

TC Document

I. Basic Information for TC

▪ Country/Region:	BARBADOS
▪ TC Name:	A Parenting Initiative: Involving Parents and Promoting Good Parenting Practices
▪ TC Number:	BA-T1125
▪ Team Leader/Members:	RIEBLE-AUBOURG, SABINE (SCL/EDU) Team Leader; GAMBI, GABRIELA (SCL/EDU) Alternate Team Leader; BLENMAN, SHAMAR (CCB/CBA); JAINAUTH-UMRAO, NAVEEN (VPC/FMP); BLASCO, IVANA (SCL/EDU); GRECO, MARIA SOFIA (LEG/SGO); FORERO, TATIANA (SCL/EDU); AMORIM, VIVIAN(SCL/EDU); POLANCO SANTOS PAOLA PATRICIA (SCL/EDU); PINZON SILVA JEIMY NATHALY (SCL/EDU); ORISME ROC PASSARD, MARIE MARCELLE (VPC/FMP)
▪ Taxonomy:	Client Support
▪ Operation Supported by the TC:	
▪ Date of TC Abstract authorization:	April 29, 2025
▪ Beneficiary:	Barbados through the Ministry of Educational Transformation (MEDT)
▪ Executing Agency and contact name:	Inter-American Development Bank
▪ Donors providing funding:	OC SDP Window 2 - Social Development(W2E
▪ IDB Funding Requested:	US\$150,000.00
▪ Local counterpart funding, if any:	US\$
▪ Disbursement period (which includes Execution period):	36 months (30 execution, and 36 disbursement)
▪ Required start date:	09/01/2025
▪ Types of consultants:	Individuals; Firms
▪ Prepared by Unit:	SCL/EDU-Education
▪ Unit of Disbursement Responsibility:	SCL/EDU-Education
▪ TC included in Country Strategy (y/n):	n
▪ TC included in CPD (y/n):	Y
▪ Alignment to the Update to the Institutional Strategy 2024-2030:	Social Protection and Human Capital Development, Gender Equality and Inclusion of Diverse Population Groups. Reducing Poverty and Inequality

II. Objective and Justification

2.1 The objective of this Technical Cooperation (TC) is to design and implement a Parent Education Program (PEP) in selected communities in Barbados to foster positive parenting skills. Parenting education programs are a set of educational interventions designed to enhance parents' knowledge, skills, and attitudes to support their children's development and well-being (Weiss et al. (2006)). Research has shown that well-implemented parenting education programs can significantly reduce child maltreatment, alleviate children's earlier behavioral and emotional problems, and improve readiness for school (Berger et al., 2019; Rodriguez & Smith, 2019; Taylor et al., 2018). These programs might also reduce the risk of adverse outcomes in late childhood and adolescence, such as academic problems, substance abuse,

delinquency, dropping out of school, and teen parenthood (Van Ryzin et al., 2016; Prinz, 2012).

2.2 Parents serve as critical role models for their children. Equipping them with the tools to address their children’s needs and manage behavior problems is a key mechanism for positive change. According to the pioneering Social Learning Theory (Bandura, 1977), modeling is a critical mechanism by which social environments affect behavior. Children form cognitive patterns that influence their behaviors and decisions by observing the attitudes of role models, such as their parents. The available literature shows that modeling plays a key role in academic outcomes and several other factors, such as resilience, motivation, sharing, and cooperation (Connolly (2017), Ferreira et al. (2016), Abdullah et al. (2020), Sethi and Scales (2020)). These findings emphasize the broader impact of modeling on children’s social, emotional, and cognitive development, underscoring the critical importance of fostering positive role models to create healthy family environments.

2.3 However, traditional approaches adopted by schools often relegate parents to supporting roles, such as organizing events or assisting with administrative tasks, which do not fully leverage their potential. Many parents remain uninvolved in their children’s educational process, not because they lack interest, but because they are unaware of their critical role, feel unequipped to help, or do not feel welcome in the school environment. Socioeconomic and educational disparities, cultural inhibitions, or practical challenges, such as literacy and language barriers, often compound these blockages. The Ministries of Education can support schools can address these issues by meeting families at their comfort level, such as at their homes, community centers, or through engagement plans that build trust and confidence, to transform parents from passive participants into active partners in their children’s education.

