



Operation Number: **TT-L1005**  
Year- PMR Cycle: **Second period Jan-Dec 2015**  
Last Update: **3/23/2016**  
PMR Validation Stage: **Validated by Representative**

Chief of Operations validation date: **03/30/2016**  
Division Chief validation date: **04/08/2016**  
Country Representative validation date: **04/28/2016**

Inter-American Development Bank - IDB  
Office of Strategic Planning and Development Effectiveness

## Operation Profile

### Basic Data

Operation name:	Support for a Seamless Education System Program	Loan Number:	2138/OC-TT
Executing Agency (EA):	MINISTRY OF EDUCATION		
Team Leader:	Rieble-Aubourg,Sabine	Sector/Subsector:	ED
Operation Type:	Loan Operation	Overall Stage:	Closed (All the loans are closed).
Lending Instrument:	Investment Loan	Country:	TRINIDAD AND TOBAGO
Borrower:	TRINIDAD AND TOBAGO	Convergence related Operation(s):	

### Total Cost and Source

	Original IDB	Current Active IDB	Local Counterpart	Co-Financing/Country	Total operation cost - Original Estimate
TT-L1005	\$48,750,000.00	\$36,095,467.31	\$13,750,000.00	\$0.00	\$62,500,000.00

### Available Funds (US\$)

	Current IDB	Disb. Amount to Date	% Disbursed	Undisbursed Balance
TT-L1005	\$36,095,467.31	\$36,095,467.31	100.00%	\$0.00

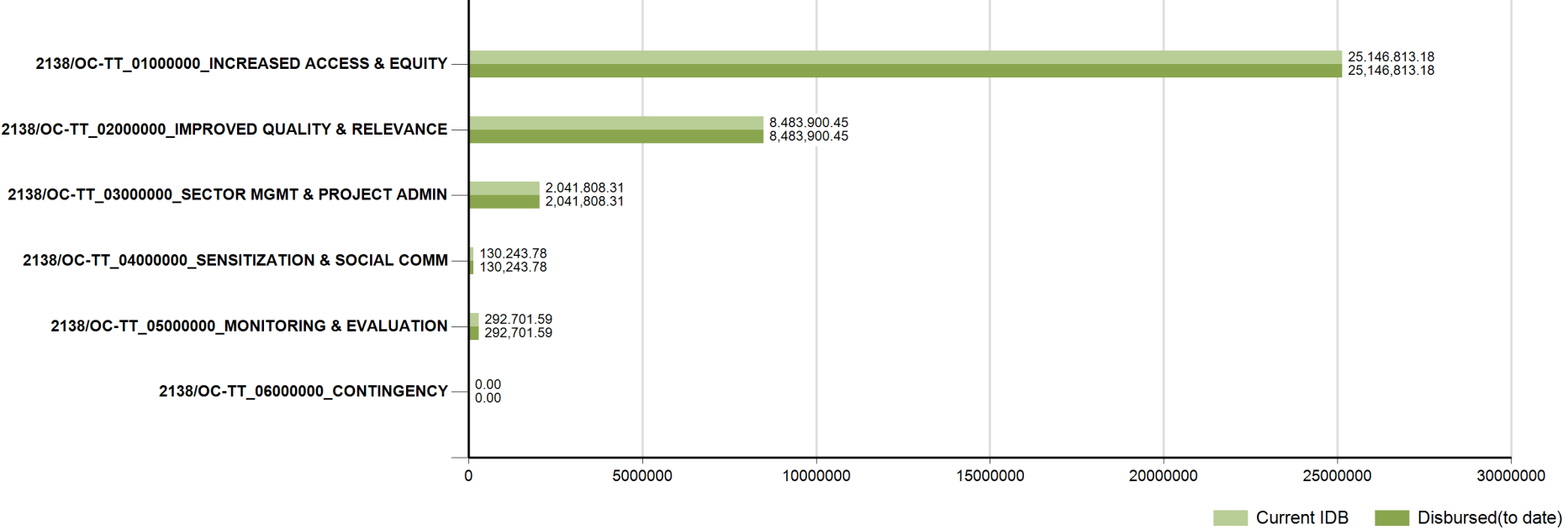
### Environmental and Social Safeguards

Main Operation	
Impacts Category:	C
Safeguard Performance Rating:	
Safeguard Performance Rating - Rationale:	

### Reformulation Information

Main Operation	
Was/Were the objective(s) of this operation reformulated?	NO
Date of approval:	

Expense Categories by Loan Contract (cumulative values)





Results Matrix

Impacts

No information related to this operation.

