

TC Document

I. Basic Information for TC

▪ Country/Region:	REGIONAL
▪ TC Name:	Teacher Training on Digital Education and Distance Learning Pedagogies in the Caribbean
▪ TC Number:	RG-T3793
▪ Team Leader/Members:	Rieble-Aubourg, Sabine (SCL/EDU) Team Leader; Hobbs, Cynthia Marie (SCL/EDU) Alternate Team Leader; Almeida Oleas, Natalia (LEG/SGO); Blasco, Ivana (SCL/EDU); Holguin Madrinan, Alejandra (SCL/SCL); Thailinger, Agustina (SCL/EDU); Viteri, Adriana (SCL/EDU)
▪ Taxonomy:	Client Support
▪ Operation Supported by the TC:	.
▪ Date of TC Abstract authorization:	07 Oct 2020.
▪ Beneficiary:	Barbados and Trinidad and Tobago
▪ Executing Agency and contact name:	Inter-American Development Bank
▪ Donors providing funding:	OC Strategic Development Program for Social Development(SOC)
▪ IDB Funding Requested:	US\$200,000.00
▪ Local counterpart funding, if any:	US\$0
▪ Disbursement period (which includes Execution period):	42 months
▪ Required start date:	January 1st 2021
▪ Types of consultants:	Firms, individuals, and non-consultancy services
▪ Prepared by Unit:	SCL/EDU-Education
▪ Unit of Disbursement Responsibility:	SCL/EDU-Education
▪ TC included in Country Strategy (y/n):	No
▪ TC included in CPD (y/n):	No
▪ Alignment to the Update to the Institutional Strategy 2010-2020:	Social inclusion and equality; Productivity and innovation

II. Objectives and Justification of the TC

- 2.1 Education continues to be a priority sector in Barbados and Trinidad and Tobago, particularly now as the countries are experiencing a difficult economic situation brought about by the COVID-19 crisis¹. Moreover, the pandemic has highlighted the need for skilled workers in more diversified fields to remain competitive in the medium and long term and to better participate in the global economy. Even prior to the pandemic, the Fourth Industrial Revolution introduced demands for new occupations and new digital, social, emotional, and lifelong learning skills. For example, "...over the next 10 to 20 years...on average in the OECD, 14% of jobs are at high risk of being fully automated, while another 32% are at risk of significant change"². Given the skill

¹ While tourism represents 17 percent of Barbados' GDP, Trinidad and Tobago's economy is heavily dependent on energy production. Both sectors have been highly affected by the pandemic. According to the International Monetary Fund's projections, both countries expect a GDP contraction for the 2020 fiscal year. Trinidad and Tobago are expected to contract 4.5 percent. Barbados is expected to contract 7.6 percent, in comparison with the 0.6 increase projections before the pandemic (IMF Country Reports No. 18/285 and 19/370).

² <http://www.oecd.org/going-digital/summit/summit-issues-note-session-9.pdf/>.

intensity and specialization requirements of potential new sectors, if not trained and well educated, human capital could become a constraint to economic growth for the region.

