



Knowledge and Capacity Building Products (KCP) Proposal

Policy and Capacity Development

I. General Information

KCP Title:

Training for the Future

OPUS Number:

BA-T1018

Date of Proposal:

9/14/2011

Linked to project:**Team Leader/Unit:**

RIEBLE-AUBOURG, SABINE - SCL/EDU

Peer Reviewer 1:

DUARTE, JESUS

Peer Reviewer 2:

BIEHL, MARIA LORETO

Joint Proposal:

CCB/CBA, MIF

Proposed amount, without counterpart in USD equivalent (enter whole number only): USD640,000

Must match total of budget table on section VI, and of OPUS

Proposed amount including counterpart (if applicable) in USD equivalent:

USD768,400

Proposed Fund:

Social Fund

Unit of Technical Responsibility:

SCL/EDU

Unit of Disbursement Responsibility:

SCL

Execution:

Recipient
IDB

Letters of Request available (or equivalent)

Yes (Draft)

Doc# (IDBdocs):

36482471

Non-objection available:

N/A

Doc# (IDBdocs):

Execution period: 12 months **Disbursement period:** 18 months **Required Start Date:** 12/01/2011

Executing Agency:

The Inter American Development Bank (IDB; or the Bank) will execute the proposed technical cooperation.

Executing Agency description and capacity:

As per request from the Ministry of Education and Human Resource Development (MEHRD), the Bank will execute the TC resources. Although MEHRD has the capacity to carry out the management of the TC, procurement processes in Barbados are very time-consuming and lengthy and will not allow the completion of the activities described below in a timely manner. (See also section ¶4.2).

Country of Origin of Executing Agency:

Barbados

Contact in the Executing Agency:

Paul Murphy, Program Director

E-mail address:

pmurphy@mes.gov.bb

Beneficiary Countries:

BARBADOS

Beneficiary entity: MEHRD

Sector: EDUCATION

II. KCP Type

Origination

Originated in client: KCP is the result of clients' demands.

The client may require to address a current public discussion, an advice to draft a law or a regulation, support for policy analysis and formulation, a capacity improvement for the execution of a recently approved program, an analysis of a public policy or private sector problem, or generate consensus around a specific issue.

MEHRD expects to address a long-term problem, also identified

Scope

Forward-looking purpose:

Demand for this KCP serves a longer-term, forward-looking purpose that may require the accumulation of new knowledge and experience. These products usually require a longer deployment time.

This KCP will be an important contribution to the GBA implementing the short and medium term Human Resources Strategy they have created with the support of the European Union. At the same time it will help the nation to better insert their human capital in the Caribbean Single Market and Economy.

III. Alignment of the KCP proposal with IDB's Institutional Priorities (GCI9).

Cross-cutting

Learning and Capacity Building

3.1 Explain how the knowledge produced with this KCP will be used (policy advice, institutional strengthening, input for programming and strategy, pipeline development, input for other KCPs):

The sector knowledge developed by this operation/KCP will be used to support the Government in the definition of roadmaps of how to implement its Human Resource Strategy. The proposed studies and pilot interventions will help to define the future strategy for the technical and education sub-sector informing investment operations by the Bank in Barbados. The studies will inform: (i) policy making at the MEHRD and Ministry of Labour; (ii) strengthen MEHRD's ability to collect and analyze data for policy making purposes; and (iii) strengthen MEHRD's monitoring and evaluation capacity. The KCP is fully aligned with the Country Strategy for Barbados where education has been identified as one priority area.

