

TC ABSTRACT

I. Basic Project Data

▪ Country/Region:	BARBADOS/CCB - Caribbean Group
▪ TC Name:	Support for Skills for the Future II
▪ TC Number:	BA-T1097
▪ Team Leader/Members:	RIEBLE-AUBOURG, SABINE (SCL/EDU) Team Leader; BOS, MARIA SOLEDAD (SCL/EDU) Alternate Team Leader; ARCHER-HEADLEY, JANETTE (CCB/CBA); DOHERTY BIGARA RODRIGUEZ, JENNIFER (CSD/CCS); DEVINDRANAUTH BISsoon (INE/CGY); GRECO, MARIA SOFIA (LEG/SGO); JAINAUTH-UMRAO, NAVEEN (VPC/FMP); PELAEZ RESTREPO, JOHANNA (VPC/FMP); BLENMAN, SHAMAR (CCB/CBA); ALEJANDRA FORERO PEREZ (SCL/EDU); AGUSTINA THAILINGER (SCL/EDU)
▪ Taxonomy:	Operational Support
▪ Number and name of operation supported by the TC:	Skills for the Future II: Digital Transformation for Inclusive and Quality Education - BA-L1053
▪ Date of TC Abstract:	09 Feb 2023
▪ Beneficiary:	Ministry of Education, Technological and Vocational Training (METVT)
▪ Executing Agency:	INTER-AMERICAN DEVELOPMENT BANK
▪ IDB funding requested:	US\$150,000.00
▪ Local counterpart funding:	US\$0.00
▪ Disbursement period:	24 months
▪ Types of consultants:	Individuals; Firms
▪ 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):	Yes
▪ Alignment to the Update to the Institutional Strategy 2010-2020:	Institutional capacity and rule of law; Environmental sustainability; Gender equality

II. Objective and Justification

- 2.1 The objective of this TC is to support the implementation of loan BA-L1053 Skills for the Future II, providing technical assistance to the executing agency in technical and operational aspects. The objective of the loan is to improve the quality and equity of education by supporting the transformation of the education system.
- 2.2 Education is a key priority in Barbados. Access to education is high for both primary and secondary school. However, learning remains a challenge, particularly for some boys. To transform the education system to ensure that it better responds to the needs of the 21st century, the METVT has started a reform process outlined in its Strategic Plan 2022-2027. Curriculum and pedagogical practices are outdated. The last curriculum reform dates from the early 2000s, and in consequence, the current curriculum lacks an integration with subject areas relevant to today's economy, such as coding and robotics, green and blue economy, climate change, and 21st century skills. Moreover, classroom practices tend to be teacher-centered, authoritarian, traditional in terms of gender roles, and abstract, which makes them inappropriate to develop 21st-century skills that

usually rely on a student-centered approach, with active student participation and practical applications. Moreover, there is a general lack of teacher preparation for remote teaching and limited quality of digital content available (Blackman, 2021). Finally, there is not an inclusive education strategy for students with special needs. In terms of sector management, there is a general lack of leadership skills from school principals (METVT Strategic Plan 2022-2027), and an absence of cohesion in the system, reflected in the fact that some EMIS modules are not fully implemented across schools, which makes it difficult to obtain reliable and coherent data for decision-making.

Outdated physical and digital infrastructure is another pressing issue in Barbados. Results of an ongoing infrastructure audit of 10 primary schools show that major rehabilitation work is required, including upgrading of internet connectivity in schools. Also, given the impact of climate change in Barbados, schools need to be outfitted to improve their resilience and to include energy and water efficiency measures. To improve the quality and equity of education by supporting the transformation of the education system, the loan “Skills for the Future II” (BA-L1053) was prepared. The specific objectives of the loan are: (i) improve the quality of instruction, (ii) promote a more inclusive education; (iii) improve the quality of school infrastructure; and (iv) strengthen sector management. The main executing agency for this loan is the Ministry of Education Technological and Vocational Training (METVT). The loan has the following four components: a) curriculum reform and development; b) inclusive education, c) physical and digital upgrade for sustainable infrastructure with a resiliency focus; and d) improved sector management.

III. Description of Activities and Outputs

- 3.1 **Component I: Support for the execution of loan the BA-L1053.** This component seeks to support the METVT in the initial implementation of the loan BA-L1053. Specifically, technical assistance will be provided for: a curriculum reform; the promotion of more inclusive education; the upgrading of physical and digital resilient and sustainable infrastructure; improved sector management; and project management.

IV. Budget

Indicative Budget

Activity/Component	IDB/Fund Funding	Counterpart Funding	Total Funding
Support for the execution of loan the BA-L1053	US\$150,000.00	US\$0.00	US\$150,000.00
Total	US\$150,000.00	US\$0.00	US\$150,000.00

V. Executing Agency and Execution Structure

- 5.1 This TC will be executed by the IDB. The Education Division of the IDB’s Social Sector (SCL/EDU) will have technical and disbursement responsibility. However, the activities financed with TC resources will be carried out in close relationship with the METVT.
- 5.2 According to Appendix 10 of the Operational Guidelines for Technical Cooperation Products (GN-2629-1), execution by the Bank is justified when there is a need for strong institutional, operational, and technical capacity to execute the activities contemplated within a technical cooperation. In this case, the current technical and operational weaknesses of the METVT justify execution by the Bank. Given its technical and operational knowledge and experience in TC issues, SCL/EDU is in the best conditions to fulfill the aforementioned functions.

VI. Project Risks and Issues

- 6.1 As this TC exclusively produces reports and study documents, which will be carried out through individual consultancies and firms contracted by the Bank, no substantial fiduciary, macroeconomic, or accountability risks have been identified.

VII. Environmental and Social Classification

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