2.4 Barbados recognizes the need to shift from traditional parent involvement to a more meaningful family engagement in children’s education. *Parent Education Programs* provide parents with the tools to effectively understand their children’s developmental needs and address behavioral challenges. These programs foster a shared responsibility for student success by creating informal, community-based spaces for learning and collaboration between families and schools. Building trust and strengthening relationships empowers parents to support their children with confidence and care, ultimately contributing to resilient families and strong communities. This initiative is also intended to contribute to the national agenda on violence prevention by promoting healthy family relationships and reducing the risk of child maltreatment.

2.5 Parenting education programs grounded in evidence-based approaches have positively improved family dynamics and child outcomes. These programs provide research-driven strategies to address everyday challenges. For instance, parents may learn techniques such as using "I" statements to express feelings without escalating conflicts (e.g., "*I feel upset when you don’t listen because I care about your safety*"). They might also practice positive reinforcement, like praising specific behaviors to encourage cooperation (e.g., "*I’m proud of how you shared your toys today*"). Parents also learn strategies for setting clear boundaries and expectations (e.g., "*You can play outside after you finish your homework*"). These programs are

culturally adaptable to meet the diverse needs of families in different contexts. Examples of evidence-based parenting education programs include the [Triple P \(Positive Parenting Program\)](#)¹, the [Incredible Years® Parent Programs](#)², and the [Solihull Approach to Learning](#)³.

2.6 The Triple P and Incredible Years Parent Programs are pioneering evidence-based parenting interventions with a proven track record of positive effects.

Triple P offers five levels of intervention. For instance, Level 1 provides low-intensity support through television programming, public advertising, radio spots, and articles in newspapers and magazines, designed to raise awareness of parenting issues and destigmatize the need for parenting support. Conversely, Level 5 offers high-intensity support tailored for parents of children with severe behavior problems, families experiencing dysfunction, and those at risk of maltreatment. This intensive level may include individual 60-minute sessions, home visits, group workshops, and telephone consultations (Sanders, 2012). The Incredible Years Parent Programs typically involve 12 to 20 weekly group sessions led by two trained facilitators. These facilitators use [prevention protocols](#) for parents of children without significant behavior issues and [treatment protocols](#) for parents of children with conduct problems or attention deficit hyperactivity disorder (ADHD). Parents learn to play with their children, follow their lead, nurture without being overly directive, and use attention following positive behavior as a powerful reinforcement tool.⁴ Additionally, parents are taught the importance of spending quality time intentionally with their children, which can have a profoundly positive impact on their relationships and child development. Evidence supports that such programs effectively reduce disruptive child behavior (Menting et al., 2013; Leijten et al., 2015; Gagne et al., 2023; Graaf et al., 2008; Nowak and Heinrichs, 2008).

2.7 This TC is justified because parenting education programs are an evidence-based approach that has been shown to reduce child maltreatment, address behavioral challenges, improve school readiness, and lower the risk of negative behaviors during adolescence. These outcomes are especially important for families who often feel excluded or unsupported by traditional systems. Drawing from international evidence but tailored to the Barbadian context, the TC will support the design and pilot implementation of a parenting education program for parents of vulnerable and at-risk children, particularly those whose children face socioemotional and cognitive development challenges or special needs. The program will be flexible, informal, and community-based, and delivered by other parents themselves to ensure participants feel supported and not intimidated by the learning environment.

¹ [Triple P Implementation | Official Corporate site](#)

² [Evidence-Based Early Intervention Programs | Incredible Years](#)

³ The Student Support Services of the MEDT has used the Solihull Approach to facilitate a parenting programme for parents whose children faced behavioral challenges caused by 'poor parenting'. The workshop focused on the mental health and well-being of parents and used emotional intelligence to help them understand their children's developmental stages.

⁴ Children naturally seek attention, so when they learn, for example, "*If I share, I will get my parents' attention*", they are more likely to repeat that behavior.