- 2.2 The Caribbean region has made noticeable progress in access to education: it is close to universal primary schooling and secondary enrollment rates have increased. Net primary school attendance in 2018 was 90.2 percent for Barbados and 91.8 percent in Trinidad and Tobago. At the secondary education level, the net enrolment rate for low-secondary education in Barbados in 2019 was 94.9 percent (UNESCO Institute for Statistics, 2019). In Trinidad and Tobago, net attendance rate for low-secondary education in 2018 was 69.1 percent (CIMA, 2018).
- 2.3 Despite these advances, the quality of education still needs to be addressed, as well as some issues in terms of access. According to the IDB's Skills Development Sector Framework Document 2020 (SFD, GN-3012-3), the quality of teaching in the Latin American and Caribbean (LAC) region is low. It is characterized by inadequate classroom practices and by the fact that many teachers are not specialized in the subjects they teach, particularly in Mathematics (Araujo et al., 2016; Bruns and Luque, 2015; Elacqua et al., 2018). Moreover, pedagogical methods in some classrooms are outdated, characterized by drill, practice, and memorization (Näslund-Hadley et al., 2014; Bruns and Luque, 2015). There are also large inequities in terms of access to high-performing teachers between students from different socioeconomic backgrounds, especially in the case of poorer students and those from rural regions (Bertoni et al., 2018). This seems to be correlated with the number of students taking the Caribbean Secondary Education Certificate (CSEC) examination and the low pass rates of those who do, especially to qualify for tertiary programs³, which limits this group's opportunities in terms of continued training and employment.
- 2.4 The COVID-19 pandemic has highlighted already existing inequalities and problems in the education system of almost every country in the region. Unequal access to connectivity, digital devices and technology for students and teachers will widen the achievement gap and impact student learning if measures are not taken. Limitations in most countries' curricular digital content, and educators' limited capacity to effectively teach remotely using the available technologies also need to be addressed to prepare the education systems for the reopening of schools and future hybrid education models, that is, the use of both face-to-face and distance learning methods for teaching and learning.
- 2.5 Unequal access to connectivity, digital devices and technology for students and teachers, limitations in most countries' curricular digital content, and educators' limited capacity to effectively teach remotely using the available technologies all need to be addressed to prepare the education systems for the reopening of schools and future hybrid education models, that is, the use of both face-to-face and distance learning methods for teaching and learning.

³ In 2015 the pass rate for the Caribbean Secondary Education Certificate (CSEC) in Mathematics was 62.1 percent in Barbados and 51 percent in Trinidad and Tobago. In English, it was 66.6 percent and 53.8 percent, respectively. Moreover, the percentage of top performers in Mathematics was 16.6 percent in Barbados and 18.2 percent in Trinidad and Tobago. In English, it accounted for 17.8 and 17.3 percent, respectively (CIMA, 2015). Among the 65 countries that participated in the Program for International Student Assessment (PISA) 2015, Trinidad and Tobago ranked 52nd in Reading, with an average score of 427, 53rd in Mathematics, with an average score of 417; and 53rd for Science with an average score of 425. Regional assessments, such as CSEC, show that Trinidad and Tobago's pass rates in English and Mathematics showed improvement since 2010. However, not all secondary students take the CSEC exams; it is estimated that about 18 percent of 16-year-olds drop out of secondary education before taking the exam (IDB's Country Development Challenges for Trinidad y Tobago 2019, CDC).

- 2.6 Due to the COVID-19 pandemic, from March to June 2020 schools were closed in Barbados and Trinidad and Tobago and education services were disrupted, affecting nearly 35,000 students. The new academic year has started in Barbados (September 21, 2020), and Trinidad and Tobago is expected to commence in January 2021. Trinidad and Tobago will continue with an online modality, while schools in Barbados are expected to implement a hybrid model including face-to-face classes in small groups⁴. In both countries, new digital skills and distance learning pedagogies are of paramount importance for teachers in order to maintain continuity of learning.
- 2.7 The emergency response to the COVID-19 pandemic in March 2020 required teachers to use distance learning modalities. In both countries, the greatest obstacles in terms of continuity of classes were connectivity issues and the lack of preparedness of teachers. Barbados' Ministry of Education, Technological and Vocational Training is working with private internet providers towards the expansion of internet access, and there is a plan to distribute SIM cards to students. In addition to that the Ministry of Education, in cooperation with the IDB, developed a teacher training initiative in which some teachers were trained on digital skills and distance learning pedagogies⁵. In Trinidad and Tobago, the Ministry of Education is coordinating the provision of chargeless internet access for everyone⁶. In addition, UNESCO has partnered with Microsoft and Blackboard to offer training programs to a small cohort of some 10 teachers and teacher trainers in each of 20 countries across the Caribbean in 2020. There will be a continued need to better equip teachers and teacher trainers to work with online and low technology mediums for teaching and learning. Moreover, even if/when students can return to full-time schooling, the Caribbean region is susceptible to natural disasters such as hurricanes, making distance learning tools useful for the short, medium, and long term.
- 2.8 This TC is consistent with the Second Update of the Institutional Strategy (AB-3190-2) and is aligned with the development challenges of Social Inclusion and Equality, and Productivity and Innovation by: (i) developing human capital, namely teachers; (ii) providing schools and teachers with new pedagogical skills and competencies in the use of technology and blended education practices, and identifying new ways to train teachers and teach students using distance learning methods; and (iii) elevating social inclusion by helping reduce gaps in educational outcomes (gender, socioeconomic) through higher quality education⁷. Moreover, the TC is aligned with the IDB's Education and Early Childhood Development Sector Framework Document (GN-2708-5), which establishes the need to guarantee equal opportunities to learn and acquire the skills to be successful in the labor market and contribute productively to society. Also, the TC is consistent with the IDB's Skills Development Sector Framework Document 2020 (GN-3012-3), which promotes cognitive, socioemotional, and technical skills development and lifelong learning as a strategy to ensure citizens' productive contribution to society and wellbeing.
- 2.9 The proposed TC is also aligned with the 2020-2023 CRF indicators; the number of teachers trained was removed for simplification (see Annex D of GN-2727-12). The

