

DOCUMENT OF THE INTER-AMERICAN DEVELOPMENT BANK

BARBADOS

SKILLS FOR THE FUTURE II

(BA-L1053)

PROJECT PROFILE

This document was prepared by the project team consisting of: Sabine Rieble-Aubourg (SCL/EDU) Team leader; Soledad Bos (SCL/EDU) Alternate Team leader; Zoe Routhier, and Ivana Blasco (SCL/EDU); Janette Archer-Headley (CCB/CBA); Naveen Jainauth-Umrao and Johanna Restrepo-Pelaez (VPC/FMP); Alejandro Cruz (consultant); Juan Del Barrio Batista (INE/INE); Jennifer Doherty-Bigara (CSD/CCS); Luciana Hernandez Etcheverry (SCL/GDI); Maria Sofia Greco (LEG/SGO).

PROJECT PROFILE

BARBADOS

I. BASIC DATA

Project Name:	Skills for the Future II		
Project Number:	BA-L1053		
Project Team:	Sabine Rieble-Aubourg (SCL/EDU) Team leader; Soledad Bos (SCL/EDU) Alternate Team leader; Zoe Routhier, and Ivana Blasco (SCL/EDU); Janette Archer-Headley (CCB/CBA); Naveen Jainauth-Umrao and Johanna Restrepo-Pelaez (VPC/FMP); Alejandro Cruz (consultant); Juan Del Barrio Batista (INE/INE); Jennifer Doherty-Bigara (CSD/CCS); Luciana Hernandez Etcheverry (SCL/GDI); Maria Sofia Greco (LEG/SGO).		
Borrower:	The Republic of Barbados		
Executing Agency:	Ministry of Education, Technological and Vocational Training (METVT)		
Financial Plan:	IDB (Ordinary Capital OC):	US\$	20,000,000
	Total:	US\$	20,000,000
Safeguards:	Policies triggered: ESPS 1,2,3,4,9,10		
	Classification: C		

II. GENERAL JUSTIFICATION AND OBJECTIVES

- 2.1 **Education is a key priority in Barbados.** A knowledge economy is one of the key pillars of the 2018 Barbados Economic Recovery and Transformation Strategy. The country aims to become a regional reference for innovation and knowledge and the government recognizes the need to better prepare its population for the fourth industrial revolution. The country has achieved universal access in primary education with gender parity; with an 89% enrolment rate and 90% completion rate at the secondary level which compares favorably with the rest of Latin America and the Caribbean which has a (net) enrolment rate of 74% (2018) and a 64% completion rate (CIMA 2018; Brisett 2021¹). Nevertheless, the climate crisis and the COVID-19 pandemic have accelerated the need for education transformation as relevance, quality and inclusion remain areas of concern.
- 2.2 **Access to education is high, but learning remains a challenge, particularly for some boys.** About 23% of students do not take the Caribbean Secondary Education Certification (CSEC) examination upon leaving secondary school, limiting their opportunities for continued training and employment (IDB own calculations 2022). Girls outperform boys throughout the system. At the end of

¹ https://www.researchgate.net/publication/350115993_The_Education_System_in_Barbados_A_Remarkable_Evolution

primary level, girls' mean score in English in the Barbados Secondary School Entrance Examination (BSSEE) in 2020 was almost 61%, while boys' was 52% (IDB calculations). In mathematics, girls also outperform boys, but the difference is less marked. At the secondary level, girls outperform boys in English at the CSEC 2021, with 80% passing grade versus 69% among boys, however in Math the difference by gender disappears. It is worth noting that during the last 3 years consistently more females entered for CSEC.

