

TC Document

I. Basic Information for TC

▪ Country/Region:	TRINIDAD Y TOBAGO
▪ TC Name:	Support for the implementation of the Education Advancement Program
▪ TC Number:	TT-T1074
▪ Team Leader/Members:	Rieble-Aubourg, Sabine (SCL/EDU) Team Leader; Thompson, Jennelle (SCL/EDU) Alternate Team Leader; Blasco, Ivana (SCL/EDU); Chretien, Louis-Francois (LEG/SGO); Corriols Diaz, Leonor Odilie (VPC/FMP); Louis-Grant, Paula (VPC/FMP); Ramsumair, Priya Elizabeth (CCB/CTT); Scannone Chavez, Rodolfo Andres (SCL/EDU); Tamagnan, Marie Evane (SCL/EDU)
▪ Taxonomy:	Operational Support
▪ Operation Supported by the TC:	TT-L1053, TT-T1090.
▪ Date of TC Abstract authorization:	16 Sep 2019.
▪ Beneficiary:	Ministry of Education (MOE) and Tobago House of Assembly (THA); Trinidad and Tobago
▪ Executing Agency and contact name:	SCL/EDU 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):	24 months
▪ Required start date:	January 2020
▪ Types of consultants:	Individual Consultants
▪ Prepared by Unit:	SCL/EDU-Education
▪ Unit of Disbursement Responsibility:	SCL-Social Sector
▪ 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. Description of the Associated Loan

- 2.1 The TC will support the loan [TT-L1053](#) which is the second phase of a multi-phase operation. Building on the achievements of Phase I, the objective of the proposed programme is to improve the access to quality ECCE services in Tobago only through the following specific objectives: (i) improve the quality of the learning environment; and (ii) expand access to ECCE services through the construction of and provision of equipment for five (5) ECCE Centres that meet criteria for overall quality and sustainability and will provide services to a total of 375 children per year once operating at full capacity. Given the focus on ECCE, the Ministry of Education wants to develop instruments required to monitor the quality of ECCE services provided. The proposed TC will support the MOE efforts. The loan TT-L1053 is ready for negotiation once the Government of Trinidad and Tobago will provide a date for the negotiation process.

III. Objectives and Justification of the TC

- 3.1 **TC objectives.** The objective of the proposed TC is to support the MOE in improving the quality and equity of ECCE through: (i) the design and implementation of a quality assurance mechanism; (ii) review of teacher training at both the ECCE and primary education level; and (iii) strengthening the transition from ECCE to Primary education through teacher training emphasizing the child-centered pedagogical approaches and STREAM.
- 3.2 Cognizant of the importance of early childhood care and education (ECCE), in 2000, the Government of T&T (GORTT) embarked on a strategy to achieve universal access to quality preschool education for all 3 and 4-year-old children that would build a foundation for lifelong learning and provide all children with a more **equal** chance to succeed. The strategy aimed at: (i) facilitating the cognitive and social development of young children, as well as the early transmission of values and culture, discovery and learning discipline; and (ii) ensuring that children enter primary school ready to acquire more socialization, literacy and numeracy skills. To this end, in 2007 the GORTT implemented a national construction program to replace and/or modernize ECCE centers in line with the standards established in the National Policy on ECCE (MOE 2005).
- 3.3 To date, 134 ECCE centers have been built in Trinidad in compliance with the MOE standards and construction in Tobago is currently being planned. The loan TT-L1053 supports the construction of 5 ECCE centres in Tobago which currently has 40 private, 12 government-assisted and 5 Servol (a national NGO) centers. However, several of the private centers are scheduled to close due to retirement of owners and some public facilities operate in facilities deemed “sub-standard” (THA 2017). Thus, the expansion of public access to quality infrastructure is needed.
- 3.4 **Assuring the quality of ECCE services has been a challenge.** As a result of Government’s investments, enrolment rates at the ECCE level are high: 76.11% of 3 year-olds in Trinidad and 87.50% of the same age group in Tobago are enrolled; for 4 year-olds these percentages increase to 92.12% in Trinidad and 96.36% in Tobago¹. However, evidence shows that quality is a necessary condition for successful ECCE programs to positively affect children’s development (Schady and Berlinski, 2015)². Available research also shows that investment in quality early childhood programs has positive impacts on the performance of achievements of persons throughout their lives.³ Currently, there is insufficient information regarding the quality of the services provided in the country and the readiness of children to enter primary school. Up to now, MOE efforts in the subsector have been concentrated on providing access and ensuring an

¹ Source: Survey of Living conditions 2014, IDB own calculation.