IV. OBJECTIVES, EXPECTED RESULTS AND ACTIVITIES

4.1 Describe the challenge that this KCP addresses (e.g. policy, institutional, technical):

Recognizing the need for a skilled workforce in order to improve its competitiveness in the global economy, Barbados signed with the European Union (EU) a Human Resource Strategy in 2011 (2011-2016) focusing on training and education. To this end, the EU provides budgetary support upon achievement of specified targets/indicators related to the training sector of the country. The HR strategy is also part of regional efforts to create a training system that allows the transferability of degrees/formal educational certification in the region to maximize mobility among residents of the CARICOM region within its creation of the Caribbean Single Market and Economy (CSME). Furthermore, in its endeavour of making the transition from a knowledge economy to innovation driven economy based on business sophistication and innovation, training efforts have to be intensified, improved and better aligned with business needs. Although Barbados has long put a premium on education and provides access to free education at all levels, the quality of education remains a concern. For example, one out of five students (20%) receives grades of unsatisfactory or poor in English and almost 40 percent receive failing grades in Math at the primary level. A recently completed employer study (National training Plan 2011) also states that many high school graduates are not well prepared for work lacking life skills and work ethic (Global Competitive Report 2009). At the secondary level, about 50 percent of students never sign up to take the examinations administered by the Caribbean Examination Council (CXC) meaning that one out of two youngsters leave secondary education without any qualification. Although education and for the most part training is free of charge in Barbados, the existing evidence shows that the system is far from optimal as it provides a considerable amount of low-level training, which is not aligned with the private sector's needs. As part of a regional decision to make education and training more relevant and transferable across the region, Barbados is trying to implement a National Vocational Qualification Framework (NVQF) that is aligned regionally to the Caribbean Vocational Qualification Framework (CVQF), defined by the Caribbean Association of National Training Agencies, belonging to the Caribbean Community (CANTA-CARICOM). However, implementation has been fraught with difficulties, due both to limited managerial capacity and resources of the responsible National Training Agency, the Technical and Vocational Education and Training (TVET) Council, but also due to limited engagement and dissemination of the framework with private sector stakeholders.

4.2 Describe lessons learned from previous similar KCP:

Due to long time lags in the procurement of consultants, it is recommended that the Bank execute the technical cooperation due to the considerable coordination required between the MEHRD and two other agencies, that is, the Special Tenders' Committee and the Chief Solicitor's Office responsible for the issuing of government contracts which makes it difficult to complete the procurement cycle in a very timely manner. In the execution of previous technical cooperations, the Ministry of Education has been a strong collaborator. It has reviewed and commented on consultants reports and has shown a high level of involvement in the technical discussions (example, BA-T1012). Given these past experiences with operations that require the an important commitment from the government, we expect the same level of cooperation and support in this proposed KCP.

4.3 State the KCP objectives:

The overall objective of this proposed KCP is to support the government of Barbados in their efforts to produce a competitive labor force, by providing the MEHRD with information about the education and training sector to allow the formulation of policies and future investment activities. As a result of this KCP, MEHRD will have the analytical tools and information to inform policy and program design in the areas covered by this KCP including: (i) indicators and information on current teaching corps and teacher training system; (ii) MEHRD will develop capacity to analyze and use Educational Management Information System data and other data from studies financed under this KCP, as key inputs for education and training policies; (iii) closer partnership between public and private sector in training programs due to international conference and school-to-work pilot program; and (iv) finally an action plan for CARICOM's participation in some international testing (such as TIMSS, PIRLS, PISA) to allow international comparisons.

4.4 State the KCP expected results:

The expected results of the KCP are: (i) information and input required for teacher training reform and introduction of improved teaching practices in core subject areas; (ii) capacity built in MEHRD in data collection and analysis; (iii) Memorandum of Understandings (MOUs) signed between MEHRD/training institutions and private companies in select areas to provide additional internships and places for apprentices; and internships/ training opportunities for TVET teachers in private companies; and (iv) action plan for the participation of the CARICOM region in international assessments as agreed with governments in the region. Given the nature of the activities, there will be no outcomes.

4.5 Provide a description of the main outputs and related activities expected to be carried out:

The components and main outputs of this proposed operation are:

Component 1: Sector Studies. To get a better understanding of actual teaching practices and the existing teacher training system, an international consulting firm will be contracted to conduct: (i) a diagnostic study on current profile of teachers and assessment of teacher training system along with recommendations to modernize the system; and (ii) to observe and analyze current teaching practices in core subject areas; to review the existing system of teacher training and develop recommendations to introduce pre-service training and to make the teaching profession more attractive. In addition, MEHRD will receive technical assistance providing expertise in collecting and analyzing data in EMIS system to allow production and publication of more reliable and timely information on the education sector which will in turn be used as an input for policy decisions.

