

# PROJECT CONCEPT DOCUMENT (PCD)

THE BAHAMAS  
SEPTEMBER 7, 2005

## I. BASIC INFORMATION

**Project Name:** Education and Training for Competitiveness (ETC), Phase I

**Project Number:** BH-L1003

**Date the project entered the pipeline:** April 20, 2004

**Division Chief:** Juan Manuel Fariña, RE3/SO3

**Project Team:** Team Leader: Michelle Fryer (OVE), other members: Sabine Aubourg (RE3/SO3); Gerónimo Frigerio (LEG); Ethel Muhlstein (RE3/SO3); Jennelle Thompson (RE3/SO3); Jorge Torres (COF/CBH); Aimee Verdisco (SDS/EDU); and Francisco Vieira (SDS/ITC).

**Borrower:** The Commonwealth of The Bahamas

**Executing Agency:** Ministry of Education (MOE)

**Financing Plan:**

	PHASE I	PHASE II
IDB	US\$18.0 million	US\$30.0 million
Local	<u>US\$4.5 million</u>	<u>US\$ 8.0 million</u>
Total	US\$22.5 million	US\$38.0 million

**SEQ:** Yes. Sector classification.

**PTI:** No.

**Tentative calendar of activities:**

Analysis Mission:	October 2005
Loan Committee:	November 2005
Board:	December 2005

## II. FRAME OF REFERENCE

### A. Background

- 2.1 ***Challenges to competitiveness.*** Bahamas is a service-based economy. Tourism, including the cruise ship industry, provides an estimated 40% of GDP and employs about two-thirds of the Bahamian workforce either directly or indirectly. Financial services, insurance and real estate constitute the second-most important sectors of the Bahamian economy, accounting for up to 15% of GDP and employing about 10.6 percent of the labor force. An additional 8% of GDP results from tourism-driven construction related to new resort development, airport expansion and also the building of second homes for expatriates. Manufacturing and industry account for about 4.6% of employment. Agriculture and fisheries employ about 3.7% of the labor force. Although tourism is the dominant sector

and the main engine behind economic growth, the country's pre-eminent position in the Caribbean tourism market during the 1970s and 80s eroded in terms of installed rooms, stopover visits, and tourism expenditures due to newer and more competitive destinations.

- 2.2 This notwithstanding, an upsurge in tourism development, particularly in the Family Islands, now provides an opportunity for The Bahamas to achieve sustained growth over the medium term – creating both opportunities and challenges. The construction and operation phases of these new developments will lead to significant job creation, which offers an opportunity to lower unemployment (10.2%, IMF 2004) and spread the benefits of growth. In 2005, a needs assessment commissioned by The Bahamas Hotel Association (BHA) confirmed that over the next decade, industry demand for specialized technical skills and entry level positions would grow significantly due to new resort development. It is estimated that one new property alone will create 4,100 new jobs during its first year of operations.
- 2.3 However, such economic dynamism poses a serious challenge to the education and training system and its ability to supply the skilled labor needed to maintain The Bahamas' competitive as an investment destination. An employer survey conducted by the Nassau Tourism and Development Board of 200 CEOs in the hotel and tourism industry in 2000, provided a first glimpse at the impact of existing skills shortages on the economy: (i) 65% of employers were experiencing serious difficulty finding and keeping qualified employees; (ii) 65% believed there was a serious skills gap; (iii) 80% thought that the shortage would have an impact on future economic growth; and (iv) 44% were forced to reconsider plans to expand their business due to these shortages.
- 2.4 With 40% of the jobless under the age of 25, acute skills shortages at all levels of The Bahamian economy raise serious questions about the relevance of existing technical education and vocational training (TVET) programs to the world of work. A focus group conducted by The Bahamas Chamber of Commerce in 2004 reaffirmed employers' concerns that many TVET programs fail to meet industry standards (Miller and Simon, 2004). Furthermore, limited access to vocational training in the Family islands, where unemployment and poverty are highest<sup>i</sup>, has meant that many Bahamians are unqualified for jobs in economic development projects in their own community. This has left many businesses with few alternatives to importing specialized labor from abroad. In 2003, Government issued 1,690 work permits (Guerrero, 2005), including permits for construction workers, hotel maids, and waiters. ***Thus, there is an urgent need to overhaul the TVET system in The Bahamas, making it relevant to the needs of the driving economic sectors and ensuring its accessibility to all Bahamians.***
- 2.5 ***The education sector.*** Education in The Bahamas is mandatory and free for children aged 5 to 17 attending government schools. The primary level covers grades 1-6, after which pupils transfer to junior high (grades 7-9), and then to senior high (grades 10-12). In the Family Islands, grades 1-9 may be combined in

all-age schools. In general, indicators are high; net primary and secondary enrollment stands at 92% and 91.5%, respectively. Over the last decade, considerable reform and strengthening has occurred at both of these levels, partly with Bank support. The recently completed (2003) Primary and Secondary Education Loan (848/OC-BH) resulted in the revision of the primary and junior high academic curriculum (math, science, and foreign language), an enhanced capacity to plan and implement curriculum, and improved educational facilities (¶2.26).

- 2.6 ***Secondary education.*** The Bahamas has 64 secondary schools and 30,615 students. Of these, 30 schools are considered independent with a student population of 7,966. Among the 34 public schools, there are 7 junior high, 11 senior high, and 16 secondary. The public schools play an important role in the provision of vocational and technical skills in the country as they all offer both academic and technical vocational education. At the junior level (grades 7-9), all public school students are required to take some TVET courses, although the offerings tend to be rather limited. At the senior secondary level TVET is optional but is in high demand by students: about 60% of all secondary students are enrolled in at least one TVET course. Nevertheless, TVET programs have been found to fall short on many fronts: (i) courses tend to offer a low level of technical skills with little pertinence to the world of work; (ii) quality suffers due to a shortage of trained faculty and outdated facilities and equipment; (iii) teachers frequently lack industry-relevant experience or professional development opportunities to update their skills; (iv) due to space constraints, a number of students are enrolled in courses they did not select; (v) programs tend to follow stereotypical gender roles and practices; (vi) academically weak students are “tracked” into TVET streams; and (vii) programs are not aligned with standards.
- 2.7 Regarding general academic instruction, an estimated 75%-80% of TVET students read below their grade level, indicating that the quality and delivery of instruction require further analysis (BHA, 2005)<sup>ii</sup>. Once enrolled in vocational courses, students still take general academic subjects, but generally these are not well integrated with the TVET courses. Of concern is the perceived lack of relevance of secondary and TVET education to employment among youth. Since many students are socially promoted, there is little pressure on pupils or teachers to improve literacy and numeracy skills. In sum, a review of the content and delivery of existing TVET and core upper-secondary programs is needed to understand the underperformance of the system and target interventions.
- 2.8 First initiatives to forge closer ties between industry and education included the formation of a Tourism Taskforce in Education in 2004. This has resulted in the following joint ventures between BHA and MOE: (i) hotel internships for secondary teachers and their students to get on-the-job experience; (ii) joint review of the secondary school social studies curriculum to infuse life-skills, entrepreneurship, and a broader awareness of career opportunities in tourism; and (iii) a commitment of technical assistance and in-kind support from business to

