

PMR Public Report

Operation Number	BA-L1053	Chief of Operations Validation Date	04/04/23						
Year- PMR Cycle	Second period Jan-Dec 2022	Division Chief Validation Date	05/01/23						
Last Update	03/24/23	Country Representative Validation Date	05/15/23						
PMR Validation Stage	Validated by Representative								
Basic Data									
Operation Profile									
Operation Name	Skills for the Future II: Digital Transformation for Inclusive and Quality Education	Loan Number	5728/OC-BA						
Executing Agency	MINISTRY OF EDUCATION, TECHNOLOGICAL AND VOCATIONAL TRAINING	Sector/Subsector	EDUCATION-PRIMARY EDUCATION						
Team Leader	RIEBLE-AUBOURG, SABINE	Overall Stage	Approved/Pending Signature						
Operation Type	Loan Operation	Country	Barbados						
Lending Instrument	Investment Loan	Convergence related Operation(s)							
Borrower	BARBADOS								
Environmental and Social Safeguards									
Impacts Category	C	Was/Were the objective(s) of this operation reformulated?	NO						
Safeguard Performance Rating		Date of approval							
Safeguard Performance Rating - Rationale									
Financial Data									
	Total Cost and Source					Available Funds (US\$)			
Operations	Original IDB	Current IDB	Local Counterpart	Co-Financing / Country	Total Original Cost	Current IDB	Disb. Amount to Date	% Disbursed	Undisbursed Amount
BA-L1053	20,000,000	20,000,000	0	0	20,000,000	20,000,000	-	0.00%	20,000,000
Aggregated	20,000,000	20,000,000	0	0	20,000,000	20,000,000	-	0.00%	20,000,000
Expense Categories by Loan Contract (cumulative values)									

No Data Available

Please note that inactive indicators and outputs are not displayed; totals in the actual cost table may not match the sum of the cost of the outputs displayed, due to the cost of inactive outputs.

RESULTS MATRIX

General Development Objectives

General Development Objectives Nbr. 1: The general objective is to improve the quality and equity of education by supporting the transformation of the education system.

Observation:

Indicator		Unit of Measure	Baseline	Baseline Year	Expected Year of Achievement	EOP 2028	
1.0	I.1 % of secondary students who select CAPE subjects linked to the new curriculum areas	% students	38	2022	2030	P	40
						A	-
Details							

Means of Verification: METVT report on CXC results

Observations: The new curriculum subject areas to be developed and implemented under the operation include Computer Science, Financial Technology (FINTECH, Agriculture, climate change/ blue& green economy. The full impact of the new subject areas will not be observed during the implementation period.

The General Development Objective indicator target is expected to be observed by the operation's "Fully Justified" date in Convergence (CO): No

Pro-Gender	No	Pro-Ethnicity	No	CRF indicator				
		Boys				P	50	
						A	-	
		Girls				P	50	
						A	-	
Indicator		Unit of Measure	Baseline	Baseline Year	Expected Year of Achievement	EOP 2028		
1.3	I.2 Secondary students mastering computational thinking skills	% students	0	2022	2027	P	-	
						A	-	
Details								

Means of Verification: METVT report

Observations: Baseline and endline data on computational thinking skills to be collected during implementation. As part of the curriculum reform, an assessment tool will be developed for Barbados.

The General Development Objective indicator target is expected to be observed by the operation's "Fully Justified" date in Convergence (CO): No

Pro-Gender	No	Pro-Ethnicity	No	CRF indicator				
		Boys				P	50	
						A	-	
		Girls				P	50	
						A	-	
Indicator		Unit of Measure	Baseline	Baseline Year	Expected Year of Achievement	EOP 2028		
1.4	I.3 Secondary students' household awareness of climate change	% households	0	2022	2027	P	-	
						A	-	
Details								

Means of Verification: Survey to be developed by IDB in collaboration with the Ministry of Education, Technological and Vocational Training (METVT).

