

## SECONDARY EDUCATION MODERNIZATION PROGRAM

(TT-0023)

### EXECUTIVE SUMMARY

**BORROWER:** The Republic of Trinidad and Tobago

**EXECUTING AGENCY:** Ministry of Education (MOE)

**AMOUNT AND SOURCE:** IDB: US\$105.0 million (OC)  
Local counterpart funding: US\$ 45.0 million  
Total: US\$150.0 million

**FINANCIAL TERMS AND CONDITIONS:** Amortization period: 25 years  
Disbursement period: 7 years  
Interest rate: variable  
Inspection and supervision: 1%  
Credit fee: 0.75%  
Currency: U.S. dollars from the single currency facility

**OBJECTIVES:** The overall objective of the Secondary Education Modernization Program (SEMP) is to support MOE efforts to reform and expand the secondary subsector. The outcome of this effort will enable the Government of the Republic of Trinidad and Tobago (GORTT) to: (a) universalize five years of equitable, high-quality secondary education; (b) transform educational content and teaching methodologies to meet the needs of a modern, skills-based economy; and (c) develop a more efficient management of resources, while strengthening sectoral managerial capacity at the central, regional, and local levels.

**DESCRIPTION:** The Program is divided into four articulated components:

1. Improved educational equity and quality (US\$32.2 million). This component will finance: (a) development and validation of a new secondary curriculum in five "core" areas in each of Forms 1-5; (b) gradual phasing out of specialized craft technical and vocational education and training (TVET) from the secondary level; (c) a pilot reading program; (d) introduction of an array of instructional resources (media, information technologies, and print) targeted to support new kinds of teaching and learning; (e) establishment

of a textbook lending program targeted to low-income children; (f) establishment of a magnet school program to promote excellence and innovation; (g) a robust program for the professional development of teachers, principals, and central MOE staff; and (h) standardized testing and assessment measures integrated with the key learning objectives. These new methods, content, and learning materials, will be supported by a systematic process of formative evaluation and monitoring to ensure that key learning targets and implementation benchmarks are achieved. The new secondary program will be gradually introduced in a phased sequence over seven years. A National Certificate of Secondary Education Examination, will be established to certify student attainment of essential "skills and competencies" required for the workplace.

2. Deshifting, rehabilitation and upgrading of school infrastructure (US\$67.6 million). This component will finance the targeted expansion of secondary coverage, and the provision of universal access in five and seven-year secondary schools. It will facilitate quality improvement through the provision of an enabling learning environment, deshifting, and the consequent lengthening of the school day for students by up to 1 1/2 hours. Major activities include: (a) targeted provision of approximately 10,000 new secondary places through the construction, furnishing, and equipping of an estimated 18 new general five-year schools; (b) construction of two new secondary schools to replace existing dilapidated structures; (c) installation of computer laboratories in all 100 existing secondary schools; (d) upgrading of science labs in all secondary schools; (e) limited rehabilitation related to the conversion of existing junior and senior secondary schools; (f) establishment and operation of a computerized school maintenance system; and (g) incentives for the participation of Denominational School Boards in the expansion of the secondary system.
3. Institutional Strengthening (US\$7.5 million). This component will strengthen the MOE's institutional capacity to plan, monitor, and manage secondary education, and the SEMP in particular. It will finance: (a) development of a critical mass of management and operational capacity at all levels within the MOE; (b) new management, information, and administrative

systems and processes applied at all levels; (c) further decentralization of the MOE, including the establishment of four Regional Education Districts (REDs) and the separation of strategic and operational functions and responsibilities at the central, regional, and school levels; (d) school-based management and the establishment of school boards; (e) overall planning and management of the change process; (f) incentives for the improved performance of teachers and students; (g) delinkage of teachers' remuneration from the rest of the civil service; and (h) the establishment of a new teacher remuneration structure.

4. Studies and measures for improved sector performance (US\$1.5 million). This component will lay the groundwork for further policy reform over the short, medium, and long term. Initiatives to be explored and implemented over the short term include: (a) support for MOE strategic planning; and (b) an economic study of the rates of return to education in Trinidad and Tobago. Strategies to be analyzed over the medium and long term include: (a) expansion of post-fifth form "A Level" coverage; (b) enhancement of educational services to children with special needs; and (c) rationalization of the MOE's role in the provision of technical/vocational education, as well as the transition from school to work.

An additional US\$15.7 million has been included in the program for operation of the SEMP Coordination Unit (US\$7.0 million), and for unallocated expenditures (US\$8.7 million).

**THE BANK'S  
COUNTRY AND  
SECTOR STRATEGY:**

The SEMP is consistent with the Bank's lending strategy for Trinidad and Tobago, which includes support for sustained economic growth and diversification, reduced unemployment and poverty, and an efficient and enabling public sector. The SEMP will increase the development of human capital by extending coverage and improving the effectiveness of mainstream secondary education. The educational status of the poor will be improved by increasing access and equity at the secondary level. Institutional strengthening and decentralization efforts will improve the quality and efficiency of the MOE's services.

**ENVIRONMENTAL/  
SOCIAL REVIEW:**

The proposed project will enable the Government of the Republic of Trinidad and Tobago to respond to the

broad social demand for five continuous years of equitable secondary education for all. It will have an impact on the secondary school-age populations in marginalized urban areas and in poor rural regions. The program will introduce measures to improve educational equity and quality, and support the targeted expansion of general secondary schools.

The SEMP will require some new construction, school rehabilitation, and the adaptation of existing school infrastructure to meet quality and access objectives. To the greatest extent possible, the project will use existing infrastructure more intensively. Where new construction is required, it will be carried out in accordance with the norms established by the Educational Facilities Unit (EFU) of the MOE, and inspected by a qualified EFU engineer prior to acceptance by the education authorities. No adverse long-term environmental impact is envisaged.

**BENEFITS:**

**Economic impact.** The proposed program will contribute to the creation of the base of skills essential to sustaining the country's economic growth in the next century. That growth will require a more technically and managerially-skilled population, with tertiary education or post-secondary training increasingly becoming the norm. The SEMP aspires to produce, across the entire population, the basic intellectual skills needed for such later, employment-related, education and training.

**Social equity impact.** SEMP's emphasis on social equity will benefit all segments of the secondary school-age population, notably those only now marginally served or excluded. The project will mitigate the relative impact of limited access and inequitable provision through the targeted expansion of secondary coverage to low-income groups with the greatest levels of unsatisfied demand, the provision of compensatory programs to achieve equity targets, and the unification of secondary streams under a five-year single-shift core program. This will be achieved through the construction of 20 new schools to facilitate universal secondary coverage, up from the current rate of 69%, and the provision of single-shift education to approximately 35% of the secondary enrollment now attending junior secondary schools. All 100 existing secondary schools, teachers, and students will benefit from the improved curriculum, upgraded science labs and libraries, and the installation of multi-media learning centers. The program will make it possible for the first time, for

all citizens to aspire to the many opportunities for which secondary education is a pre-requisite.

**External efficiency.** External efficiency will be enhanced by improving the quality of education and student learning. The transfer of formal technical education to the post-secondary level will ensure a higher quality of education and a stronger link to specific labor demands. These quality improvements, coupled with expanded coverage, are particularly important given the country's prospects for economic development, and should result in secondary school graduates who are better equipped to compete in the labor market as well as for university places.

**Stakeholder ownership.** The breadth of stakeholder involvement during the design process for the SEMP has contributed to a broad and unusually detailed understanding of the strategies and actions to be undertaken, together with a strong sense of unanimity around them. Each project component was supervised and approved by the cognizant Ministry official. The Ministry's leadership not only provided overall guidance and direction, but was intimately involved at every step. Such open engagement and true ownership of the program on behalf of Trinidad and Tobago has resulted in the development of a tightly integrated reform strategy which has the full support of the MOE, has been embraced as part of the political platform of the Government, and responds to the public's demand for equity and access.

**RISKS:**

**Complexity of Execution.** A risk of any tightly integrated program lies in the complexity of its execution. The existing management capacity within the MOE is severely affected not only by a shortage of qualified professional staff, but also by a lack of efficient information and administrative systems. Although detailed implementation plans were carefully designed for each component during project preparation, successful execution will require strong managerial and technical capabilities, a fully operational monitoring and evaluation system, and an institutional capacity for change and renewal. The SEMP has developed specific lines of action to overcome these risks.

**Incentives to improve the quality of teaching.** Perhaps the most delicate reform involves the delinkage of teachers' remuneration from the rest of the civil service, and the establishment of a performance appraisal system with appropriate

incentives for teachers and school administrators. The Bank recognizes the sensitivity of the issue and supports the GORTT's commitment to implement policies that would attract and maintain the highest possible quality of teachers. In particular, the SEMP will contribute to improved efficiency in resource management through the introduction of incentives to: stimulate teacher performance, encourage skills upgrading, link remuneration with output and initiative, support school-based management and school boards, and establish an effective school supervision and performance appraisal system. The SEMP will also support MOE policy considerations through the analysis of career stream expansion and an incentive-based remuneration structure for teachers. Together, these measures should result in improved educational quality; greater efficiency, and increased accountability.

**SPECIAL  
CONTRACTUAL  
CONDITIONS:**

1. Conditions precedent to first disbursement:

The executing agency shall present (a) the SEMP Implementation Manual. (See 3.11)

2. Conditions precedent for disbursements for:

a. Investments in Tobago, a signed Memorandum of Understanding between the executing agency and the Tobago House of Assembly (THA). (See 3.11)

b. Denominational Schools, a signed agreement between the executing agency and the denominational boards participating in the program. (See 3.11)

3. Conditions during execution: (Periods of time are counted from the day of first disbursement.)

a. Within six months: 16 key posts filled within the MOE; 12 posts filled in the SEMP Coordination Unit; 6 international experts contracted. (See 3.7)

b. By the end of Year 1: Cabinet approval of MOE plan for reorganization and decentralization to REDs, including school-based management activities. (See 2.46)

c. By the end of Year 2: (i) textbooks procured and distributed to all eight pilot secondary schools. (See 2.15); (ii) removal of the Common Entrance Examination. (See 2.28); and

(iii) substantial progress towards implementation of MOE reorganization and delegation of responsibility to REDs and schools boards established. (See 2.46)

- d. By the end of Year 3: (i) Textbooks distributed to all participating schools. (See 2.15). (ii) MOE functional decentralization completed (new organizational chart approved and REDs operational). (See 2.46); and (iii) Government decision on delinked structure for teacher remuneration and incentives. (See 2.48)
- e. By the end of Year 4: Appropriate MOE financial and budgetary structure, and transfer and reporting mechanisms in place to effectively implement REDs and school-based management completed. (See 2.46)
- f. By the end of Year 5: MOE reorganization completed. (See 2.46)

4. Other conditions:

- a. Retroactive recognition of expenses up to US\$1.0 million; chargeable to the local contribution. (See 3.23)
- b. Ex-post evaluation: Will be financed and conducted by the GORTT between twelve and eighteen months after project completion. (See 3.28)
- c. Audits: Will be prepared by an independent accountancy firm. (See 3.31)

**POVERTY TARGETING:** Although not poverty targeted, this operation qualifies as a social equity/poverty reduction project, as described in the indicative targets mandated by the Bank's Eight Replenishment.