- develop a hospitality magnet program in four secondary schools. Such collaborative partnerships appear to be a feasible means for better aligning TVET with industry, and thus will be evaluated in Phase I to determine if they can be replicated in other sectors of the economy.
- 2.9 ***E-literacy.*** For some years now, MOE has taken steps to introduce information technology (IT) into teaching and learning in public schools. Although different initiatives have dispersed energy through the primary system, secondary schools have been slow to integrate IT. Currently, only senior secondary students enrolled in business studies participate in “computer studies”, where computer equipment is frequently outdated and only partially operational. Consequently, many students enter the job market with a low level of IT skills, which employers consider a major limitation for their recruitment.
- 2.10 A systematic approach to deliver IT skills in the education system is urgently required. Although schools have received computer labs since the late 1980’s, the sector lacks a comprehensive policy for technical standards and support, software selection, teacher training, the supply of IT resources, and the submission of electronic records and data. MOE has a good central Learning Resources Center, which trains teachers and develops teaching materials, exclusive of IT. Consequently, current teaching methods must be reviewed to bring them in line with the goals of the proposed E-education plan which aims to complement existing ICT infrastructure, provide digital educational resources, train instructional and administrative staff in IT skills and applications, and ensure adequate technical support and strategies for sustainability (§3.15).
- 2.11 ***Post-secondary training.*** The Bahamas Technical and Vocational Institute (BTVI) is the sole public provider of entry-level training for the adult (16+) population. BTVI offers Certificate and Diploma programs in Nassau and Freeport, as well as a limited menu of courses in Abaco and Eleuthera. Until recently, BTVI’s mandate was to provide training opportunities to school dropouts or the unemployed seeking to upgrade their skills. In light of the urgent need for higher-level skills training in the country, Government has expanded its mandate to include customized training and standards-driven certificate, diploma, and eventually applied associate degree programs at the polytechnic level.
- 2.12 Over the years, BTVI’s performance has shown mixed results. For example, during 2003/04, BTVI had 1,500 students, yet attrition rates ran as high as 65%. Roughly 25% of its students graduated within the prescribed timeframe, only about 250 students found employment, and just 5% of high-school graduates chose BTVI to further their education. This low participation rate is attributed, in part, to the high level of duplication between secondary TVET and BTVI, and the lack of programmatic articulation between the two institutions. BTVI graduates have few options for further study. Because BTVI admission standards are lower than those for academic tertiary, its programs are neither recognized by nor articulated with degree programs at The College of the Bahamas (COB)<sup>iii</sup>.

- 2.13 Besides the absence of program articulation among training providers, BTVI courses are not well aligned with business needs. The institute does not presently have the capacity to deliver more advanced technical education; nor does it have the resources to develop the customized training demanded by industry to enhance competitiveness in targeted areas. Courses tend to emerge as a function of in-house capacity and supply, rather than market demand. There is no employer validation of BTVI programs, nor do policies exist for working with industry on course development, delivery, or evaluation. The majority of courses offered have remained unchanged for some time, and fall short of international standards. Faculty credentials indicate that few BTVI staff possess the skills required to teach the more advanced-level courses that are demanded by the economic sectors. Moreover, the institute's capacity to deliver new programs is constrained by the deteriorated condition of its existing infrastructure and equipment.
- 2.14 BTVI is governed by MOE. In 2004/2005, it received an annual budget of US\$4.7 million, 75% of which was allocated to personnel. BTVI does not have the authority to set fees for its services or to accept donations. Although it generates additional revenue through evening classes, this must be transferred to Government's consolidated fund. BTVI's organizational structure dates back to the 1980s when its mandate focused solely on training unemployed youth. Internal procedures remain slow and bureaucratic. Transactions tend to be paper-based, student services are weak, and little information is maintained on graduate placement. Furthermore, BTVI instructors are paid less than secondary TVET teachers. In the advent of its new mandate (§2.11), BTVI will require a major restructuring of its organizational, financial, and business models, as well as strengthening of its faculty, student services, and programs.
- 2.15 ***National training framework.*** The Bahamas has a few small, private TVET providers; nevertheless, programs are not articulated and considerable duplication exists. In the absence of an agency to oversee quality assurance in TVET delivery, providers frequently define training program content and skill requirements without reference to regional or international standards. Cognizant of this vacuum, The Bahamas has committed itself through CARICOM, to establish a national agency with a mandate to: (i) develop and administer a national qualifications framework; (ii) promote and oversee the development of standards of competence; (iii) assess and certify against these standards; and (iv) research workforce development trends. The proposed entity would be modeled on experiences found elsewhere in the Caribbean (e.g. Trinidad and Tobago, Jamaica, and Barbados), incorporating broad-based representation from the public and private sector and civil society in its board. Although discussions to establish a training framework date back to the 1980s, it is now time to implement it.
- 2.16 ***Private-public partnership (PPP).*** Aware of the added value that private-sector confidence brings to sustaining public investment in education and training, Government has initiated measures to galvanize employer participation in the project. For its part, the private sector is willing to work with Government to establish a formal mechanism to update secondary technical education, to expand

BTVI's mandate and capacity, to provide industry-based updating for TVET staff, and to create a national training framework to establish and monitor vocational standards. In March 2005, The Prime Minister launched a partnership initiative to infuse industry expertise and resources into the planning of ETC, and by extension, enhance the sustainability of project outcomes. About 100 CEOs attended the event, and over US\$360,000 in cash and in-kind was initially committed to establish a legal and financial structure for the PPP, and to support hospitality technical education at the secondary level, in parallel with the loan (¶2.8).