² Samuel Berlinski and Norbert Schady. 2015. “The Early Years: Child Well-being and the Role of Public Policy”. IDB. Washington DC.

³ Heckman, James J. and Dimitriy V. Masterov. 2007. “The Productivity Argument for Investing in Young Children”. Applied Economic Perspectives and Policy, Vol. 29, Issue 3, p.446-493.

adequate policy framework with approved standards and an official curriculum guide for ECCE.

- 3.5 As a first step, in 2017 the MOE initiated a study to evaluate the quality of ECCE classrooms⁴ analyzing not only the interactions between teachers and students but also among students using the Classroom assessment scoring system (CLASS). “The CLASS is an observational measure of the quality of teacher-child interactions that has been validated in a number of contexts, including developing countries⁵ (Cruz 2017) and measures process quality across three broad areas called domains: Emotional Support, Classroom Organization, and Instructional Support. The results for TT from the CLASS showed that on average, classroom organization and emotional support to students is adequate. However, more focus is needed on coaching teachers in the instructional support domain in both in-service and pre-service training.⁶
- 3.6 The current ECCE guide promotes learning by playing and fosters the development for emerging literacy and numeracy and interest in science. However, beginning in primary, a more traditional teacher center approach is often observed in which children have less opportunities for group work and collaboration. In order to ensure a smooth transition for students between ECCE and primary school efforts have to be made to improve alignment between the two levels and to promote student-centered pedagogical approaches throughout the system with a particular focus on the teaching of Science, Technology, Reading, Engineering, Arts, and Mathematics (STREAM).
- 3.7 **Alignment.** This TC is consistent with the Update to the Institutional Strategy 2010-2020 and is aligned with the development challenges of social inclusion and equality and productivity and Innovation by focusing on providing quality ECCE. It is also aligned with the cross-cutting theme of gender equality and diversity, by ensuring that both boys and girls will have equal access to the ECD center and the guidelines for the SOC (GN-2819-I). It is also consistent with the 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. The objectives of the TC are also aligned with those of the OC Strategic Development Program for Social Development (SOC) (GN-2819-1) as it seeks to improve the efficacy and efficiency of education in the region.

IV. Description of activities/components and budget

- 4.1 **Component 1: Ensuring quality of ECCE services (US\$85,000).** To ensure the quality of service delivery, TC resources will be used to finance technical assistance (TA) to finalize and implement a quality assurance mechanism that will monitor child development outcomes, classroom interactions between teacher and students, and adherence to the MOE ECCE Standards. To this end, the MOE is developing a sustainable assessment instrument to measure student readiness modelled after

⁴ In 2017, the CLASS instrument was applied in a national representative sample of ECCE centers financed by resources from ATN/OC-12994-TT.

⁵ Cruz, Yyannu and Sara Schodt. 2017. CLASS results in Trinidad and Tobago. IDB.

⁶ Cruz, Yyannu and Sara Schodt. 2017. CLASS results in Trinidad and Tobago. IDB.

established tools such as the Early Development Instrument (EDI) ⁷ measuring children's ability to meet age appropriate developmental expectations. The final assessment instrument will be used to assess children's development and readiness skills. The TA will support the MOE in finalizing and piloting the new assessment instrument and then assist in its first application using a representative sample. In addition, the MOE is developing its own observation instrument for classroom observations modelled after existing methodologies, such as the Classroom Assessment Scoring System (CLASS), an observational instrument to assess quality in classrooms that was applied in 2017. As in the case with the student assessment instrument, TC resources will be used to finance the contracting of TA to support the MOE in completing the observation instrument and subsequently piloting it. The MOE has created the capacity for data analysis and reporting and will therefore not have to rely on external support. It is expected that the two instruments – once finalized - will subsequently be applied every two years on a sample basis using Government resources and the results will be used to inform policy and program decision making. The outputs of this component include a finalized assessment instrument for student assessment at the ECCE level (4-year-olds) and an observation instrument for classroom observation assessing the quality of interaction between students and teachers as well as reports on the piloting of both instruments. The final instruments will be used on a national scale in both Trinidad and Tobago. The application of the instruments will contribute to the achievement of the classroom observations planned for the 5 ECCE centers that will be built in Tobago under TT-L1053.