Observations: Baseline and endline data to be collected during implementation. A survey at household level for the students receiving the new curricula will allow to understand the awareness creation based on the student's learning received by the student s and measure the spillover effect in the families, especially in their understanding and actions they can perform.

The General Development Objective indicator target is expected to be observed by the operation's "Fully Justified" date in Convergence (CO): No

Pro-Gender	No	Pro-Ethnicity	No	CRF indicator			

RESULTS MATRIX												
Specific Development Objectives												
Specific Development Objectives Nbr. 1: (i) Improve the quality of instruction by promoting student-centered classroom instruction approaches around relevant skills for the 21st century												
Observation:												
	Indicator		Unit of Measure	Baseline	Baseline Year		2023	2024	2025	2026	2027	EOP 2028
1.0	R.1.1: Secondary Education Teachers applying student-centered teaching approach (in selected schools)		% of teachers	0	2022	P	-	-	-	-	60	60
						A	-	-	-	-	-	-
Details												
Means of Verification: Report on class observations using a structured Classroom observation tool by consultancy approved by the METVT												
Observations: This indicator measures the implementation of student-centered learning pedagogies and 21st century skills. Teachers in Form 1, 2,3 in 9 secondary schools, will receive professional development. To assess changes in teaching methods, the METVT will apply the structured classroom observation tool at the secondary level to get information on pedagogical approaches. The baseline will have to be conducted in 2023. The instrument reports on: a) time on task, b) Quality of Teaching Practice (including Classroom Culture, Instruction, and Socioemotional skills.).												
Evaluation Methodology: -												
Pro-Gender	No	Pro-Ethnicity	No	CRF indicator								

	Indicator	Unit of Measure	Baseline	Baseline Year		2023	2024	2025	2026	2027	EOP 2028
2.0	R2.1 Special Needs students in pilot schools receiving services according to their Individual Education Plans (IEP)	% students	0	2022	P	-	-	80	-	-	80
					A	-	-	-	-	-	-

Details

Means of Verification: Report by external consultancy approved by METVT

Observations: This indicator measures the % of students who were screened and diagnosed for a sensory, developmental, or physical disability in the 5 randomly selected primary schools for treatment. These schools will receive professional development for teachers, principals, assistive technologies (low and high tech) and materials and equipment to provide better services to students.

Evaluation Methodology: -

Pro-Gender	No	Pro-Ethnicity	No	CRF indicator	

Specific Development Objectives Nbr. 3: (iii) create a sustainable, safe and accessible learning environment by upgrading physical and technological school infrastructure

Observation:

	Indicator	Unit of Measure	Baseline	Baseline Year		2023	2024	2025	2026	2027	EOP 2028
3.0	R.3.1 Primary School Students benefitted by upgraded school infrastructure	# of students	0	2022	P	-	875	931	-	-	1,806
					A	-	-	-	-	-	-

Details

Means of Verification: Enrollment rates Records from schools, METVT

Observations: This corporate indicator measures improvement and expanded access to upgraded infrastructure. The indicator will be segregated by gender. A total of 1,806 students will benefit from the infrastructure component which includes improved connectivity within the schools.

Evaluation Methodology: -

Pro-Gender	No	Pro-Ethnicity	No	CRF indicator	2.1 Students benefited by education projects (#) (C)							
Disaggregation		Male				P	-	438	465	-	-	903
						A	-	-	-	-	-	-
		Female				P	-	438	465	-	-	903
						A	-	-	-	-	-	-

	Indicator	Unit of Measure	Baseline	Baseline Year		2023	2024	2025	2026	2027	EOP 2028
3.3	R.3.2 Percentage of primary schools with physical access for persons with disabilities	% schools	0	2022	P	-	7	7	-	-	14
					A	-	-	-	-	-	-

Details

Means of Verification: Design report from Education Technical Management Unit/ METVT

Observations: This indicator measures the improvement of the learning environment in the 10 primary schools prioritized for rehabilitation. Available data shows that xx % of primary schools have at least one access point for Persons with Disability (PwD), 0 have washrooms for PwD, therefore, none is fully accessible. The selected schools will have facilities to ensure access. The 10 schools are part of the total 68 public primary schools in Barbados.