- 2.3 **Outdated curriculum.** The METVT undertook the last curriculum reform in the early 2000s under the Education Sector Enhancement Program (ESEP; 1154/OC-BA). Twenty years later, an update of the curriculum will allow the integration of subject areas relevant to today's economy, coding and robotics, green and blue economy, [climate change](#), and 21st Century Skills. The curriculum reform will require the updating of the existing assessments given in Classes 1, 3, and 4 (equivalent to grades 2, 4, and 5); the integration of technology, and professional development (PROD) for teachers and principals.
- 2.4 **Classroom practices in the Caribbean, including Barbados, are Teacher-centered, authoritarian, traditional in terms of gender roles, and abstract².** These practices are not appropriate to develop 21st-century skills (i.e., teamwork, critical thinking, and problem-solving) that rely on a student-centered approach with active student participation in the class and practical applications. The current practices also contribute to a higher sense of disengagement among boys ([Bristol 2015](#)). Consequently, teacher PROD programs must be updated to ensure that the quality of instruction is improved and that teachers can teach the new subject areas, employ student-centered pedagogies, and teach in different modalities (online, in-person, hybrid).
- 2.5 **The COVID19 pandemic exacerbated existing inequalities and problems of the education system:** (i) 4,000 of the 45,109 students could not access education due to lack of connectivity and devices ([Blackman 2021](#))³, (ii) teachers were not well prepared for remote teaching and had limited quality digital content available ([Blackman 2021](#)); and (iii) school principals require more leadership training to strengthen their problem-solving skills to lead schools in different contexts ([METVT Strategic Plan 2022-2027](#)).
- 2.6 **Lack of an inclusive education (IE) strategy and intervention.** Data about students with special needs (SN) is limited and this information is key to developing an IE strategy. Few SN students attend regular school, and most enroll in four special education schools; however, spaces are limited making it more likely that some children are excluded from education.
- 2.7 **Outdated physical and digital infrastructure.** Barbados has 68 public primary and 21 secondary schools. The last major infrastructure and technology upgrades within schools were done under the ESEP. [Results](#) of an ongoing infrastructure audit of [10 primary schools](#) show that major rehabilitation work is required, including upgrading of internet connectivity in schools. Given the increased impact

² IDB Draft Report on Gender gaps in the Caribbean. Forthcoming 2022.

³ <https://link.springer.com/article/10.1007/s11125-021-09568-4>

of climate change in Barbados, schools also need to be outfitted to improve their resilience and to include energy and water efficiency measures. Evidence indicates that improving school infrastructure with proper comfort conditions (light, ventilation, etc), and adequate sanitary conditions has positive effects on attendance and completion of academic cycles, teacher motivation and learning ([Cuesta 2016](#); [Duarte 2017](#)).

- 2.8 **Lack of a cohesive sector management system.** In 2017 the METVT implemented the OPEN Education Management Information System (EMIS) to improve data coherence; however, a recent diagnostic shows that some modules are not fully implemented. Some METVT departments use different data files for managing the sector, these files lack a unique code for schools and a unique identifier for students making it difficult to obtain reliable and coherent data for decision-making. To ensure optimal utilization of the [EMIS](#) additional training of administrators and school principals, additional hardware, and a policy framework is required.
- 2.9 In response to these challenges, the METVT developed a [Strategic Plan](#) (SP) 2022-2027 and created the Education Reform Unit with the mandate to implement education reform. The SP calls for an “inclusive, equitable, and quality education system that is more resilient, adaptive to future crises and includes more stakeholders” and identifies five strategic goals, four of which directly relate to the proposed operation: (i) Goal 1: To enhance overall student learning and achievement outcomes across the system including the creation of an inclusive education system; (ii) Goal 2: Strengthen the standards and practices for improving teachers’ quality of instruction and professional development.; (iii) Goal 3: To enhance the physical and technological, digital, and innovative profile of the system to meet contemporary best practices and green and energy efficiency needs; and (iv) Goal 4: Strengthen sector management.
- 2.10 **Strategic Alignment.** The program is consistent with the Second Update to the Institutional Strategy (UIS) 2020-2023 (AB-3190-2) and is strategically aligned with the development challenges of Social Inclusion and Equality by targeting vulnerable regions and expanding students’ access to quality basic education. The program is aligned with the cross-cutting issues of: (i) gender equality by promoting actions to improve learning outcomes among boys; (ii) climate change and environmental sustainability, by including climate change in the curriculum redesign and building sustainable and resilient schools; and (iii) institutional capacity and rule of law by improving the METVT’s capabilities to provide quality services. The program will contribute to the Corporate Results Framework (GN-2727-12) by measuring the number of students benefited by education projects
- 2.11 The operation is consistent with the Sector Framework Document for Skills Development (GN-3012-3) by ensuring access to high-quality and relevant learning opportunities throughout life, the IDB Group Climate Change Action Plan 2021-2025 (GN-2848-9), and the Climate Change Sector Framework Document (GN-2835-8) by developing educational materials on the blue and green economy and promoting the inclusion of mitigation and adaptation measures for low carbon and resilient schools. It is aligned with the current IDB Barbados Country Strategy 2019-2023 (GN-2953-1), which prioritizes safeguarding social outcomes and

fostering public sector efficiency and is included in the Operations Program 2022 (GN-3087).