**EXCEPTIONS TO BANK POLICY:** None.

**PROCUREMENT:** The limits over which international competitive bidding will be used for the procurement of this project are: US\$250,000 for goods and US\$1.5 million for civil works. For limits below those established in paragraph 3.16, prior Bank review of documents will be required for the first three procurement cycles for all categories of local competitive

bidding. Once SEMP has demonstrated that effective procurement procedures have been established, local procurement will be further reviewed on an ex-post basis under Bank guidelines. (See 3.19)



## I. FRAME OF REFERENCE

### A. Macroeconomic context

- 1.1 Despite the significant decline in international oil prices over the past year, Trinidad and Tobago's key economic indicators remain relatively strong. For the fifth year in a row, output continued to expand in 1998 (GDP growth was maintained at 3.1%, a level similar that of 1997), the real exchange rate has remained competitive, and both inflation and unemployment, at 5.4% and 10%, respectively, are now significantly lower than they were in 1993.
- 1.2 Although the fiscal situation deteriorated somewhat in 1998 due to the sharp decline in oil prices (the energy sector accounts for about 25% of GDP, 15% of the central government's revenues and over 50% of exports), the Government has been quick to make the necessary adjustments in order to avoid any serious fiscal imbalances. This included measures to contain growth in current expenditures, and the reordering of the public sector's capital budget.
- 1.3 The external current account deficit, 9% of GDP for 1998, was slightly lower than its 1997 level of about 10%, and continues to be high by international standards. This deficit, however, has not prevented the Central Bank from maintaining its foreign reserves (net international reserves currently stand at around US\$760 million), providing the equivalent of about 3 months of import cover. This has been possible, to a large extent, because the current account deficit is associated with high levels of foreign productive investment, and thus has been offset by long-term private capital inflows.
- 1.4 Over the last five years, the ratio of public sector external debt to GDP has been reduced by half, from almost 50% of GDP in 1993 to about 25% of GDP in 1998. Moreover, the external public debt service ratio, at only 10% of exports of goods and non-factor services, represents only one-third of its 1993 level.
- 1.5 Thus, despite short term difficulties resulting from the cyclical behavior of oil and gas prices, Trinidad and Tobago's medium term economic outlook remains bright, as growth and investment prospects continue to be strong, and the Government steps up its efforts to maintain macroeconomic stability, reduce unemployment, and promote greater economic diversification.
- 1.6 In the medium and long term, as the importance of the petroleum sector continues to decline, and the service and manufacturing sectors expand, it will become increasingly important for Trinidad and Tobago to further develop its human resource base. Continued economic diversification will demand a greater emphasis on increasing the supply of managerial, professional, and technical workers, where the labor market is already showing some signs of

tightness. This, in turn, will require an education system which, rather than acting as a "holding bay" for a large proportion of students currently enrolled, provides young people with the basic skills that are essential to confront the demands and needs of a dynamic and increasingly internationally integrated economy. Developing a labor force with the skills and competencies required for the future development of the economy will require major reforms to improve the quality and equity of the country's educational system, particularly at the secondary education level.

B. The education sector

- 1.7 Since independence in 1962, the GORTT has had considerable success in delivering educational services. The country has built a complete education system from preschool to postgraduate university, and universal primary education has been achieved.
- 1.8 **The education structure in Trinidad and Tobago.** Education is compulsory for the 6-12 age group. The system is comprised of four levels: (a) early childhood care and education (ECCE), which seeks to address the needs of the three and four year old age cohort; (b) primary level, including two "infant" and five "standard" grades for the 5-11 age cohort, and two post-primary grades for children who do not gain access to secondary schools and who wish to continue their schooling; (c) secondary level, which provides a basic, five-year program (Forms 1-5) leading to the Caribbean Secondary School Certificate Examination; (d) tertiary or further education, which could mean an optional two years of post-secondary "Advanced Levels" study in Form 6, a two year program at a technical institute, business school, a university degree program, or other formal programs such as teacher training.
- 1.9 In the 1997/98 school year, 176,204 (51% male, 49% female) children were enrolled in 477 public primary schools. An additional 105,204 (49% male, 51% female) were enrolled in 100 public secondary schools, Forms 1-6. Enrollment in private schools comprises approximately 4% of all primary and secondary enrollments.
- 1.10 Transition from primary to secondary school is determined at around age 11 by a combination of the student's performance on the Common Entrance Examination (CEE) and the number of available places. Due to limited physical capacity, on the average, approximately 20,154 primary graduates (or 69% of the age cohort) are placed at the secondary level every year. Of those who completed Standard 5 in 1997/98, about 66% proceeded on to some type of public secondary school, 3% enrolled in private secondary schools, 15% were placed in post-primary classes of primary schools, 10% repeated Standard 5, and 6% dropped out of the system, mainly in remote, rural areas.
- 1.11 Of the students who are awarded a place at the secondary level, the top 26% in terms of performance on the CEE are generally selected into "**traditional**" schools, most of which offer a seven-year

academic program in Forms 1-6. Approximately 16% are allocated places in Form 1 of "**composite**" schools, which offer five and seven year vocational and academic streams. The lowest 58% of the intake are assigned to the less-prestigious "**junior secondary**" schools which offer a shorter school day due to double shifting, a higher student:teacher ratio, and generally prepare children in Forms 1-3 for tracking to the more vocational oriented **senior secondary/comprehensive** schools.

- 1.12 **Finance.** Over the past 10 years, public expenditure in education (excluding tertiary level) has remained at approximately 4% to 5% of GDP and 10% of the Central Government's budget. It is expected that this relative level of expenditure in education to GDP will be kept constant over the next few years. Because of falling oil prices and the resulting loss in revenue to Government, however, the overall expenditure on education may fall in real terms, as may public sector expenditure in all other sectors. Teachers in public schools, like all public employees, are paid by the Government; personnel costs currently represent some 76% of total MOE recurrent expenditures.
- 1.13 Per student unit costs at the primary and secondary levels were about US\$500 and US\$570, respectively, for 1997/98. The primary level absorbs 55% of total MOE recurrent expenditure, while the secondary level represents 37%, and technical vocational education and training a further 8%.
- 1.14 **Governance.** The MOE currently administers pre-primary, primary, and secondary level education, as well as all TVET programs in secondary schools, technical institutes, and vocational centers. Cabinet has agreed that as of year 2000, the newly created Ministry of Information, Communications, Training, and Distance Learning will be responsible for all non-formal TVET, including the National Training Agency and the Board of Industrial Training. The technical institutes and vocational centers will, as part of the community college system, continued to be governed by the Ministry of Planning and Development (MOPD), which is responsible for the provision of tertiary education.
- 1.15 From a management point of view, public secondary schools can be grouped into two broad categories: (a) the Denominational "Assisted" sector comprising 30 schools and an enrollment of over 20,000, managed by religious denominational boards; and (b) the "Government" sector with 70 schools and an enrollment of 85,000, managed by school supervisors of the MOE.
- 1.16 Government schools are owned, managed, and financed wholly by the Government. "Assisted" schools are owned and managed by the various denominational boards, but jointly financed by Government and the denominational board. In this scenario the GORTT pays for the full remuneration of teachers, an agreed number of ancillary staff, and contributes two thirds of all capital costs. Private

schools are owned, managed and fully financed by the private sector.

- 1.17 **Decentralization.** At present, the system is highly centralized. All strategic and most operational activities are centered at the MOE Head Office and include: (a) policy and strategic planning; (b) implementation, administration, and the development of annual budgets for submission to the MOPD; (c) definition and development of curriculum and educational delivery systems; and (d) quality assurance with regard to the educational services provided by both the public and private sectors, including teacher training. Eight regional offices provide limited administrative support, and report to the MOE on issues related to principals, teacher discipline, and school accountability.
- 1.18 The MOE is attempting to rationalize and further decentralize operational activities. The proposed plan would reflect a head office responsible for strategic planning and the establishment of four Regional Educational Divisions (REDs) with significant technical, administrative, and financial capacity. The REDs would be gradually empowered to act on behalf of the central office on all operational activities, school supervision, administration, financial management, and accountability. They would also support the establishment and operation of local school boards (or committees) for Government secondary schools. The proposed scheme for decentralization in the education sector emerged from a consultative process with stakeholders during the development of the current White Paper on Education Policy, and is compatible with the decentralization scheme now being implemented through the Bank-financed Health Sector Reform Loan.
- 1.19 **Other Institutional arrangements.** The Teaching Service Commission, and the Public Service Commission, both independent bodies constitutionally established, manage the appointment, transfer, promotion, and discipline of teaching and non-teaching staff, respectively. The MOE meets regularly with the Trinidad and Tobago Unified Teachers' Association to discuss educational plans, programs, and other matters which the Association may perceive to affect teachers.
- 1.20 Under the Education Act, the Minister of Education has appointed a National Advisory Committee to advise on curriculum and school management inter alia. In 1998, Cabinet also appointed a National Task Force for Curriculum Development; that same year, Cabinet also established a Task Force for the Removal of the Common Entrance Examination.
- 1.21 Non-governmental agencies such as the School of Continuing Studies of the University of the West Indies provide some Sixth Form classes. Service Volunteering for All (SERVOL) provides educational services through a two-year "Junior Life Centre" program, targeted at post-primary students. The Youth Training and

Employment Partnership Programme (YTEPP) provides crafts-level training for school dropouts, mainly between the ages of 16-19. YTEPP also conducts courses in business and entrepreneurship for self-employment and small business development.

C. Key sector issues

- 1.22 During the 1970s, Trinidad and Tobago invested heavily in secondary expansion and was able to increase enrollments from 24% in 1970 to 83% by 1982. Those early successes could not be sustained, however, as the economy went through prolonged crises in the 1980s and the early 1990s. Today, the country's secondary education system faces new challenges related to relatively low levels of coverage, equity, and quality. While focused investment in primary education has enabled the GORTT to maintain universal primary coverage, capacity expansion of the secondary system has fallen substantially behind the growth of the age cohort. As a result, primary to secondary transition rates have declined to the current level of 69% by 1997/98. Nineteen of 20 junior secondary schools currently operate on double shifts.
- 1.23 **Inequity.** Inequity in the system exists not only in terms of access, but also in terms of the wide differences among schools with respect to learning outcomes; student:teacher ratios; the proportion of professionally trained persons and degree holders on the teaching staff; educational quality; and the financing provided by Government to Assisted schools, which is more and better assured in regard to operational expenses than in Government schools.
- 1.24 Significant disparities in the learning outcomes of children from different income groups suggest the existence of large inter-school and inter-regional variations. Studies have shown that children from low-income families constitute a smaller proportion of enrollment as grade levels rise. These disadvantaged children are less likely to perform well in the CEE and as a result are less likely to be placed in secondary schools. Those who are placed are disproportionately tracked to the less-esteemed double-shift junior secondary schools which offer a shorter school day, larger classes, and reduced time on task in core subjects. As universal access approaches, the proportion of low-income students in secondary schools is expected to increase. The Government intends to expand assistance to this population in the form of student aid for textbooks, uniforms, and transportation.
- 1.25 In Government schools, performance problems are also rooted in a general pattern of neglect. Many Government schools are in need of physical rehabilitation. Although some Assisted schools also show signs of neglect, they generally perform at a reasonably high level. This is partly because they receive most of the top-performing primary school graduates (generally from the higher socio-economic groups), as well as greater autonomy to manage school resources.

