

**PROJECT INFORMATION DOCUMENT (PID)  
IDENTIFICATION/CONCEPT STAGE**

Report No.: PIDC53660

<b>Project Name</b>	Support to Implementation of the Regional Education
<b>Region</b>	LATIN AMERICA AND CARIBBEAN
<b>Country</b>	OECS Countries
<b>Sector(s)</b>	Primary education (100%)
<b>Theme(s)</b>	Education for all (100%)
<b>Lending Instrument</b>	Lending Instrument
<b>Project ID</b>	P158836
<b>Borrower Name</b>	OECS Commission
<b>Implementing Agency</b>	OECS Commission, Education Management Unit
<b>Environment Category</b>	C - Not Required
<b>Date PID Prepared</b>	13-Jan-2016
<b>Estimated Date of Approval</b>	15-Jun-2016
<b>Initiation Note Review Decision</b>	

**I. Introduction and Context**

**Country Context**

The small, open economies of the Organization of Eastern Caribbean States (OECS) have been trapped for years in low growth, high debt, and limited fiscal space, exacerbated by a number of external shocks. The impact of the 2008 global financial crisis was severe as tourism, remittances, Foreign Direct Investment (FDI) and official development flows decreased sharply, growth rates plummeted, debt and fiscal imbalances increased to unsustainable levels, and labor market conditions deteriorated. In addition, natural disasters have periodically taken a large toll on the region, affecting lives, infrastructure, and economic activity. The OECS's bleak economic performance has exacerbated social problems: unemployment has been growing at alarming rates, especially among the youth; and poverty, which was relatively high before 2008, has very likely worsened.

**Sectoral and Institutional Context**

OECS countries have made significant progress in expanding access. The gross enrollment rate in Early Childhood Education for students of ages 3 to 4 ranges from 106.6 in Grenada to 87.4 in St. Vincent and 91.0 in St. Lucia. The Net Primary Enrollment Rate is 90.5 percent in St. Vincent; 96.7 in Grenada; 94.4 percent in Dominica; and 95.3 percent in St. Lucia. Enrollment at secondary level follows a similar pattern as for the primary level. The progress at the secondary level has been as a result of a policy push to achieve universal secondary education (USE) as soon as possible. Gender parity has been achieved at primary level, although small differences in Net Enrollment Rate emerge at the secondary level (81.2 percent boys and 86.2 for girls in Dominica; 89.2 percent for girls 86.4 percent for

boys in St. Lucia; 75.4 for boys and 73.6 for girls in St. Vincent and the Grenadines; with gender parity in Grenada). This progress has also been facilitated by the significant education expenditure as percentage of GDP: 4.9 percent in Grenada; 8.2 percent in St. Vincent and the Grenadines; 5.2 percent in Dominica; 5.9 percent in St. Lucia in 2013. In 2013, government expenditure on education as percentage of the total public expenditure was 14.3 percent in Dominica, 14.5 percent in St. Lucia; 17.4 percent in St. Vincent and Grenadines and 19 percent in Grenada.

Significant challenges remain in terms access, equity and quality. Close to 10 percent of children ages 3 to 4 in St. Vincent and the Grenadines and St. Lucia were not enrolled in early education in 2013. The OECS recognize the importance of investing in ECD and are making efforts to address this challenge. While primary enrollment is almost universal across the OECS, close to 30 percent of the primary age children in St. Vincent and the Grenadines are not enrolled in school. Low learning achievement is the major challenge facing the education sector in the OECS. The 2010 Grade 4 Literacy and Mathematics tests showed that about 50 percent of Grade Four students had not achieved mastery at their grade level. At the secondary level, the percentage of students passing the Caribbean Secondary Education Certificate (CSEC) was 37 percent and below for all the states. The percentage of students who pass both English and Mathematics at CSEC is on average 23 percent across the states. Moreover, CXC Examiner's reports indicate poor student performance on test items that require critical thinking, analysis or communication.

There are several underlying causes of low education quality in the OECS, including the following: (i) lack of clear teaching and learning standards that could facilitate formative classroom assessment and student centered learning. The absence of clear learning standards to guide systematic formative and summative classroom assessment leads to failure to address learning deficiencies before a student transitions to the next grade or exits the system. Students are automatically promoted to the next grade even if they have not mastered the relevant competencies. The proportion of untrained teachers in the OECS is higher than 30 percent except in St. Lucia, and professional development for teachers are limited; and (iii) low capacity of school leaders to support teaching, and thereby improve student achievement.

Improving the quality of learning for every child is at the heart of the Regional Education Strategy for the OECS. The OECS, with support from the Bank, Caribbean Development bank and UNICEF, have developed a Regional Education Strategy "Every Learner Succeeds" to address the common challenge of low learning achievement across member states. The strategy process was coordinated by the OECS Commission. The strategy was endorsed by the OECS Council of Ministers of Education at their annual meeting of May 2012, for implementation across the states. This strategy also constitutes the education chapter in the OECS Growth and Development Strategy. The OECS country level education plans have been or are being aligned to this overarching Regional Education Sector Strategy. The strategy is results based and includes the following imperatives: (i) improve the quality and accountability of education leadership; (ii) improve teacher quality, management and motivation; (iii) improve the quality of teaching and learning using learner centered approaches; (iv) improve curriculum and strategies for assessment to meet the needs of all learners; (v) increase access to quality early childhood development services;

- (vi) provide opportunities for all learners to develop the knowledge, skills and attitudes to enable them to progress to further education and training and productive employment; and
- (vi) increase access to and relevance of tertiary and continuing education.