- 2.17 ***Productivity and investment in early education.*** While there is an urgent and compelling need to transform the delivery of TVET, research shows that skills gaps among individuals develop early on, often before formal schooling begins. These gaps tend to be major determinants of economic and social success (Carneiro & Heckman, 2003), and frequently widen during the school years. Research has shown that when investments in early education are made, economic and social returns to primary and secondary education rise. In other words, the productivity of schooling and job training increase with preschool investments (Currie & Thomas, 2000). Moreover, early education programs help raise school productivity by providing teachers with more capable students, just as technical and vocational programs that improve educational quality and pertinence increase workplace productivity (Heckman & Masterov, 2004). Hence, investment in early education becomes a critical link to improved competitiveness in the long run.
- 2.18 The Bahamas has embarked on a strategy to ensure that all Bahamians have access to quality preschool education, thus building a foundation for lifetime learning. In this regard, MOE has made tremendous strides in drafting preschool legislation and national standards. A pending issue is the amendment of existing regulations to be consistent with the national standards. Another important element that influences the quality of services is the willingness of staff and owners to comply with regulations and the existence of a regulatory body to oversee implementation. While there has been some consultation with private providers and teaching staff at the government centers, more is needed. The general public also needs to be fully apprised of the government's initiative and the impact of new standards on children in their communities. At present, there are limited resources to manage early education – only one professional is currently assigned to the Preschool Unit. With the passing of new legislation and standards, additional staff and equipment are needed for curriculum and training, monitoring, and community outreach.
- 2.19 About 92% of all Bahamian children aged 3 to 4 years receive some preschool, the majority in private centers. Only 40 out of more than 220 registered preschools are public and free to Bahamians. Of these public preschools, thirty-seven are attached to government primary schools and serve children four year olds only while three schools are unattached pilot centers serving both three and four year olds. Inequities exist, particularly in the Family Islands, where access is limited and parents often are unaware of the importance of early education to on their child's development. On many of the smaller islands such as San Salvador,

Acklins, Crooked Island and the Exuma cays, children do not have access to any early education services. For these islands, which exhibit extreme disparities in terms of population and higher levels of poverty, a new preschool model is needed.

- 2.20 Government centers typically offer a well-managed program of reasonable quality with 95% of the teachers holding a Bachelors degree. In contrast, about only half of the private teachers hold basic qualifications and classroom observations show that in many cases, private centers tend to promote inappropriate highly structured academic programs with little or limited interaction among children. Classroom observations also show that untrained teachers possess little understanding of pedagogy or of child development strategies. Given their low salaries, private teachers find it difficult to pay for professional certification. While there are a few centers exhibiting good practice, they are not well known in the country. The establishment of a demonstration school and scholarship program to model the approved national standards would be beneficial to teachers and administrators.
- 2.21 ***Inclusive Education.*** Educating children with disabilities and disadvantages is a challenge for all countries. MOE's goal is to provide opportunities for all persons to receive the quality of education and training needed to become productive citizens. That said, a recent survey administered by the National Commission on Special Education found that approximately one-third of all children in regular schools, ***or rather a third of the potential labor force***, have special education needs. Indeed, a significant number of students fail to achieve grade and age-appropriate skills, rendering many Bahamian youth with disabilities or remedial status unemployable and ill prepared for the demands of adulthood. These findings, coupled with the poor performance of students in national assessments, indicate that the basic education system is challenged, and that current special education offerings fail to meet the needs of the diverse student population. Government's commitment to a well-educated, skilled, and competitive workforce thus requires that efforts be made to maximize the potential of all entrants into the labor force, including those who may have special needs.
- 2.22 ***Information for management and planning.*** A missing element in the management of education in The Bahamas is the exchange of information and data on a reliable and timely basis to make decisions and to properly coordinate efforts. Furthermore, the Planning Unit has difficulty in collecting and tabulating the data necessary for its activities, including resource monitoring, the tracking of sector performance, and information management for policy and planning. Government is deploying a wide area network as a centralized means for communication, connectivity, integration, and collaboration among public organizations. This initiative, which aims to reduce the cost of delivering government services, requires compatibility among existing systems as well as those under development. With around 14 main information systems used to manage its daily business, some of them under the control of other agencies (e.g. personnel, finances), MOE needs to consolidate its core data into systems that are simple to use and accessible online for schools and superintendents.

- 2.23 ***Strategic planning and leadership development.*** Within MOE, there is a division of responsibility between educational policy, overall administration and financial management, and the technical operation of the schools (including curriculum and professional development). Given the breadth of the project, including new directions for TVET, preschool, and inclusive education, there is a pressing need to closely coordinate activities across line units. Hence, it would be appropriate for MOE to engage in a coordinated planning activity to establish overall corporate direction for its next Strategic Plan (2008 – 2012), and to ensure that the proper structure is in place for Phase II implementation and decision making. In developing its strategic plan, MOE would need to take into account that: (i) Phase I implementation will affect MOE and BTVI in terms of mandate, sector coordination, and overall resource allocation; and (ii) the Strategic Plan will be a critical and effective document to guide Phase II decisions, and as such will require that MOE be explicit in communicating its plans, and that the strategic planning process allows for input from all parties into those decisions.

## **B. Strategy of the country in the sector**

- 2.24 Characterized by a relatively high standard of living, The Bahamas recognizes the importance of maximizing the productivity of its most valuable resource, its citizens, as a platform for economic expansion and overall competitiveness in the 21st century. The Prime Minister has emphasized government's commitment to a well-educated and skilled workforce publicly and in annual addresses to Parliament. This commitment is further expressed at the policy level through ratification of international agreements and supporting national legislation, including: UNESCO – Education for All; CARICOM – national training framework, accreditation body, universal secondary and preschool education; and UNICEF – Convention on the Rights of the Child. MOE is deeply committed to the actions proposed in ETC, and to the supporting role that the project will play in meeting the educational needs of Bahamian youth. There are also high expectations among employers that ETC will fill a growing need for a better-educated workforce, and thus spur the competitiveness of the country.

## **C. Strategy of the Bank**

- 2.25 ETC is highly consistent with the Bank's Country Strategy for The Bahamas (GN-2290-2), which was approved in March 2004. A core element of the strategy is to focus Bank support on relatively small projects with a high technical assistance content, rather than on large infrastructure projects. ETC has a high technical content and will finance little infrastructure. The principal areas of the Strategy's focus are: sustained growth and private sector development, social development and equity, environmental management, and public sector modernization. ETC is a critical input for private sector development and sustained growth; it will also contribute to equity through its emphasis on inclusion, and to public sector modernization in education. ETC's emphasis on expanding educational access in the Family Islands coincides with a cross-cutting theme of the Country Strategy to promote development in the archipelago. The



Bank's Education Strategy develops a strong link between educational quality and equity, competitiveness, and the ability of countries and the region to adapt to the changing needs of the knowledge economy and an ever-more global workforce.