- 1.26 **Access.** The GORTT is committed to the provision of universal secondary education. As mentioned before, currently, the system can only supply Form 1 places to about 69% of the age cohort. Furthermore, the distribution of secondary places by district is uneven, with primary to secondary transition rates ranging from 52% in Tobago to 92% in St. Patrick and, even within St. Patrick, access to secondary schools is very difficult for some children in remote areas.
- 1.27 The MOE plans to increase secondary coverage in single-shift schools by constructing approximately 20 new schools of various sizes under a school mapping exercise. Through this initiative, smaller schools will be located in under-served areas providing easier access to scattered rural communities. Universal access would also be facilitated by the decline in the secondary school-age population because of lower fertility rates. A decline of approximately 9,500 students in the last two years is already visible at the primary level, and is expected to assist in equalizing the demand for and supply of secondary places by the year 2005. Because of this, the GORTT is convinced that the transformation of the secondary system to achieve universal secondary coverage in single-shift schools can now be undertaken simultaneously with its drive for improved quality and equity.
- 1.28 **Secondary technical vocational education.** The inclusion of technical/vocational "specialized craft" programs as part of the senior comprehensive school curriculum has not proven effective. The examination performance of students in these schools is low in both academic and TVET programs, as are overall pass rates and the entry qualifications of vocational (craft) teachers. TVET programs at the secondary level are significantly more expensive than traditional academic education, and the drop-out rate is high. The emphasis placed on the development of "specialized craft" skills has meant that students leave school without acquiring the basic literacy and numeracy proficiency required by the labor market. At the same time, the poor standards of literacy and numeracy among the students and their vocational teachers seriously limit the actual learning that can take place. As a result, these programs have not improved the employment or earning prospects of graduates vis-a-vis conventional school leavers.
- 1.29 **Institutional capacity.** A major objective of the MOE is effective management and quality enhancement in the education system. The quality of services essential to efficiency in the wider school system have been significantly reduced by the freezing of appointments to vacant MOE posts. Some of the affected units have fallen below the critical mass required for effectiveness. The necessary advanced training of key staff has not occurred, and these units have been unable to supply the technical assistance that the secondary schools need in areas such as school management, educational testing, student guidance, direct support to teachers, instructional remediation, and supervision.

- 1.30 Improvement in school management is central to the efficient delivery of secondary education. Accountability continues to be elusive in a system where remuneration is neither competitive nor sufficiently aligned with performance, career paths are not attractive, school resources are administered by a central authority, and school administrators' control over staff is limited to making performance reviews and recommendations in matters such as discipline or rewards. Several secondary schools have sought on their own, and benefitted from, involvement with their communities. An initiative is being piloted by the MOE through the World Bank-supported Fourth Basic Education Project, to empower local schools to tap this potential.
- 1.31 **Information and administration systems.** Flows of information to, from, and within the MOE are currently fragmented and under utilized. The few computers that exist are not networked, and are too limited even for keeping basic records and data. Data analysis efforts are insufficient and done largely by laborious and time-consuming clerical procedures which are too slow to generate useful and timely results from a management point of view.

D. Educational policy and legal framework

- 1.32 **Trinidad and Tobago's education policy framework.** The White Paper on Education Policy, 1995-2003 has placed a premium on the delivery of quality, universal secondary education with parity of esteem, and on the reorganization of educational services, including greater support for school-based management, decentralization, and performance incentives. The GORTT has also acceded to the 1997 declaration of the CARICOM Ministers of Education, which calls for achieving universal secondary education in member countries by 2005. As a measure to improve overall internal and external efficiency, the GORTT has further committed to modernizing educational content and delivery in line with development needs, and to moving specialized TVET from the secondary to the post-secondary level.
- 1.33 The future development of the secondary subsector will require a major investment program in order to transform the system into an efficient service capable of responding to the needs of all qualified students rather than those of a privileged few. As an integral part of this effort, the GORTT has requested Bank assistance to implement this reform program.
- 1.34 **Teachers compensation schemes.** The education system depends upon the commitment quality, and performance of its personnel for the realization of its goals and objectives. Under the current circumstances in Trinidad and Tobago, teachers' remunerations subordinate to the conditions under which the remuneration of public servants are established. This has resulted in a general compression of wages and lack of resources for the recruitment of qualified teachers and promotions. In recent years, the government

has conducted a process of consultation with the teachers union and other interested stakeholders which has resulted in different proposals for the revision of the current remuneration structure, conditions for employment, and mechanisms for teacher promotion.

- 1.35 **Legislative framework.** The objective of universal secondary education has been reaffirmed in the GORTT's seven-year national development plan (1998-2005), and is consistent with the existing education sector legal framework. A Cabinet decision is pending regarding the plan for reorganization of the MOE which includes the organization of REDs as well as the empowerment of school boards and school principals. The prospect of delinking teachers' remuneration from the public service, and establishing a new classification of remuneration and incentives, requires a further analysis of alternatives and assessment of institutional and financial impacts before an informed Cabinet decision can be made.

E. The Bank's and other organizations' experience

- 1.36 **Bank strategy and experience in Trinidad and Tobago.** The SEMP is consistent with the Bank's lending strategy, which includes efforts to promote sustained economic growth and diversification, reduce unemployment and poverty, and create an efficient and enabling public sector. The SEMP will increase the development of human capital by extending coverage and improving the effectiveness of mainstream secondary education. The educational status of the poor will be improved by increasing access and equity at the secondary level. Institutional strengthening and decentralization efforts will improve the quality and efficiency of MOE services.
- 1.37 Other Bank efforts which support the GORTT's medium to long-term objectives in the social sector include: (a) the Community Development Fund (872/OC-TT), a US\$28 million loan to improve the social safety network; and (b) the Health Sector Reform Program (937/OC-TT), a US\$134 million loan to strengthen the Ministry of Health's policy-making, planning, and management capacity; and improve the efficiency and quality of service delivery. A microenterprise program to stimulate labor-intensive economic activities is also under development.
- 1.38 In the education sector, the Bank has supported several loans and technical cooperations. In 1996 the MOE successfully completed the Bank-funded Primary Education Program (796/SF-TT). After an initial slow start, mostly due to the need to build-up the MOE's institutional capacity and to redesign the school-building component, the US\$46 million project achieved its targets. The Multi-sector Preinvestment Program (764/OC-TT) provides for a national human resource information management system that will support supply and demand analysis of all segments of the labor market, and which can further guide SEMP curriculum development. The MIF is presently contributing US\$3.6 million to SERVOL's high-technology training program for at-risk youth.



- 1.39 The Bank applied lessons learned from these experiences in the design of the proposed operation. By creating a continuous project design and implementation unit, the MOE was able to accelerate building its internal capacity to execute the loan. To accelerate the procurement and delivery of civil works, design briefs for the new secondary schools are already completed, and the Bank has provided on-going technical assistance for the siting of the initial lot of schools to be constructed. Finally, to enhance implementation and ownership, MOE stakeholders have been actively involved throughout all stages of program identification and preparation.
- 1.40 **Other donor activities.** The World Bank initiated the US\$20.7 million YTEPP Project in 1991 to improve the quality and relevance of employment training programs. This program is currently being reorganized under the National Training Agency. In 1995, the World Bank approved a US\$51.0 million loan for the Fourth Basic Education Program. The objectives of this program are to strengthen ECCE, maintain universal primary education while improving quality, and support decentralization and school-based management at the primary level. Since the loan came into effect in May 1996, 20 ECCE centers have been established, two cycles of teachers have been trained, and the first five primary schools have been constructed. Eight new starts are programmed for 1998/99. Throughout program execution, the Bank will coordinate closely with other donors to ensure complementarity and the continuing identification of lessons learned.

## II. THE PROGRAM

### A. Goals and objectives

- 2.1 The GORTT is committed to a comprehensive reform and expansion of secondary education. The SEMP has been designed to address inherent quantitative and qualitative deficiencies in the system, and to establish a foundation for adapting to changing future needs. It's goal is to strengthen the nation's productivity and competitiveness by ensuring that young citizens from all backgrounds are prepared to participate in and contribute to the development of a modern country.
- 2.2 The actions proposed in the operation are consistent with the principles, policies, and strategic orientation of the MOE Educational Policy Framework described in paragraph 1.32. SEMP's objective is to support MOE efforts to reform and expand the secondary subsector. The outcome of this effort will enable the GORTT to: (a) universalize five years of equitable, high-quality secondary education; (b) transform educational context and teaching methods to meet the needs of a modern, skills-based economy; and (c) develop a more efficient management of resources, while strengthening MOE capacity at the central, regional, and local levels.

### B. Program description

- 2.3 The SEMP has four articulated components: (a) improved educational equity and quality; (b) deshifting <sup>1/</sup>, rehabilitation, and upgrading of school infrastructure; (c) institutional strengthening; and (d) studies and measures for improved sector performance. It is organized around one of the fundamental principles of successful reform -- a comprehensive Master Plan. As part of the program's preparation, a Logical Framework (Annex II-1) was developed to guide the sequential transformation of the secondary subsector. An integrated Action Plan with benchmark indicators (Annex II-2) was generated to monitor SEMP implementation during the first two years of program execution.

#### 1. Improved educational equity and quality (US\$32.2 million)

- 2.4 This component will contribute to improved equity and quality, through the following four subcomponents:

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<sup>1/</sup> Deshifting implies moving from a double shift intake of students (one in the morning and a second in the afternoon), to a single shift intake and a longer school day.

a. Curriculum development (US\$3.6 million)

- 2.5 **The curriculum sub-component will finance the development and validation of a new secondary curriculum in five core subject areas, Forms 1-5.** During year one, the Program will finance a diagnostic assessment of the existing secondary curriculum in order to establish a baseline and related criteria for revision. An assessment of the primary school curriculum will also be undertaken to ensure articulation with the new secondary program.
- 2.6 The focus of the core curriculum is to deliver a "common set of learnings and competencies" spanning Forms 1-5. All students will study five years of English, mathematics, and science. The MOE will, in consultation with major stakeholders, determine the balance of the core subjects from among: humanities, aesthetics, social studies, technology education, and Spanish. Technology education may be integrated with other subjects, or developed as a separate discipline.
- 2.7 The new secondary program will be introduced in a phased sequence, as part of an overall reform of the system. A blueprint will be developed to guide the design of the core curriculum, and didactic materials. A systematic curriculum development methodology will be adopted, beginning with extensive stakeholder consultation and moving towards the detailed writing of curriculum the development of integrated learning activities, and the articulation of texts and technologically-delivered learning. The new curriculum will be introduced gradually over a seven-year period, allowing the experience of previous years to inform refinement for subsequent years. Using this approach, the integrated Form 1 package will be developed during year one, validated in eight pilot schools during year two, and revised prior to national dissemination. Likewise, the Form 2 package will be developed during year two, tested during year three, and so on.
- 2.8 In addition to financing the design, validation, and dissemination of the new curriculum, the loan will provide 28 months of short-term technical assistance to support curriculum reform. It will disseminate the validated curricular package to all secondary teachers and principals. All curriculum officers will receive two months of specialized training and participate in study tours to successful centers of educational innovation. Orientation visits to pilot schools will be organized for each new wave of teachers and administrators. Best practices will be recognized through the annual publication and dissemination of exemplary cases, and the provision of 25 incentive grants of US\$500 each.
- 2.9 **Specialized craft TVET will be gradually phased out of the secondary curriculum, and relocated in post-secondary training organizations, further emphasizing the priority to be placed on developing key cognitive skills at the secondary level.** Such practice is consistent with current employer priorities world-wide,

which emphasize the mastery of basic reading, writing, math, communication, logic, and problem-solving skills as a pre-requisite for specialized training in many occupations.