The proposed Project will be implemented within this regional context under the coordination of the OECS Commission.

### **Relationship to CAS/CPS/CPF**

The high level objective is to improve learning outcomes at basic education level. The proposed Project contributes to the Bank's twin goals of eliminating poverty and boosting shared prosperity by improving the quality of basic education. These objectives will be achieved through a mix of interventions aimed at improving teaching and learning. Improvement in quality of education and outcomes in the OECS would, in the long term, enhance employability of the citizens and support growth. Better education would also contribute to greater shared prosperity as children from poorer households perform worse than their richer peers in school.

The proposed Project is consistent with the World Bank Group OECS Regional Partnership Strategy (RPS) FY2015-2019 Framework discussed and endorsed by the Board of Executive Directors on November 13, 2014. The RPS recognizes the importance of improvement in the quality of education as a way of contributing to long term unemployment and poverty reduction. The education aspects of the Project are aligned with the RPS pillar of resilience, and in particular outcome 7 focusing on establishment of quality learning standards. In addition, the proposed Project focuses on improving the quality of basic education which aligns with the Global partnership for Education (GPE) goals of access for all and learning for all. Furthermore, the proposed focus on teacher professional development and primary grade assessment relates directly to the GPE strategic objectives of increasing basic numeracy and literacy skills and that of improving teacher effectiveness.

## **II. Project Development Objective(s)**

### **Proposed Development Objective(s)**

The Project Development Objectives are the following: (i) establish and use quality learning standards to support evidence based teaching and learning; (ii) improve teacher effectiveness in the classroom at the primary level; and (iii) strengthen school leadership and accountability.

### **Key Results**

- i. Percentage of teachers using formative classroom assessment based on learning standards
- ii. Percentage of teachers rated effective on classroom practices
- iii. Percentage of school principals meeting professional standards based on principal appraisal instrument

## **III. Preliminary Description**

### **Concept Description**

Proposed instrument: The proposed instrument would be a Recipient-Executed Trust Fund

(RETF) arrangement between the Global Partnership for Education (GPE) and the World Bank in the amount of US\$2,000,000 for four countries. There is also a possibility of Saint Vincent and the Grenadines and Saint Lucia allocating some IDA resources to education activities under the OECS HD Resilience Project, and those resources will build on and scale up the proposed activities under this Grant. Preliminary discussions have led to an education component structure consisting of four sub components.

Curriculum and Assessment. The project will support the following activities: (i) review of the harmonized curriculum to clarify grade level learning standards for primary education in literacy, numeracy, science and social studies; and (ii) develop a learner-centered assessment framework including formative assessment; (iii) develop and implement guidelines for using learning standards and formative classroom assessment.

Teacher professional development. This component will support the following activities: (i) review of teacher training programs; (ii) review classroom practices to identify capacity gaps; (iii) develop a teacher professional development program to improve classroom practices, including formative assessment, student/teacher interaction and use of student learning data; (iv) competence-based professional development for teachers through training on effective classroom practices, formative assessment in line with learning standards and use of student learning data; (v) establish an on-line community of practice for teachers to access on-line instructional resources, share lesson plans, and experiences.

Improve school leadership and accountability. This component will support the following activities: (i) develop a program for training of school leaders based on agreed professional standards, including instructional leadership and to support teachers to improve instructional practices; (ii) competence-based training and certification of school leaders based on leadership standards, including on instructional leadership and use of data, including in planning, management and reporting; (iii) develop a handbook for school principals/leaders to guide school leadership and management.

Project implementation, monitoring and evaluation. Framework for generating data on select indicators (including pedagogical practices) and reporting regularly on progress towards the attainment of expected results.

#### **IV. Safeguard Policies that Might Apply**

The project does not trigger any social safeguards. No civil works, or other activities that would lead to involuntary resettlement or land acquisition will be supported. In addition, although Dominica, which has an Indigenous Population, is a participating country, the project is not supporting any physical interventions at the country or school level – only activities related to the review and creation of regional frameworks in support of the OECS education strategy.

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/ BP 4.01	No	The project is proposed to be as classified as Category C, given the operation only involves technical assistance and measures

		to enhance quality of education and there are no investments in infrastructure or other activities that could cause potential negative environmental impacts.
Natural Habitats OP/BP 4.04	No	The Project will not have any potential significant conversation or degradation of natural habitat.
Forests OP/BP 4.36	No	The project will not affect forests, forest dependent communities not will it involve changes in the management of forests.
Pest Management OP 4.09	No	The project does not involve the purchase or use of significant quantities of pesticides.
Physical Cultural Resources OP/ BP 4.11	No	The project will not affect existing physical cultural resources.
Indigenous Peoples OP/BP 4.10	No	
Involuntary Resettlement OP/BP 4.12	No	
Safety of Dams OP/BP 4.37	No	The project will neither support the construction or rehabilitation of dams nor will it support other investments which rely on services of existing dams.
Projects on International Waterways OP/BP 7.50	No	The project will not finance activities involving the use or potential pollution of international waterways
Projects in Disputed Areas OP/BP 7.60	No	The project will not finance activities in disputed areas as defined in the policy

#### V. Financing (in USD Million)

Total Project Cost:	2.00	Total Bank Financing:	0.00
Financing Gap:	0.00		
<b>Financing Source</b>			<b>Amount</b>
Education for All - Fast Track Initiative			2.00
Total			2.00

## **VI. Contact point**

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