Component 2: Creating a responsive training system. To create a closer relationship between the public and private sector in training matters, the resources will be used for the organization and execution of an international conference to demonstrate best practices in training/school-to-work transition initiatives showcasing the active role of private sector. To ensure a smooth organization, an event manager/ event managing firm will be contracted to organize the event in which national/regional/international experts with ample expertise in this topic will present on training experiences and share lessons learned. TC resources will be used to organize and host the event, as well as to contract key speakers; and finally, TC resources will be used to produce a collection, which will be published, of the presentations and discussions that will spring from this event. Furthermore, technical assistance will be contracted for the design of a pilot initiative for a school-to-work program using sports as the mechanism to interest youth in school/training ("a ganar" initiative) which is already implemented in Suriname, Jamaica, Dominican Republic, St. Kitts and St. Vincent as well as a number of countries in Latin America through the organization "Partners of the Americas" ; to this end, the non-profit organization "Partners for America" will be contracted to design the youth-at-risk initiative in Barbados following the "A ganar" initiative of the Multi-lateral investment fund (MIF);

Component 3: Caricom's Participation in International assessments on learning (such as PISA, TIMMS, PIRLS). To allow the CARICOM region to participate in one of these assessments as a region, the Caribbean Examination Council (CXC) will require technical assistance to develop a roadmap and budget for CARICOM's participation in international assessments. The Roadmap will speak to the tests to be chosen to meet CARICOM's objective to get a better understanding of the region's educational performance. The TC resources will be used to contract a team of both national and international experts to work with MEHRD and CXC on the roadmap for participating in the selected international assessment(s).

4.6 Identify the main audience or expected users of knowledge generated or disseminated by this KCP

Policy Makers in the MEHRD but also Ministry of Labour and Ministry of Family and Youth Affairs, labor unions, Caribbean Examination Council (CXC), other multilateral institutions such as CDB and EU, and private sector companies that have a main stake in training issues and education sector.

4.7 Additional technical information

If necessary, in an appendix please provide further technical details that you consider relevant to evaluate the technical quality of this KCP. Appendix Doc#(IDBDocs): [36519668](#)

V. KCPs RESULTS FRAMEWORK. Main Outcomes and Outputs.

5.1 Results Matrix:

Please, in the first column fill in each outcome indicator with the relevant outputs. You can use the table of indicators here attached.

| Results Matrix | | | | | | | | | |
|--|----------------|----------|------|---------|--------|---------|--------|--------------------------|---|
| | Unit | Baseline | | Year 1 | | Year 2 | | Expected Completion Date | Data Source |
| | | Value | Year | Planned | Actual | Planned | Actual | | |
| • # of times knowledge produced has been used for operations | Loan Operation | 0 | 2011 | 1 | | | | 2/27/2012 | Consultant Reports |
| • # of reports produced | Report | 0 | 2011 | 1 | | | | 2/27/2012 | consultant report |
| • # of technical notes | Report | 0 | 2011 | | | | | 3/30/2012 | MEHRD educational statistics report |
| • # of times governments used knowledge produced for policy design/implementation | Reports | 0 | 2011 | 1 | | | | 2/27/2012 | Technical reports of MEHRD |
| • # of Conference/Forums organized | Participats | 0 | 2011 | 1 | | | | 5/7/2012 | PROCEEDINGS OF EVENT; COPIES OF PRESENTATIONS |
| • # of discussion papers and/or presentations for conferences and technical meetings | Presentation | 0 | 2011 | 10 | | | | 5/7/2012 | EVENT MANAGER REPORTS |
| • # of networks/communities of practice generated | MOU signed | 0 | 2011 | 2 | | | | 7/31/2012 | MOU signed between GOBA and private company |
| • # of reports produced | Report | 0 | 2011 | 1 | | | | 35/31/2012 | Design of pilot sports initiative |
| • # of times knowledge produced has been used for operations | Report | 0 | 2011 | 1 | | | | 5/31/2012 | CXC report |
| • # of discussion papers and/or presentations for conferences and technical meetings | Report | 0 | 2011 | 1 | | | | 3/30/2012 | CXC, sample size determined |

Note: Please note that this outcome and output indicators will be the input for the PMR and will be monitored in the Quarterly Business Review.