- 2.10 **A pilot reading program** will be financed to cope with the inadequate levels of preparation of many entering students, both currently and when expansion occurs. Initially carried out as a summer activity in targeted schools, the pilot will combine different learning modalities such as tutoring and computer-assisted instruction in reading comprehension. If successful, the program will be expanded to 30 low-performing schools.

b. Teaching and learning strategies (US\$20.0 million)

- 2.11 Essential changes in instructional method will require a significant increase in the learning modalities available to teachers and students. Investment in this subcomponent will provide for the procurement and installation of an array of instructional resources (media, information technologies, and print) targeted to support new learning activities. It will also promote the development of learning strategies at the school level.
- 2.12 **The establishment of a multi-media "Learning Center" in every school.** This activity will finance the procurement of approximately 184,500 new books, 12,700 CD-Roms and videos, 1071 magazine subscriptions, 476 computers and monitors, appropriate software, 119 large screen monitors, 119 laser printers, 119 VCRs, 238 overhead projectors and screens, 238 radio cassette players, 476 trolleys. It will significantly increase the learning materials and learning modalities available to students and teachers by establishing and equipping: (a) well-stocked libraries with reading material of genuine interest to students to stimulate their desire to read; (b) multi-media capability and Internet connectivity to encourage wide-ranging student inquiry; (c) mobile information technology (IT) units to permit whole-class use of limited IT facilities; and (d) circulating resource libraries in the four REDs.
- 2.13 **Computer laboratories.** Computer-based learning to upgrade basic literacy and numeracy skills, and to develop higher-order skills through project-based learning is another important element of the SEMP learning strategy. This activity will finance the installation of roughly 2,261 multi-use computers, 119 servers, 238 laser printers, appropriate software and courseware, and Internet access. It will install one instructional computing laboratory of 18 work stations, networked for expansion to 40 in each school.
- 2.14 **Completely stocked and refurbished science and technology laboratories with computer and multi-media capacities** to potentiate new forms of learning and exploration. A fundamental part of the new science curriculum will focus on opportunities for "hands-on" practical work in science and technology. This course of action

will: (a) identify requirements for the design and upgrading of 381 science labs in new and rehabilitated schools; (b) support the annual replenishment of laboratory supplies for design technology projects; (c) equip all science laboratories with multi-media capability including demonstration computers, video displays, VCRs, Internet, specialized "scientific software paks", and probes for scientific measurement and experimentation.

- 2.15 **A targeted revolving book loan scheme for the acquisition of 216,000 textbooks** for the neediest 30% of the student population will be financed through the loan. **As a special condition, the initial stock of text books will be procured and distributed to all pilot schools by the end of Program year two, and to all participating schools by the end of Program year three.** The textbooks will be replenished every four years using Program funds supporting by rental fees. Procedures for the establishment and utilization of the scheme will be adapted from those being used under the Fourth Basic Education Project. The loan will fund the development of a textbook policy, including the identification of standards for the evaluation of texts, the establishment of a Subject Panel involving teachers and curriculum developers, a Textbook Evaluation Committee, and a feedback system to ensure that concerns about the accuracy and usefulness of texts, a major current issue, are recorded and responded to appropriately. The development and distribution of approximately 110,000 low-cost science workbooks to all students in Forms 1-3 will also be supported through the loan.
- 2.16 **The establishment of up to five magnet schools** with distinct missions and visions will be financed through the program. Magnet schools produce real excitement and support among parents, teachers, and students. Links to the private sector and the world of work are often readily achievable through contributions of specialized equipment (through scientific and technological industries in Trinidad and Tobago), sponsorship by masters in the field (performing arts), and communication with experts and peers via the Internet. Illustrative areas of focus are: (a) science, with an emphasis on marine sciences and petro chemistry; (b) visual and performing arts; (c) technology education, perhaps a "tech-prep" approach preparing students for technician training at the community college level for relevant industries; (d) information technology; (e) humanities and aesthetics; and (f) sports and physical education. Magnet schools can also serve as springboards for the entire system to disseminate innovative practice in cross-curricular integration, project-based learning, and team teaching, among others. The loan will support: (i) incentives and technical assistance for the development, equipping, and supervision of the magnet schools; (ii) development of school Master Plans; (iii) procedures for developing magnet school curricula within the SEMP ; (iv) criteria for student admission, staff selection, and operating procedures; (v) specialized professional development; (vi) determination and provision of special equipment needs;

(vii) establishment of private-sector sponsorship and operational linkages; (viii) development of implementation and evaluation plans. Equity criteria will be used to target the location of the magnet schools.

- 2.17 **The Rudranath Capildeo Learning Resource Center (RCRLC)**, developed by an earlier IDB-assisted project, will adapt and produce some of the new curriculum-related print and possibly radio and video materials required by the SEMP, and support the expanded school libraries and RED resource centers. Loan resources will be utilized to finance the production of the didactic materials, staff training, and the establishment of a computerized library lending system.
- 2.18 Four **study tours** will be financed to expose curriculum developers, teachers, and principals to successful instructional strategies and systems used elsewhere. These activities will examine the potential adaptation of different methods and practices. **Technical assistance** will support the analysis and integration of promising learning strategies into the design and delivery of the SEMP curricula, the selection and deployment of learning modalities, the establishment of magnet schools, and the production of related instructional materials.
- 2.19 Finally, applied research will be funded in an effort to open up the process of instructional delivery to continuous improvement. An instructional systems design and revision framework will be developed to guide the validation of piloted strategies. The RCRLC library will be enhanced through the inclusion of a collection of professional publications on learning and curricular strategies.

c. Professional development (Pro-D) (US\$6.0 million)

- 2.20 The fundamental changes in educational expectations and practices described above require a robust program for change management and the professional development of teachers, principals, and MOE staff. Over the course of the program, approximately 5,800 education professionals including MOE personnel, secondary school teachers, and school administrative staff will receive short, medium, and long-term training through the SEMP (see Table II-1). The objective is to produce such significant changes in school management, instructional strategies, and improved teaching that the "Quality" initiative will have a lasting foundation.
- 2.21 The Pro-D programs are highly innovative in their degree of close articulation with SEMP priorities. They will reach every relevant element of the central Ministry, as well as principals and teachers in schools implementing the reform. They will combine the specific needs for training in new teaching methods with exposure to more underlying issues of attitudes, expectations, and the process of change. They will be conducted largely on-site and over school holidays.

Table II-1: ILLUSTRATIVE PROFESSIONAL DEVELOPMENT ACTIVITIES		
Participants	Program	Duration
80 MOE Administrators and Technicians	SEMP orientation, implementation planning, change management, updating	70 days over 7 years
110 MOE Supervisory, Clerical, and Support Staff	SEMP orientation, roles, change management, updating	14 days over 7 years
128 School Principals (1 per school)	Strategic planning	120 days over 7 years
640 Vice Principals (1/school) and Department Heads (3/school)	Strategic planning	98 days over 7 years
128 Teachers (1/school) and 128 Vice Principals (1/school)	Master's Program in SEMP priority area	2 year program over 7 years
128 Teachers (1/school)	Diploma in multi-media	1 year program over 7 years
2,472 Teachers	Short-term courses, SEMP priority areas	12 days over 7 years
130 Librarians (1/school)	Library instruction	23 days over 7 years
30 Exemplary Teachers	Deployment of exemplary teachers to teach SEMP courses to pre-service teachers	5 teachers/year, years 3-7
128 Teachers (1/school)	Mentoring program to provide support to beginning teachers	30 hours instruction, and 15 hours of supervisory training
Exemplary Teachers and MOE Staff	Preparation/documentation of training materials for MOE archives	12 persons/year. Years 2/7.

2.22 **Non-salary incentives** to stimulate teacher participation and professional excellence are built into the program: (a) short courses will earn university credits toward advanced university degrees; (b) grants will be established for action-based school research; and (c) annual conferences will be organized to promote SEMP activities. Ultimately, the plan envisions institutionalizing Pro-D to enhance SEMP sustainability.

d. Assessment, testing and evaluation (US\$2.6 million)

2.23 This subcomponent will provide technical assistance and financial support to: (a) build the MOE's capacity for student assessment and standardized testing; (b) establish marking, certification, and standard setting; (c) establish and operate a computerized educational management information system and database.

2.24 **Student assessment.** This sub-component will expand existing MOE capacity for the development of classroom-based continuous assessment. Activities to be financed through the loan include: (a) creation and staffing of a student assessment unit within the Division of Educational Research and Evaluation (DERE) and

development of its capacity in terms of training and materials; (b) development of assessment instruments linked with curricular objectives; (c) development and printing of 11,600 assessment guides for teachers; (d) production of a training video on continuous assessment; (e) training of teachers, curriculum officers, and supervisors in continuous assessment.

2.25 **Standardized testing.** Financial support and technical assistance will be provided for the: (a) establishment of a standardized testing unit and capacity development within DERE; (b) development of National Certificate of Secondary Education (NCSE) Level I (Form 3) and Level II (Form 5) exams in 5 subjects. The level II exam will complement the CXC, and permit the award of a secondary graduation diploma certifying that exiting students have attained essential skills and levels of literacy and numeracy, required for the workplace; (c) production, administration and analysis of 40,000 NCSE tests per year; (d) annual publication and dissemination of NCSE results; (e) production of a training video and audio tapes on test administration; (f) development and publication of 10,000 test administration manuals; and (g) training of education professionals in standardized testing.

2.26 **Marking, certification, and standards setting.** There is an urgency to rationalize a system of marking and certification that is fully consistent with changes in curriculum and assessment. This activity will ensure that teachers and administrators have common guidelines for grading, evaluation, and certification through: (a) one-day meetings with stakeholders, teachers, and curriculum officers to define explicit standards, marking, and certification; (b) production of a comprehensive manual that clearly defines marking and certification procedures for teachers and administrators; and (c) related training.

2.27 The Ministry's decision-making capacity will be enhanced through the establishment and operation of a computerized educational management information system and database. The data base will be established to collect school-based statistical data for dissemination to policy makers and the general public. An evaluation newsletter will be published and disseminated, and a statistical Web site will become operational and maintained.

2. Deshifting, rehabilitation and upgrading of school infrastructure (US\$67.6 million)

2.28 This component will contribute to equity and a strengthened human resource base through the targeted expansion of secondary coverage, and the provision of universal access to five and seven-year secondary schools. It will facilitate quality improvement through the provision of an enabling learning environment, deshifting, and the consequent lengthening of the school day for students by up to 1 1/2 hours in the case of the Junior Secondary Schools. **Universal access will facilitate the Government to remove the common entrance**



exam by the end of the second year of project implementation; this will constitute a special contractual condition.

- 2.29 Specific activities to be financed through the Program include: (a) targeted provision of approximately 10,000 new secondary places through the construction, furnishing, and equipping of an estimated 18 new general five-year schools to deshift existing junior secondary schools and increase net enrollment in underserved areas; (b) construction of two new secondary schools to replace existing dilapidated structures; (c) installation of computer laboratories in all 100 existing secondary schools; (d) upgrading of science labs in all secondary schools; (e) limited rehabilitation related to the conversion of existing junior and senior secondary schools to five- and seven-year single-shift models; (f) establishment and operation of a computerized school maintenance system.
- 2.30 An illustrative schedule for the construction of the new schools is presented in Table II-2. Targeting criteria for the location of the schools and sequencing mechanisms for the equitable transformation of the secondary system, as recommended in a recent school-mapping and resource rationalization study developed with Bank support, have guided the design and dimensioning of this component.