- 2.26 IDB is the sole development Bank providing technical and financial assistance to The Bahamas' education sector. Key lessons learned from implementation of the previous education loan (¶2.5) relate to the: (i) need to budget sufficient technical resources for timely implementation; (ii) importance of strengthening the pool of local expertise available to MOE; and (iii) value of outsourcing core project management functions to specialists, and thus avoid overtaxing MOE staff with responsibilities that are outside of their scope-of-work and mandate.

#### **D. Strategy of the Project and justification**

- 2.27 Within The Bahamas, it is widely acknowledged that the economic prosperity and growth of the nation is underpinned, to a large extent, by the capacity of the education and training system to prepare a skilled workforce, capable of driving the continued growth of the economy. As the nation increasingly integrates its economy into regional and global markets, new demands will emerge driven by increased competition. At the same time, there is a known shortage in the supply of technical skills for positions at all levels in the trades and service sector, and a deficit of basic work skills among secondary school graduates. The potential for generating new opportunities for innovative business services will therefore depend, in part, on the acquisition and strengthening of competencies at all levels, the development of a flexible and adaptable workforce, and the creation of an articulated education and training framework with continuing private-sector input.
- 2.28 Cognizant of the significant economic and social returns to investments in human resource development at all ends of the spectrum, The Bahamas has identified a path to competitiveness that balances investment in workforce development with a long-term strategy for human development and sustainability. Within this context, the Government has requested Bank technical and financial assistance to support MOE efforts to facilitate a seamless system of education and training that is capable of producing literate and numerate Bahamian children that possess the core technical skills and competencies required to move successfully through the education system and into the world of work.

### **III. THE PROGRAM**

#### **A. Purpose and structure**

- 3.1 The long-term goal of ETC is to enhance the economic competitiveness of The Bahamas through the development of a dynamic system of education and training that is aligned with the demands of the economy for skilled human resources. The purpose of the multi-phase program is to effectively implement targeted innovations that address the educational needs of Bahamian youth, including: (i) a relevant education and training system, fully articulated at the

secondary and post-secondary levels; (ii) the improved quality of early education; and (iii) a strengthened capacity in schools to accommodate children with special needs. It is expected that these innovations will benefit on an annual basis approximately 38,000 secondary and post secondary students, 12,000 preschoolers, as well as several thousand students with special needs. The project's logical framework is included in **Annex 1**.

- 3.2 Given the innovative nature of many of the proposed activities, ETC will be executed in two phases. Each phase will constitute a separate loan. Phase I will support MOE efforts to build the human and institutional capacity, internal systems, and policy frameworks needed to produce lasting improvements in Phase II. Phase II will be informed by the MOE Strategic Plan (2008 – 2012), and designed to produce measurable results in line with the original goal, purpose, and components. ETC's readiness for the Phase II loan will be "triggered" by the achievement of key implementation benchmarks highlighted in the following section, and contingent upon the outcome of the external evaluation of project performance, as well as approval by the Bank's Board of Executive Directors.

## **B. Program description and triggers**

### **1. Component: A National Framework for Technical Education and Vocational Training (US\$11.48 million)**

- 3.3 **Component Overview.** This component will contribute to the creation of an articulated TVET system that is characterized by a permanent relationship with the productive sectors, aligned with the demands of the employment sector, and adherent to standards that allow its graduates to become successful participants in the labor market. Major lines of action include the: (i) creation of a national training framework to coordinate manpower planning and articulate skills certification; (ii) implementation of updated standards for the upper-secondary academic and TVET curriculum, including IT, leading to a more seamless transition from school to work; (iii) enhancement of BTVI's capacity to generate modular, competency-based training programs that are market-driven and aligned with international standards; and (iv) operation of a permanent mechanism for private-sector participation in the updating of competencies, skills profiles, and TVET standards. Phase I subcomponents follow:

#### ***a) National Workforce Development Council (NWDC)***

- 3.4 The loan will support the establishment of the National Workforce Development Council, ultimately responsible for the monitoring of quality of the TVET sector. The Council will be developed in two stages. In **Phase I**, a multi-sector steering committee consisting of representatives from the productive sectors, government, and civil society, will oversee the work of a small secretariat charged with elaborating the operational guidelines and legal framework of NWDC. The secretariat will also engage stakeholders in the process of: (i) developing a national qualifications framework (harmonized with Caribbean regional and

international models); (ii) defining the agency's accreditation and certification functions; (iii) developing standards to guide training programs at all levels; (iv) facilitating stakeholder consultations to build national consensus around the mission of the agency; (v) commissioning labor market studies and needs assessments, initially in the construction and IT sectors; and (vi) creating a labor-market information system to inform the sector and facilitate the flow of data from the schools, BTVI, Government, and employers. Loan resources will also finance learning missions to pertinent regional agencies to inform the setting-up of the NWDC. In **Phase II**, the Council will fully assume its mandate, and hence require as a **trigger** that Legislation *establishing The National Workforce Development Council and regulations describing its functions are approved by Cabinet*.

**b) Secondary education**

- 3.5 MOE's adoption of an updated, standards-driven model for secondary education and TVET delivery will lay the foundation for a well-educated and productive workforce. At the heart of MOE's strategy is a refocusing of the education system to prepare learners for the work of the future. In **Phase I**, the secondary TVET subcomponent will finance technical assistance, goods, and other services as required to: (i) review and benchmark the content and delivery of the high-school mathematics, science, and language arts curriculum, including the revision of prioritized TVET programs in the hospitality & tourism, construction, and IT; (ii) update core academic and TVET standards to reflect integrated learning and the achievement of competencies required for higher education and employment; (iii) introduce technology (i.e. computers) into all secondary schools and teach students IT skills adhering to international standards and train teachers to infuse technology into subject areas throughout the curriculum; (iv) model the revised TVET programs in up to eight demonstration schools including the training of teachers and provision of needed equipment; (v) extend an enhanced "career exploration" program in a wider array of disciplines and schools and train teachers to do so; and (vi) provide teacher professional development through industry-based training, learning missions, and shadow assignments to enhance the delivery of the updated curriculum. In accordance with MOE's E-Education Plan (¶3.15), loan resources will also be used to upgrade IT hardware (limited), develop and acquire digital educational resources and software, create a technical support system throughout the country, and provide IT training for teachers and administrators. All TVET activities will be articulated with BTVI and the employment sector, including the co-financing of a Workforce Development Director with BHA, to support the transformation of the hospitality & tourism cluster and mobilize industry counterpart.
- 3.6 **Phase II** will generalize the updated standards-driven curriculum in all public high schools, including the new IT core, evaluate its impact, and disseminate best practices. **Phase II triggers include: (i) a model for secondary TVET updating and delivery is approved by MOE; and (ii) the E-literacy core is operational in 50% of all public high schools.**

