TC ABSTRACT

I. Basic Project Data

▪ Country/Region:	REGIONAL/CCB - Caribbean Group
▪ TC Name:	XXI Century Skills, Gender and Education in the Caribbean
▪ TC Number:	RG-T3491
▪ Team Leader/Members:	HOBBS, CYNTHIA MARIE (SCL/EDU) Team Leader; ARIAS ORTIZ, ELENA (SCL/EDU) Alternate Team Leader; SCANNONE CHAVEZ, RODOLFO ANDRES (SCL/EDU); ROMERO PINTO, MARIA JIMENA (RES/RES); BLASCO, IVANA (SCL/EDU); RIEBLE-AUBOURG, SABINE (SCL/EDU)
▪ Taxonomy:	Research and Dissemination
▪ Number and name of operation supported by the TC:	N/A
▪ Date of TC Abstract:	11 Jun 2019
▪ Beneficiary:	Barbados, Jamaica and the Bahamas
▪ Executing Agency:	INTER-AMERICAN DEVELOPMENT BANK
▪ IDB funding requested:	US$150,000.00
▪ Local counterpart funding:	US$0.00
▪ Disbursement period:	30 months
▪ Types of consultants:	Individuals
▪ Prepared by Unit:	Education
▪ Unit of Disbursement Responsibility:	Education
▪ TC included in Country Strategy (y/n):	No
▪ TC included in CPD (y/n):	No
▪ Alignment to the Update to the Institutional Strategy 2010-2020:	Social inclusion and equality ; Productivity and innovation

II. Objective and Justification

2.1 The objective of this Technical Cooperation (TC) is to generate and deepen the knowledge on how to foster the development of 21st century skills in the education systems in the Caribbean, in particular digital and technological skills, and create more inclusive learning environments. The specific goals of this TC are to: i) assess current needs in the existing curriculum in terms of digital skills and identify effective programs that could work in the Caribbean education systems, ii) assess the readiness of education management systems in the Caribbean for digital transformation, and iii) conduct a detailed diagnostic and systematization of the evidence about boys' under-performance in the English-speaking Caribbean and review effective programs to foster positive gender attitudes.

2.2 Justification:

The Caribbean region has made considerable progress in providing access to education, but the quality of education and learning still requires improvements, as shown by low passing rates for the Caribbean Secondary Education Certificate (CSEC) exam, conducted by the Caribbean Examinations Council at the end of secondary school: In Math - 51% in Trinidad and Tobago (T&T) (2015), 62% in Barbados (2015), 47% in Jamaica (2018); in English - 53% in T&T (2015), 63% in Barbados (2015), 69% in Jamaica (2018). The region also faces other challenges: (i) a disconnect between skills developed and demands from the labor market; and (ii) growing gaps between boys and girls in academic achievement and enrollment.

2.3 (i) There is a mismatch between skills taught in school and those required in the labor market (Blom & Hobbs, 2008), and youth unemployment is high. In 2014, youth unemployment (15-24 years) was 34% in Jamaica, 33% in Barbados, and 28% in the Bahamas, compared to the LAC average of 15.3%. The mismatch is partly related to low enrollment and passing rates for Science, Technology, Engineering and Mathematics (STEM) fields. The IDB has been supporting the Caribbean in promoting innovation and STEAM (STEM and Arts) and its link to the private sector: "Skills for the Future" in Barbados (BA-L1016) (2012), seeks to improve the quality and relevance of Secondary Education and the effectiveness of Technical and Vocational Education and Training (TVET) by ensuring that graduates from secondary and post-secondary education have the academic, technical and life skills necessary to enter the labor market or continue further education. The regional TC Code Caribbean (RG-T3278) (2019), will expand technological, life and entrepreneurial skills for youth, increasing their future employability in the digital economy. Even with these ongoing initiatives, we need deeper understanding of why current systems do not teach more 21st century skills in their schools. We will look at current curricula and the capacity of teachers and schools to develop and scale 21st century skills.

2.4 (ii) There is a growing learning gap between boys and girls. Girls are more likely to sit the CSEC exam and their passing rates are higher: in 2015 in math, the Caribbean average was 57% for girls and 56% for boys; in English, it was 64% for girls and 55% for boys. Girls also scored higher in PISA 2015 in T&T in math, science and language. A study by the Jamaica Teaching Council (2013) showed that girls in Jamaica consistently outperformed boys from 2003-2011 in Language and Math in 4th grade exams, and girl's enrollment almost doubled boys in a sample of high schools. This study attributes boy's underachievement to financial aspirations (a "get rich quick" mentality where school is seen as a slow means to lucrative livelihoods), and a lack of male role models in school, among others. The recent Policy Dialogue on "Masculinity in the Caribbean" (SCL/GDI) identified similar gaps in performance and underscored the need for more information to better understand the underlying reasons for boys' academic underperformance and higher drop-out rates (draft proceedings, April 2019).