TABLE II-2: ILLUSTRATIVE PROVISION OF NEW SCHOOLS BY ENROLLMENT MODEL AND PROJECT YEAR								
Enrollment Size	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6	YR 7	Total Schools
875	0	1	1	2	1	1	0	6
525	0	2	2	1	1	1	0	7
350	0	2	2	1	1	1	0	7
Total	0	5	5	4	3	3	0	20

- 2.31 An important element of the MOE's school expansion strategy is to promote the active participation of private and denominational school boards in the provision of new places. The net effect of this participation could: (a) reduce the cost burden for the Government; (b) build on the school management expertise of the denominational boards; (c) satisfy the demands of parents who prefer denominational schools. The GORTT has formed a joint MOE/denominational board advisory committee to study options and incentives. Progress in mobilizing denominational participation will be evaluated during the first annual review.
- 2.32 The rehabilitation of existing schools is necessary for ushering in the desired qualitative school programs which make a difference in classroom teaching and learning outcomes. It will also contribute to the access objective through the addition of 800 new spaces in existing secondary schools. Early engagement in rehabilitation works will send the message that the MOE is indeed serious about

quality education and that reform is truly underway. Table II-3 is illustrative of the proposed phasing of school rehabilitation.

TABLE II-3: ILLUSTRATIVE SCHOOL REHABILITATION/EXPANSION PLAN BY PROGRAM YEAR							
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	TOTAL SCHOOLS
0	18	18	18	19	19	0	100

### 3. Institutional Strengthening (US\$7.5 million)

2.33 This component will strengthen the MOE's institutional capacity to plan, monitor, and manage secondary education, and the SEMP in particular. To facilitate the efficient delivery of educational services, this component will bolster the MOE's leadership and management capacity, support the decentralization process and school-based management practices, and introduce monetary- and nonmonetary performance incentives for teachers, administrators, and students, and develop a training archive.

2.34 It is expected that the institutional strengthening activities to be financed under the loan will enhance the MOE's internal organization and capability. They will further actions currently underway as part of the Government's strategic planning exercise to modernize and improve the efficiency of social services. Specific benchmarks have been developed to closely monitor the transformation of the MOE organizational structure and to measure MOE performance in the delivery of educational services.

#### a. Educational Management, Operational Efficiency, Monitoring and Evaluation (US\$6.0 million)

2.35 **Leadership strengthening.** The strategic competencies of senior MOE managers will be enhanced by a training program. The program will include courses on: information technology skills and decision analysis, managing organizational transformation, project management, organizational assessment, leadership and management skills, process improvement and design, mentoring and stress management. Practical assignments will focus on improving specific areas of responsibility, and contribute to a strengthened internal capacity for change management.

2.36 **Middle managers** will receive training in various areas including financial planning, administrative programming, time management, delegation, communication and motivation, via short courses. The courses will respond not only to staff development needs, but also to the operational needs of the organization. Courses to upgrade computer skills will also be held in-house, externally, or by attendance at public offerings.

2.37 **Strategic Review and Organizational Restructuring of MOE.** The Program will finance a strategic review and organizational

restructuring of MOE. This will focus on: (a) further organizational assessments to include process-mapping and roles analysis of existing MOE practices; (b) a human resource strategy to include the identification of existing problems and staff requirements for future development, succession planning in light of the closeness to retirement of a large percentage of MOE leadership, and the identification of under-utilized staff who can be redeployed; and (c) the design of a new organization structure, and a migration plan to implement the results of the strategic review and the new structure of MOE. The new organization will allow for the delivery of education services focused in the separation of strategic and operational functions within the MOE.

- 2.38 **International study tours** will be financed for senior and middle managers to learn about the roles and functions of professional counterparts in other decentralized education systems. The study tours will be preceded by a short preparatory course. The output of each tour will be a detailed report containing recommendations for strategic changes that would build on the work done in the leadership and management courses. The tours will be arranged over the first two years of the program.
- 2.39 **Individual short-term attachments abroad** will be financed to provide further opportunity for MOE participants to work alongside an appropriate person within other education ministries or agencies, with a view to transfer of knowledge and abilities. The MOE will prioritize areas for attachments and present selection criteria during the first six months.
- 2.40 **Management Information Systems.** The Program will finance the establishment of an Education Management Information System (EMIS) to ensure the provision of accurate, timely, and appropriate data for decision making. Within six months of project initiation, the program will finance a thorough system analysis, network design, and procurement specifications. Training for at least two identified persons per division will be provided upon installation of the system. A system manager will be appointed and funded initially under the project. It is expected that the EMIS will serve all MOE divisions, and currently contemplates a 20-station server, fibre-optic network. This would provide one station per main division for use in departmental and cross-ministerial operations. During years 2-4 the system would be expanded to include one network station and a small number of computers and printers in each RED, as well as two computers for administrative needs in each school. With the objective of establishing appropriate, robust indicators for the assessment of sector outputs, the program will finance studies on educational statistics and indicators in consultation with other regional initiatives.
- 2.41 **Support for decentralization.** The Program will support the establishment of four REDs, not later than year two, as a first step in the separation of the MOE's strategic (central) and

operational (regional) functions. The MOE will gradually delegate functions related to: (a) curricular, teacher, and pedagogic support; (b) student support and welfare; (c) school supervision and administrative support including management of materials and supplies, procurement, financial administration, temporary teacher placements; (d) data collection and input on enrollments, placements, pupil transfers, examinations, basic student records.

- 2.42 The REDs are designed to bring the operational, support, and development aspects of educational delivery close to the customers. Bearing in mind the amount of task and process analysis to be done, the transfer of operational functions to the REDs will require three years. REDs will be a major partner in the collection of data for the EMIS and in the process of Quality Assurance (QA). It is expected that accountability and responsibility for many functions (staffing, resources, etc) will be delegated to the school level, but this will require further careful analysis, and a review of the legal status of school boards.
- 2.43 The delegation of responsibilities to REDs will be combined with a plan for retraining school supervisors and other RED personnel in QA procedures and supervision techniques. The outputs will be trained expert personnel and procedures leading to the establishment of a national QA process. They will also provide the basis for the separation of the strategic and operational roles--with national standards and benchmarking remaining at the MOE, and school management support and training moving to the REDs.
- 2.44 **School-based management support.** The program will finance the strengthening of school-based management in secondary schools and the establishment of local school boards. These activities will include studies of legal and administrative regulations; grants for school improvement plans and the maintenance of schools; training for principals and school board members; workshops; and a public awareness campaign for strengthening community involvement in the schools. The program will cover the review/redevelopment of guidelines for school accountability, and the establishment of any further accounting and auditing systems and procedures in line with the increased delegation of authority.
- 2.45 The GORTT has taken a decision to introduce local school boards. Over the life of the SEMP, a rolling program of increased delegation will be established, accompanied by systematic training, advice, and documentation on best practice. This would be directed at principals and school board members in equal measure. School boards will be active in raising extra funds for school activities.
- 2.46 **The MOE has prepared a plan for decentralization that will require Cabinet approval.** It is expected that the MOE plan for reorganization and decentralization to REDs, including school-based management activities, will receive Cabinet approval during the first year of the Program, and that substantial progress toward MOE

reorganization and delegation of responsibility to REDs and school boards will be established by the end of year two. The functional decentralization of the MOE (new organizational chart approved by Cabinet and REDs operational) will be completed in the third year. Appropriate MOE financial and budgetary structure, and transfer and reporting mechanisms will be in place to effectively implement the REDs and school-based management by the end of year four. The MOE reorganization will be completed by the end of the year five. It was agreed that compliance for the mentioned benchmarks will be included as a special contractual condition of the loan contract.

b. Remuneration and Incentives (US\$1.5 million)

- 2.47 During the first three years of implementation, the SEMP will provide transitory financing of small grants to intensify student and teacher motivation and professionalism, and to study the identification of a new teachers' remuneration structure. The grants would be introduced in the first two years to:
- (a) recognize outstanding teachers and school principals;
  - (b) increase time on task by teachers; and (c) attract teachers and administrators to remote areas using allowance packages; and
  - (d) finance scholarships for outstanding students from low-income families.
- 2.48 The program will support GORTT efforts currently underway to review terms and conditions of employment of teachers and the delinkage of teachers' remuneration from the rest of the civil service. As part of the component expenditure, the Program will finance as necessary, consultation activities, studies to inform procedures for teacher recruitment, legislation, and other institutional issues related to delinkage and the establishment of a new remuneration structure. Scenarios for delinkage and remuneration will be analyzed in the first annual MOE/IDB review, taking into account financial and legislative implications, and the time needed for processing the reclassification of teachers. The new compensation structure for teachers will include: (a) the new performance-based remuneration package; (b) specific incentives transitorily included in the Program; and (c) improved performance management and human resource planning systems and procedures with local participation. **It was agreed that a Government decision on a delinked structure for teacher remuneration will occur by the end of program year three; this will be included as a special condition in the loan contract.**

4. Studies and measures for improved sector performance  
(US\$1.5 million)

- 2.49 This component will lay the groundwork for further policy reform. Initiatives to be explored and implemented over the short term include actions which directly contribute to the achievement of program objectives, including: (a) support for MOE strategic planning; and (b) an economic study of the rates of return to

education in Trinidad and Tobago. Strategies to be analyzed over the medium and long term include: (a) expansion of post-fifth form "Advanced Level" coverage; (b) enhancement of educational services to children with special needs; and (c) rationalization of the MOE's role in the provision of technical/vocational education, as well as the transition from school to work.

C. Program execution and unallocated expenditures

- 2.50 An additional US\$15.7 million has been included in the program for operation of the SEMP Coordination Unit (SEMPUCU) (US\$7.0 million), and for unallocated expenditures (US\$8.7 million). SEMPUCU expenditures embody costs for administrative disbursements, equipment, and staff.

D. Dimensioning

- 2.51 Each of the project's components was costed on the basis of a very detailed identification of the activities involved. The infrastructure component, in particular, was dimensioned taking into account projected secondary-level student flows; a comprehensive school mapping exercise; and the school construction and rehabilitation activities that will be required to implement the curriculum reform, provide universal access to secondary education, and deshift all existing junior secondary schools by the end of the program execution period. Unit costs were calculated using actual estimates for current secondary school construction activities, and rehabilitation needs were identified through a specific engineering consultancy that assessed the infrastructure situation in all existing public secondary schools in the system.

E. Cost and financing

- 2.52 The total direct cost of the seven-year program is US\$124.5 million. The associated financing costs including interest, commitment and inspection fees, would add an additional US\$25.5 million, for a total program cost of US\$150 million. IDB lending for US\$105.0 million will finance a combination of physical infrastructure (24%), materials and equipment (20%), consultants services (6.5%), training (13.7%), incremental operating expenses (5.5%), financing costs during execution (22%), and unallocated expenditures (8.3%). The breakdown by investment category and source of funds is presented in Table II-4.

