoing communication. Their feedback is crucial in shaping an effective implementation phase that reflects real classroom needs.

Stakeholder (Title/Organisation )	Feedback Received	Stakeholder Recommendation (s)	MOEY Recommendation/Response	Actionable by JEP (YES/NO)
Caribbean Christian School for the Deaf	1.Stakeholders from the disabled community emphasized that inclusion must go beyond physical	1.Consult persons with disabilities at all stages not just during design.  2. Address inclusion holistically by considering learning tools, teacher training,	The team acknowledged that disability inclusion is more than infrastructure. This feedback will inform not only facility design but also curriculum review, teacher training, and school operations. Consultations	Yes

	<p>infrastructure like ramps.</p> <p>2.They highlighted that true inclusion involves classroom layout, materials, pedagogy, communication tools, and the representation of persons with disabilities in planning and monitoring.</p>	<p>classroom setup, and signage.</p> <p>3. Ensure representatives from the disability community are part of monitoring and feedback processes throughout the project.</p>	<p>with groups like the Jamaica Council for Persons with Disabilities (JCPD) will continue.</p>	
St. Richard's Primary	<p>1.Stakeholders emphasized that while STEM education is valuable, the curriculum must not be overly rigid or branded in a way that excludes other important subject areas like the arts, humanities, and business.</p>	<p>1.Focus less on STEM branding and more on building transferable skills and relevant content.</p> <p>2.Keep the curriculum flexible to adapt to future trends and student needs.</p>	<p>This recommendation aligns with the Ministry's broader education strategy. The team agreed that curriculum development will stay flexible and responsive, focusing on learner outcomes over labels.</p>	Yes



		3. Align local needs with global learning outcomes.		
Essex Hall Primary	1. Teachers and facilitators stressed that many discussions on inclusion happen at the policy level, but classroom teachers are often left out of actual decision-making.	<p>1. Involve teachers who work with students with disabilities in design and planning conversations.</p> <p>2. Ensure classroom-level insights inform policy and infrastructure decisions.</p> <p>3. Recognize the expertise of teachers and aides as frontline implementers of inclusion.</p>	<p>There was full agreement that those working directly with students should be engaged throughout.</p> <p>More structured channels will be created to ensure teachers' voices are included in implementation and monitoring.</p>	

### Teacher and School Stakeholder Consultation -June 5, 2025

The consultation provided an opportunity to share project updates, clarify next steps, and hear directly from school-level educators about their priorities, challenges, and suggestions for shaping a more inclusive and responsive STEM/STEAM high school model.

Stakeholder (Title/Organisation )	Feedback Received	Stakeholder Recommendation (s)	MOEY Recommendation/Response	Actionable by JEP (YES/NO)
Educators	1. A participant emphasized the importance of training both pre-service and in-service teachers on how to implement project-based learning from topic introduction to execution. They highlighted the need for integration, collaboration, and activity-based content delivery.	1.Start project-based learning training at the teacher college level.  2.Provide in-service teachers with clear guidelines and training resources to implement this method effectively.	The team acknowledged the importance of starting training at the college level and confirmed that teacher colleges are already engaged in this area. Follow-up discussions with schools successfully implementing project-based learning were welcomed to gather real-world examples.	Maybe
Albert Town High	1.Participants shared experiences with school-based STEM exhibitions showcasing student-made models. While these models are not yet sold, the events	1.Explore the entrepreneurial potential of STEM exhibitions by integrating selling opportunities or industry showcases.	This was well received. The idea of building in an entrepreneurial dimension to STEM activities especially to support curriculum resourcing will be further explored.	Yes

	demonstrate students' application of STEM knowledge.	2. Use these events to highlight student creativity and link learning to real-world applications.		
Immaculate Conception High	1. Teachers described using differentiated instruction in classrooms to support varying learning styles.  2. Administrators expressed interest in formalizing a “pathway approach” that adjusts course load and structure based on student capacity and learning needs.	1. Develop structured pathways that allow students to specialize based on their competencies.  2. Create support systems (learning contracts, adjusted timetables, coaching) to guide students along these personalized learning routes.	This was acknowledged as a strong direction. There is agreement on the value of a flexible pathway model, and follow-up conversations will be held with schools exploring or piloting this approach.	Yes
	1. A school has implemented a system where one out of every six-week tests must be alternative in format (not paper-	1. Expand the use of alternative assessments to accommodate diverse learners.	This approach was commended and seen as a meaningful way to reflect inclusive education practices. It will be studied	