⁴ Information has been collected by the IDB's Education Division.

⁵ The initiative involved 120 teachers.

⁶ Information has been collected by the IDB's Education Division.

⁷ IDB's Skills Development Sector Framework Document (SFD, GN-3012-3).
<https://idbg.sharepoint.com/search/Pages/Everything.aspx?k=GN-3012-3/>.

TC considered the number of children benefitting from education projects as an indicator for reporting⁸. Moreover, the TC project is aligned with the CS of Barbados and TT (see updated document GN-2991-1 (2/20) on two priority issues: a) improve the supply of social services, and (b) strengthen institutions (The CS has a third priority: foster the dynamic sector of the economy. However, as stated, the TC aligns with points a and b. The education sector is stated explicitly under "improve the supply of social services (see section IV of CS for details)). The TC is aligned with the priority area of intervention stated in the Ordinary Capital Strategic Development Program for Social Development (OC-SDP-SOC) and the Strategy on Social Policy for Equity and Productivity (GN-2588-4) by contributing to "improving school quality" (see paragraphs 54 and 55). Teacher quality is an important input for improved student learning. The TC is contributing to better equip teachers to teach effectively in the current context characterized by remote and presential learning (hybrid). Improving teacher quality starts with increasing the content, pedagogical knowledge, and non-cognitive skills of teachers through a better selection of candidates and more rigorous pre- and in-service training. The TC will help to improve pedagogical knowledge and digital skills of teachers.

- 2.10 **Objective of the TC.** The general objective of this project is to provide support to the Ministries of Education of Barbados and Trinidad and Tobago in improving the skills of teachers and teacher trainers in digital education and distance learning pedagogies. This program will contribute to their transformation efforts towards a more digital, resilient, inclusive, and quality education system. Secondly, it will strengthen the Ministries' knowledge base on digital teacher training as a catalyst for recovering and accelerating learning achievement in students in the aftermath of the COVID-19 crisis.

III. Description of activities/components and budget

- 3.1 **Component 1: Teacher training and mentoring (US\$150,000).** This component will strengthen the skills of a core group of teacher trainers and teachers in the use of digital tools, pedagogies, and distance education modalities^{9,10}. Teacher trainers will be trained to ensure the adoption of digital knowledge and tools by teacher training institutes (TTIs) for long-term training benefits. Current primary school teachers will be trained with a twofold objective: improving their own lessons and teaching other teachers how to improve their lessons by becoming trainers themselves at their respective schools. Specifically, this component will include: (a) training courses on the use of technological resources and development of pedagogical skills for distance learning. A cohort of teachers and teacher trainers will be trained over a three-year period, starting with more introductory courses that will evolve in depth and detail throughout the training period; (b) a mentoring program, offered by the selected training institution, to provide role models to sponsor, encourage, and advise teachers to further promote their professional development. Mentoring also will be provided to

⁸ The TC estimates more than 12,000 children will benefit from this project. This estimation considered the average of the [pupil-teacher ratio](#) in primary schools in Latin America and the Caribbean and the number of teachers trained through the three years.

⁹ The teachers will be identified by the Ministry of Education considering current post in primary education and ability to train other teachers at their school.