TABLE II-4: SECONDARY EDUCATION MODERNIZATION PROGRAM (TT-0023) TOTAL PROGRAM COST TABLE (in US\$ MILLIONS)				
COST TABLE	TOTAL	IDB	LOCAL	%
ADMINISTRATION, MONITORING AND EVALUATION	7.0	7.0	-	5
EQUITY & QUALITY	32.2	32.2	-	22
Curriculum Development	3.6	3.6	-	
Teaching and Learning Resources	20.0	20.0	-	
Professional Development	6.0	6.0	-	
Assessment and Evaluation	2.6	2.6	-	
SCHOOL INFRASTRUCTURE	67.6	25.0	42.6	45
Construction of New Schools 2/	42.6	-	42.6	
Existing School Rehabilitation	25.0	25.0	-	
INSTITUTIONAL STRENGTHENING	7.5	7.5	-	5
Educational Management and Efficiency	6.0	6.0	-	
Incentives	1.5	1.5	-	
STUDIES	1.5	1.5	-	1
GRAND TOTAL 1	115.8	73.2	42.6	77
Unallocated	8.7	8.7	-	6
GRAND TOTAL 2	124.5	81.9	42.6	83
FINANCING COSTS	25.5	23.1	2.4	17
Interest	22.1	22.1	--	
Commitment fee	2.4	-	2.4	
Inspection fee	1.0	1.0	--	
TOTAL PROJECT COSTS	150.0	105.0	45.0	
%		70%	30%	100%

E. Terms and conditions of the loan

- 2.53 The Bank loan will account for 70% of the total program costs, distributed over a seven year program. Local contributions covering the remaining 30% will be allocated to finance the construction of new schools and commitment fees. IDB financing will be drawn on Ordinary Capital resources from the US\$ single currency facility. The following table shows the terms and conditions of the loan.

Source of funds	Ordinary capital
Amount	US\$105.0 millions
Terms	
♦ Amortization period	25 years
♦ Commitment of funds	6.5 years
♦ Disbursement	7 years
Interest rate	Variable
Inspection and supervision	1% of the loan amount
Credit fee	0.75% per year on undisbursed amount
Currency	US dollars from the Single Currency Facility

2/ Construction cost are based on design parameters agreed with the GORTT, and included in the technical files.

### III. PROGRAM EXECUTION

#### A. Borrower and executing agency

- 3.1 The Borrower is the Government of the Republic of Trinidad and Tobago and the executing agency is the MOE.

#### B. SEMP Ministerial Committee

- 3.2 The Minister of Education will chair a SEMP Ministerial Committee (SEMPMC) which include the Ministers of Planning and Development, Finance, and Public Administration. The SEMPMC will meet quarterly to provide oversight and resolve policy and implementation issues related to the SEMP. The Committee will be assisted by senior officials from relevant ministries and agencies, including the THA and the Bank. The SEMP CU will provide secretariat support to the Committee.

#### C. Other participating agencies

- 3.3 Throughout the different stages of implementation, the Program will require the timely support of various government Ministries, Departments, and Agencies which include the Ministry of Public Administration, the Department of Personnel Administration, the Ministry of Finance, and the Ministry of Attorney General. These institutions will collaborate with the MOE in critical areas of the Program such as human resources management, teachers remuneration and incentives, performance management and the legal framework to advance implementation. The Ministry of finance will collaborate with the MOE in developing procedures for financing the REDs and devolving responsibilities to the school boards and to the principals for school-based management of financial resources. Finally, stakeholders such as the National Advisory Committee for Education, teachers' and principals' associations, and PTAs will be consulted and kept informed.

#### D. Program execution and coordination

- 3.4 Responsibility for the overall direction of the SEMP lies with the MOE. Responsibility for developing and carrying out policies in education quality and institution-building will lie with the relevant MOE division heads, through the Ministry of Education Inter-Divisional Implementation Committee (MEIDIC). The MEIDIC will ensure the integrated planning and programming of activities, effective networking among the different heads of division who are the component leaders, and monitor progress towards targets and benchmarks. The MEIDIC will meet monthly under the chairmanship of the Permanent Secretary with the provision of secretariat function by the SEMP Program Coordination Unit. The MOE will also be advised by three local education experts, who will be on long-term retainers to the MOE as senior education advisors. The MOE, with



the participation of the THA, will be responsible for the implementation of reform measures.

- 3.5 The SEMPCU, reporting directly to the MOE Permanent Secretary, will be responsible for SEMP operation with support from the relevant MOE divisions. The SEMPCU will have an administrative and technical/monitoring function focusing its responsibilities in project planning and promotion; technical, financial, and procurement support; supervision; and monitoring and evaluation of project execution impact. Close articulation with the MOE will enable the SEMPCU to transfer knowledge, and support coordinated action at the central, district, and local levels. Specialized technical services will be contracted by the SEMPCU as needed. The SEMPCU will be responsible for the procurement of infrastructure, goods, and technical services. It will be the MOE's principal liaison with the Bank.
- 3.6 The SEMPCU will be headed by a project Coordinator and will be organized into areas of education quality, infrastructure, institutional strengthening, monitoring and evaluation, and administration. The SEMPCU was recently established with six professionals and will be staffed on an incremental basis according to the workload intensity, starting the first year with 18 professionals and support staff. At its peak this number will increase to a total of 34, but will decrease gradually toward the end of the program implementation, as a consequence of the varying work burden. (See Annex III-1).
- 3.7 The MOE's divisions will play important roles in the introduction and development of quality and institutional activities. Its actual internal capacity will be strengthened with 16 local specialists in monitoring and supervision, curriculum, learning strategies, assessment, professional development, and institutional strengthening. Six international experts will also be contracted in the above-referenced areas for ten weeks per year for three years each. This additional professional support represents a numerically small but qualitatively significant increase in MOE technical capacity. Provisions for the financing of all incremental local and international personnel, including the SEMPCU, are included in the calculation of the Bank loan. **It was agreed that within six months from first disbursement the twelve additional professionals needed in the SEMPCU, sixteen local specialists, and six international experts will be contracted; this will constitute a special condition in the loan contract.**
- 3.8 Execution and management of the SEMP will be organized as follows:
  - a. **Consultants and training** will support the educational quality and institutional strengthening components, and the SEMPCU itself. Heads of divisions will take the lead in these areas, and be responsible for developing consultants' terms of reference, providing counterpart personnel, and guiding the implementation of new policies and practices. The SEMPCU will provide technical assistance to the heads of division and

provide administrative support to procure of all consultants and trainers.

- b. **Infrastructure and equipment** (including constructing, refurbishing and equipping schools) is the primary domain of the SEMPCU. The procurement and supervision of civil works, goods and materials, and educational equipment will be carried out by the SEMPCU according to procedures defined in the SEMP Implementation Manual. To speed up the initiation and implementation of the Program, the elaboration of tender documents, procurement and contract management, and design of the new schools will be executed through an autonomous state agency with professional expertise in managing construction contracts. The MOE will select an agency acceptable to the Bank, from among existing public corporations, taking into account their qualifications and capacity to fulfill the implementation program on a timely basis. The SEMPCU will be strengthened to ensure proper technical articulation with the state enterprise that will carry out the procurement.
- c. A **grant facility** covering school improvement expenditures; teacher and student incentives; and limited school maintenance is programmed to support the educational quality and institution-building components, which will transfer resources to schools and teachers to carry out school improvement and operative research activities. The SEMPCU will administer the grant mechanism under the Director of Schools Supervision, in consultation with the MEIDIC, who will evaluate proposals and award the grants.

- 3.9 As part of its effort to identify and address social and gender issues, the SEMPCU will implement measures to ensure the full and active participation of stakeholders representing teachers, educational administrators, public officials, and civil society (including the private sector, women's organizations, families from different economic levels, and students) during implementation.

E. Implementation schedule

- 3.10 Given the complexity of the project, preliminary Action Plans and Logical Frameworks have been developed for each component to guide program implementation. (See Annexes II-1 and II-2). The Action Plans identify implementation timetables, technical assistance requirements, responsibilities, costs, disbursement calendars, external constraints, effective approaches for implementation, criteria for setting priorities and targeting strategic resources in the project, and indicators to monitor progress. Monitoring systems for all program components will be made operational in the first year of implementation. Critical benchmarks were agreed upon between the Bank and the MOE for the first two years of the program. The benchmarks will facilitate a steadfast commencement and sustainable execution of the program by supporting MOE efforts to achieve a critical mass of technical and management personnel to drive SEMP implementation, establish information systems, develop

basic technical and administrative documents, and establish agreements with non-governmental organizations. RED's will start to deliver operational services in the second year on an incremental time schedule and will become fully operational between the third and fourth year of the project.

- 3.11 The Borrower will fulfill Bank's standard requirements before the first disbursement. In addition to that, prior to the first disbursement the executing agency shall present the SEMP implementation Manual. A Memorandum of Understanding between the Executing Agency and the Tobago House of Assembly, covering the full range of applicable activities of the SEMP to be implemented in Tobago will be signed prior to the approval of disbursements for targeted investments in Tobago. Agreements between the Executing Agency and the Denominational Boards participating in the Program will be signed prior to disbursement of SEMP resources to Denominational Schools; these will be included as a special condition in the loan contract.
- 3.12 The design layouts for new schools and all procurement documents for year 1 bidding will be submitted for Bank concurrence within the first six months of project execution. In successive years, these documents will be considered in the annual reviews.
- 3.13 The pace of the implementation schedule responds to the goal of achieving universal access in the year 2001, and a complete deshifting of the secondary education system by the year 2005. Calendars for execution of quality components were accommodated to the timetables of construction of new schools and rehabilitation of existing secondary institutions, in order to have an organized and harmonious process of expansion and utilization of infrastructure. (See Tables II-2 and II-3.) Execution schedules and coordination between the different components will be reassessed and adjusted during the annual reviews. (See paragraphs 3.24, and 3.25.)

F. Financial management

- 3.14 All capital and operational funds required for the SEMP will be identified in government's annual Development Program and Recurrent Budget process. Bank resources and counterpart capital funds will be transferred to the MOE as the program is executed, and will be deposited into a special account that has already been established for the SEMP program at the Central Bank. Program funds will be disbursed by the SEMPCU under authorization of the Permanent Secretary. The SEMPCU will establish an accounting system, and will present to the Bank annual audited financial statements prepared by an independent public accounting firm. The Bank will review the yearly capital and recurrent financing to ensure that the necessary resources are available to the program. Flow charts and administrative procedures for disbursements of Bank and government resources will be included in the SEMP Implementation Manual.

G. Program procurement procedures

- 3.15 SEMP procurement will be carried out by the SEMPCU and the specialized state agency in accordance with Bank guidelines. Advisory committees, with the participation of the MOE legal and technical personnel, the Central Tenders Board, and procurement specialists of the SEMPCU, will be responsible for the analysis and prior recommendations for procurement and acquisitions. In the first three years of implementation, the project will provide training and technical assistance for guidance and control of bidding documents and procurement procedures by contracting external consultants specialized in Bank's procurement procedures. A procurement table is included in Annex III-2.
- 3.16 **Goods and civil works.** The SEMP program will construct 20 new schools, refurbish and upgrade computer and science labs in 100 existing schools, and install multi-media learning technology. Local competitive bidding will regulate the procurement process for the construction of the new schools financed with Government counterpart. For the procurement of goods and related services and the contracting of civil works financed under the loan, ICB will be mandatory for acquisitions of goods that exceed US\$250,000 and US\$1.5 million for civil works. Standard bidding documents will be prepared under the responsibility of the SEMPCU during the first year of execution.
- 3.17 The renovation of existing secondary schools is expected to have an average cost of US\$250,000. Civil works valued up to US\$80,000 equivalent per contract will be procured through local shopping procedures and approved by the MOE Tenders Committee.
- 3.18 **Consulting and training services.** Acquisition of trainers and consulting services will be subject to the procedures set forth in Annex C of the loan contract, and international competitive bidding will be mandatory for contracts exceeding US\$200,000. (See Annex III.2 for the procurement plan.)
- 3.19 **Review of Procurement.** For limits below those established in paragraph 3.16, prior review of procurement documents by the Bank will be required for the first three procurement cycles for all categories of local competitive bidding. Once SEMP has demonstrated that effective procurement procedures have been established, local procurement will be further reviewed on an ex-post basis under Bank guidelines.

