

TC ABSTRACT

I. Basic Project Data

▪ Country/Region:	BARBADOS/CCB - Caribbean Group
▪ TC Name:	Skills for the Future (ii): Digital transformation for inclusive and quality education
▪ TC Number:	BA-T1067
▪ Team Leader/Members:	RIEBLE-AUBOURG, SABINE (SCL/EDU) Team Leader; SCANNONE CHAVEZ, RODOLFO ANDRES (SCL/EDU); BOYCE, NATASHA (CCB/CBA); BLASCO, IVANA (SCL/EDU); HOLGUIN MADRINAN, ALEJANDRA (SCL/SCL); VITERI, ADRIANA (SCL/EDU); ALMEIDA OLEAS, NATALIA (LEG/SGO)
▪ Taxonomy:	Client Support
▪ Number and name of operation supported by the TC:	N/A
▪ Date of TC Abstract:	18 Aug 2020
▪ Beneficiary:	Ministry of Education
▪ Executing Agency:	MINISTRY OF EDUCATION AND CULTURE
▪ IDB funding requested:	US\$150,000.00
▪ Local counterpart funding:	US\$0.00
▪ Disbursement period:	30 months
▪ Types of consultants:	Individuals
▪ Prepared by Unit:	SCL/EDU - Education
▪ Unit of Disbursement Responsibility:	CCB/CBA - Country Office Barbados
▪ TC included in Country Strategy (y/n):	No
▪ TC included in CPD (y/n):	Yes
▪ Alignment to the Update to the Institutional Strategy 2010-2020:	Social inclusion and equality; Productivity and innovation

II. Objective and Justification

- 2.1 The objective of the TC is to support the Ministry of Education in its transformation efforts towards a more digital, resilient, inclusive, and quality education system. This general objective will be pursued through the following specific objectives: (i) strengthening primary schools' digital infrastructure, resiliency and technology preparedness for climate change by (a) conducting an infrastructure audit to assess resiliency to climate change and technology preparedness, and (b) develop an action plan towards the creation of SMART and resilient schools in Barbados that includes upgrading existing technology; and (ii) strengthening pedagogical quality in primary, secondary and tertiary education by (a) developing a plan to reform teacher training and professional development in technology; (b) defining teacher certification; and (c) developing a training plan for ICT coordinators. The objective of the TC is to: (a) conduct an audit of school infrastructure to make schools more resilient to climate change; (b) prepare an action plan to create smart schools in Barbados by upgrading existing technology; and (c) develop a plan to reform teacher training and professional development.
- 2.2 Education is a priority sector in Barbados, particularly now, as the country experiences a difficult economic situation (IMF agreement) and the consequences of the COVID-19 pandemic. The estimated contraction in GDP from COVID-19 for the fiscal year is 7.6 percent, with an unemployment rate of 40 percent and a significant decline in tourism

revenue The country aims to become a regional reference of innovation/ knowledge and needs to prepare better its young persons and the general population for the fourth industrial revolution. Universal access to education at the primary and secondary education levels has long been achieved, however, regarding the quality of education, girls tend to outperform boys in English. Moreover, 23 percent of students do not take the Caribbean Secondary Education Exam (CSEC) examination upon leaving secondary school, limiting this group's opportunity for continued training and employment. The COVID-19 pandemic brought the existing inequalities and problems of the education system into the open. Connectivity, availability of devices for students, the absence of quality digital content, and the limited capacity of teachers to effectively teach remotely using the available technologies showed that more work is needed to prepare the education system for the reopening of schools which will bring more blended learning, that is, using both presential and online learning in the immediate future. Before the pandemic, the METVT had formed a transformation taskforce to work in the following areas: providing updated technology to schools to create 'smart schools' , and also ensuring that the existing and future school infrastructure can withstand the effects of climate change which the region is already experiencing; creating a more inclusive education system by developing and teaching a differentiated curriculum that caters to children of all abilities, and most important teacher training reform. Need for sustainable, resilient, and SMART school infrastructure – moving the digital agenda forward in education.

III. Description of Activities and Outputs

- 3.1 **Component I: Component 1: Digital infrastructure resiliency and technology preparedness for crisis response and climate change.** The objective of this component is to conduct an audit of the school's physical and digital infrastructure at the primary level to develop a clear action plan for intervention and technology package.
- 3.2 **Component II: Component 2: Reform of Teacher Training.** The objective of this component is strengthening pedagogical quality in primary, secondary, and tertiary education by: (a) developing an action plan to reform teacher training and professional development; and b) defining certification that teachers will have to renew after a certain time, which will ensure pedagogical knowledge updates, and will count towards the career path; and (c) developing a training plan for ICT coordinators.
- 3.3 **Component III: component 3 executing structure.** Technical assistance for Ministry of Education for project execution
- 3.4 **Component IV: component 4 contingency.** Contingency

IV. Budget

Indicative Budget

Activity/Component	IDB/Fund Funding	Counterpart Funding	Total Funding
Component 1: Digital infrastructure resiliency and technology preparedness for crisis response and climate change	US\$80,000.00	US\$0.00	US\$80,000.00
Component 2: Reform of Teacher Training.	US\$30,000.00	US\$0.00	US\$30,000.00
component 3 executing structure	US\$35,000.00	US\$0.00	US\$35,000.00
component 4 contingency	US\$5,000.00	US\$0.00	US\$5,000.00
Total	US\$150,000.00	US\$0.00	US\$150,000.00

V. Executing Agency and Execution Structure

- 5.1 On request by the Ministry of Education (METVT), the Education Division of the Bank (SCL/EDU) will be the project's executing agency. Due to the existing workload of regular METVT and Project Unit staff, the METVT asked that the Bank execute the TC as was done with previous Technical Cooperation Grants (BA-T1012 and BA-T1018). As Per Operational Guidelines for technical cooperation operations (GN-2629-1, Annex 10), the Bank executes on request by the beneficiary for an operation considered client service. Specifically: (i) compliance with internal requirements potentially delaying the execution of the TC, jeopardizing the achievement of its objectives; and (ii) the Beneficiary and Bank agree that contracting by the Bank would enhance independence. To ensure that the METVT has the required capacity to accompany the consultancies planned, a Project Coordinator will be contracted for a period of 12 months to ensure that all consultancies can be carried out in a timely manner. The consultant will be responsible for liaising with all technical units in the METVT and the office of the Chief Education Officer to inform on the status of the consultancies, ensure that reports are reviewed, and the primary schools are informed about the audit.
- 5.2 As Per Operational Guidelines for technical cooperation operations (GN-2629-1, Annex 10), the Bank executes on request by the beneficiary for an operation considered client service. Specifically: (i) compliance with internal requirements potentially delaying the execution of the TC, jeopardizing the achievement of its objectives; and (ii) the Beneficiary and Bank agree that contracting by the Bank would enhance independence.

VI. Project Risks and Issues

- 6.1 Due to the COVID 19 pandemic, there is uncertainty when schools will reopen and the timelines for the execution of the school audit might have to be rescheduled to ensure that the school visits are safe.

VII. Environmental and Social Classification

- 7.1 The ESG classification for this operation is "undefined".