2.8 The beneficiary of this Technical Cooperation (TC) is the Ministry of Educational Transformation (MEDT) in Barbados. The direct beneficiaries of this TC are parents from targeted communities, to be selected by the MEDT during the program design. While modest in scale, with a total amount of US\$150,000, the expected results of this TC include improved family relationships in these communities, as parents adopt positive parenting strategies and learn to address behavioral challenges more effectively. Additionally, another expected result is strengthened institutional capacity within the MEDT to implement parenting education programs in Barbados.

III. Strategic Framework

3.1 This TC aligns with Line of Action 5 of the Sector Framework Document (SFD) of Skills (GN-3012-3), which is “Actively promote the generation and use of evidence-based decision making in skills development” by implementing an evidence-based parenting education program, the project will foster children’s socioemotional and cognitive development, which are critical foundational skills for their learning journey and long-term educational outcomes.

3.2 This TC is aligned with the IDB Group Institutional Strategy 2024–2030 (GN-3159-12), particularly with the operational focus areas of social protection and human capital development and gender equality and inclusion of diverse population groups. It aligns with the first by supporting the design and pilot implementation of a parenting education program that can improve children’s cognitive development, behavioral outcomes, and educational attainment. It aligns with the second by intentionally engaging fathers, male guardians, and families of children with disabilities in program participation. While modest in scale, the TC contributes to the core objective of reducing poverty and inequality by targeting vulnerable communities and laying the groundwork for implementing parenting education programs in Barbados.

3.3 This TC is aligned with Pillar 2 of the Barbados and IDB Group Strategy Agreement 2025–2030 (GN-3280-1), which focuses on “enhancing social resilience to thrive in a changing world.” By supporting the design and pilot implementation of a Parenting Education Program, the TC aims to strengthen the Ministry of Educational Transformation’s capacity to deliver targeted parenting interventions and improve family relationships in selected communities. Parenting education programs contribute to social resilience by enhancing children’s cognitive development, behavioral outcomes, and educational attainment, key factors in their ability to thrive in a changing world. The TC also aligns with the cross-cutting theme of gender equality by promoting the involvement of fathers and male guardians in their children’s education and helping to challenge traditional caregiving roles.

3.4 This TC is aligned with the objectives and activities of priority area 5, inclusive social development of the OC SDP Window 2 Social Development (W2E) fund (OC SDP) (GN-2819-14). The TC promotes inclusive social development by targeting vulnerable and at-risk parents, including families of children with disabilities, who often lack access to parenting support programs. It also seeks to remove participation barriers through informal learning sessions (called Lime and Learn sessions) that are

designed to make parents feel comfortable engaging with one another. Parents will be reached out to in everyday spaces, such as supermarkets, gas stations, and community areas. The sessions will be held at convenient locations, including workplaces during lunch breaks or after working hours, ensuring that participation does not conflict with their daily responsibilities. This inclusive approach supports more equitable access to parenting support and contributes to the overall development of children in underserved communities

3.5 This TC is aligned with the Education Transformation Strategy released in 2023 by the Ministry of Educational Transformation in Barbados.⁵ The strategy outlines enhancements required for a “Fair, Inclusive, Relevant, Modern” education system. Among the key proposed enhancements is bolstering parental education and engagement, an action fully supported by this TC through its design and pilot of a community-based Parenting Education Program.

3.6 This TC also complements the IDB loan operation, Skills for the Future II (BA-L1053). The loan BA-L1053 supports the broader education transformation in Barbados with the general objective of improving the quality and equity of education. In particular, the TC supports the loan’s specific objective of promoting a more inclusive education system, as it targets vulnerable or at-risk families, especially those whose children face socio-emotional and cognitive development challenges or special needs. Furthermore, this TC also draws on lessons learned from BA-T1053, a STEAM L Lab School pilot that tested initiatives to increase parent involvement and parent education at the early childhood level, motivating them to stay involved in their children’s education throughout their school careers. The consultant developed materials for parent outreach; however, after closure of the technical assistance grant, the IDB has little information to what extent the participating early childhood center continues to use the materials; the materials will be shared with the coordinator of the parent initiative (BA-T1125).