H. Maintenance

- 3.20 The MOE commits to operate and maintain the schools and equipment financed with program resources in accordance with generally accepted technical standards and to make the necessary resources available for their efficient operation. The MOE will prepare maintenance plans for each one of the new schools prior to commissioning. The MOE will include in the acquisition or leasing price of school technology (computers, software, multimedia

equipment), a contract covering five years of preventive maintenance and repairs to ensure optimal performance of the equipment, and will allocate resources to replace equipment when broken or past its useful life. Ongoing maintenance of schools will be progressively transferred to the RED's, and the school principals under a school-based management scheme. The MOE will make provisions in the annual budget to provide resources to the schools for their proper maintenance. Maintenance reports on all works and equipment acquired under the program will be prepared and submitted to the Bank on an annual basis during execution and for 5 years after the end of the program.

- 3.21 The program will provide technical assistance with external consultants as part of the Institutional Component for enhancing the existing capacity for maintenance in the MOE as well as for the decentralization of maintenance responsibilities to the RED's and local school boards.

I. Disbursement schedule

- 3.22 The proceeds of the proposed loan are expected to be disbursed based on the schedule shown in Table III-1.

TABLE III-1: CALENDAR OF DISBURSEMENTS (US\$000,000)			
	IDB	LOCAL	TOTAL
Year 1	7.1	3.0	10.1
Year 2	16.2	10.5	26.7
Year 3	20.7	10.0	30.7
Year 4	15.3	9.8	25.1
Year 5	16.6	7.1	23.7
Year 6	16.2	4.4	20.6
Year 7	12.9	0.2	13.1
TOTAL	105.0	45.0	150.0

The length of the disbursement period takes into account the need of achieving results on a timely basis. Disbursements will be made against certified statement of expenditures.

J. Retroactive recognition of expenses and advance of funds

- 3.23 The Bank will recognize expenses to be incurred prior to approval of the loan by the Bank. The project team has reviewed the expenses that will have been incurred by the executing agency up to eighteen months before loan approval and considers that up to US\$1 million could be recognized as counterpart financing.
- 3.24 The Bank will disburse the equivalent of 5% of the financing to establish a revolving fund to pay for projected expenditures. The

revolving fund will be replenished against the presentation of disbursement requests per current Bank policy.

K. Program monitoring and evaluation

- 3.25 Overall monitoring and reporting of the program will be responsibility of the SEMPCU, with assistance of local and international consultants. Specific tasks include: (a) preparing progress reports on project implementation, submitted to the Bank on a semi-annual basis; (b) preparing updated implementation schedules and expenditure plans for the annual review; (c) monitoring indicators and key performance targets; (d) monitoring institutional reforms and the decentralization process; (e) preparing recommendations for the different components, (f) monitoring consultants and the construction contractors; (g) monitoring progress towards meeting special conditions; and (h) monitoring budgetary allocations for capital and recurrent cost as well as budget allocations and disbursements made to Government and Assisted secondary schools. During project preparation, the project team identified the major requirements of the monitoring system to track project implementation as well as the monitoring indicators and key performance targets for each component. The COF specialist and a supervisory consultant hired by the SEMPCU will continuously support implementation of the various project components, the procurement process, and general loan agreement.
- 3.26 **Periodic and annual reviews.** The project team will program three follow-up visits during year one (the first visit to launch the program; the second visit to review design layouts, bidding documents, progress towards meeting loan conditionality; and the third for the annual review), two visits during years two and three, and one visit in subsequent years. During the annual reviews the team will assess: (a) progress toward implementation milestones for each component; (b) budget disbursements for capital and recurrent costs; (c) loan conditionality; (d) execution mechanisms; (e) technical studies and recommendations made by consultants; (f) actions to be taken as recommended in progress assessments, evaluation studies, and technical reports; (g) action plans for the following year and funding allocation. Results of these reviews will inform the annual planning cycle of the MOE, and in the presentation of its annual development plan to the MOF. The annual reviews will take place in February of each year to coincide with the GORTT budget cycle. Future commitments will be linked to satisfactory progress with regard to agreed implementation benchmarks and special contractual conditions.
- 3.27 **Independent evaluations.** The loan will finance two external evaluations to be completed by January 2002 and January 2004, respectively, to assess achievements, identify constraints, and suggest adjustments in the overall strategy for the remaining years of the program. In addition to the topics mentioned in paragraph 3.25, these in-depth reviews will identify changes in the education sector, analyze indicators relating to project impact and

sustainability, and make recommendations regarding the structure and allocation of Bank financing of the SEMP or its components. The findings will be taken into consideration for the development and the content of action plans to be agreed with the Bank for the remainder of the implementation period.

- 3.28 **Ex-post evaluation.** The Borrower will perform the ex-post evaluation of the Program between 12 and 18 months after Program completion, under the following conditions: (i) the ex-post evaluation shall be geared toward assessing the success in attaining the objectives of the SEMP, focusing on the degree to which target indicators of access, equity, quality and academic efficiency have been achieved, and the impact of implementing institutional strengthening activities and decentralization; (ii) a plan identifying baseline indicators and detailing the collection of baseline data shall be agreed upon with the Bank within six months after the first disbursement; (iii) the profile of the baseline shall be completed prior to the end of Program year one; and (iv) the MOE shall provide the data needed to carry out the ex-post evaluation from the education management information system established under the Program.

L. Environmental impact

- 3.29 To a great extent, the project will use existing infrastructure more intensively. The construction of new schools will be executed according to guidelines established in a mapping exercise conducted during project preparation; and in which potential environmental impact was evaluated in conformity with Bank's orientations, especially with regard to the siting of new education facilities in areas subject to pollution or contamination, and zoning. Norms for construction are established by the Education Facilities Unit of the MOE, and inspected by a qualified engineer of the EFU prior to acceptance by the education authorities. No adverse environmental impact is envisaged.

M. Inspection and supervision

- 3.30 The country office specialist and the supervisory consultant hired by the SEMPCU will continuously support implementation of the various education quality components, the procurement process, and general loan management. Program supervision will require an estimated 20 staff weeks per year provided by the COF, and 6 weeks of headquarters supervision, which will be supplemented by 5 weeks each year of external, international consultants.
- 3.31 **Audits.** The Bank will require that an independent accountancy firm acceptable to the IDB, audit the accounts of the program in accordance with generally accepted auditing practices. The firm will present an annual audited financial report no later than 3 months after the end of each fiscal year.

#### IV. PROGRAM BENEFITS, VIABILITY, AND RISKS

##### A. Program viability

- 4.1 Program preparation has been based on careful analysis by local and international experts across relevant disciplines including: curriculum, assessment, teacher education, multi-media, learning resources, school plant, school supervision, school management, school mapping, and institutional strengthening. The interventions proposed in the program flow from the diagnosis of the problems on the ground. The interrelated problems of declining quality, inertia in the management of the sector, and equity of access to secondary education have been addressed.
- 4.2 It is well recognized by the MOE leadership that effective interventions need to be of a certain critical mass, well coordinated, and of sufficient intensity if they are to make a difference. The SEMP provides extensively for training teachers and principals, as well as technical specialists in the various fields, to a depth and in sufficient numbers to enable these units to become self-sustaining. The restructuring of the MOE and the proposed staff development will highlight accountability and outcomes in each constituent part of the Ministry, and introduce a new culture of close interaction among units.
- 4.3 The mix of hardware (buildings and equipment) and software (training and expert services) has been determined in close consultation between experts and staff of the relevant sections and in light of local resources. Finally, the Master Plan sets out the implementation and coordination mechanisms which stress interaction with all stakeholders throughout, continuous monitoring and evaluation, and an advisory committee to assist in resolving unforeseen problems that may arise.
- 4.4 Institutional strengthening and quality improvement elements have been scheduled to begin at the outset, as experience has shown that they take longer than other elements. The generally delicate process of curriculum change will be validated in a few schools with speedy generalization thereafter. As a special condition, the Government has agreed to fill key posts within six months of the first disbursement. (See paragraph 3.6.) The program is considered institutionally viable and its goals achievable within the proposed implementation period.
- 4.5 A detailed analysis of student flows and unit cost projections using a computer-based education finance model developed for the GORTT with Bank support indicates that implementation of the proposed program is considered to be financially sustainable, as it is not likely to generate any substantial additional recurrent costs. Total recurrent costs resulting from the program's implementation are now estimated at about US\$22.5 million over the seven years of implementation, which represent an increase of less than 5% over the present level of secondary education recurrent expenditures.



- 4.6 This modest increase in recurrent costs is possible because of two reasons. First, there will be a significant reduction in the secondary education age-cohort in the coming years, as school population declines that are already being observed at the infant and primary education levels work their way into the secondary system. This means that the overall number of students in secondary education will remain at about its current level throughout the execution period, even as transition and enrollment rates rapidly increase. Second, given these population dynamics, the infrastructure component in the proposed program will be largely targeted towards deshifting junior secondary schools and the rehabilitation and expansion of existing facilities, for which major recurrent expenditures such as teacher salaries and educational materials are already being covered.

B. Program benefits

- 4.7 **Economic impact.** The proposed program will contribute to the creation of the base of skills essential to sustaining the country's economic growth in the next century. That growth will require diversification from heavy dependence on oil revenues to other commercial and industrial activity, small entrepreneurship, and increased tourism. Such diversification will require a more technically and managerially-skilled population, with tertiary education or post-secondary training increasingly becoming the norm. The SEMP promises to produce, across the entire population, the basic intellectual skills needed for such later, employment-related, education and training.
- 4.8 **Social equity impact.** SEMP's emphasis on social equity will benefit all segments of the secondary school-age population, notably those now only marginally served or excluded. The project will mitigate the relative impact of limited access and inequitable provision through the targeted expansion of secondary coverage to low-income groups with the greatest levels of unsatisfied demand, and the provision of compensatory programs to achieve equity targets. Parity of esteem will be restored through the deshifting of all secondary schools, the unification of secondary streams under a core program, and the provision of five years of secondary education for all. This will be achieved through the construction of 20 new schools to facilitate universal secondary coverage, up from the current rate of 69%, and the provision of single-shift education to approximately 35% of the secondary enrollments now attending junior secondary schools. All 100 existing public secondary schools, teachers, and students will benefit from the improved curriculum, upgraded science labs and libraries, and the installation of multi-media learning centers. The program will make it possible for the first time, for all citizens to aspire to the many opportunities for which secondary education is a pre-requisite. Through the establishment of a secondary diploma that certifies the achievement of essential skills, an education system that provides an excellent chance for all to achieve them, and by complementing traditional teaching practices with state-of-the-art interactive learning strategies, the SEMP should motivate students, including those from low-income families, to complete secondary school.

4.9 **External efficiency.** External efficiency will be enhanced by improving the quality of education and student learning. By the year 2005, the country will expand secondary capacity by about 50% in order to achieve universal access targets. The challenge, therefore, is to respond to this demand in an efficient manner without compromising quality. Through the revised curriculum, more qualified teaching staff, appropriate physical environment, provision of learning materials, and proactive MOE supervision, among other factors, the SEMP will extend quality education. In addition, transferring formal technical education to a post-secondary level will ensure a higher quality of education and a stronger link to specific labor demands. These improvements, coupled with expanded coverage, are particularly important given the country's prospects for economic development; and should result in secondary school graduates who are better equipped to compete for a university education, technical training, or employment.