*c) Bahamas Technical Vocational Institute*

- 3.7 BTVI is the focal point for improved TVET delivery. This will require a far-reaching reorganization of the institute into a semi-autonomous training agency, and a genuine partnership with the private sector and labor. This new legal status is expected to allow BTVI more flexibility in its operations, staffing decisions, and course development. It will enable BTVI to earn income from activities like customized training, that can be re-invested into the institution. More financial autonomy will facilitate the recruitment of a higher caliber faculty. **Phase I** will finance the technical assistance, goods, and services that are required to: (i) update and augment BTVI's existing certificate & diploma programs in response to immediate and future needs in the trades, tourism, and IT; (ii) strengthen BTVI's capacity to broker and deliver fee-based customized training to employers throughout the islands; and (iii) develop a "bridge program" to expand opportunities for disenfranchised youth to improve their general academic skills while acquiring basic technical skills<sup>iv</sup>. A comprehensive business plan, supervised by a newly created Board, will help BTVI to: (iv) reorganize the department of student support services, including additional staff and equipment, a better registration system, and improved administration of student-related matters; (v) expand the provision of site-based training in New Providence and the Family Islands; and (vi) target resources for future programmatic expansion. Additional faculty will be hired and equipment purchased to support BTVI's new responsibilities; technical assistance will be provided to ensure the effective implementation of training and staff development.
- 3.8 **Phase II** will continue to roll-out new training programs in other sectors and extend existing programs to more advanced skills levels in accordance with market demand; and support the creation of new revenue streams, including the development of an industry-sponsored incubator in entrepreneurship. **Triggers for Phase II include: (i) legislation for a semi-autonomous BTVI approved by Government; and (ii) Permanent governing body for BTVI approved by Government.**

*d) Public private partnership (PPP)*

- 3.9 The private sector has expressed its commitment to become a permanent stakeholder in ETC. **Phase I** will establish a small secretariat that will: (i) mobilize business and industry to become active contributors to project activities; (ii) design a structure to capture private-sector investment confidence, including the distribution, management, and auditing of contributions; (iii) develop a plan to mobilize cash and in-kind contributions of hardware, software, facilities, equipment, and technical services; (iv) strategically recruit experienced staff to serve as adjunct trainers during the initial expansion of BTVI programs; and (v) arrange field-based internships and mentored practicums for students and the professional upgrading of BTVI and secondary TVET faculty. The continuous involvement of the productive sectors should contribute to a more timely execution of the loan, and ensure that new initiatives prove relevant to

employers. In ***Phase II***, the PPP and its projects will be fully sustained by the private sector. No additional loan resources are anticipated. The Phase II trigger will require that ***the PPP is fully operational and funded exclusively by the private sector.***

## **2. Component: Investing in the Future (\$4.4 million)**

- 3.10 ***Component overview.*** Studies on human skills development emphasize the importance of complementary investments at different ages. Although gaps among income and race open up early and persist, conventional policies are often costly and start too late to effectively mitigate early deficits. Component 2 will invest in the early development of one of the most enduring resources in The Bahamas – its children. The early education subcomponent will contribute to the long-term efficiency of the education system through improved quality and equity in early learning. The inclusive education subcomponent will enhance programs and support services that assist students with diverse learning needs, to achieve their academic and human potential. Both components will attend to the extension of equity throughout the country by a focus on social inclusion.

### ***a) Early education***

- 3.11 Bank assistance for the early education subcomponent, will support: (i) promotion and implementation of national standards of practice; (ii) institutional strengthening of MOE's Early Education Unit to allow for more effective programming, planning, and monitoring; (iii) capacity building of teachers and administrators in preschool centers; and (iv) innovative programs targeting children and their families in the Family Islands. ***Phase I*** will initiate public consultations to familiarize parents and providers to the new national standards, and to ensure the “buy-in” of all stakeholders. A model Laboratory Early Education Center will be developed as a national training and research site, and a multi-sector National Council will be established to advise on educational policies and oversee sub-sector management. The Early Education Unit will be strengthened to ensure effective implementation of new standards; additional officers will be hired and equipment purchased to support the new responsibilities of the Unit. Training in the new standards will also be extended to providers and scholarships awarded to stimulate professional upgrading, particularly among private providers. A community-based program will be modeled in the Family Islands, targeting families with little or no access to early education.
- 3.12 ***Phase II*** will complete the transition to a standards-based system, continue the national longitudinal study of preschool effectiveness, and disseminate best practices. ***Phase II triggers include: (i) Regulations to preschool legislation have been amended and distributed to stakeholders; and (ii) The Laboratory Early Childhood Center is established and operational.***

***b) Inclusive education***

- 3.13 The central thrust of this subcomponent is to demonstrate the potential capacity of regular schools to successfully educate students with various special needs. To achieve this objective, ***Phase I*** will: (i) establish a legislative and policy basis for national standards of practice and outcomes that can be used to assist schools achieve success with all students, including those with special needs; (ii) enhance the knowledge, skills, and capacity of classroom teachers, special education teachers, support services personnel, and administrators to meet the diverse learning needs of all students; (iii) establish a pilot project to model inclusive education practice in regular schools and classrooms, and to provide a knowledge base for best practices to meet diverse student needs; and (iv) create a basis for systemic change in special educational practice by promoting public awareness of the challenge of inclusion and diversity in today's schools, by engaging the public, parents, and the private sector in partnerships efforts, and by gathering and sharing information on successful practice. ***Phase II*** will extend these activities, and thus requires the following triggers: ***(i) The demonstration school experience for inclusive education has been evaluated; and (ii) a plan for gradual implementation of the model at the national level is approved by MOE.***

**3. Component: Strengthening Sector management (US\$1.84 million)**

- 3.14 ***Component Overview.*** The third component will support development of the institutional policies, internal systems, and management capacity required to successfully implement Phase II.

