

## TC ABSTRACT

### I. BASIC PROJECT DATA

▪ Country/Region:	Regional
▪ TC Name:	Improving availability of education data in the Caribbean
▪ TC Number:	RG-T2666
▪ Team Leader/Members:	Sabine Rieble-Aubourg, Team Leader (SCL/EDU); Soledad Bos, Alternate TL (SCL/EDU); Carlos Herran (SCL/EDU); Natasha Boyce (CCB/CBA); Livia Mueller (SCL/EDU); Denise Salabie, Roy Parahoo (FMP/CBA); Betina Henning (LEG/SGO).
▪ Taxonomy:	Client Support
▪ Reference to Request: (IDB docs #)	<a href="#">IDBDOCS#39491668</a>
▪ Date of TC Abstract:	June 2015
▪ Beneficiary (countries or entities which are the recipient of the technical assistance):	Trinidad and Tobago, Jamaica, Suriname, Belize, Barbados, Guyana, OECS countries
▪ Executing Agency	The Caribbean Examinations Council (CXC)
▪ IDB Funding Requested:	US\$250,000
▪ Local counterpart funding	US\$215,000
▪ Disbursement period (which includes execution period):	36 months execution
▪ Required start date:	August 2015
▪ Types of consultants	Individual and firm
▪ Prepared by Unit:	SCL/EDU
▪ Unit of Disbursement Responsibility:	COF/CBA
▪ Included in Country Strategy (y/n);	No
▪ TC included in CPD (y/n):	No
▪ GCI-9 Sector Priority:	Social policy for equity and productivity

### II. OBJECTIVE AND JUSTIFICATION

- 2.1 The Inter-American Development Bank (IDB) is currently supporting a series of projects that aim at improving the analysis, dissemination, and use of social data in Latin American and Caribbean (LAC) countries, noting that the region lags behind in social and labor data compared to Europe, North America, and Asia, and that this data gap poses a challenge for both Government and IDB to make informed decisions. These projects include: (a) the creation of an education data warehouse useful to policy makers and researchers in LAC with the objective of establishing a platform that provides access to harmonized education indicators, databases, and information on the region's education systems (RG-T2341; IDB/ Education Division); and (b) the review of existing databases for social and labor force related issues throughout the Caribbean; the identification of information gaps, and the subsequent support for the implementation of specific

- surveys<sup>1</sup> whose results can be used to prepare country-specific reports to guide policy decisions (Caribbean Country Department (CCB), RG-T2293 and RG-T2199). Both initiatives were launched recognizing that the Caribbean countries exhibit the greatest data gaps within the LAC region, a fact that is mainly due to: (i) the irregular conduct of household surveys and the long time required to make the results publicly available; and (ii) the absence of well- functioning management information systems that make it difficult to obtain meaningful administrative information. This proposed regional project complements these efforts by making educational data in the Caribbean region more accessible.
- 2.2 Specifically, this technical cooperation (TC) intends to address the difficulty of obtaining updated and reliable data on student performance in a timely manner for the Caribbean region by providing support to the Caribbean Examination Council (CXC) and its member countries in the management and use of available information. Since its creation in 1972, the CXC is the most comprehensive source of data on student performance in secondary education for both the English- and Dutch-speaking islands. In addition, CXC certifies secondary and post-secondary education degrees across the region.<sup>2</sup> Currently, CXC has data on student achievement for over 35 years; however, only part of this data is electronically available. Thus, despite the existence of the data, access and use of it is almost non-existent by the Ministries of Education in the region; and CXC continues to have difficulties in providing historical student, subject and country statistical information to stakeholders as it requires extensive manual interventions to extract the data. To address these issues, the objective of this TC is to support the CXC in the following areas: (a) increasing data availability on student achievement; (b) improving the capacity of CXC and Ministries of Education in the analysis and use of data to inform policy decisions; and (c) improving the information collected during the administration of CXC examinations with the introduction of background questionnaires on students, including socio-economic variables as is done in other regional and international assessments.
- 2.3 **GCI-9 Alignment.** The TC is aligned to the Bank’s GCI-9 priority of “Social policy for equity and productivity”, in the strategic area of “raising the quality and equity of education” and to the 2013 Sector Framework Document for Education and Early Childhood Development (Success Dimension 1).