IV. Description of activities/components

4.1 Component 1: Engaging Families through a Parent Education Program (PEP) (US\$150,000). This TC includes one component to support the MEDT in conceptualizing, designing, and implementing a culturally relevant parenting education program. The initiative will focus on vulnerable and at-risk parents in Barbados, especially those whose children face socioemotional and cognitive development challenges or special needs. Given the Ministry’s strong interest in developing a program tailored to the Barbadian context rather than adopting existing international models, this TC prioritizes the structured development of a locally grounded initiative.

⁵ [REIMAGINING EDUCATION-DRAFT-Book.pdf](#)

- 4.2** Under the Ministry's guiding theme, *Parents Reaching Parents, Parents Supporting Parents*, the program will emphasize peer-to-peer support and flexible delivery formats. The PEP will be delivered through *Lime and Learn* sessions, which are interactive and accessible spaces where parents can engage with one another, share experiences, and build skills. These sessions will be led by *champions of change*, who are parents within the Ministry, and will undergo a two-day training session in preparation for their roles.
- 4.3** The *Lime and Learn* sessions will be held in various locations to meet parents where they are. This includes partnerships with companies willing to host sessions at the workplace for their employees during lunch breaks or after work hours; schools that can serve as accessible delivery points for families; and public or familiar spaces such as supermarkets, gas stations, community centers, or neighborhoods. This approach ensures that the program respects parents' time and routines by offering *on-the-spot* opportunities for engagement in spaces that feel natural and non-intimidating.
- 4.4** TC resources will be used to contract technical assistance for the following: (i) project coordinator responsible for coordinating the design of the program and its subsequent implementation; (ii) contracting technical assistance to develop the content of the PEP and training MEDT parents to act as champions of the program; (iii) rollout of the *Lime and Learn* sessions; and (iv) monitoring and evaluation.
- 4.5 Subcomponent 1.1. Project Coordination (US\$50,000).** TC resources will be used to hire an individual consultant as the project coordinator. This consultant will support the design of the PEP, oversee the rollout of the Lime and Learn sessions, contribute to monitoring and evaluation, and coordinate all other related tasks related to the PEP implementation. S/he will be placed at MEDT and coordinate with its divisions and external agencies as needed. In close coordination with the Ministry of Educational Transformation, the project coordinator will execute the following tasks:

(i) Conduct a desk review and consultations with stakeholders. This desk review should include the needs and barriers faced by vulnerable and at-risk parents in Barbados.; and a mapping of existing national programs targeting parents (e.g. PAREDOS, MESA, etc.), to avoid duplication of efforts as well as identify ways to integrate the new PEP into existing delivery platforms and opportunities for multisectoral collaboration.

(ii) Prepare a PEP Proposal. This Proposal should include⁶:

- Strategic guidance on how the Ministry should engage with vulnerable and at-risk parents, including specific strategies to engage fathers and families with children

⁶ The technical design of the parenting program itself, including its theory of change, content, duration, and facilitators' training (i.e., the champions of change training), will be developed separately by a contracted firm or expert consultant.

with disabilities, parents who historically have been difficult to reach, and those who have not been very active in the education of their children.