¹⁰ The project considers the participation of public teacher training institutions: a) Barbados: Erdiston Teacher's Training College; b) TT: University of the West Indies and University of Trinidad and Tobago. Some former teacher training colleges have been made part of the University of Trinidad and Tobago.

the participating faculty of teacher training institutions to ensure they are equipped to provide the training in their courses. Pending the end of the pandemic, a study tour of approximately six persons (three from each country) would be organized to Finland to learn about the Finnish education system, specifically to look at professional development programs and policies for teachers.

- 3.2 **Component 2: Teacher training evaluation (US\$40,000).** To appraise and assess the effectiveness of the teacher training program intervention, a rigorous qualitative evaluation will be carried out. This component will finance a consultancy for: (i) filming and coding of training and mentoring instances to document the pedagogical model used; (ii) in-depth interviews and a survey to document contents learned and participants' level of engagement and satisfaction with the training and the mentoring program; (iii) analysis of scalability to more teachers, teacher training institutes and subject areas; and (iv) documentation of lessons learned. This will help determine if the training has been beneficial to the training participants and their students and will serve as an input to the development of future teacher training programs in the region.
- 3.3 **Budget:** The total amount of the TC will be US\$200,000. It will be financed by the OC Strategic Development Program for Social Development (SOC).

Indicative Budget

Activity/Component	Description	IDB/Fund Funding	Total Funding
<u>Component 1:</u> Teacher training and mentoring	Strengthen skills of the teaching cohort in the use of digital tools and distance education modalities. This component will finance: (a) training courses for teachers and teacher trainers; (b) a mentoring program and participation in possible international visit to Finland.	150,000.00	150,000.00
<u>Component 2:</u> Teacher training evaluation	This component will finance a consultancy to: (a) design and carry out the qualitative evaluation; (b) analyze the data; and (c) elaborate a report presenting the results.	40,000.00	40,000.00
Contingency		10,000.00	10,000.00
<u>Total</u>		200,000.00	200,000.00

IV. Executing agency and execution structure

- 4.1 The program will be executed by the Education Division (SCL/EDU) of the Bank. This is to coordinate regionally across the countries in the identification and selection of training programs that will benefit both countries, and to enhance independence in the design and implementation of the evaluation of the training programs. The activities require strong coordination and collaboration with the Ministries of Education in each country, a role that the Bank will carry out given its solid relationships with education authorities in Barbados and Trinidad and Tobago. This will ensure successful completion of the TC activities. Finally, given that Caribbean countries face similar

challenges in the areas covered under this TC, a regional perspective is a powerful instrument to identify synergies between countries and lessons learned.

- 4.2 All activities to be executed under this TC have been included in the Procurement Plan (see Annex IV) and will be contracted in accordance with Bank policies as follows: (a) AM-650 for Individual consultants; (b) GN-2765-4 and Guidelines OP-1155-4 for Consulting Firms for services of an intellectual nature and (c) GN-2303-28 for logistics and other related services. All knowledge products derived from this Technical Cooperation will be the Bank's intellectual property. Knowledge products will be published through the Bank's web page, and other means accounted for in the indicative budget.
- 4.3 The TC will be implemented over a period of 42 months (36 months plus 6 months for closing). All activities to be executed under this TC have been included in the Procurement Plan (see Annex IV) and will be contracted in accordance with Bank policies as follows: (a) AM-650 for Individual consultants; (b) GN-2765-1 and Guidelines OP-1155-4 for Consulting Firms for services of an intellectual nature and; (c) GN-2303-20 for logistics and other related services.
- 4.4 The Bank will obtain a request and non-objection, as applicable, for the project from Barbados before the commencement of any activities in that jurisdiction.

V. Major issues

- 5.1 There are no major issues associated with this operation.

VI. Exceptions to Bank policy

- 6.1 There are no exceptions to Bank Policies.

VII. Environmental and Social Strategy

- 7.1 Given the characteristics of the project, no negative environmental or social risks are expected. Therefore, the classification of this operation according to environmental safeguards policy (OP-703) is "C".

Required Annexes:

[Request from the Client - RG-T3793](#)

[Results Matrix - RG-T3793](#)

[Terms of Reference - RG-T3793](#)

[Procurement Plan - RG-T3793](#)