

## TC Document

### I. Basic Information for TC

▪ Country/Region:	TRINIDAD AND TOBAGO
▪ TC Name:	Promoting the Inclusion of Migrant Children in Trinidad and Tobago's Education System
▪ TC Number:	TT-T1165
▪ Team Leader/Members:	Saiz, Ana Maria (SCL/MIG) Team Leader; Paraiso Pinto Furtado Luzes, Marta (SCL/MIG) Alternate Team Leader; Centeno Lappas, Monica Clara Angelica (LEG/SGO); Prada Patino, Maria Fernanda (SCL/EDU); Rieble-Aubourg, Sabine (SCL/EDU); Lopez Aragon, Carmen Carolina (VPC/FMP); Sobral De Elia, Mariana (SCL/MIG); Louis-Grant, Paula (VPC/FMP); Lopez Gross, Juan Pablo Elias (MIF/MSM); Adela Davalos (SCL/MIG); Cabanzo Benjumea, Diana (SCL/MIG); Gauto, Victor (CCB/CGY); Dookiesingh, Vashtie K. Adela Davalos (SCL/MIG); Cabanzo Benjumea, Diana (SCL/MIG); Gauto, Victor (CCB/CGY); Dookiesingh, Vashtie K. Rieble
▪ Taxonomy:	Client Support
▪ Operation Supported by the TC:	.N/A
▪ Date of TC Abstract authorization:	23 Jul 2024.
▪ Beneficiary:	Ministry of Education, T&T
▪ 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\$0
▪ Disbursement period (which includes Execution period):	24 months
▪ Required start date:	01/15/2025
▪ Types of consultants:	Firms and individuals
▪ Prepared by Unit:	SCL/MIG-Migration Unit
▪ 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 IDB Group's Institutional Strategy 2024-2030:	Social inclusion and equality

### II. Objectives and Justification of the TC

**2.1 Over the past five years, Trinidad and Tobago (T&T) has experienced an increase in the influx of refugees and migrants.<sup>1</sup> In 2020, there were 71,497**

<sup>1</sup> Throughout the text we will refer to the refugee and migrant population as “migrants” to simplify the document.

migrants in the country, representing close to 6% of the population and more than half of them were from Latin American countries (DataMig).<sup>2</sup> Migrants from Venezuela account for most of the increase in this influx. By January 2022, approximately 28,500 Venezuelan migrants were settled in T&T, representing 30% of the total migrant population.<sup>3</sup>

**2.2 To address the rising influx of migrants, the Government of the Republic of Trinidad and Tobago (GORTT) created the Migrant Registration Framework (MRF) in 2019.** This framework, a regularization mechanism, allows regular and irregular Venezuelan migrants to register with the Ministry of National Security and obtain a registration card, granting temporary legal status and the right to work legally. Venezuelans who registered in 2019 had their cards extended until December 2022. Over 16,500 migrants received registration cards to prove they were registered under the MRF, and most of them are still valid<sup>4</sup>.

**2.3 Despite efforts to promote the socio-economic integration of migrants, significant challenges remain.** Integrating migrants into the social and economic fabric presents several obstacles. Specifically, to Trinidad and Tobago, language barriers, lack of recognition for foreign skills and certifications, and increased vulnerabilities, among others, pose significant challenges in the country. These barriers have led many migrants to find employment in sectors like construction, hospitality, food services, retail, and janitorial companies. Furthermore, migrants face an increased risk of labor and sexual exploitation.<sup>5</sup>

**2.4 An important integration challenge for the migrant population in T&T is their limited access to the formal education system.** In Trinidad and Tobago, non-national children must obtain a student permit from the Immigration Division to enroll in the public education system. Migrant children are ineligible to attend school due to their legal status. This results in a significant portion of migrant children lacking access to education. As a result, in 2020, three out of four Venezuelan migrant children who have been in Trinidad and Tobago for over a year were unable to access education (OIM, 2020). While the MRF registration card provides a temporary work permit and legal stay in the country, it does not grant access to the education system.<sup>6</sup>

**2.5 In response to this situation, the government has announced new legislation allowing primary schools to enroll migrant children in the public education system.**<sup>7</sup> These children will be eligible if they have an MRF registration card and pass an English language assessment administered by the University of the West Indies. This initiative has already benefited 200 Venezuelan children whose parents registered with the MRF in 2019 and have successfully passed the English

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<sup>2</sup> <https://datamig.iadb.org/es/profile/TTO>

<sup>3</sup> <https://www.r4v.info/es/document/r4v-america-latina-y-el-caribe-refugiados-y-migrantes-venezolanos-en-la-region-mayo-2022>