- 2.12 Finally, it is aligned with IDB's Vision 2025 since it (i) promotes social progress by improving quality of learning; (ii) facilitates digital economy by increasing digital literacy in youth; and (iii) reinforces gender equality, by preventing unconscious bias in curriculum and practices.
- 2.13 **Project Objectives.** The general objective is to improve the quality and equity of education by supporting the transformation of the education system. The specific objectives 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
- 2.14 **Component 1: Curriculum Reform (US\$4.5 million).** The purpose of this component is to contribute to improve the quality of instruction by consolidating the existing curriculum and by integrating new growth areas (such as, computer science (coding/robotics), blue economy, skills for green jobs, and climate change) and 21st century skills. The new curriculum will seek to improve overall learning and decrease learning gaps by gender. The revised curriculum can be taught in different modalities (on-line, in person, hybrid). Loan resources will be used to contract technical assistance (TA) to work with the METVT on all aspects of the curriculum reform. The revised curriculum will benefit about 17,842 students in 60 primary schools and 19,751 students in 21 secondary schools in select subject areas.
- 2.15 **Subcomponent 1.a. Creation of a Curriculum Framework (US\$2 million).** The objective is to develop a curriculum framework guiding the curriculum review process, create an ICT strategy for education, and adapt assessments and examinations for Classes 1, 3 and 4 (equivalent to grades 2, 4, and 5).
- 2.16 **Subcomponent 1.b. Professional Development for teachers and principals. (US\$0.5 million).** The objectives are: (i) define teaching standards for teachers using different modalities; (ii) prepare them to teach the new subject areas using student-centered approaches; (iii) develop self-awareness and approaches for teaching boys, and (iv) train faculty at the Erdiston Teacher Training College to teach the new subject areas. For existing and future school leaders, the program will provide leadership and management training.
- 2.17 **Subcomponent 1.c Development of educational materials and digital content (US\$2 million).** The objective is to create new digital and printed textbooks, teacher guides toolkits, materials, and equipment to successfully implement the new curriculum.
- 2.18 **Component 2: Inclusive education (US\$2 million).** The purpose of this component is promote a more inclusive education by: (i) the development of an IE policy, (ii) the design and testing IE in a select group of schools integrating SN students into regular classrooms by providing the necessary support services to them; and (iii) the execution of a communication strategy. This component will target at least 2 schools to pilot SN education and 2 principals to promote the adoption of an IE plan in their schools.

- 2.19 **Component 3: Upgrading of Physical and Digital resilient and sustainable Infrastructure (US\$9 million).** The purpose is to improve the quality of the physical and digital infrastructure by upgrading at least 10 primary schools to meet sustainable and resilient best practice standards, and building code requirements, including: (i) cost-effective measures of energy and water efficiency following the [EDGE](#) guidelines; (ii) upgrading of connectivity in schools; and (iii) provision of devices to students and teachers. Loan resources will be used to strengthen the technical capacity of METVT's Education Technical Management Unit (ETMU) responsible for infrastructure projects, to ensure the mainstreaming of climate standards and to develop school maintenance plans.
- 2.20 **Component 4: Improved sector management (US\$2 million).** The purpose is to improve sector management by providing TA to the METVT for the continued implementation of its EMIS which covers 12 public Nurseries, 68 primary and 21 secondary schools.
- 2.21 **Project Management, Monitoring and Evaluation, Change management, Financial Audits, Communication, and Contingency (US\$2.5 million).** This component will finance the operational expenses for implementation, and TA for evaluations, change management, and communication efforts.