Evaluation Methodology: -

Pro-Gender	No	Pro-Ethnicity	No	CRF indicator	

	Indicator	Unit of Measure	Baseline	Baseline Year		2023	2024	2025	2026	2027	EOP 2028
3.4	R3.3 Percentage improvement in primary school comfort conditions.	%	0	2022	P	-	-	-	-	6	6
					A	-	-	-	-	-	-

Details

Means of Verification: Report on comfort conditions independent consultancy

Observations: This indicator measures the improvement of the learning environment. A compositive index will measure the following comfort conditions: a) illumination levels in classrooms rehabilitated. B) external noise level in classrooms rehabilitated. C) room temperature in classrooms rehabilitated. During the first year of implementation METVT will report the baseline value, based on the report none of the prioritized schools meet minimum international standards and good practices

Evaluation Methodology: -

Pro-Gender	No	Pro-Ethnicity	No	CRF indicator	
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Specific Development Objectives Nbr. 4: (iv) strengthen sector management

Observation:

	Indicator	Unit of Measure	Baseline	Baseline Year		2023	2024	2025	2026	2027	EOP 2028
4.0	R4.1 METVT is using the HR module of the EMIS to digitize hiring process of primary education teachers and to manage key HR processes (leave requests, school transfers, application process, promotions).	Score	2	2022	P	-	-	-	-	4	4
					A	-	-	-	-	-	-

Details

Means of Verification: Repeated EMIS Diagnostic Assessment. – Final report issued by independent consultancy approved by the METVT

Observations: This indicator measures the expanded use of the HR/ Finance module of the EMIS system for management of HR and budgetary resources. The scoring from 1-4 is part of a methodology for assessing EMIS systems (SCL/EDU). This methodology permits the classification of the processes and structural conditions according to their level of development as latent (1), incipient (2), emergent (3), or established (4). The value of 2 indicates that the module is incipient meaning that it partially addresses the central processes, but it needs reorientation. A score of 3 emergent indicates that the module it partially addressed the central processes, and its orientation is appropriate. A score of 4 indicates that the modules is established, that is it has a proper orientation and a coverage of more than 80% of the central processes and structural conditions that define it and its orientation is appropriate for the achievement of its objectives.

Evaluation Methodology: -

Pro-Gender	No	Pro-Ethnicity	No	CRF indicator	

RESULTS MATRIX

OUTPUTS: ANNUAL PHYSICAL AND FINANCIAL PROGRESS

Component Nbr. 1 Component 1: Curriculum Reform and Development

				PHYSICAL PROGRESS	FINANCIAL PROGRESS
	Output	Unit of Measure		EOP 2028	EOP 2028
1.01	KP1.1 Number of new curriculum subject areas for secondary education developed	subject areas	P	4	1,720,000
			P (a)	4	1,720,000
			A	-	-
1.02	KP 1.2 Loan Resources dedicated to the provision of materials and equipment for new subject areas disbursed	% loan resources	P	100	2,940,000
			P (a)	100	2,940,000
			A	-	-
1.03	KP 1.3 Classroom observations for use of student-centered pedagogies completed.	classroom observtion	P	2	200,000
			P (a)	2	200,000
			A	-	-

Component Nbr. 2 Component 2: Creating a more inclusive education system

				PHYSICAL PROGRESS	FINANCIAL PROGRESS
	Output	Unit of Measure		EOP 2028	EOP 2028
2.01	KP2.1 Inclusive education pilot implemented in select schools (5 schools)	school	P	5	960,000
			P (a)	5	960,000
			A	-	-
2.02	KP2.2 Inclusive Education Module included in the Bachelor of Education program at Erdiston Teacher Training College.	Module	P	1	40,000
			P (a)	1	40,000
			A	-	-
2.03	KP 2.3 Evaluation of inclusive education pilot completed.	Report	P	2	200,000
			P (a)	2	200,000
			A	-	-