VI. BUDGET (*):

6.1 Budget should be presented by outputs or groups of outputs (for example: three publications, three conferences, seminars or workshops; one database; one survey; two training courses), and the relevant activities. Total available funds from counterpart sources should be reported. Use whole numbers only.

| Costs | Project Cost – IDB Financing | | | | | Counter- part Resources | Other Financing |
|---|------------------------------|---------------------------------|--------------------|----------|----------------|----------------------------|--------------------|
| | Year 1 | | Year 2 | | Total request | | |
| | Consult./ Honorarium | Travel (consultants only) | Other (perdiem) | | | | |
| Sector Studies | 169,000 | 14,400 | 32,000 | 0 | 215,400 | 24,400 | 0 |
| • Diagnostic of teacher training and practices | 133,000 | 14,400 | 32,000 | 0 | 179,400 | 20,400 | |
| • Data management MEHRD | 36,000 | | | | 36,000 | 4,000 | |
| Creating a responsive training system | 114,000 | 22,000 | 40,000 | 0 | 176,000 | 6,000 | 0 |
| • International Conference on Training | 100,000 | 20,000 | 36,000 | 0 | 156,000 | 2,000 | |
| • design of sports pilot | 14,000 | 2,000 | 4,000 | | 20,000 | 4,000 | |
| International Assessments | 79,500 | 10,000 | 10,500 | 0 | 100,000 | 20,000 | 0 |
| • Roadmap for participation | 79,500 | 10,000 | 10,500 | 0 | 100,000 | 20,000 | |
| Project Management & Monitoring and Evaluation | 96,000 | 4,000 | 8,400 | 0 | 108,400 | 78,000 | 0 |
| • Project Coordinator | 32,000 | | | | 32,000 | 24,000 | |
| • Project Officers | 40,000 | | | | 40,000 | 54,000 | |
| • Monitoring and Evaluation | 24,000 | 4,000 | 8,400 | | 36,400 | | |
| Contingency | 0 | 0 | 40,200 | 0 | 40,200 | 0 | 0 |
| • Contingency | | | 40,200 | | 40,200 | | |
| Sub-total | 458,500 | 50,400 | 131,100 | | 640,000 | 128,400 | |
| | Monitoring and evaluation | | | | | | |
| Total | 458,500 | 50,400 | 131,100 | | 640,000 | 128,400 | |

Approximate value of in-kind counterpart

128,400

(*) More details may be required by donors (e.g. consultant cost per day);

6.2 Describe the source and type of counterpart resources

The counterpart resources are in kind-contributions from technical staff from the various Ministries and the Caribbean Examination Council.

6.3 Types of Consultants: Firms or individuals and main activities/outputs:

| Type: Individual or Firm (if available) | Nationality (if available) | Estimated Cost | Main Activities/Outputs |
|---|----------------------------|----------------|---|
| Firm | | 179,400 | Diagnostic of Teacher Training and Practice |
| Individual | | 36,000 | Technical assistance for data management |
| Firm | | 30,000 | Event Manager for conference |
| Individuals | | 70,000 | Conference speakers |
| Firm | | 20,000 | Design of pilot program |
| Firm | | 80,000 | Roadmap for international assessments |
| Individual | | 32,000 | Project coordinator |
| Individual | | 60,000 | Project officers (3) |

VII. Bank costs:

For the Bank's internal purposes, please provide information in Bank costs associated with the execution of this KCP:

7.1 Bank staff participation in KCP:

| Staff Name | Bank Unit | FTEs |
|-----------------------------|-----------|------|
| LOUIS-GRANT, PAULA | PDP/CBA | 0.25 |
| VELA, MARITZA | MIF/MIF | 0.3 |
| LUGO MORENO, MONICA BIBIANA | LEG/SGO | 0.02 |
| RODRIGUEZ PEREZ, ARIEL | PDP/CHA | 0.01 |
| VERA, TANIA ANDREA | SCL/EDU | 0.01 |
| HERRAN, CARLOS ALBERTO | SCL/EDU | 0.25 |
| FRANKLIN, ROCHELLE | CCB/CBA | 0.25 |
| RIEBLE-AUBOURG, SABINE | SCL/EDU | 0.35 |

VIII. Risks:

Fill-out the KCP's Environmental Screening and Classification using this link to the [Environmental Screening and Classification Toolkit](#). Then save it in IDBDOCS and record its number in the box below (*):

[36519623](#)

8.1 Implementation Risks:

To avoid delays due to lengthy and complicated procurement procedures using the Special Tenders' Board in BA, the Bank will execute the TC and manage the procurement of consultants/firms. To ensure collaboration between MEHRD and other ministries, such as the Ministry of Labour, MEHRD already constituted a technical committee that works on the issues related to this KCP.

8.2 Please identify key environmental and social risks and impacts, and the strategy to address them:

This KCP was classified as a "C" operation with no associated social or environmental risks. To the extent possible, the various studies will identify issues related to gender.

IX. Coordination with other MDBs

9.1 Summarize collaboration or coordination with other MDBs, donors and other strategic partners (if any):

Recognizing the need for a skilled workforce in order to improve its competitiveness in the global economy, Barbados signed with the European Union (EU) a Human Resource Strategy in 2011 (2011-2016) focusing on training and education. In addition, the Caribbean Development Bank (CDB) is supporting MEHRD with a school infrastructure project to modernize primary and secondary school plant. CDB is also supporting the proposal that CARICOM will participate in international assessments. Once an action plan exists, CDB will explore co-financing opportunities for this initiative.

X. Monitoring and evaluation plan.

Fill-out the KCP's Development Effectiveness Matrix (DEM) using this link to the PCD [DEM template](#). Then save it in IDBDOCS and record its number (*): [36519589](#)

10.1 Summarize the basic elements of the Monitoring and Evaluation plan, including key activities and associated budget:

The Bank will have responsibility for monitoring the progress of this operation in close collaboration with the MEHRD. Progress monitoring will be done through monthly telephone and video conferences between the parties and the consultants. Considering that the KCP supports studies a Monitoring and Evaluation plan seems unwarranted. SCL/EDU will work closely collaborate with MEHRD to ensure timely completion of the various studies. As a result of conference, a publication will be made containing all presentations. All reports from the consultants, as specified in the Terms of Reference of the respective consultancy, will be shared with MEHRD and others and available via IDBdocs (intern to IDB). SCL/EDU will provide semestrial reports to GCM/Social Fund administrator advising about the status of the consultancies and provide the information in the GCM system.

10.2 Exceptions to Bank policies: not applicable

All procurement will be done following the Operational Guidelines for Non-Reimbursable Technical Coopeations (OP-639 – May 2011). For the preparation of the sports initiative, the MIF has an agreement with the “Partners of the Americas”. This group would be contracted on a sole-sourcing basis to design the operation for Barbados. The proposed budget for this is US\$20,000. The organization “Partners of the Americas” is considered a specialized agency according to GN-2359-9 (Consultand Policies) and its single source selection is justified under the Consultant Policies, specifically as it is contracted for a very small assignment and the organization is higly qualified has experience of exceptional worth for the assignment. [See detailed Procurement Plant](#)

10.3 Contractual Clauses: not applicable

Terms of Reference Doc#(IDBDOcs): [36519408](#)

(*) All documents saved in IDBDOcs must have read permissions granted to the group DOCS Users