III. TECHNICAL ISSUES AND SECTOR KNOWLEDGE

- 3.1 To achieve the goals of the project, the Bank and the Government of Barbados agreed that a specific investment loan is the most suitable instrument due to the fixed scope, logical independence of the components, and physical and technical individuality. The amount of the loan is US\$ 20 million from the Bank's Ordinary Capital.
- 3.2 **Previous Bank Experience in Barbados.** Together with the Caribbean Development Bank, the IDB supported the ESEP (¶2.3) which financed the rehabilitation of schools and outfitting with a basic technology package. Main lessons learnt included that the preparation and budgeting of annual school plans are key to ensure that schools are kept in adequate conditions, hence component 4 will include such support. The Skills for the Future (2739/OC-BA) closed in 2021 and aimed to improve the quality and relevance of post-secondary education through a Competency-Based Training Fund. The project trained and certified 2,866 adults in different industries. One main lesson learnt was to plan and design evaluations early on to ensure that data collections meet the data requirements of the results matrix and the evaluation and to guarantee on time execution provide ongoing training on procurement and financial procedures.
- 3.3 **Inclusive Education.** Considering the limited information available about SN students and schools, a study will be done to provide an assessment of this sub-sector including an action plan for completing the IE policy and design the initiative to integrate SN students into regular schools.

- 3.4 **Infrastructure.** The activities to be financed in the project are informed by the results of an audit of 10 primary schools financed by [ATN/OC-18479-BA](#)⁴ Initial findings include: (i) the lack of a maintenance plan has resulted in deteriorated infrastructure; (ii) schools have no energy water efficiency, adaptation, and mitigation to climate change measures; (iii) the need for local code retrofit for accessibility, electricity, safety, and security and sanitary installations. Additional studies will be carried out to assess vulnerability and identify specific mitigation and adaptation measures to increase resilience to climate change.
- 3.5 **EMIS study.** The final report will have a detailed action plan to implement the various EMIS modules fully across schools and METVT.

IV. ENVIRONMENTAL SAFEGUARDS AND FIDUCIARY SCREENING

- 4.1 According to the Bank's Environmental and Social Policy Framework (ESPF), the program is classified as Category C. The project will finance the rehabilitation of 10 primary schools and is considered to have minimal environmental and social impact for which effective mitigation measures are known and readily available. Nevertheless, an environmental and social management system (ESMS) commensurate to the level of impacts will need to be in place, including the following measures: (i) the procurement documents for contractors will require the development of a waste management plan, code of conduct for workers, and an occupational health and safety plan for workers on the construction sites; (ii) the development of a disaster risk management plan for each school and design measures to improve resiliency; and (iii) development of a stakeholder engagement plan to inform school communities and other key stakeholders about the repairs and other activities planned. The timing of the repairs will be planned to minimize any disruption to school operations and potential impacts on students.

V. OTHER ISSUES

- 5.1 The project will be executed by the METVT. As the previous project coordination unit (PCU) for 2739/OC-BA was dissolved, the Ministry of Public Service must approve the creation of a new PCU. An institutional analysis (PACI) is being done to inform its creation. Once established, the PCU will closely coordinate with METVT's ETMU that is responsible for the infrastructure component.
- 5.2 **Resources and Timetable.** Preparation costs are estimated at US\$101,086 (see Annex V) using administrative funds. The distribution of the POD to QRR is planned for August 30, 2022, and the presentation of the Loan Proposal to the Board of Directors for November 2, 2022.

⁴ The Client Support TC was approved in December 14, 2022 for an amount of US\$150,000 ([link](#) to TC doc)

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¹ The information contained in this Annex is confidential and will not be disclosed. This is in accordance with the "Deliberative Information" exception referred to in paragraph 4.1 (g) of the Access to Information Policy (GN-1831-28) at the Inter-American Development Bank.



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Operation Information

Operation Name	
Skills for the Future II: Digital transformation for inclusive and quality education	
Operation Number	BA-L1053

Operation Details

Organizational Unit	IDB Sector/Subsector
SCL/EDU	PRIMARY EDUCATION
Type of Operation & Modality	Original IDB Amount
LON / ESP	\$20,000,000.00
Environmental and Social Impact Categorization (ESIC)	Disaster and Climate Change Risk Classification (DCCRC)
C	Moderate
Environmental and Social Risk Rating (ESRR)	
Substantial	
Executing Agency	Borrower
BA-MEHR	MINISTRY OF ECONOMIC AFFAIRS AND INVESTMENT
ESG Primary Team Member	Team Leader
Heidi Zoe Fishpaw	Sabine Rieble-Aubourg
Toolkit Completion Date	Author
18/05/2022	Fishpaw, Heidi Zoe
Applicable ESPs with requirements	
ESPS 1; ESPS 2; ESPS 3; ESPS 4; ESPS 9; ESPS 10	

Operation Classification Summary

Overridden ESIC	Overridden ESIC Justification
C	Reduce: other (enter details in comments)
Comments	
Based on our expertise and dialogue with project team and information about the scope of works, we consider	
Overridden DCCRC	Overridden DCCRC Justification



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Comments

Summary of Impacts / Risks and Potential Solutions

The project has no environmental and social impacts and/or risks therefore no Environmental and Social Assessment (ESA) or Environmental and Social Impact Assessment (ESIA) process will be conducted for the project during preparation.