- Recommendations for institutional coordination arrangements with national partners (e.g., PAREDOS, MESA).
 - Identification of pilot communities that the PEP should target first based on MEDT's priorities (e.g. particular parishes, schools, companies that are willing to host the Lime and Learn sessions during lunch breaks or after work hours, and other entry points that meet parents at their comfort zone, such as gas stations and supermarkets).
 - Exploration of opportunities for integrating the PEP into existing delivery platforms (e.g., school-family engagement activities, community outreach events) and for multisectoral collaboration (e.g., referrals from social services, partnerships with companies willing to offer a parenting education program as part of their employee support initiatives).
 - Suggested outreach and communication strategies, including the use of WhatsApp groups, podcasts, and newsletters.
 - A delivery plan for the Lime and Learn sessions, aligned with the needs and realities of target families. This plan should include the ideal number of Lime and Learn sessions and their frequency (weekly or every two weeks), considering that these sessions should occur between 4:00 PM and 6:00 PM or between 5:00 PM and 7:00 PM.
- (iii) Coordinate the design and implementation of the PEP. This task includes working closely with the consultant responsible for developing the program content under Subcomponent 1.2 to ensure alignment with MEDT's expectations and the Barbadian context, and overseeing the implementation of activities proposed in the PEP Framework developed under task (ii). Responsibilities include managing outreach efforts (e.g., WhatsApp, podcasts, social media), supporting the organization of Lime and Learn sessions, and liaising with implementation partners.
- (iv) The output of this subcomponent is 1) one *Diagnostic Report*, 2) one *PEP Framework*, and 3) *Semi-Annual Progress Reports*.

4.6 Subcomponent 1.2. PEP Content Design and Training of the Champions of Change (US\$40,000). TC resources will be used to hire an individual consultant to develop the program's theory of change⁷, design its content, create all the supporting materials (e.g., resource brochures, session handouts, and flyers), and train the champions of change. In close coordination with the Ministry of Educational Transformation, this consultant will execute the following tasks:

- (i) Develop the content of the PEP program and accompanying materials. The content should include all key topics to be covered during the Lime and Learn sessions such as the understanding children's developmental stages, expected behaviors, and emotional triggers influencing parent-child interactions; recognizing the importance of

⁷ A draft theory of change is included in Annex I.

tone and words in communication with children; the power of positive reinforcement; strategies to support children academically; and the value of building positive relationships with teachers and sharing experiences with other parents. The content should be gender-sensitive and include activities and delivery methods appropriate for informal and accessible learning sessions. The consultant will also prepare all supporting materials for the Champions of Change and participating parents, such as resource brochures, session handouts, and flyers, ensuring these are practical and aligned with the Barbadian context.

- (ii) Conduct the two-day training course for the Champions of Change. As stated earlier, the MEDT will identify and engage parents to serve as Champions of Change in the PEP. These Champions of Change will then be responsible for conducting the Lime and Learn sessions (see Subcomponent 1.3). They will act as peer motivators, drawing on their own parenting experiences to support and encourage other parents to participate actively in the program. The training will cover both the PEP content and practical peer engagement strategies, such as how to share personal experiences in a constructive way, foster trust among parents, promote inclusive discussions, and provide informal support through moral encouragement and active listening. Champions will also be introduced to facilitation techniques and communication tools that are accessible and appropriate for informal learning environments.
- (iii) The outputs of this subcomponent will be the 1) *content of the PEP and its materials*, and 2) *training of the champions of change*.

4.7 Sub-component 1.3. Program Implementation PEP Lime and Learn Sessions and Parents Outreach (US\$50,000). As stated earlier, the MEDT wants to meet parents *where they are*, such as supermarkets, gas stations, schools, community events, and workplaces. TC resources will be used to:

- (i) Conduct parent outreach and support the rollout of Lime and Learn Sessions. The resources will cover expenses such as stipends for the Champions of Change, printing and distribution of program materials, transportation logistics for in-person engagement in pilot communities, and food for the Lime and Learn sessions. The parents' outreach will count on a prominent social media influencer in Barbados who has agreed to serve as "Parent Ambassador" to promote activities such as group discussions, podcasts, and awareness campaigns. The social influencer will work closely with the MEDT's Media Resource Department and the project coordinator to record and disseminate podcasts featuring interviews with parents, highlighting their personal stories and parenting experiences to encourage peer learning and broader parent engagement.
- (ii) The output of this subcomponent will be 1) *the rollout of the PEP*.