<sup>4</sup> The exact number of valid MRF cards is not known, but estimates are that most of the people that registered still have active MRF cards. The Venezuelan Refugee Crisis in Trinidad and Tobago, retrieved from: <https://www.law.ox.ac.uk/research-subject-groups/centre-criminology/centreborder-criminologies/blog/2021/04/venezuelan>

<sup>5</sup> IOM. (2019). *Migrants and their vulnerability: to human trafficking, modern slavery, and forced labour*. [https://publications.iom.int/system/files/pdf/migrants\\_and\\_their\\_vulnerability.pdf](https://publications.iom.int/system/files/pdf/migrants_and_their_vulnerability.pdf)

<sup>6</sup> According to the R4V platform, an estimated 4,000 children are unable to attend school in T&T.

<sup>7</sup> A child is within the school age if it is between the ages of 5 and 16.

assessment<sup>8</sup>. The government and multilateral agencies have identified around 1,200 children who could benefit from this new educational access. While this represents a positive step, the need to improve language learning resources and identify all eligible students persists. Migrant children from non-English speaking countries, such as Venezuela, will need to evaluate their English proficiency, and teachers will need to be equipped to support students learning English as a second language.

2.6 **Strategic Alignment.** The TC is consistent with the IDB Group Institutional Strategy: Transforming for Scale and Impact (CA-631) and is aligned with objective 1: Reducing poverty and inequality by expanding migrant students' access to quality education, providing benefits from inclusive concepts in schools. It also aligned with the operational focus areas of gender equality and inclusion of diverse population groups.

2.7 The TC is consistent with the Migration Action Framework (GN-3021), by informing decision-making for the socioeconomic integration of the migrant population, and education provision in communities with a high concentration of migrant population. Finally, this TC is aligned with the Country Strategy with Trinidad and Tobago 2021-2025 (GN-3071) in the strategic objective of enhancing the delivery of services, by supporting inclusive education and social cohesion.

2.8 **Alignment with the OC SDP Window 2-Social Development (W2E) Fund (GN-2819-14)** priority area of inclusive social development by strengthening the service delivery of quality education, investing in human capital, and promoting gender equality.

2.9 **Objective.** The primary goal of this TC is to promote the effective inclusion of migrant children in Trinidad and Tobago's public education system. This will be achieved through the identification of school-aged migrant populations, assessment of their language skills, and raising awareness within the school community about the needs and experiences of migrant children who lack access to appropriate education opportunities.

### III. Description of activities/components and budget

3.1 **Component 1. Assessment of school-aged population and school matching (US\$50,000).** This component will fund a diagnostic study of the school-aged migrant population in Trinidad and Tobago. The study will aim to identify the needs and challenges migrant families face when accessing education, focusing on language, financial, administrative, and cultural barriers. Additionally, the study will assess the capacity of schools to accommodate the identified migrant students by considering factors such as enrollment caps, geographic distribution, and appropriate instructional placements.

3.2 **Component 2. Design of intercultural education and sensitization modules for the school community (US\$60,000).** This component focuses on creating training modules for intercultural education, along with an implementation guide tailored for the school community, including teachers, administrators, support staff, and directors. Since the education system in Trinidad and Tobago has limited experience in integrating migrant students—especially those from non-English speaking countries—these modules will emphasize the promotion of school climate to facilitate the

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<sup>8</sup> <https://www.guardian.co.tt/news/school-places-for-200-migrant-children-from-september-6.2.2002041.b5a6f88cc1>

successful inclusion of migrant students in the upcoming school year. The materials will build upon existing research conducted by the Migration Unit regarding intercultural education and social cohesion.

**3.3 Component 3. English language proficiency assessment for migrant students (US\$40,000).** This component will collaborate with and support ongoing educational initiatives, such as Equal Place<sup>9</sup>, to expand the availability of English as a Second Language (ESL) classes for children and teenagers. It will include English language assessments for about 1,200 migrant students in Trinidad and Tobago to determine their appropriate instructional placement. The assessments will evaluate receptive skills (listening and reading comprehension) and productive skills (speaking and writing). Additionally, this component will partner with the University of the West Indies (UWI) to enhance the inclusion of migrant students in the Trinidad and Tobago education system.

**3.4 Funding.** The total cost of the is US\$150,000, to be financed by the OC SDP Window 2-Social Development (W2E) Fund. No local counterpart funds are envisaged for this TC.