Outcomes

Outcome:	1 Component 1: Increased equity of education services to all children achieved													
Observation:	Correlatation with Country Strategies: Strategic objective: Increase human capital by improving and/or providing access to early childhood services. Indicator: Early childhood service providers meeting country's standards.													
Indicators	Flags*	Unit of Measure	Baseline	Baseline Year	Means of verification	Observations	2010	2011	2012	2013	2014	2015	EOP	
1.1 Gross enrollment rate in Early Childhood Care and Education (ECCE) centers.		%	86.90	2009	Data from the MOE Planning Unit.		P	88.40	91.30	94.00			94.00	
							P(a)	88.40	91.30	94.00		94.00	94.00	
							A							
1.2 Students benefitted from constrution of new ECCE centers.		Students	0.00	2009	MOE enrollment of students in new ECCE centers.		P	500.00		1,250.00			2,725.00	
							P(a)	500.00		0.00	2,725.00		723.00	1,285.00
							A				477.00	308.00		
Outcome:	2 Component 2: Quality of primary education improved													
Observation:	Correlatation with Country Strategies: Strategic objective: Increase human capital by improving and/or providing access to early childhood services. Indicator: Early childhood service providers meeting country's standards.													
Indicators	Flags*	Unit of Measure	Baseline	Baseline Year	Means of verification	Observations	2010	2011	2012	2013	2014	2015	EOP	
2.1 Children receiving Spanish instruction in primary schools		%	0.00	2009	Document from the MOE, Planning Division; program evaluation.	Total primary school population 140,000. # of children receiving Spanish instruction: y2: 4,140 and 6,900 in y3.	P	3.00		3.00			8.00	
							P(a)	3.00		0.00	0.00	8.00	8.00	
							A				0.00			
2.2 Teachers in 60 selected primary schools apply new teaching and assessment methods		%	0.00	2009	Program evaluation, including classroom observations.		P	33.00		33.00			80.00	
							P(a)	33.00		0.00	0.00	80.00	80.00	
							A				0.00			
2.3 Students benefitted from a revised curriculum.		Students	0.00	2009	MOE enrolment records in primary.		P						117,000.00	
							P(a)			0.00		10,000.00	10,000.00	
							A							

Outcome:	3 Component 3: Management of Education Sector Improved														
Observation:	Correlatation with Country Strategies: Strategic objective: Increase human capital by improving and/or providing access to early childhood services. Indicator: Early childhood service providers meeting country's standards. Strategic objective: Strengthen														
Indicators		Flags*	Unit of Measure	Baseline	Baseline Year	Means of verification	Observations	2010	2011	2012	2013	2014	2015	EOP	
3.1 Educational Planning Division transitions to function according to new plan			#	0.00	2009	Program assessment and evaluation documents, Educational Planning Division reports	EPD completes at least 70% of the reengineering process, including implementation plan approved, organizational manual, training certificates of 100% of EDP personnel, and process audit.	P	0.00	0.00	1.00			0.00	
								P(a)	0.00	0.00	0.00	0.00	1.00		1.00
								A					0.00		
Outcome:	4 Component 1: Increased quality of education services to all children achieved.														
Observation:	Correlates with country strategy: Strategic objective: increase human capital by improving and/or providing access to early childhood services. Indicator: early childhood service providers meet country's standards.														
Indicators		Flags*	Unit of Measure	Baseline	Baseline Year	Means of verification	Observations	2010	2011	2012	2013	2014	2015	EOP	
4.1 Children with special needs in all demonstration schools with an Individualized Education Plan.			%	5.00	2009	Program evaluation report, Student Support Services Division report, Educational Planning Division report		P	10.00	10.00	45.00			100.00	
								P(a)	10.00	10.00	10.00	0.00		100.00	100.00
								A							
Outcome:	5 Component 2: Relevance of primary education improved.														
Observation:	Correlatation with Country Strategies: Strategic objective: Increase human capital by improving and/or providing access to early childhood services. Indicator: Early childhood service providers meeting country's standards.														

Indicators	Flags*	Unit of Measure	Baseline	Baseline Year	Means of verification	Observations	<div> <div>2010</div> <div>2011</div> <div>2012</div> <div>2013</div> <div>2014</div> <div>2015</div> <div>EOP</div> </div>							
5.1 Selected primary schools utilize revised curriculum and instructional materials.		%	0.00	2009	Educational Planning Division, program evaluation including classroom observations.		P	0.00	0.00	40.00				100.00
							P(a)	0.00	0.00	0.00	0.00	50.00	100.00	100.00
							A					100.00	100.00	


