



Knowledge and Capacity Building Products (KCP) Proposal

Policy and Capacity Development

I. General Information

KCP Title:

Support the Enhancement of the Education Strategy

OPUS Number:

TT-T1025

Date of Proposal:

9/14/2011

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

BURGESS, RYAN HEATH - EDU/CTT

Peer Reviewer 1:

NASLUND-HADLEY, EMMA INGRID

Peer Reviewer 2:

MORRISON, JUDITH ANNE

Joint Proposal:

Proposed amount, without counterpart in USD equivalent (enter whole number only): USD902,050

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

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

USD987,050

Proposed Fund:

Social Fund (SOF)

Unit of Technical Responsibility:

SCL/EDU

Unit of Disbursement Responsibility:

CTT

Execution:

Recipient

Letters of Request available (or equivalent)

Yes

Doc# (IDBdocs):

[36433584](#)

Non-objection available:

No

Doc# (IDBdocs):

Execution period: 24 months

Disbursement period: 27 months

Required Start Date: 11/21/2011

Executing Agency:

MINISTRY OF EDUCATION

Executing Agency description and capacity:

The MOE Strategic Executive Team, primarily the Minister of Education, Permanent Secretary and Technical Advisor to the Minister, will be overseeing the implementation of the KCP. The MOE Program and Projects Planning and Implementation Unit (PPPMU) will be responsible for implementing the KCP. Researchers will also be contracted to conduct the research required. However, there are a number of institutional weaknesses related to the cumbersome procurement process, that would delay execution of the KCP and jeopardize achievement of its objectives. Therefore, the Bank will support the Ministry with procurement, including procuring.

Beneficiary Countries:

TRINIDAD AND TOBAGO

Beneficiary entity: Ministry of Education

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.

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.

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

1. Social Policy for Equity and Productivity
Education

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 knowledge produced with the KCP will be used to: (i) strengthen and finalize the new MOE Strategy; (ii) input for pipeline development; (iii) policy advice for the MOE; and (iv) to strengthen the MOE's ability to conduct research and development.

IV. OBJECTIVES, EXPECTED RESULTS AND ACTIVITIES

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

The Ministry of Education (MOE) recently revised the vision and strategy to guide its work, which led to the Cabinet approved MOE Strategy document. While the principles and priority areas of the Ministry are identified in the Strategy, it requires further development in order to become operational, including definitions of key terms, indicators, milestones, and monitoring and evaluation devices to understand its impact and allow for continuous improvement. Prior to operationalizing the new strategy, the MOE seeks to understand other successful education models that may be comparable to Trinidad and Tobago. Doing so may lead to further strengthening of the Trinidad and Tobago education system. The MOE also seeks assistance in implementing the Strategy once it is made operational and inputs are required to inform the design of any future operation. Therefore, this project serves to support strengthening of the MOE strategy to make it operational; provide further insights into successful models that may lead to further learning and improvement of the MOE Strategy; and provide inputs that will support a new operation to support the MOE in implementing the new MOE Strategy.

One of the critical areas within the MOE Strategy is the ongoing Government's priority to modernize the education sector, as demonstrated by the Government's commitment to improve the use of Information and Communication Technologies (ICTs) in schools. Significant strides have been documented in past programs which have led to increases in student ICT competency and in 2010 the current administration implemented a one-to-one laptop program, which offers a personal laptop computer to all incoming secondary students. However, to maximize the potential benefits of this initiative a comprehensive ICT for Education Strategy is required, as well as ongoing teacher training to enhance classroom education through ICT-based learning. The project is also expected to address this need.

This initiative is directly linked to the Education section of the Country Strategy 2011-2015, which focuses on contributing to the development of the country's youth, and the promotion of a highly skilled labor force to drive new economic activity. It also contributes to the following pillar of the current Trinidad and Tobago country strategy: promoting social development by improving social public services. Specifically, the project supports improved education quality. Since the MOE Strategy was recently finalized, there has been insufficient time for the MOE to close the knowledge gap related to the MOE Strategy to improve education quality. Studies conducted under a previous project (TT-T1004) to support the design of Seamless (TT-L1005, an education operation in implementation), while informative, do not provide the insights needed for the MOE's new strategy and vision.