***a) E-Education Plan***

- 3.15 In ***Phase I***, loan resources will assist MOE to develop its E-Education Plan in tandem with the national E-Government policy. The Plan will emerge from stakeholder consensus, and include policies for data management and classroom IT applications. To implement the plan, an IT section will be established within MOE. The section's responsibilities include: (i) coordinate all IT-related projects; (ii) improve MOE's current intranet system to enhance the flow of information among units, and within the Government's wide-area-network (§2.22); and (iii) design and implement a central statistical database. Limited resources for hardware and software will also be provided. As the IT section will play a central role informing MOE strategic planning, it will initially be subordinate to the Research and Planning Unit. It is expected that all developmental work associated with building the IT section will be completed in Phase I; hence an essential trigger for Phase II will be: ***MOE approval of the E-Education Plan.***

***b) Strategic planning and leadership***

- 3.16 With major interventions in TVET, ICT, early education, and inclusive education, the importance of strategic planning within MOE and BTVI takes great importance. ***Phase I*** will enhance MOE and BTVI leadership capacity in general;

and more specifically, to exercise effective leadership in ETC management and Phase II decision making. Activities include: (i) development of MOE's 2008-2012 Strategic Plan; (ii) strengthening MOE and BTVI middle-management capacity through targeted short courses; and (iii) modular training in project management for executing unit staff and MOE/BTVI officers with ETC line responsibility. MOE's Planning Department, assisted by specialized consultants, will lead the planning process. *Phase II* resources will further develop MOE capacity to manage its new Strategic Plan. Therefore, the Phase II trigger is: ***Public consultations on MOE Draft Strategic Plan for 2008 – 2012 completed.***

### **c) Monitoring and evaluation**

- 3.17 MOE is taking measures to establish and staff a semi-independent Inspectorate to continuously monitor the performance of the education sector and ultimately inform the targeting of policy, human, and financial resources. The Inspectorate, will become operational in 2005, and will focus its work at the primary level. During *Phase I*, the loan will strengthen the capacity of the Inspectorate to analyze data, conduct formative research, and provide oversight to the sector. In addition, all evaluative work and impact analysis conducted by ETC will be coordinated with the Inspectorate to enhance sector-wide coordination and enhance quality assurance. The proposed educational management information system (EMIS) architecture will facilitate the Inspectorate's access to current data. (¶3.15). Finally, a monitoring and evaluation manual will be developed to guide its research. As part of the external evaluation of Phase I, the capacity of the Inspectorate to perform its monitoring and oversight functions will be assessed, and additional resources programmed in Phase II if required.

### **C. Cost and Financing**

- 3.18 ETC has been designed as a comprehensive multiphase program totaling US\$60.5 million in loan and counterpart resources over a seven-year period. Each phase will be funded by a separate loan. The total project cost for Phase I is US\$22.5 million, of which the Bank will finance US\$18.0 million (80%), and The Bahamas US\$4.5 million.

Table 1. Costs and Financing

Category	IDB	Local	Total	%
<b>1 Secondary and Post Secondary Education and Training</b>	<b>9,825,068</b>	<b>1,663,247</b>	<b>11,488,315</b>	<b>51%</b>
Secondary	2,611,867	460,918	3,072,785	
ICT	2,641,402	466,130	3,107,532	
BTVI	3,590,572	563,042	4,153,614	
Manpower and PPP	981,226	173,158	1,154,384	
<b>2 Investing in the Future</b>	<b>3,531,711</b>	<b>882,928</b>	<b>4,414,639</b>	<b>20%</b>
Early Education	1,572,044	393,011	1,965,055	
Inclusive Education	1,959,667	489,917	2,449,584	
<b>3 Sector Management</b>	<b>1,664,187</b>	<b>184,910</b>	<b>1,849,097</b>	<b>8%</b>
Management Information System	1,002,120	111,347	1,113,467	
Leadership	348,800	38,756	387,555	
Monitoring and Evaluation	313,268	34,808	348,075	
<b>4 Administration</b>	<b>1,135,483</b>	<b>1,523,224</b>	<b>2,658,707</b>	<b>12%</b>
Project Coordination Unit	1,015,483	1,523,224	2,538,707	
Audit	120,000	-	120,000	
<b>5 Contingencies</b>	<b>998,551</b>	<b>200,691</b>	<b>1,199,242</b>	<b>5%</b>
<b>6 Financial Costs</b>	<b>845,000</b>	<b>45,000</b>	<b>890,000</b>	<b>4%</b>
Interest	845,000	-	845,000	
Credit Commission	-	45,000	45,000	
<b>Total</b>	<b>18,000,000</b>	<b>4,500,000</b>	<b>22,500,000</b>	<b>100%</b>
% by funding source	80%	20%	22,500,000	

#### IV. PROGRAM EXECUTION

##### A. The borrower and the executing agency

- 4.1 The borrower is the Commonwealth of The Bahamas. The Executing Agency will be the Ministry of Education. MOE will use an integrated implementation model, whereby it maintains overall control and responsibility of project execution, technical interventions, and financial oversight. ETC activities will be executed within MOE line units, and steered by an MOE Assistant Director using work plans to support implementation. Technical assistance will be mainstreamed into line units to enhance technical capacity and the transfer of technology in core areas of MOE's portfolio. Training for senior and middle management will also strengthen MOE implementation capacity (¶3.16).
- 4.2 ***Project Management Unit (PMU).*** Based on the assessment of existing MOE project management capacity and internal processes, and on lessons learned from prior loan execution (¶2.26), core project management functions will be outsourced<sup>v</sup> to a highly specialized project management team, and centralized in a semi-independent PMU. A dedicated senior financial officer from the Ministry of Finance (MOF) will be seconded to the PMU to oversee all project financial management<sup>vi</sup>, including an imprest account. The unit will report directly to the MOE Permanent Secretary. This arrangement will enhance the timely execution of Phase I, as the team will bring to the job the level of specialized skills that are required to fast-track services. To ensure an effective transfer of skills and knowledge, international consultants will be paired with national counterparts.



- 4.3 In addition to the PMU, a small secretariat will be attached to the office of the MOE Permanent Secretary to oversee project quality assurance, to communicate with different “publics” on ETC issues that require “buy-in”, and to liaise with the PPP and the Workforce Development Secretariat. A ***Project Management Steering Committee (PMSC)*** will meet monthly to ensure the integrated planning and programming of activities. It will monitor project performance against benchmarks, give sanction and support to project management, provide guidance as necessary, and approve changes in project activities. The PMSC will be chaired by the Permanent Secretary and consist of MOE leadership, the PMU Manager, private-sector representatives, and the IDB Sector Specialist (ex-officio). Ultimately, the PMSC will ensure MOE oversight of the quality of interventions, their consistency with policy, and the dissemination of information to the public.