4.8 Subcomponent 1.4. Monitoring and Evaluation (US\$10,000). TC resources will support the implementation of monitoring and evaluation activities that will closely follow up with 12 families to generate insights into the PEP's effectiveness, and future scale-up and institutionalization of the PEP. This sub-component will be executed by the project coordinator in close collaboration with the Information Technology and Quality Assurance Unit (ITQUA) of the MEDT. The project coordinator and ITQUA will carry out the following tasks:

- (i) Closely follow up on a sample of up to 12 randomly selected families. The selected group should ensure representation of diverse family contexts, including male caregivers and families with children with disabilities. This qualitative follow-up will document early lessons and generate real-time insights into how families experience the PEP, including changes in parenting practices and parent-child interactions. These findings will help assess the program's feasibility, relevance, and early impact.
- (ii) Analyze findings to support program refinement and policy recommendations. This analysis should propose adjustments to session content or delivery based on observed needs, establish a geographic rollout plan beyond pilot areas, and explore pathways for sustainability, including potential handoffs to entities such as community-based organizations, the National PTA, or integration into school and social service systems. The medium-term goal is to integrate the PEP as a core offering within the national education and social protection framework, reaching additional parishes and aligning with ongoing education transformation efforts. This analysis will inform a refined program model that can be institutionalized within the MEDT as a key component of the scaling strategy, which is building capacity within MEDT and community partners by training peer champions and developing reusable content and delivery templates.
- (iii) The output of this subcomponent will be: 1) *One Monitoring and Evaluation Report with main findings and policy recommendations.*

V. Indicative Budget, in USD

5.1 The total amount of this Technical Cooperation (TC) is US\$150,000, which will be fully financed with resources from the OC-SDP Window 2 – Social Development (W2E). The execution period is 30 months, and the disbursement period is 36 months from the date of approval. This TC has no counterpart funding.

Activity/Component	Description	IDB/Fund Funding - W2E
1.1 Project Coordination	Full-time individual consultant (2 years)	50,000
1.2 PEP Content Design and Training of the Champions of Change.	Individual consultant to design the PEP content and train parents	40,000
1.3 Program Implementation - PEP Lime and Learn Sessions and Parents Outreach.	Non-consulting services to support PEP rollout (stipends for Champions of Change, organization of Lime and Learn sessions, printing of materials, transportation logistics, and parents' outreach)	50,000
1.4 Monitoring and Evaluation	Full-time individual consultant for monitoring of the program and close follow-up of up to 12 families (same consultant as 1.1)	10,000
TOTAL		150,000

VI. Executing agency and execution structure

6.1 Execution. This TC will be executed by the Inter-American Development Bank (IDB) through the Education Division of the IDB’s Social Sector (SCL/EDU). The Ministry of Educational Transformation (MEDT) requested that the Bank execute this TC. The MEDT is currently leading the rollout of the national Education Transformation Strategy (launched in 2023), which involves multiple simultaneous priorities and places considerable pressure on its limited technical staff. Given this context, it would be operationally challenging for MEDT to manage the execution of this TC directly. Therefore, Bank execution is justified based on the IDB’s strong technical and operational capacity to implement projects of this nature and its experience working in Barbados. This approach is consistent with Annex II of OP-619-4, which supports Bank execution when the executing agency lacks sufficient institutional, operational, or technical capacity to carry out the proposed activities.

6.2 Supervision. The supervision of this TC will be carried out by the assigned team leader, who is an Education Specialist of the Education Division of the IDB (SCL/EDU). The team leader will be supported by the alternate team leader, consultants of the Education Division, and an operations associate based in the Country Office in Barbados.

6.3 Procurement. All procurement to be executed under this Technical Cooperation have been included in the Procurement Plan (Annex IV) and will be hired in compliance with the applicable Bank policies and regulations as follows: (a) Hiring of individual consultants, as established in the regulation on Complementary Workforce (AM-650) and (b) Contracting of services provided by consulting firms in accordance with the Corporate procurement Policy (GN-2303-33) and its Guidelines.

6.4 Intellectual Property. The knowledge products generated within this Technical Cooperation (TC) will be the property of the Bank and may be made available to the public under a creative commons license. However, at the request of a beneficiary, in accordance with the provisions of AM-331, the intellectual property of said products may also be licensed to one or more beneficiaries through specific contractual commitments that shall be prepared with the advice of the Legal Department.