 RF - RF Indicator


 SI - Sector Indicator


 CI - Country Indicator


 PG - Pro-Gender


 PE - Pro-Ethnicity

## Outputs: Annual Physical and Financial Progress

Component 1: Increased Equity and quality of education services to all children		Physical Progress			Financial Progress		
Outputs	Unit of Measure	2015		EOP	2015		EOP
Early Childhood Care and Education (ECCE) centres built and equipped and operational in targeted areas.	school	P		50.00	P		38,107,300.00
		P(a)	6.00	24.00	P(a)	12,423,686.31	33,839,040.29
		A	6.00	24.00	A	12,738,227.00	34,153,580.98
Capacity building completed in 50 ECCE centres	center	P		50.00	P		1,028,453.00
		P(a)	6.00	24.00	P(a)	288,312.00	414,893.46
		A	6.00	24.00	A	0.00	126,581.46
Schools upgraded (8 ECCE and 8 primary schools) for inclusive education	school	P		12.00	P		2,231,250.00
		P(a)		16.00	P(a)	0.00	1,809,456.80
		A		16.00	A	0.00	1,809,456.80
Staff trained in 16 demonstration schools	school	P		16.00	P		3,479,488.00
		P(a)	16.00	16.00	P(a)	196,239.41	196,239.41
		A	16.00	16.00	A	66,664.00	66,664.00
Component 2: Improved quality and relevance of primary education		Physical Progress			Financial Progress		
Outputs	Unit of Measure	2015		EOP	2015		EOP
Primary Curriculum in 9 subject areas revised and taught in all primary schools to be implemented by grade (phased approach Infant 1 and 2, Standard 1).	school	P		60.00	P		4,151,927.00
		P(a)	578.00	578.00	P(a)	599,748.48	8,774,248.62
		A	578.00	578.00	A	0.00	8,174,500.14
All primary schools have trained teachers in the implementation of the new integrated curriculum.	Teachers	P		60.00	P		2,072,300.00
		P(a)	1,000.00	4,874.00	P(a)	3,076,868.53	4,009,522.60
		A	992.00	4,866.00	A	3,199,608.00	4,132,262.07
Teachers in 60 selected primary schools are trained in revised assessment methods as required by the revised curriculum.	Teachers	P		300.00	P		1,769,057.00
		P(a)	0.00	0.00	P(a)	0.00	35,810.00
		A		0.00	A		35,810.00
Component 3: Improved Sector Management		Physical Progress			Financial Progress		
Outputs	Unit of Measure	2015		EOP	2015		EOP
Staff from the Educational Planning, Communication, Human Resources and ECCE Divisions trained.	Division	P		3.00	P		1,248,715.00
		P(a)	2.00	3.00	P(a)	99,392.28	729,664.57
		A	1.00	2.00	A	388,636.00	1,018,908.29
New teachers licensed under the new registration and licensing system.	teachers	P		80.00	P		1,283,893.00
		P(a)	0.00	0.00	P(a)	0.00	254,070.00
		A		0.00	A		254,070.00
Management Information System designed and partially implemented	IT system	P		3.00	P		788,530.00
		P(a)		0.00	P(a)	75,570.00	415,451.79
		A		0.00	A	0.00	339,881.79
Midterm and final evaluation completed	report	P		2.00	P		1,229,500.00
		P(a)	2.00	2.00	P(a)	455,413.09	527,231.65
		A	1.00	1.00	A	181,080.00	252,898.56
Component 4: Social Marketing Campaign		Physical Progress			Financial Progress		
Outputs	Unit of Measure	2015		EOP	2015		EOP
Marketing Campaign for ECCE and Inclusive Education completed.	Report	P		2.00	P		1,252,483.00
		P(a)	0.00	1.00	P(a)	0.00	161,603.51
		A	0.00	1.00	A	41,572.00	203,175.51

Other Cost		2015	Cost
Project Coordination Unit operational	P		\$1,690,753.00
	P(a)	\$70,623.60	\$2,292,626.15
	A	\$987,109.00	\$3,209,111.55
Contingency	P		\$1,612,894.00
	P(a)	\$537,733.33	\$537,733.33
	A	\$0.00	\$0.00
Total Cost		2015	Total Cost
	P		\$61,946,543.00
	P(a)	\$17,823,587.03	\$53,997,592.18
	A	\$17,602,896.00	\$53,776,901.15

Changes to the Matrix

Section		Name	Type of Change	Reasons	Entered in the System	Agreed with Executing Agency
Outcome	Students benefitted from constrution of new ECCE centers.	Modify EOP P(a)	The indicator was updated based on the information provided in the final evaluation.		3/22/2016	3/22/2016

Please note that the Overall Stage represents the stage of the operation at the time of this report’s publication, which might not necessarily match the stage of the operation during the PMR Cycle to which the report pertains.