**B. Period of execution and estimated disbursement schedule**

- 4.4 The execution period is 36 months, with a disbursement period of 42 months.

**C. IDB project monitoring and evaluation**

- 4.5 The PMU will operate a permanent monitoring system to evaluate the progress of all project activities. As part of its system, PMU will collect, store, and retain updated information on performance indicators, annual implementation plans, and final evaluations. Within the first three months of each calendar year, the PMU will submit to the Bank an implementation plan that will serve as a benchmark for the next 12-month period. Given the short duration of Phase I, semi-annual supervision and annual evaluation reviews will be conducted by the Bank to track loan execution, and to identify changes necessary to ensure a timely transition to Phase II. Loan resources will also finance a project “launch” workshop within three months of disbursement eligibility. In the beginning of year 3, an external evaluation will be conducted using loan resources to assess readiness for Phase 2.

## **V. IMPACT ON DEVELOPMENT**

**A. Expected results and social impact**

- 5.1 Over the life of both phases, the interventions planned will contribute to the creation of a seamless environment in which the education and training required for today’s knowledge society not only enables individuals to improve their quality of life, but also allows Bahamian enterprises to stay competitive in an ever-changing world. It is expected that: (i) expanded access to training opportunities, particularly in the Family Islands, (ii) a better quality secondary and vocational/technical education, (iii) the provision of e-literacy skills to all secondary students as part of the academic core, (iv) investments in early and inclusive education, and (v) the opportunity to leave school equipped with the skills to become life-long learners, will result in a powerful combination of interventions to enhance the overall readiness of Bahamian youth to participate productively in the schools, in the workforce, and in society.

- 5.2 To achieve these outcomes, Phase I will: a) strengthen the institutional and human resource capacity in the sector; b) build the required internal systems within MOE and other agencies to improve overall sector management, c) develop policy frameworks required for a seamless education and training system; d) implement pilot initiatives to draw on lessons learned for national implementation during Phase II; and e) strengthen the relationship between the public and private sectors deemed important for a more responsive education and training system. These outputs form the foundation for successful implementation in Phase II.

**B. Environmental impact**

- 5.3 No negative environmental impact is anticipated. The only physical works is the modest upgrading of an existing government preschool, where all national norms and specifications for construction and for the disposal of waste will be met or exceeded. With regard to the revision of TVET curriculum and standards, attention will be given to the incorporation of high environmental standards and norms for the use, disposal, and recycling of materials and equipment.

**C. PTI and SEQ analysis**

- 5.4 This operation qualifies as a social equity-enhancing project as described in the indicative targets mandated by the Bank's Eighth Replenishment (Document AB-1704). It does not qualify as a poverty-targeted operation.

## **VI. SPECIAL ASPECTS**

- 6.1 Due to a shortfall of staff, senior MOE administrators are overburdened and involved in both strategic planning and operations administration. Additional competing demands placed on these managers could lead to slippage when the advancement of activities in the Phase I depends on the timely execution and response by the MOE, its Department of Education, BTVI, and the PMU. Based on lessons learned from the previous education loan, MOE decided to outsource core project management functions to a team of specialists. A senior MOF officer will be assigned to the PMU to oversee ETC financial management, to expedite execution. External advisors will provide oversight and mentoring in project management to PMU staff, and be twinned with a national counterpart for the effective transfer of knowledge and skills. Prior to Phase II, the scope-of-work for the PMU and the capacity of its staff will be reassessed.
- 6.2 To foster support from the general public, the project will create a position attached to the MOE Permanent Secretary to conduct public outreach and oversee social communication campaigns. Marketing efforts will create support for: (i) the successful implementation of national standards and regulations; (ii) the inclusion of children with disabilities, learning difficulties and disadvantages in the regular school system; and (iii) changes introduced at BTVI, among others.

- 6.3 Given the high level of private-sector participation envisioned by the project, and the possibility that one sector might have greater involvement than another, Boards of Management will be appointed by Government to oversee BTVI and the NWDC. The proposed Boards would be modeled on experiences found elsewhere in the Caribbean, incorporating a broad based representation from the public and private sectors and civil society<sup>vii</sup>. Safeguards will also be put in place in the regulatory framework of the institutions and their Boards, to control for self-interest in decision-making and in the allocation of resources.

## VII. READINESS

- 7.1 To expedite Phase I execution, Government has initiated the competitive procurement of key consultancies, including an experienced project management team. The construction of the project baseline is underway, and a consultant has been contracted to develop the ETC implementation / procedural manual.
- 7.2 It is anticipated that the ETC Project Report will be presented to the Loan Committee by Simplified Procedure in October 2005, followed by the presentation of the Loan Proposal to the Board of Executive Directors in December 2005.

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- i Bahamas Living Conditions Survey, 2001: All Bahamas 9.3%; New Providence and Grand. Bahama 8.3%; Abaco, Eleuthera, & Andros 13.2%; Exuma and Long Island 16.6%; other Family Islands 21.0%.
- ii The performance of the Bahamian system is not benchmarked internationally. National secondary examinations include the Bahamas Junior Certificate (grade 9), and the Bahamas General Certificate of Secondary Education (BGCSE) (grade 12). Current BGCSE results show that 43% of students fail the math exam (Smith 2005).
- iii COB offers a range of non-technical two- and four-year tertiary programs, including Associate and Bachelors degrees through the School of Hospitality and Tourism Studies. In 2003, a total of 51 students were enrolled in these programs. As part of its effort to become a national university, COB has reduced its technical two-year programs. Entrance requirements at COB are more rigorous than those at BTVI.
- iv BTVI's Bridge program will be modeled upon successful outreach programs in Community Colleges and Polytechnics throughout the region.
- v Core PMU functions to be outsourced include: (i) Project Management – facilitation of programming, execution, and resource management, including project monitoring, scheduling, planning, reporting, loan compliance, and obtaining non-objections; (ii) Operational Management - management of ETC's communications medium, assets, vehicles, space rental, warehousing, delivery of goods, maintenance and troubleshooting; and (iii) Procurement Management – procurement planning, preparation of bid documents and contracts, and contract management, including the negotiation of technical services and goods.
- vi TORs for the Financial Manager - financial and accounting arrangements; consolidation of project component budgets; preparation of expenditure statements for management information, payments, disbursements and financial audits; management of the imprest account.
- vii For example, in Barbados, 3 out of 11 board members represent the private sector. In Jamaica, out of 20 members, 6 are from the private sector, 2 from the agency, 9 from education/government sector, 1 trade union, and 2 statutory bodies.