The project is being pursued based on the MOE's request for the Bank's support to develop further clarity and understanding of the requirements for a comprehensive education system progressing seamlessly towards the achievement of the MOE's Vision for the Children of Trinidad and Tobago. This project does not have linkage to the Loan in execution and pipeline. The result of the project will encourage the beneficiary country to apply for a future Loan.

4.2 Describe lessons learned from previous similar KCP:

Lessons learned from a previous, similar KCP include: (i) due to institutional weaknesses, limited project management capacity in the MOE and cumbersome procurement processes, it is preferred that the Bank executes TCs/KCPs; and (ii) when local and international consultants collaborate closely greater positive results and local capacity building are achieved.

4.3 Objectives:

The KCP has four objectives that will support the new strategic direction of the MOE and inform future operations: (i) to further understand the requirements for a comprehensive, integrated and seamlessly developed Education System that contributes to the achievement of the Value Outcomes of the new MOE Strategy; (ii) to enhance the MOE Strategy and its operationalization by defining terms, performance measures, indicators, and milestones; (iii) to increase the institutional capacity of the MOE to conduct continued research; and (iv) to develop a comprehensive MOE ICT for Education strategy.

4.4 State the KCP expected results:

By the end of the KCP, it is expected that the Ministry of Education will have operationalized the comprehensive education strategy developed to guide the work of achieving the Value Outcomes of Children. The KCP is also expected to contribute to: (i) improved understanding and recommendations for strengthening the efficiency and effectiveness of the Ministry of Education; (ii) the MOE's capacity to conduct research and development in the education sector improved; and (iii) inputs to inform future operations provided. All studies conducted in through the KCP will include a gender perspective and be aligned with the Bank's Gender Equality Policy: OP-270.

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

Main outputs: I. Comprehensive MOE Strategy developed, including appropriate definitions of performance measures, indicators and milestones. An important milestone related to this output is the final report related to the international education study. II. Research and development workshops completed. III. A comprehensive national ICT for education strategy completed.

Activities associated with Output I: 1. Review and understand the full scope of the current version of the MOE Strategy and other documents related to the transformative initiative. 2. Meet with Ministry staff, clarify as needed, and provide feedback on the MOE strategy to transform the education sector. 3. Collaborate with MOE and education stakeholders to advance the Education System by defining performance measures, indicators and milestones for the MOE Strategy. 4. Conduct an international study of successful Education Systems that have been developed and implemented to support a similarly defined vision and value outcomes for children through education as that of the Trinidad and Tobago MOE. The study is to include a comparative local education sector study. 5. Organize a Workshop of National Education Specialists to review the results of the research performed and considerations for the Trinidad and Tobago Education System design and Development. 6. Organize a Workshop with Ministers of Education (of the region) to share the experience of their success and provide feedback on the Trinidad and Tobago Strategy and Research. 7. Disseminate the results of all activities, final documents and lessons learned via different media (i.e. conferences listed, MOE website).

Activities associated with Output II: 1. Review the institutional research capability of the MOE, specifically of the Division of Educational Research and Evaluation (DERE) and the Educational Planning Division, and provide an analysis of the potential impact of implementing an improved research and development strategy at all levels. 2. Explore opportunities for the development of sustainable partnerships between schools, communities, and public/private institutions to support the MOE Strategy via a workshop with potential partners. 3. Organize a workshop to formulate an approach, plan and methodology to support the design of relevant operations to contribute to developing a Seamless and Integrated Education System to satisfy the Value Outcomes for children. 4. Disseminate the results of all activities, final documents and lessons learned via different media (i.e. a conference, MOE website).

Activities associated with Output III: 1. Conduct a diagnostic of the local state of ICT for Education and the feasibility of implementing an ICT for Education strategy, including the expansion of the one-to-one laptop initiative and use of ICT to foster students' 21st century skills. 2. Conduct an evaluation based on a nationally representative sample of the Ministry's one-to-one laptop initiative and develop a baseline to support implementation of the ICT for Education strategy. 3. Collaborate with the MOE and key stakeholders to design a national ICT for Education strategy. 4. Organize a Workshop on ICT for Education based on the results of the studies completed in ICT for education. 5. Disseminate the results of all activities, final documents and lessons learned via different media including publications and a sub-regional discussion on technology-based learning in schools.