There are no contextual risks associated with the project (e.g. political instability, oppression of communities, armed forces in the project area).

The operation will not have direct impacts associated with child labor or forced labor in the workforce.

The operation will not have significant indirect and/or cumulative impacts associated with child labor or forced labor in the workforce.

The Executing Agency or other relevant entity (in relation to the operation) has a proven track record to respect and protect the fundamental principles and rights of workers (including fair treatment, commitment to non-discrimination, equal opportunity, protection of workers including workers in vulnerable situations, work accommodations, migrant workers' rights, collective bargaining and rights of association) and compliance with national employment and labor laws.

The operation will not result in the direct loss of employment (i.e. retrenchment).

The operation will not result in the indirect and/or cumulative loss of employment (i.e. retrenchment).

The Borrower will prepare and operate a partial Grievance Redress Mechanism for all workers (direct and contracted).

The operation will not cause indirect and/or cumulative impacts associated with accidents, injury, and attraction disease arising from, associated with, or occurring in the course of work.

The operation will promote a sustainable use of resources including energy, water and raw materials.

The operation will not have indirect and/or cumulative adverse impacts on human health and the environment due to pollution from project activities.

The operation will not generate indirect and/or cumulative impacts generated by solid waste (hazardous and/or non-hazardous).

The operation will not have direct negative impacts to the environment and human health and safety due to the production, procurement, use, and disposal of hazardous materials such as PCBs, Radiological Waste, Mercury, CFCs, etc.

The operation will not have indirect and/or cumulative negative impacts to the environment and human health and safety due to the production, procurement, use, and disposal of hazardous materials such as PCBs, Radiological Waste, Mercury, CFCs, etc.

The operation will not have direct negative impacts to the environment and human health and safety due to



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the production, procurement, use, and disposal of pesticides.

The operation will not have indirect and/or cumulative negative impacts to the environment and human health and safety due to the production, procurement, use, and disposal of pesticides.

The operation is not expected to or currently produce directly GHG emissions.

The operation is not expected to or currently produce indirectly-cumulatively GHG emissions.

The operation is considering alternatives to implement technically and financially feasible and cost-effective options to avoid or minimize project-related GHG emissions during the design and operation of the project.

The operation has no exposure to climate transition risks related with a loss of value of a project driven by the transition to a lower-carbon economy, result from extensive policy, legal, technology, and/or market changes to address climate change.

There are no direct health and safety risks associated with the design of structural elements or components of the operation (e.g. existing or new buildings, earthworks, bridges, drainage, roadways, power stations, transmission and distribution poles, underground utilities, and dams), and/or road transport activities (e.g. transport of heavy or over-sized equipment) which could result in health and safety impacts to third parties and project-affected people.

The project will not directly affect the public (including workers and their families) by exposing them to hazardous materials released by the project, particularly those that may be life threatening.

The project will not indirectly-cumulatively affect the public (including workers and their families) by exposing them to hazardous materials released by the project, particularly those that may be life threatening.

There is no potential for the project or project-related activities (e.g. the influx of temporary or permanent project labor, among others) to directly result in or exacerbate community exposure to water-related (i.e., waterborne, water-based, and vector-borne diseases) and/or communicable diseases (e.g. COVID).

The project's direct impacts on priority ecosystem services will not result in adverse health and safety risks and impacts to the project-affected people.

The project's indirect and/or cumulative impacts on priority ecosystem services will not result in adverse health and safety risks and impacts to the project-affected people.

There is no potential for an emergency or unanticipated event to occur in the project area of influence that demands immediate action to prevent or reduce harm to people, property, and/or the environment.

There is no potential direct impacts to workers and project-affected people related to the use or arrangement of security services to safeguard personnel and/or property.

There is no potential indirect and/or cumulative impacts to workers and project-affected people related to the use or arrangement of security services to safeguard personnel and/or property.