**LOGICAL FRAMEWORK:  
EDUCATION AND TRAINING FOR COMPETITIVENESS PROGRAM (BH-L1003)<sup>1</sup>**

<b>Narrative</b>	<b>Indicators</b>	<b>Means of Verification</b>	<b>Assumptions</b>
<u>Goal</u>  The long-term economic competitiveness of The Bahamas is enhanced through the development of a dynamic system of education and training that is aligned with the demands of the economy for skilled human resources.	The quality of life of Bahamians is improved as more people can join the labor force.  The Bahamas remains an attractive investment destination.	Living conditions surveys  Number of new developments; number of expansions of existing developments.	The national economy continues to grow and is not affected by factors that slow growth in a significant way.  GOB continues to support policy and operational innovations in Education and Training.  Implementation accompanied by social communication campaign
<u>Purpose</u>  Educational needs of Bahamian youth population addressed effectively through targeted interventions.	Increase in pass rate on BGCSE exams from X% in year 1 to Y% in year 4 to Z% in year 7.  Increase in transition rate from secondary to post-secondary institutions from X% in year 1 to Y% in year 4 to Z% in year 7.  Increase in the number of individuals trained and employed in their chosen career fields from X% in year 1 to Y% in year 4 to Z% in year 7.  The Laboratory Early Childhood Center is established and operational by the end of Year 2.  A draft plan for scaling up of the inclusive education model is completed by MOE by the end of Year 3.	MOE records and statistics  MOE records and statistics  Program reports  Program reports  Program reports	Bill and regulations on Early Childhood enacted.  GOB and other institutions related to special education are supportive of the inclusive policy.
<u>Deliverables:</u>  1) A regulated TVET system characterized by a permanent	A model for secondary TVET delivery is approved by MOE by end of Year 3.	Program reports	PMU is established and all positions are filled.  Procurement process of

<sup>1</sup> Year four indicators are intended to be intermediary indicators and to serve a dual purpose: ex-post evaluation of performance of Phase I and the benchmarking of progress in Phase II.

Narrative	Indicators	Means of Verification	Assumptions
relationship with the employment sector and fully articulated at the secondary and post-secondary level.	<p>Legislation for a semi autonomous BTVI approved by Government by the end of Year 1.</p> <p>National Qualifications Framework developed by the end of Year 1.</p> <p>At the end of Year 3, BTVI's governing body approved by Government.</p> <p>Increase in the level of employer and student satisfaction with TVET system from X% in year 1 to Y% in year 4 to Z% in year 7</p> <p>Increase in the number of courses classified within the National Skills Qualifications Framework from X% in year 1 to Y% in year 4 to Z% in year 7.</p> <p>Increase in enrollment in and completion of BTVI courses in targeted areas from X% and XX% in year 1; to Y% and YY% in year 4; to Z% and ZZ% in year 7</p> <p>The E literacy core is operational in 50% of all public high schools by Year 3. By the third year of Phase I the PPP is financed 100% by the private sector.</p>	<p>Government Gazette</p> <p>Program Reports</p> <p>Government Gazette</p> <p>PPP survey</p> <p>Program reports</p> <p>Program reports</p> <p>MOE records</p>	<p>IT completed on time.</p> <p>GOB grants BTVI more autonomy.</p> <p>MOE will attract suitable candidate to fill BTVI leadership position.</p> <p>Private sector maintains its willingness to participate in the improvement of TVET and education.</p>
2) Quality of early education programs improved.	<p>Regulations for preschool education have been amended to reflect the new standards and distributed to stakeholders within the first 12 months of project execution.</p> <p>Increase in the supply of preschool programs in compliance with amended regulations from X% in year 1 to Y% in year 4 to Z% in year 7</p>	<p>MOE records</p> <p>MOE records</p>	<p>Social Communication campaigns successful in creating support for the initiatives.</p> <p>Successful stakeholder consultations resulting in consensus on standards of practice.</p>
3) School capacity strengthened in order to accommodate students with a wide	<p>In enrollment in preschool programs in the Family Islands from X% in year 1 to Y% in year 4 to Z% in year 7</p>	<p>MOE records</p>	

Narrative	Indicators	Means of Verification	Assumptions
<p>range of learning needs.</p> <p>4) Enhanced management of the education sector.</p>	<p>The evaluation of the demonstration school experience for inclusive education is completed by the end of Year 3.</p>	<p>Program reports</p>	<p>Technical Assistance contracted in time to design EMIS.</p> <p>EMIS installed and functioning.</p>
	<p>Increase in the number of departments/units in MOE/BTVI that utilize management information system to monitor functions and tasks from X% in year 1 to Y% in year 4 to Z% in year 7</p>	<p>Program reports</p>	
	<p>Public consultation on MOE Draft Strategic Plan for 2008-2012 is completed by end of Year 3.</p>	<p>Program reports</p>	
	<p>By end of Year 2, MOE approves E Education Plan.</p>	<p>Program reports</p>	

## The Bahamas

## Education and Training for Competitiveness (ETC)

BH - L1003

## Estimated Project Preparation Costs

	Costo por fuentes (en US\$)		
	Presupuesto administrativo BID	Contraparte	Total
<b>1. Misiones</b>			
1.1 Identification & Orientation	88,060		88,060
<b>2. Consultorias</b>			
1. Consultancy for Pre-school		38,105	38,105
2. Consultancy for Inclusive/ Special Education		43,197	43,197
3. Manpower Consultant (National Training Agency)		33,519	33,519
4. TVET (secondary education and BTVI)		72,506	72,506
5. IT curriculum		22,804	22,804
6. Private Public Partnership		97,186	97,186
7. EMIS		66,075	66,075
8. Project Execution		40,379	40,379
9. Monitoring and Evaluation		21,551	21,551
10. Financial Analysis/ Budget		41,624	41,624
11. Administrative Cost		95,146	95,146
12. Study Tours		36,195.49	36,195.49
13. Operation Manual and Field Advisor	87,775		87,775
<b>Total</b>	<b>175,835</b>	<b>608,288</b>	<b>696,348</b>
<b>% Percentage</b>	<b>13%</b>	<b>87%</b>	<b>100%</b>