

TC ABSTRACT

I. Basic Project Data

▪ Country/Region:	TRINIDAD AND TOBAGO/CCB - Caribbean Group
▪ TC Name:	Promoting Social Inclusion and Gender Equality in Track and Field for Secondary School Students in Trinidad and Tobago (TT)
▪ TC Number:	TT-T1161
▪ Team Leader/Members:	PRADA PATINO, MARIA FERNANDA (SCL/EDU) Team Leader; RIEBLE-AUBOURG, SABINE (SCL/EDU) Alternate Team Leader; FORERO PEREZ MARIA ALEJANDRA (SCL/EDU); BRATHWAITE, NEECA N. (CCB/CTT); LEWIS, ALIX (CCB/CTT); ELIAS GONZALEZ, ALISON (SCL/MIG); ANDRADE BAENA, GINA LAURA (SCL/GDI); PINA MALIKAH KASSINA (CCB/CTT); FABIOLA SAAVEDRA (SCL/LMK); VILA SAINT ETIENNE, SARA (LEG/SGO)
▪ Taxonomy:	Client Support
▪ Number and name of operation supported by the TC:	N/A
▪ Date of TC Abstract:	18 Dec 2023
▪ Beneficiary:	Ministry of Education Trinidad and Tobago
▪ Executing Agency:	INTER-AMERICAN DEVELOPMENT BANK (TT-ME-MINISTRY OF EDUCATION)
▪ IDB funding requested:	US\$700,000.00
▪ Local counterpart funding:	US\$77,800.00 (In Kind)
▪ Disbursement period:	36 months
▪ Types of consultants:	Individuals; Firms
▪ Prepared by Unit:	SCL/EDU - Education
▪ Unit of Disbursement Responsibility:	CCB/CTT - Ctry Off Trinidad & Tobago
▪ 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 ; Gender equality; Diversity

II. Objective and Justification

- 2.1 The objective of this Technical Cooperation (TC) is to support social inclusion by increasing access to high-quality sports program for students in public secondary schools in Trinidad and Tobago (TT), closing existing gaps in access by socioeconomic status, gender and disability condition. This will be achieved by implementing a pilot program of in-school Track and Field clubs with certified training coaches. Once these school clubs are created, they would promote social inclusion and serve as a launching pad for promising young athletes by providing skills development opportunities and increased prospects for pursuing an athletic career due to the early talent identification and training.
- 2.2 Sports play a pivotal role in fostering social inclusion and poverty reduction given that sport-based interventions for youth reduce school dropout rates, has long-term positive effects in earning, wages, and labor market participation and can also affect community building by increasing psychological and social health outcomes as well as

fostering citizenship and civic engagement. Additionally, sports interventions have the potential to mitigate the risk of involvement in crime behavior especially when implemented as part of afterschool programs. In addition, TT has abundant track and field talent but there are a number of bottlenecks that exist and prevent the talent from further development.

The most pressing bottleneck is the limited and unequal access to sport clubs at a young age because currently, top-level coaching and skill development in Track and Field is predominantly concentrated within private clubs. Another bottleneck is the significant gender gap in participation of young athletes which widens as women grow up and the lack of female role models in high-level competitive sports and as coaches. Male athletes representing TT still far outnumber female athletes and the gap is reinforced by sociocultural and historical associations between sport and masculinity which leads to a lack of female role models in sports. Finally, students with disabilities have few opportunities to participate in sports activities hosted in schools. The integration of young people with disabilities into sports programs allows them not only to develop competencies, but also provide a network of support and promote a sense of belonging, identity and inclusion. Secondary Schools' Track and Field (SSTF), operating under the Ministry of Education, will be an integral part of the project, leveraging their experience in track and field event organization, stakeholder engagement, and the development of athletic potential, coaching, and officiating capacity, thereby ensuring the active participation of national institutions.