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

Policy-makers, Ministers and Vice-Ministers from education ministries in the region, and key education stakeholders in Trinidad and Tobago.

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): [36485193](#)

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.	Operation	0	2011	0		1		8/30/2013	IDB Operation
# of times governments used knowledge produced for policy design / implementation.	Reportes	0	2011	1		1		8/30/2013	MOE
# of times knowledge produced has been used for policy advice.	Number	0	2011	1		2		8/30/2013	MOE

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 (*): US\$987,050

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.	Travel (consultants only)	Other				
MOE Strategy finalized	135,650	32,400	79,500	133,500	381,050	60,000	0
• Consultant to revise strategy and faciliate workshops	29,900	4,800	7,000	18,500	60,200		
• Three workshops and meetings with stakeholders			20,000	20,000	40,000	15,000	
• National workshop on education	15,750	8,400	22,500		46,650	20,000	
• Regional workshop on education				95,000	95,000	25,000	
• Study on local and international education models	90,000	19,200	30,000		139,200		

MOE R&D capability strengthened	26,000	4,800	23,500	15,000	69,300	0	0
• Analysis of MOE abilities in R&D	13,000	2,400	13,500		28,900		
• Three workshops on R&D	13,000	2,400	10,000	15,000	40,400		
Comprehensive ICT for Education Strategy finalized	52,000	9,600	75,000	110,100	246,700	25,000	0
• Diagnostic of ICT for Education and evaluation of one-to-one laptop initiative	32,500	6,000	50,000		88,500		
• Develop an ICT for Education strategy	19,500	3,600	25,000	40,100	88,200		
• Regional workshop on ICT for Education				70,000	70,000	25,000	
Administration	70,000	0	10,000	105,000	185,000	0	0
• 3 consultants to implement KCP	70,000			70,000	140,000		
• Administrative expenses			10,000	10,000	20,000		
• Financial Audit				25,000	25,000		
Sub-total	283,650	46,800	188,000	363,600	882,050	85,000	0
	Monitoring and evaluation				20,000		
Total	283,650	46,800	188,000	363,600	902,050	85,000	0

Approximate value of in-kind counterpart	0	0
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(*) More details may be required by donors (e.g. consultant cost per day);

6.2 Describe the source and type of counterpart resources

The Ministry of Education will contribute US\$85,000 in counterpart resources to cover partial expenses related to workshops.

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
Individuals	TRINIDAD AND TOBAGO	140,000	Administration of the KCP.
Firm	N/A	200,000	Support education research and strategy development.
Firm	N/A	170,000	Support development of ICT for education strategy.
Firm	TRINIDAD AND TOBAGO	80,000	Support logistics and event management of national and regional workshops.

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
BURGESS, RYAN HEATH	EDU/CTT	0.1
COX, CLAUDIA Y.	SCL/EDU	0.05
VERA, TANIA ANDREA	SCL/EDU	0.05
BRATHWAITE, NEECA N.	CCB/CTT	0.1
DENNY, KYLE	EDU/CTT	0.1
BELLONY, ANNELLE DANE	EDU/CSU	0

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 (*):

[36485168](#)

8.1 Implementation Risks:

1. Delays related to the procurement of consultants. In order to mitigate the risk, it is recommended that that Bank executes the KCP.
2. Limited capacity for implementation by the MOE. In order to mitigate the risk, the Bank will execute the KCP and prior to commencement of the KCP, the MOE will identify a team of qualified staff to support implementation.

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

There are no environmental or social risks associated with the KCP. The KCP focuses on studies and strategy development. It will include a focus on addressing gender issues in the studies conducted.

IX. Coordination with other MDBs

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

The MOE will pursue a collaboration with universities and other relevant organizations in Trinidad and Tobago and internationally during implementation of the KCP.

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 (*): [36485178](#)

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

The Monitoring and Evaluation plan of the KCP focuses on the quality of the workshops conducted, learning from participants in the workshop, and on the quality of publications produced via a peer review process. An implementation plan will be used to monitor the project. See IDBDOCS 36408287 for more information about project management and monitoring and evaluation of the KCP.

10.2 Exceptions to Bank policies:

There are no exceptions to Bank policies.

10.3 Contractual Clauses:

The MOE management team of the KCP needs to be in place prior to first disbursement.

Terms of Reference Doc#(IDBDocs): [36483723](#)

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