	and-pencil). This supports different learning styles and gives students a chance to demonstrate learning in varied ways.	2.Link assessment formats more directly to the teaching approaches used in classrooms.	further to see how it can be replicated and scaled.	
St. Mary High School	2. Students from grades 7 to 9 are exposed to technical areas and local industries to inform their vocational choices. Teachers also visit industries to stay updated on trends and take back insights to the classroom.	1.Continue and expand early exposure to industry through resource and technology classes and subject clubs.  2.Encourage reciprocal teacher-industry engagement for ongoing curriculum relevance.	Praised as a model for learner-centered, real-world education. The practice of aligning academic work with industry exposure will be documented for broader sharing.	Yes
	1.Schools shared how they integrate creative subjects like music and theatre arts with core curricula, creating holistic and engaging	1.Promote interdisciplinary learning and creative integration as core to	The Ministry acknowledged these as best practices. More deliberate packaging and documentation will be undertaken to spotlight	Yes

	programs. Clubs like 4-H support agro-processing, while collaborations between cosmetology and home economics departments produce real products.	the STEM/STEAM approach.  2.Highlight and share these practical models across schools to boost awareness and uptake.	these examples and elevate their visibility nationally.	
Educator	1.Suggestions were made to implement student portfolios, learning contracts, and student-led conferences to build accountability and track learning outcomes beyond exams.	1.Introduce student portfolios and self-assessment tools tied to learning plans.  2.Engage student leaders and coaches in supporting personalized learning and documentation of progress.	Agreed. These approaches align well with the project's goals of using ICTs not just for instruction but also for learning administration and tracking.	Yes

## Annex 3: Grievance Redress Mechanism Complaint Form

### Jamaica Education Project (JEP) - Grievance Submission Form

*Ministry of Education and Youth*

#### Section 1: Complainant Information (Optional)

Name: \_\_\_\_\_

Address: \_\_\_\_\_

District & Parish: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Email Address: \_\_\_\_\_

#### Preferred Mode of Contact:

- ☐ Phone
- ☐ Email
- ☐ In-Person
- ☐ No Contact Required

#### Section 2: Grievance Details

Date of Submission: \_\_\_\_\_

#### Category of Grievance:

- ☐ General Inquiry
- ☐ Environmental Impact
- ☐ Social Issue
- ☐ Labor Issue
- ☐ Sexual Exploitation, Abuse, or Harassment (SEA/SH)
- ☐ Other (Please specify): \_\_\_\_\_

#### Description of the Grievance (Provide as much detail as possible)<sup>6</sup>:

---

---

---

---

<sup>6</sup> Where necessary attach an additional sheet

**Location of Issue (if applicable):**

---

**Has this grievance been raised before?**

- ☐ Yes
- ☐ No

**If Yes, when and with whom?**

---

---

### **Section 3: Supporting Information**

**Do you have any supporting documents, photos, or evidence?**

- ☐ Yes (Please attach copies or list them below)
- ☐ No

**List of Attached Documents (if applicable):**

---

---

### **Section 4: Desired Outcome**

**What resolution or action do you expect?**

---

---

---

### **Section 5: For GRM INTERNAL Use Only**

**Reference** **Number:** \_\_\_\_\_

**Date** **Received:** \_\_\_\_\_

**Received By (Name/Title):** \_\_\_\_\_

**Classification of Grievance:**

- ☐ Level 1 (General Inquiry/Minor Issue)
- ☐ Level 2 (Requires Investigation)
- ☐ Level 3 (Sensitive Issue, e.g., SEA/SH)

**Action Taken:**

---

---

**Resolution**

**Date:**

---

**Resolution Summary:**

---

---

**Follow-Up Required:**

- ☐ Yes
- ☐ No

---

**Signature of GRM Officer:** \_\_\_\_\_

**Date:** \_\_\_\_\_