The project will not lead to direct impacts related to land acquisition - Impacts include, and are not limited to, relocation; loss of shelter; loss of land; loss of assets; restrictions on land and natural resources; loss of income; loss of livelihoods; loss of social safety net.



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The project will not lead to indirect and/or cumulative impacts related to land acquisition - Impacts include, and are not limited to, relocation; loss of shelter; loss of land; loss of assets; restrictions on land and natural resources; loss of income; loss of livelihoods; loss of social safety net.

Vulnerable people will not be disproportionately affected by direct impacts related to land acquisition - people may be considered vulnerable by virtue of disability, state of health, indigenous status, gender identity, sexual orientation, religion, race, color, ethnicity, age, language, political or other opinion, national or social origin, property, birth, economic disadvantage, or social condition. Other vulnerable people include the elderly, children, single-headed households, refugees, internally displaced persons, natural resource dependent communities.

Vulnerable people will not be disproportionately affected by indirect and/or cumulative impacts related to land acquisition - people may be considered vulnerable by virtue of disability, state of health, indigenous status, gender identity, sexual orientation, religion, race, color, ethnicity, age, language, political or other opinion, national or social origin, property, birth, economic disadvantage, or social condition. Other vulnerable people include the elderly, children, single-headed households, refugees, internally displaced persons, natural resource dependent communities.

The operation doesn't have the potential to directly impact modified habitat that include significant biodiversity value.

The operation doesn't have the potential to indirectly-cumulatively impact modified habitat that include significant biodiversity value.

The operation doesn't have the potential to directly convert or degrade natural habitat.

The operation doesn't have the potential to indirectly-cumulatively convert or degrade natural habitat.

The operation doesn't have the direct potential to implement project activities in critical natural habitat.

The operation doesn't have the indirect and/or cumulative potential to implement project activities in critical natural habitat.

The operation is not expected to directly impact a legally protected area or an internationally recognized area.

The operation is not expected to indirectly-cumulatively impact a legally protected area or an internationally recognized area.

The project will not directly introduce (intentionally or accidentally) alien, or non-native, species of flora and fauna that have the potential for invasive behavior in areas where they are not normally found.

The project will not indirectly-cumulatively introduce (intentionally or accidentally) alien, or non-native, species of flora and fauna that have the potential for invasive behavior in areas where they are not normally found.

The project is not likely to adversely directly impact ecosystem services.

The project is not likely to adversely indirectly-cumulatively impact ecosystem services.

The project is not expected to cause adverse direct impact on Indigenous Peoples. FPIC is required when there will be (i) impacts on lands and natural resources subject to traditional ownership or under customary use; (ii) Relocation of Indigenous Peoples from lands and natural resources subject to traditional



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ownership or under customary use; or (iii) significant impact on Cultural Heritage.

The project is not expected to cause adverse indirect/cumulative impact on Indigenous Peoples. FPIC is required when there will be (i) impacts on lands and natural resources subject to traditional ownership or under customary use; (ii) Relocation of Indigenous Peoples from lands and natural resources subject to traditional ownership or under customary use; or (iii) significant impact on Cultural Heritage.

Indigenous Peoples are not expected to be adversely impacted by direct project related land-acquisition or access restrictions. Note that all impacts on lands and natural resources subject to traditional ownership or under customary law requires FPIC.

Indigenous Peoples are not expected to be adversely impacted by indirect/cumulative project related land-acquisition or access restrictions. Note that all impacts on lands and natural resources subject to traditional ownership or under customary law requires FPIC.

The project doesn't have the potential to cause adverse direct impacts on Indigenous Peoples who live in isolation and initial contact.

The project doesn't have the potential to cause adverse indirect and/or cumulative impacts on Indigenous Peoples who live in isolation and initial contact.

The project is not expected to directly damage or negatively impact cultural heritage.

The project is not expected to indirectly-cumulatively damage or negatively impact cultural heritage.

The project is not expected to directly damage or negatively impact critical cultural heritage.

The project is not expected to indirectly-cumulatively damage or negatively impact critical cultural heritage.

The project will not negatively directly affect people due to their gender, sexual orientation or gender identity.

The project will not negatively indirectly-cumulatively affect people due to their gender, sexual orientation or gender identity.

The project is not expected to lead to indirect and/or cumulative risks and impacts associated with Sexual and Gender-based Violence.

The project will not potentially face direct barriers to equitable gender-based participation.

The project will not potentially face indirect and/or cumulative barriers to equitable gender-based participation.