VII. Major issues.

a. The following risks and corresponding mitigation measures have been identified:

Identified Risk	Type of Impact	Mitigation Strategy
Low Participation and Engagement: There is a risk that the target audience may not participate or engage with the program as expected, which can be due to a lack of awareness, cultural norms, stigma associated with	high	Offer parenting sessions during convenient times such as lunch breaks or after work hours for employees and on weekends for broader community accessibility; develop and disseminate engaging, visual content on social media platforms offering practical parenting tips that can be easily accessed and shared among parents; and collaborate with employers to integrate parenting programs into employee

parenting classes, or scheduling conflicts.		wellness initiatives, allowing sessions to be conducted at the workplace.
Inadequate Training of Practitioners: The program's effectiveness heavily depends on the quality of delivery by trained practitioners. Inadequate training could lead to poor program delivery, reducing its effectiveness in changing parenting behaviors.	high	Mitigation strategies: Implement an accreditation process for all trainers, ensuring they meet standardized criteria before delivering sessions.

VIII. Exceptions to Bank policy

8.1 There are no exceptions to Bank policies.

IX. Environmental and Social Aspects

9.1 This TC is not intended to finance pre-feasibility or feasibility studies of specific investment projects or environmental and social studies associated with them; therefore, it does not have the applicable requirements of the Bank's Environmental and Social Policy Framework (ESPF).

Required Annexes:

- Request from the client.
- Results Matrix.
- Terms of Reference.
- Procurement Plan.
- The Gender and Diversity Checklist.
- Annex I draft Theory of Change

ANNEX I - DRAFT THEORY OF CHANGE

The *Parent Education Program (PEP)* aims to strengthen the foundational skills of children by empowering parents, especially those from vulnerable and at-risk groups, with culturally relevant knowledge, tools, and strategies to improve their parenting practices. The theory of change is grounded in evidence that parent engagement and modeling positive behavior significantly contribute to a child's socioemotional, cognitive, and academic development (see references cited in the background section of the TC document).

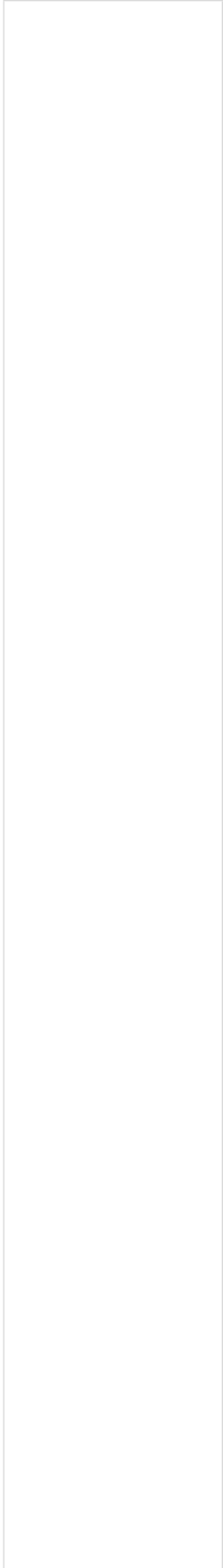
If the Ministry of Educational Transformation (MEDT) develops and delivers a tailored parent education program that:

- It is informed by the lived realities and needs of vulnerable families.
- It uses trained facilitators and peer champions to build trust and support behavior change.
- It is delivered in accessible and familiar environments (e.g., schools, community spaces, workplaces).
- It is supported by a targeted communications campaign that includes social media and male engagement.

Then parents will become more confident, better equipped, and more actively involved in their children's learning and well-being.

Which will lead to improved family dynamics, enhanced parent-child relationships, and stronger developmental outcomes for children, ultimately contributing to resilient families, improved educational trajectories, and enhanced human capital in Barbados.

BARBADOS
A Parenting Initiative: Involving Parents and Promoting Good Parenting Practices
BA-T1125



Client Support
03 Apr 2025.
Inter- American Development Bank
OC SDP Window 2 - Social Development(W2E)
US\$150,000.00
US\$0
SCL/EDU- Education
CCB/CBA-Country Office Barbados
Social protection and human capital development; Targets poor populations

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