2.5 This TC will deepen our knowledge on how to better integrate technology in the education system to develop 21st century skills in students and improve the management of the education system, as well as how to create a more inclusive system for boys.

III. Description of Activities and Outputs

3.1 Component 1. Curriculum, teacher and school diagnosis for 21st century skills and gender-neutral approaches (US$ 75,000). This component will research how to better integrate technical, digital and socioemotional skills into the existing curriculum and assess school climate and teachers' capacity to teach them effectively in the Bahamas, Barbados and Jamaica. The specific activities include:
(i) Curriculum assessment: review the official curriculum and learning materials at the secondary school level in the three countries to assess the integration of curriculum, school and teacher capacity to develop 21st century skills, and suggest areas of improvement. It also will assess whether existing learning materials are gender neutral.
(ii) Diagnosis of teacher pedagogical practices and school climate: conduct: (i) surveys of school climate (about school norms, safety, interpersonal relationships, connectedness with teachers, parental involvement) to measure whether they are appropriate to support the development of socioemotional skills and (ii) Classroom observation of teachers and surveys to document teacher capacity and challenges in pedagogical approaches to develop 21st century skills in the beneficiary countries and gender biases present in pedagogical practices.

As a result of this component, there will be three country specific reports (BA, BH, JA) that speak to the areas identified: curriculum, teacher capacity and school climate.

3.2 Component 2: Bridging the gender gap in education in the Caribbean (US$45,000). This component will support the development of a regional report about gender and education to quantify the gender gaps across the education cycle and into the labor market and review effective programs that could decrease gender differences in the education system. This will include analysis of available databases for the Caribbean and qualitative data on teacher and student aspirations and expectations. The result of this component will be a regional report on gender gaps in education in the Caribbean.

3.3 Component 3: Digital transformation of education management (US$30.000). This component will identify the state of development of the education management and information systems by supporting the following activities:
(i) A diagnostic of the Educational Management and Information System in the Bahamas using the methodology developed by the IDB (called SIGED)
(ii) A regional workshop with the three Caribbean countries to present the results of the SIGED analysis, exchange best practices and share lessons learned on the digital transformation of education management in the Caribbean.

3.4 **Component I: Curriculum, teacher and school diagnosis for 21st century skills and gender-neutral approaches .** 21st century skills are a combination of technical, digital and socioemotional skills students need to keep up with the rapid changing requirements of today's labor markets. This component will research how to better integrate these skills into the existing curriculum and assess school climate and teachers' capacity to teach them effectively in three countries: The Bahamas, Barbados and Jamaica.

3.5 **Component II: Bridging the gender gap in education in the Caribbean .** This component will support the development of a regional report about gender and education to quantify the gender gaps across the education cycle and into the labor market and review effective programs that could decrease gender differences in the education system.

3.6 **Component III: Digital transformation of education management .** This component identifies the state of development of the education management and information systems in the Bahamas, and shares best practices in the region.

IV. Budget

Indicative Budget

Activity/Component	IDB/Fund Funding	Counterpart Funding	Total Funding
Curriculum, teacher and school diagnosis for 21st century skills and gender-neutral approaches	US$75,000.00	US$0.00	US$75,000.00
Bridging the gender gap in education in the Caribbean	US$45,000.00	US$0.00	US$45,000.00
Digital transformation of education management	US$30,000.00	US$0.00	US$30,000.00
Total	**US$150,000.00**	**US$0.00**	**US$150,000.00**

V. Executing Agency and Execution Structure

5.1 The program will be executed by the Education Division (SCL/EDU) of the Bank.

5.2 The Bank will execute the TC, given that there are multiple countries involved and there is no regional entity in the Caribbean to implement the TC activities. In addition,

activities require strong coordination and collaboration with the Ministries of Education in each country. The Bank will capitalize on its well established solid relationships with education authorities and stakeholders and its long trajectory in each of the countries to ensure successful completion of the TC activities.

VI. Project Risks and Issues

6.1 The risks associated with the execution of the TC should be low, given that it principally will fund consultancies and technical assistance.

VII. Environmental and Social Classification

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