- 4.2 **Component 2: Alignment of ECCE and primary education. (US\$110,000).** The objective of this component is to update the existing ECCE teacher training programs based on the existing CLASS results from the year 2017, particularly the instructional support dimension (see ¶1.4). In addition, both the ECCE curriculum guide and the revised primary education curriculum focus on the teaching of Science, Math, and Literacy. To ensure that the existing teacher training programs at both ECCE and primary education support the teaching of these subject areas, TC resources will be used to finance the contracting of technical assistance for the review of the teacher training programs in ECCE at the two major Universities in the country, the University of the West Indies and the University of Trinidad and Tobago, and – if required – to update and align them with training program of primary education with a focus on STREAM subject areas. The output of this component will be a revised teacher training program for both ECCE and primary education.

- 4.3 The indicative budget for this technical cooperation is US\$200,000.

⁷ Developed by the Offord Center of Child Development Studies, Ontario, Canada

Indicative Budget

Activity/Component	Description	IDB/Fund Funding US\$	Total Funding US\$
Component 1: Ensuring quality of ECCE	Consultancy for ECCE readiness instrument	42,000	42,000
	Consultancy for finalizing and testing classroom observation instrument	43,000	43,000
Component 2: Alignment of ECCE and primary education	Alignment of teacher training for ECCE and primary education	110,000	110,000
Contingency		5,000	5,000
Total		200,000	200,000

V. Executing agency and execution structure

- 5.1 On request by the MOE, the Education Division of the Bank (SCL/EDU) will be the executing agency for the project. Due to the existing workload of MOE staff and the absence of a Project Execution Unit (PEU), the MOE asked that the Bank execute the TC. As Per Operational Guidelines for technical cooperation operations (GN-2629-1, Annex 10 and Appendix 10 of OP-1155), the Bank executes on request by the beneficiary for an operation considered operational support. The specific reason for Bank execution is due to **institutional capacity**: The MOE does not have the necessary technical, operational or institutional capacity to duly and timely execute the activities provided in the respective project.
- 5.2 **Procurement.** The activities to be executed are included in the Procurement Plan (Annex IV) and will be contracted in accordance with current Bank procurement policies and procedures. Specifically, Section AM-650 of the Administrative Manual "Complementary Workforce" will be applied in the case of individual consultants, the Policy for the Selection and Contracting of Consulting Firms for Bank-executed Operational Work (GN-2765-1) and its Operational Guidelines (OP-1155-4) for hiring consulting services of intellectual nature and the Corporate Procurement Policy (GN-2303-20) for logistics and other related services." All intellectual property products that result from the TC will be the property of the Bank.

VI. Exceptions to Bank policy

- 6.1 None

VII. Environmental and Social Classification

- 7.1 The TC is not anticipated to have direct environmental or social impacts and has been classified as “C” according to the Safeguard Classification tool (see [Safeguard Policy Filter Report](#) and [Safeguard Screening Form](#)) and the Bank’s Environment and Safeguard Compliance Policy (OP-703). No environmental impact is foreseen as the initiative is limited to consultancies. No Bank resources will be used to finance investments in infrastructure or large-scale equipment.

Required Annexes:

[Request from the Client_32999.pdf](#)

[Results Matrix_64039.pdf](#)

[Terms of Reference_17895.pdf](#)

[Procurement Plan_63241.pdf](#)

* If TC Document is sent for BOD approval, the only Annexes that need to be translated are the Results Matrix and the Procurement Plan. The Request from Client and the ToRs should be included as links and no translation is required.