**Indicative Budget**

<b>Activity/Component</b>	<b>IDB/Fund Funding</b>	<b>Total Funding</b>
Component 1. Diagnostic of the characteristics of migrant students and matching with schools in Trinidad and Tobago	US\$50,000	US\$50,000
Component 2. Design of sensibilization training modules for the school community.	US\$60,000	US\$60,000
Component 3: English language proficiency assessment for migrant students	US\$40,000	US\$40,000
<b>Total</b>	<b>US\$150,000</b>	<b>US\$150,000</b>

**3.5 Expected results.** Promote the effective inclusion of migrant children in Trinidad and Tobago's public education system. This TC will support the key identification of school-aged migrant population and the assessment of their language skills. Additionally, there will be heightened awareness within the school community regarding the needs and experiences of migrant children. As a result, migrant children will gain improved access to appropriate education opportunities, receive better language support, and

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<sup>9</sup> UNHCR Education Programme

experience a more inclusive and supportive school environment. These outcomes are expected to lead to reduced discrimination, and greater integration of migrant children into the educational system.

#### **IV. Executing agency and execution structure (estimated length: 1 page)**

- 4.1 **Project Execution.** The TC will be implemented by the IDB through the Social Sector Migration Unit (SCL/MIG) in collaboration with the Education Division (SCL/EDU) in collaboration with the country office (CCB/CTT). The Government of Trinidad and Tobago has formally requested that the IDB execute the TC due the trajectory in education in all the 26 countries and the acquired knowledge in socioeconomic integration of migrant population. Also, considering the Bank's ability to transfer lessons learned and best practices in the field from other countries within and outside the Region. This is consistent with Annex 2, paragraph C 2.2. of the Operational Guidelines for Technical Cooperation Products (OP-619-4), which identifies the need of a strong institutional, operational, and technical capacity for the execution of the contemplated activities in technical cooperations.
- 4.2 As the executing agency of the TC, the Bank will be responsible for: (i) coordinating the actors involved in the activities, (ii) identifying the studies and technical work necessary to carry out the TC; (iii) selecting and contracting consultants to provide the necessary services; (iv) supervising the consulting services to which the beneficiary provides technical inputs; (v) coordinating with local stakeholders working with migrants; and (vi) manage the execution and provision of consulting services.
- 4.3 **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 following the Corporate Procurement Policy (GN-2303-33) and its Guidelines.
- 4.4 The nature of the products of this TC is specific to the conditions of the beneficiary and it is appropriate for these institutions to hold their intellectual property rights, ensuring a mechanism for their proper use by the Bank. Therefore, the Beneficiary will own and hold all intellectual property rights, including, without limitation, copyright associated with all products developed under this assistance.<sup>10</sup>
- 4.5 **Supervision.** The project team, under the team leader's direction, will be responsible for supervising and facilitating the activities necessary to achieve the expected results. The TC will be monitored in accordance with Bank requirements and through the Results Matrix. Annual and final reports will be prepared and submitted in accordance with the TC Monitoring and Reporting System (TCM) (OP-1385-4).

#### **V. Project Risks and Issues**

- 5.1 There are possible risks associated with this TC. First, data collection in a low-income context often presents logistical challenges. Second, participants may hesitate to

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<sup>10</sup> The terms of reference for the consultancies financed by this TC and the corresponding contracts will include provisions for intellectual property arrangements in favor of the beneficiary.

participate in surveys or other forms of research due to concerns about revealing their identity, location, or migration status. Third, within the context of the pending General Elections for Trinidad and Tobago (August 2025), the implementation of this TC can be delayed. Regarding data privacy, the project will primarily handle anonymized information. In cases where personal data needs to be processed, security measures such as data encryption, multi-factor authentication, and the definition of clear data access levels will be implemented, together with privacy policies that comply with national and international data protection regulations, as well as the Bank's and the entity's guidelines. The team will ensure that the Bank's Personal Data Privacy Policy (GN-3030) is followed, and if necessary, the team will coordinate with the IDB Privacy team (VPF/ADS). Furthermore, the Government's commitment to the study will enhance the project's credibility and facilitate access to local stakeholders working with migrants. Finally, the Bank's extensive experience in conducting field data collection will help mitigate and reduce these risks.

## **VI. Exceptions to Bank policy**

6.1 There are no exceptions to the Bank policy.

## **VII. Environmental and Social Classification**

7.1 This TC will not finance pre-feasibility or feasibility studies for investment projects or associated environmental and social studies; therefore, it does not have applicable requirements of the Bank's Environmental and Social Policy Framework (ESPF).

### **Required Annexes:**

[Request from the Client\\_12599.pdf](#)

[Results Matrix\\_3689.pdf](#)

[Terms of Reference\\_50178.pdf](#)

[Procurement Plan\\_94920.pdf](#)