### III. DESCRIPTION OF ACTIVITIES AND OUTPUTS

- 3.1 The TC has three components: (a) increasing data availability of CXC ; (b) strengthening the capacity of CXC and Ministries of Education (MOEs) in the region to analyze and use data for

<sup>1</sup> The TC allow for the design and implementation of either living conditions or household surveys to address any existing data gaps (RG-T2293 and RG-T2199).

<sup>2</sup> The certificates include: the Caribbean Advanced Proficiency Examinations (CAPE); Associate Degrees, Caribbean Certification of Secondary Level Competence (CCSLC), and the Caribbean Vocational Qualifications (CVQ) that certifies technical and vocational education.

improved policy making; and (c) benchmarking the CXC exams to regional and international assessments.

- 3.2 **Component 1: Increasing data availability.** Technical Assistance (TA) will support CXC in converting the existing information currently stored either on reel tapes or paper into an electronic format compatible with CXC’s existing data platform to make the historical data accessible and usable.
- 3.3 **Component 2: Strengthening the capacity of CXC and member countries to use exam data.** Technical assistance (TA) will support CXC to work with its member countries in the analysis and use of data to inform both regional and national educational reform as well as school-based initiatives. The TC resources will be used to organize a series of workshops on data analysis and use; the workshops will be part of the regular annual CXC meetings.
- 3.4 **Component 3: Benchmarking CXC exams to other regional or international assessments.** The TC will provide TA to CXC to review its current format of examinations and advise on best practices. For example, current CXC exams do not collect any student background information, except the date of birth and student’s name. More student background data would provide valuable information for policy making in education systems in the region.

#### IV. BUDGET

- 4.1 The overall budget is US\$465,000 with US\$250,000 contributed by IDB and US\$215,000 contributed by CXC.

Table IV-1 Budget

Indicative Budget Activity/Component	Description	IDB Funding	Counterpart Funding	Total Funding
Component 1: Increasing data availability	TA for making data electronically available.	US\$120,000	US\$35,000	US\$155,000
Component 2: Strengthening the capacity of CXC and member countries to use exam’s data	TA and organization or workshops to train Ministries in use of exam data	US\$50,000	US\$120,000	US\$170,000
Component 3: Benchmarking CXC exams.	TA to introduce student context questionnaires	US\$50,000		US\$50,000
Audit		US\$15,000`		US\$15,000
Project Management			US\$60,000	US\$60,000
Contingency		US\$15,000		US15,000
<b>TOTAL</b>		<b>US\$250.000</b>	<b>US\$215.000</b>	<b>US\$465.000</b>

#### V. EXECUTING AGENCY AND EXECUTION STRUCTURE

- 5.1 The CXC will be the executing agency for the project. The CXC was established in 1972 as a regional institution to conduct examinations in the Caribbean region. As a regional

institution, it is working with all Ministries of Education on the islands. CXC has also worked with international financing institutions on projects including the World Bank, the Caribbean Development Bank, and the IDB (see ATN/OC-13005-BA).

- 5.2 The CXC will assign a coordinator in charge of coordinating the project. The CXC will be responsible for the financial administration of the TC including: (i) administration of the TC resources; (ii) implementation of an adequate internal control system; (iii) establishment and maintenance of adequate accounts that facilitate the reporting of project funds according to source of funding and categories of investment; (iv) maintenance of a proper records management system; (v) preparation and submission of disbursement requests to the IDB and the corresponding justification of expenses; and (vi) preparation of financial statements regarding Program's expenses.

## **VI. PROJECT RISKS AND ISSUES**

- 6.1 The CXC practice of storing data on paper has the risk that valuable information is lost due to paper deterioration. Although CXC is using fireproof vaults and acid free boxes to store the information, some information might be lost. Double data entry will be used to minimize any errors occurred while transposing the information into electronic format. Regarding the strengthening of the capacity of the national ministries in the use of the assessments, the capacity among countries might vary considerably making the training more demanding for some countries. In that sense, the capacity strengthening activities will be geared to the specific needs of the country when needed.

## **VII. ENVIRONMENTAL AND SOCIAL CLASSIFICATION**

- 7.1 This TC is expected to get a C rating as it is not expected to have direct environmental or social impacts according to the Safeguard Classification tool. As the TC foresees only consultancies, no environmental impact is expected.