III. Description of Activities and Outputs

- 3.1 **Component I: Develop Student Athletic Potential with Equity.** Develop athletic potential of public secondary school students in TT through the establishment of in-school TrackandField clubs including high quality training and certification for coaches, acquisition of relevant equipment, knowledge exchange activities with countries with similar models and early orientation sessions to sensitize parents. The outputs of this component will be: 50 coaches certified, students participating in local, regional and international competitions.
- 3.2 **Component II: Promote Gender Equality in Track and Field.** Transform sports-related gender norms through community awareness campaigns, gender awareness training for coaches and school staff and by actively including and promoting girls' participation in Track and Field school clubs. The outputs of this component are a dissemination strategy designed and implemented, gender awareness training for the 50 coaches trained, a study with a diagnostic of female participation barriers in track and field, and a proposal to address them.
- 3.3 **Component III: Disability Inclusion in Track and Field.** To enhance disability inclusion within the track and field program. The outputs of this component are: an assessment of the specific needs and requirements of the students with disabilities, the design and implementation of an awareness strategy for the 50 coaches trained, a selection strategy to identify coaches that will train students with disabilities, a specific training for the coaches selected to train students with disabilities.
- 3.4 **Component IV: Assessment of social inclusion and sports engagement.** Activities related to de implementation of a quasi-experimental evaluation of the project and knowledge dissemination of lessons learned will be financed. The outputs of this component will be a publication summarizing the results from the evaluation and lessons learned from the implementation of the program.
- 3.5 **Component V: Project administration and Audit.** This TC will fund administration costs related to supervision and oversight. A consultant will be hired from TC resources to assist the IDB with the execution and oversight, and SSTF and SPORTT

will contribute with and in-kind equivalent of USD72,800 towards project supervision for the duration of the project.

IV. Budget

Indicative Budget

Activity/Component	IDB/Fund Funding	Counterpart Funding	Total Funding
Develop Student Athletic Potential with Equity	US\$250,000.00	US\$0.00	US\$250,000.00
Promote Gender Equality in Track and Field	US\$80,000.00	US\$0.00	US\$80,000.00
Disability Inclusion in Track and Field	US\$90,000.00	US\$5,000.00	US\$95,000.00
Assessment of social inclusion and sports engagement	US\$200,000.00	US\$0.00	US\$200,000.00
Project administration and Audit	US\$80,000.00	US\$72,800.00	US\$152,800.00
Total	US\$700,000.00	US\$77,800.00	US\$777,800.00

V. Executing Agency and Execution Structure

- 5.1 This TC will be executed by the IDB. Design, coordination and supervision of the TC will be tasked to the IDB's Education Division (SCL/EDU), disbursement will be tasked to the country office of TT. As the executing agency of the TC, the Bank will be responsible for: (i) identifying the studies and technical work required for the execution of the TC; (ii) selecting and hiring consultants to provide the necessary services; (iii) supervise the consulting services that the beneficiary provides technical inputs to; and (iv) manage the execution and delivery of consulting services.
- 5.2 The Bank will execute this TC based on its long technical experience working in education and particularly on its experience on projects requiring an elevated level of coordination and interdependence with different national and international stakeholders. The Bank has the technical experience and capacity to ensure a high quality of products and activities to be carried out for this project. In addition, recent TCs executing by local government agencies have been returned to IDB because of the low executing capacity and slow disbursements. The justification is consistent with the Operational Guidelines for Technical Cooperation Products (as modified Annex II of OP-619-4) criteria for contracting by the Bank, which establishes that Bank execution is justified when the requesting entity does not have the necessary capacity to duly and timely execute the activities of the TC as well as to enhance independence.

VI. Project Risks and Issues

- 6.1 This TC has the following risks: (i) inability of SSTF to mobilize teachers who would commit to coaching. To mitigate this risk, the IDB would engage the Ministry of Education to ensure the project is mainstreamed at the policy level; (ii) inability of SSTF to secure coaches from Jamaica to participate in knowledge transfer. This risk would be mitigated by SSTF also collaborating with local private sector stakeholders who also execute coaching programs.

VII. Environmental and Social Aspects

7.1 This TC does not have applicable requirements of the Bank's Environmental and Social Policy Framework (ESPF).