Component Nbr. 3 Component 3: Upgrading of Physical and Digital Infrastructure

				PHYSICAL PROGRESS	FINANCIAL PROGRESS
	Output	Unit of Measure		EOP 2028	EOP 2028
3.01	KP3.1 Primary schools rehabilitated to include sustainability measures.	school	P	10	9,000,000
			P (a)	10	9,000,000
			A	-	-
3.02	KP.3.2 Consultancy to strengthen METVT Institutional capacity.	Report	P	1	192,000
			P (a)	1	192,000
			A	-	-
3.03	KP 3.3 Assessment of comfort factors in classroom completed	Report	P	2	100,000
			P (a)	2	100,000
			A	-	-

Component Nbr. 4 Component 4: Sector Management

				PHYSICAL PROGRESS	FINANCIAL PROGRESS
	Output	Unit of Measure		EOP 2028	EOP 2028
4.01	KP4.1 EMIS Policy developed and approved by METVT	Report	P	1	22,544
			P (a)	1	22,544
			A	-	-
4.02	KP4.2 OPEN EMIS Module for Management of human and financial/budgetary resources updated and all personnel records fully digitized.	Module	P	1	1,977,456
			P (a)	1	1,977,456
			A	-	-

Component Nbr. 5 Project Management, Monitoring, and Evaluation

				PHYSICAL PROGRESS	FINANCIAL PROGRESS
	Output	Unit of Measure		EOP 2028	EOP 2028
5.01	PCU operating	Report	P	1	1,578,000
			P (a)	1	1,578,000
			A	-	-
5.02	Project evaluations	Report	P	2	70,000
			P (a)	2	70,000
			A	-	-

Other Cost			
	contingency	P	1,000,000
		P (a)	1,000,000
		A	0

Total Cost			
	Total Cost	P	20,000,000
		P (a)	20,000,000
		A	0

No information available for this section

RISKS AND PLANNED RESPONSES

Risk ID	Risk Status		Risk Taxonomy
1	Active		Internal Processes
	Response Actions		
	1.01	Management Strategy	Status
		MITIGATE	ACTIVE

Risk ID	Risk Status		Risk Taxonomy
2	Active		Technical Design
	Response Actions		
	2.01	Management Strategy	Status
		MITIGATE	ACTIVE

Risk ID	Risk Status		Risk Taxonomy
3	Active		Technical Design
	Response Actions		
	3.01	Management Strategy	Status
		MITIGATE	ACTIVE

Risk ID	Risk Status		Risk Taxonomy
4	Active		Human Resources
	Response Actions		
	4.01	Management Strategy	Status
		MITIGATE	ACTIVE

Risk ID	Risk Status		Risk Taxonomy
5	Active		Technical Design
	Response Actions		
	5.01	Management Strategy	Status
		TRANSFER	ACTIVE

Risk ID	Risk Status		Risk Taxonomy
6	Active		Technical Design
	Response Actions		
	6.01	Management Strategy	Status
		MITIGATE	ACTIVE

Risk ID	Risk Status		Risk Taxonomy
7	Active		Human Resources
	Response Actions		
	7.01	Management Strategy	Status
		MITIGATE	ACTIVE

Risk ID	Risk Status		Risk Taxonomy
8	Active		Planning
	Response Actions		
	8.01	Management Strategy	Status
		MITIGATE	ACTIVE

Risk ID	Risk Status		Risk Taxonomy
9	Active		Planning
	Response Actions		
	9.01	Management Strategy	Status
		MITIGATE	ACTIVE

Risk ID	Risk Status		Risk Taxonomy
10	Active		Social Environment
	Response Actions		
	10.01	Management Strategy	Status
		MITIGATE	ACTIVE

Risk ID	Risk Status		Risk Taxonomy
11	Active		Human Resources
	Response Actions		
	11.01	Management Strategy	Status
		ACCEPT	ACTIVE

IMPLEMENTATION STATUS AND LEARNING

Lesson Learned - Categories
Project Management Capacity
Project Design
Others - Organizational and Managerial Dimensions