

TC ABSTRACT

I. Basic Project Data

▪ Country/Region:	TRINIDAD AND TOBAGO/CCB - Caribbean Group
▪ TC Name:	Support for Education Transformation with Inclusive Access to Quality Education
▪ TC Number:	TT-T1147
▪ Team Leader/Members:	PRADA PATINO, MARIA FERNANDA (SCL/EDU) Team Leader; RIEBLE-AUBOURG, SABINE (SCL/EDU) Alternate Team Leader; ALEJANDRA FORERO PEREZ (SCL/EDU); BLASCO, IVANA (SCL/EDU); GABRIELA GAMBI (SCL/EDU); BRATHWAITE, NEECA N. (CCB/CTT); AGOSTINI, DORRI MICHELLE (CCB/CTT); LEWIS, ALIX (CCB/CTT)
▪ Taxonomy:	Client Support
▪ Number and name of operation supported by the TC:	N/A
▪ Date of TC Abstract:	25 May 2023
▪ Beneficiary:	Ministry of Education
▪ Executing Agency:	INTER-AMERICAN DEVELOPMENT BANK (TT-ME-MINISTRY OF EDUCATION)
▪ IDB funding requested:	US\$130,000.00
▪ Local counterpart funding:	US\$0.00
▪ Disbursement period:	24 months
▪ Types of consultants:	Individuals
▪ 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 ; Environmental sustainability; Gender equality

II. Objective and Justification

- 2.1 The objective of the TC is to support the Ministry of Education (MOE) in its efforts to transform the education system towards a more modern, inclusive, and relevant system. This general objective will be pursued through the following specific objectives: (i) strengthening secondary schools' infrastructure, resiliency and technology preparedness for climate change (ii) designing a strategy to support students' transitions within the education system and; (iii) modernizing and strengthening the programs offered in primary and secondary (including TVET offerings)
- 2.2 Trinidad and Tobago (TT) aims to transform the education system towards a more modern, inclusive, and relevant education system. The government developed the National Development Strategy which states that a reform of education is needed including a sustainable plan to ensure that basic school infrastructure is maintained and upgraded; a more inclusive education system offering alternatives to all students; and changes in the curriculum to ensure that education provided is relevant and

responding to the development needs of the economy to help close the current gap between the demand and supply of labor (National Development Strategy 2016-2030). A more sustainable and resilient school infrastructure is needed to advance towards a modern education system and move the digital agenda forward in education. TT has 134 public secondary schools, many of which require repair or replacement due to structural issues, insufficient maintenance, and outdated technology (Education Policy Paper 2022-2007). The Ministry of Education (MOE) has prioritized 26 schools in Trinidad that require urgent physical upgrades and 2 schools in Tobago that require complete rebuilding. Therefore, the MOE requires an audit of these schools, or at least a sample of them to develop a comprehensive repair plan, including connectivity, resiliency to climate change and energy efficiency. A more inclusive system needs to offer support and alternatives to all students, with particular attention to boys residing in at risk communities. In secondary boys start to lag girls in completion and learning outcomes. Completion rate in secondary was 18.3% higher for girls than for boys, post-secondary enrollment almost 30% higher for young women and males are overrepresented in the share of NEET (Thalinger, et al, 2023). Strategies to support student's transitions must combine distinct types of interventions. However, a deeper understanding on the conditions of the most vulnerable schools is needed to develop effective strategies for the country. Increasing relevance of education implies revisiting the programs offered to students to ensure they are equipping them with relevant skills to contribute to sustainable national development goals and the increasing pressures to diversify the economy. Currently, the country is running a curriculum reform project in primary and secondary as well as a several efforts to revitalize the TVET sector, strengthen the options offered at the secondary level and align with the offerings at the post-secondary level (Education Policy Paper 2022-2007). However, more in depth analysis is needed to support and combine these efforts around one common goal.

III. Description of Activities and Outputs

- 3.1 **Component I: Component I: Strengthening secondary schools' infrastructure, resiliency, and technology preparedness for climate change..** This component will finance technical assistance to conduct an audit/ diagnostic study of a sample of the 26 preidentified secondary schools assessing physical infrastructure, digital infrastructure, and climate change/ resiliency (measures such as solar panels, water efficiency). The audit will provide an estimated cost and all the inputs needed to develop an implementation plan to upgrade secondary school infrastructure.
- 3.2 **Component II: Component II: Designing a strategy to support students' transitions special emphasis on underperforming males.** This component will finance a diagnostic study in a representative sample of the 26 prioritized schools including: a) a description of the conditions of the schools, (including available resources, staff and programs) as well as an assessment of the risk of underperforming students; b) a review of effective policies and practices to support transitions with emphasis on underperforming males, and c) the design of a strategy catered to TT taking into account the results of the assessment.
- 3.3 **Component III: Component III: Modernizing and strengthening the programs offered in primary and secondary (including TVET offerings).** This component will finance a) review of the curriculum to ensure that the available subject areas are equipping students with relevant skills to contribute to sustainable NDG and to transit smoothly into higher education and/or the labor market, b) a review of best practices of reforming TVET in secondary; c) development of an action plan for updating primary and secondary curricula including teacher professional development, assessments, materials and equipment needed.

- 3.4 **Component IV: Technical assistance and contingencies.** The consultant will provide technical assistance and research support to the IDB team. The consultant will be responsible for liaising with all technical units in the METVT, the office of the Chief Education Officer, and the IDB to inform on the status of the consultancies, ensure that reports are reviewed, and the primary schools are informed about the audit

IV. Budget

Indicative Budget

Activity/Component	IDB/Fund Funding	Counterpart Funding	Total Funding
Component I: Strengthening secondary schools' infrastructure, resiliency, and technology preparedness for climate change.	US\$60,000.00	US\$0.00	US\$60,000.00
Component II: Designing a strategy to support students' transitions special emphasis on underperforming males	US\$25,000.00	US\$0.00	US\$25,000.00
Component III: Modernizing and strengthening the programs offered in primary and secondary (including TVET offerings)	US\$25,000.00	US\$0.00	US\$25,000.00
Technical assistance and contingencies	US\$20,000.00	US\$0.00	US\$20,000.00
Total	US\$130,000.00	US\$0.00	US\$130,000.00

V. Executing Agency and Execution Structure

- 5.1 This TC will be executed by the IDB. Design, coordination and supervision of the TC and its disbursement will be tasked to the IDB's Education Division (SCL/EDU). To ensure that all the activities will be implemented as planned, a consultant will be contracted for a period of 12 months to ensure that all consultancies can be carried out on time. The consultant will provide technical assistance and research support to the IDB team. The consultant will be responsible for liaising with all technical units in the MOE and the IDB to inform on the status of the consultancies, ensure that reports are reviewed, and the schools are informed about the audit. The execution will be done by a team lead by the team leader, hires, payments, procurement and the alike will be performed by the team with the consultant's support.
- 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 The timelines for the execution of the school audit depend heavily on the MOE's timelines, agility and capacity. The team will work closely with the counterpart to prevent delays

VII. Environmental and Social Classification

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