The project will not deal with a subject matter and/or be implemented in an area where the manipulation, interference, coercion, discrimination, and intimidation of stakeholders has been documented.

ESPS 1 - Assessment and Management of Environmental and Social Risks and Impacts

The Executing Agency will partially prepare and maintain an Environmental and Social Management System (ESMS) for the operation as defined under ESPS 1.

The Borrower/Executing Agency's has moderate organizational capacity and competency for managing



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environmental and social issues.

ESPS 2 - Labor and Working Conditions

The operation has the potential to cause minor direct impacts associated with accidents, injury, and attraction disease arising from, associated with, or occurring in the course of work.

The Executing Agency will partially prepare and maintain an Environmental and Social Management System (ESMS) for the operation with specific elements related to Labor and Working Conditions under ESPS 2.

ESPS 3 - Resource Efficiency and Pollution Prevention

The operation will have minor direct adverse impacts on human health and the environment due to pollution from project activities.

The operation will generate minor direct impacts generated by solid waste (hazardous and/or non-hazardous).

ESPS 4 - Community Health, Safety, and Security

There are minor indirect and/or cumulative health and safety risks associated with the design of structural elements or components of the operation (e.g. existing or new buildings, earthworks, bridges, drainage, roadways, power stations, transmission and distribution poles, underground utilities, and dams), and/or road transport activities (e.g. transport of heavy or over-sized equipment) which could result in health and safety impacts to third parties and project-affected people.

There is minor potential for the project or project-related activities (e.g. the influx of temporary or permanent project labor, among others) to indirectly-cumulatively result in or exacerbate community exposure to water-related (i.e., waterborne, water-based, and vector-borne diseases) and/or communicable diseases (e.g. COVID).

Natural hazards, such as earthquakes, droughts, landslides, floods, wildfires, or others, including those caused or exacerbated by climate change, are likely to occur in the project area, and these may moderately impact the project, and/or the project may moderately exacerbate the risk from natural hazards to human life, property, and/or the environment.

ESPS 9 - Gender Equality

The project will potentially lead to minor direct risks and impacts associated with Sexual and Gender-based Violence.

ESPS 10 - Stakeholder Engagement and Information Disclosure

The Borrower will prepare a stakeholder engagement framework/plan for the lifetime of the program (including the equal participation of women and men and also take into account Indigenous Peoples, vulnerable groups when relevant).

The Borrower will not engage in meaningful consultations and engagement with stakeholders which is free of manipulation, interference, coercion, discrimination, and intimidation.

The Borrower will partially operate a Grievance Redress Mechanism at the Project level (direct and contracted).

**INDEX OF COMPLETED AND PROPOSED SECTOR WORK
(BA-L1053)**

Issues	Description	Dates	Link to Document
	OPEN EMIS diagnostic and way forward	June	Link
	Study on Inclusive Education (SCL/GDI and SCL/EDU)	July	Link
	Results of physical and technological audit of 10 primary schools	Ongoing	Link
	TORS for additional work to be done for the audit of 10 primary schools	Ongoing	Link
Analysis of cost and economic viability	Conduct required cost-benefit analysis of the project	August	Link
Financial management/fiduciary issues and control environment	Assessment of Institutional Capacity (PACI)	Ongoing	Link
	Fiduciary management capacity of Ministry of Education (Annex III)	August	
Baseline data collection	Classroom observations – TORs for baseline collection during school time (the school year comes to an end on July 15, 2022). The next school, year starts in September.	September	Link
	Draft Report on gender in the Caribbean (IDB first draft) (SCL/EDU, SCL/GDI and CCB/CCB collaboration)	Ongoing	Link
	Analysis of Barbados Assessment data (Caribbean Secondary Education Certificate) (SCL/EDU and CCB/CCB collaboration)	Completed	Link
Institutional analysis/personnel, procedures other aspects of implementation capacity	Support for project preparation (TORS)	Ongoing	Link

Issues	Description	Dates	Link to Document
Social and environmental safeguards	Preparation of an Environmental and social management system (ESMS), that Disaster and Climate Change Risk Narrative, a Waste Management Plan, a Community Health and Safety Plan and a Stakeholder Engagement Plan with Grief Mechanism.	Start of Execution	
	2022-2027 Strategic Plan for the Ministry of Education, Technological and Vocational Training (METVT)	Complete	Link

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