4.10 **Stakeholder ownership.** The breadth of stakeholder involvement during SEMP design has contributed to a broad and unusually detailed understanding of the strategies and actions to be undertaken, together with a strong sense of unanimity around them. In developing the SEMP, dozens of Ministry experts participated actively in discussions with the project preparation team. More than four hundred teachers, principals, librarians, students, parents, government officials, and private sector representatives participated in interviews and focus group consultations, as did the Teachers' Association. Additional weight can be given to the appropriateness of the recommendations because of the active involvement, throughout the design process, of many current and former Ministry leaders, including Permanent Secretaries, Chief Education Officers, and Heads of Departments. The involvement of the Dean of the UWI School of Education, together with faculty members, enhanced the local professional basis for the strategies proposed. Finally, the design of each project component and subcomponent was supervised and approved by the cognizant Ministry official. The Ministry's leadership not only provided overall guidance and direction, but were intimately involved at every step. Such open engagement and ownership of the program has resulted in the development of a tightly integrated reform strategy which has the full support of the MOE, has been embraced as the centerpiece of the political platform of the Government, and responds to the generalized public demand for equity and access.

C. Program risks

4.11 **Complexity of Execution.** A risk of any tightly integrated program lies in the complexity of its execution. The existing management capacity within the MOE is severely affected not only by the shortage of qualified professional staff, but also by a lack of efficient information and administrative systems. Although detailed implementation plans were carefully designed for each component during project preparation, successful execution will require strong managerial and technical capabilities, a fully operational monitoring and evaluation system, an institutional capacity for change and

renewal, and the provision of the necessary financial and human resources.

- 4.12 The SEMP has developed several instruments to help overcome these risks: (a) human resource requirements will be addressed in the annual reviews, implementation benchmarks, and special contractual conditions; (b) the program will provide leadership programs, as well as middle management and staff training, aimed at enhancing the skills and qualifications of existing personnel; (c) a strong SEMPCU will be established and all personnel will be trained in Bank procedures and requirements for planning, procurement, financial management, monitoring and reporting; (d) detailed implementation schedules, which were elaborated during project preparation, will be updated regularly for effective monitoring; (e) necessary information and support systems will be established and operational in the first year of execution; and (f) process mapping will be used to inform the establishment of an effective management structure and enhance the MOE's operational capabilities. In parallel, a flexible system of joint MOE/IDB annual reviews and external monitoring and evaluation will provide regular opportunities to analyze program execution and revise benchmarking, as necessary to achieve SEMP objectives.
- 4.13 **Incentives to improve the quality of teaching.** Perhaps the most delicate reform involves the delinkage of the Teaching Service Commission from the civil service, and the establishment of a performance appraisal system with appropriate incentives for teachers and school administrators. The Bank recognizes the sensitivity of the issue and supports the GORTT's commitment to implement policies that would attract and maintain the highest possible quality of teachers. The SEMP will contribute to improved efficiency in resource management through the introduction of incentives to stimulate teacher performance, encourage skills upgrading, link remuneration with output and initiative, support school-based management and school boards, and establish an effective school supervision and performance appraisal system. The SEMP will also support MOE policy considerations through the analysis of career stream expansion and an incentive-based remuneration structure for teachers. Together, these measures should result in improved educational quality; greater efficiency and accountability; and a more effective management of the human, financial, material, and technical resources allocated to the education sector.

## **ANNEXES**

**GORRT/IDB SECONDARY EDUCATION MODERNIZATION PROGRAM**  
**LOGICAL FRAMEWORK**

Narrative Summary als & Purposes & Outputs	Verifiable Indicators	Means of Verification	Important Assumptions	Policy Implications
<p><u>GOAL</u></p> <p>Improved work force t is more ductive, more petitive better cated</p>	<p>1. Rising standards of educational attainment in the society and the workforce.</p> <p>2. Improved absorption of secondary school graduates into tertiary and post secondary education and training institutions.</p> <p>3. Improved throughput of secondary graduates admitted into tertiary and post secondary tech./voc. institutions</p>	<p>1.1 Labor market surveys</p> <p>2.1 Enrollment figures in post secondary institutions</p> <p>3.1 Records of examination performance and pass rates in tertiary and post secondary institutions</p>	<p>1. That society will reward higher productivity and that the structure of jobs in the workplace will evolve <u>toward</u> more complex and challenging demands and <u>away from</u> unskilled and routine content.</p> <p>2. Both the workplace and Post-secondary education and training institutions will increasingly demand, as their entry-level qualification, completion of a broad program of secondary general education.</p> <p>3. That post-secondary and tertiary education and training opportunities will be expanded.</p>	<p>A. Government, as a major employer, would set an example in modernizing and upgrading its workforce and would adopt policies to encourage human resource development strategies in the private sector encompassing training, utilization and an incentive system that reinforces productivity.</p> <p>B. This seemingly simple goal has profound implications and requires a <u>extensive planning effort</u> to ensure that the full array of measures need to achieve the goal is appreciated, programmed and provided with adequate financial and human resources. This planning task, if it has begun, is already quite late.</p>

Narrative Summary Goals & Purposes & Outputs	Verifiable Indicators	Means of Verification	Important Assumptions	Policy Implications
<p><u>PURPOSE</u></p> <p>Secondary Education all, i.e. Universal Secondary Education (E), on a Equitable basis.</p> <p>(a) Universality (at least 5 years secondary general education for all).</p>	<p>1a.1 At least 95% of primary students in the 11th age cohort to proceed into public secondary schools by 2004 without recourse to the double shift system.</p>	<p>1a.1.1 Ministry of Education primary and secondary enrollment statistics</p> <p>1a.2.1 Ministry of Education statistical data on secondary schools broken down by number of schools and type of school.</p>	<p>4. (a) The government will expand the special school system as the needs indicate; and (b) Government will provide facilities in all public secondary schools for remediation and provide facilities (e.g. ramps etc.) at some centrally located schools to better serve the physically handicapped.</p> <p>5. A moratorium will be imposed on the de-shifting of Junior Secondary Schools until 2002 by that time a detailed 3 year comprehensive program of de-shifting can be launched that takes advantage of new secondary school construction to effect the de-shifting without postponing achievement of a 95% transition rate.</p>	<p>C. Government would expeditiously phase out specialized craft training from secondary schools. A plan for this would be prepared by December 1999. A major question will be whether any existing senior comprehensive schools would be converted to post-secondary tech./voc. institutions or whether some senior comprehensive campuses would need to be split into two institutions one tech./voc. and the other general secondary.</p> <p>D. Government would include on its ongoing revision of the Education Act a clause requiring that all children with effect from 1st. September, 2002, regardless of where they are in the education system, will be required to attend full time school until the academic year in which they attain the age of 16 years. (The existing compulsory education clause will cease to be in effect from that date).</p> <p>E. Government would revise its policy of a minimum secondary school size of 800 students to accommodate secondary school sizes of 525,350 and even 250 students, so as to facilitate serving the secondary education needs of the more sparsely populated underserved areas of the country.</p>

Narrative Summary (Goals & Purposes & Outputs)	Verifiable Indicators	Means of Verification	Important Assumptions	Policy Implications
Geographical and ial Equity.	Geographically equitable distribution of school places.	<p>1.b.1.1 An up-to-date school map showing the distribution of schools, population and size of catchment areas.</p> <p>1b.1.2 Studies of average school-home travel distances and comparison of 2005 data with 1998 data.</p> <p>1b.2.1 Records of MOE expenditure on student transport and student aid.</p> <p>1b.2.2 Selective audits of the <u>means test</u> system</p> <p>1b.2.3 Studies of income levels among secondary students to determine whether the distribution of high- middle-and low-income students is as skewed in 2004 as it was in 1998 among the schools, with higher income students in the better schools and lower income students predominating in the less fortunate schools.</p>	<p>6. A study would be financed in 2000 reviewing the income distribution among households of students in public secondary schools to provide bench-mark data.</p> <p>7. Student aid would be contingent upon (a) satisfactory attendance and progress in school of the student receiving aid. (b) assurances that there are no drug users in the family of the student being assisted.</p>	<p>F. As from September 1st. 1999, Government would modify its policy regarding placement of primary students in secondary schools to give priority <u>first</u> to age 11 students and only <u>second</u> to age 10 students who have completed Standard 5. This will accelerate the move toward universality.</p> <p>G. As an interim measure, (until primary school improvement begins to take effect), special remediation classes would be organized during the summer vacation in English and Mathematics for those who need it and have been assigned to secondary schools.</p> <p>H. Considerations regarding Placement Policy from primary into secondary schools will be reviewed in 2002.</p> <p>I. MOE would establish (i) the radius of the secondary school catchment area in the context of universal secondary education (no more than 10km); (ii) Selection criteria.</p> <p>J. MOE would target supplementary assistance to students to promote access on the part of the poor, with the scale of individual needs being determined by a means test. This schedule would include specific items such as transportation, meals, textbooks, uniforms, general assistance, and would elaborate the conditions of such assistance (including proficiency and regularity of attendance) at school, the manner in which payments shall be made, etc.</p>

Narrative Summary (Goals & Purposes & Outputs)	Verifiable Indicators	Means of Verification	Important Assumptions	Policy Implications
Educational Resources Equity	1c.1 Equity achieved in keeping with approved standards, in the provision of resources to Secondary General Schools in terms of teachers, learning and teaching materials, physical plant and school management and other financing.	<p>1c.1.1 Annual inventory of resources in each school and the budgetary provision for these resources.</p> <p>1c.1.2 Reports on school quality.</p> <p>1c.2.1 Evaluation of achievements under School Improvement Plan and Studies to determine whether disadvantaged schools are closing the resource gaps.</p> <p>1c.2.2 Relevant capital and recurrent budget provisions.</p>	<p>8. The standards in the provision of resources would be determined and applied uniformly to secondary schools and would generally revolve around cost (and allowances) per student with reasonable attention to economies of scale.</p>	<p>K. MOE will establish,</p> <p>(1) By March 1, 2000, a comprehensive set of guidelines on determining school quality, implement this on a trial basis in 2000/2001 and refine it for universal use in 2001/2002. This instrument will guide schools, school supervisors, parents and students in recognizing the quality of each school both in absolute terms by itself and in comparative respects vis-à-vis the other secondary schools. This recognition would determine the nature, scale and urgency of any improvement task to be undertaken. These indices of quality will include academic and extra curricular activities, school management, community outreach, central and district support, etc.</p> <p>(2) By 1999 (after through discussion with Ministry of Finance), a new recurrent budget format for public schools which makes provision for education more transparently equitable and facilitates analysis of expenditure and accountability for expenditure. This format should be known and identified as the <u>public schools budget</u> and a copy should be given to each principal. Sums not pre allocated to particular schools (such as Student Aid, Supply Teachers, etc.), would be shown separately from the individual schools.</p>



Narrative Summary (Goals & Purposes & Outputs)	Verifiable Indicators	Means of Verification	Important Assumptions	Policy Implications
<p><u>OUTPUTS</u></p> <p>New secondary general schools equipped and rationalized and the reconfiguration and rehabilitation of existing schools to fit into the new 5-7 year program completed.</p>	<p>1.1 By 2005</p> <p>(a) All Junior Secondary Schools and "New Sector" schools that were not five year schools in 1998 will be converted into 5 year or 7 year secondary general schools</p> <p>(b) A 5 year secondary general school (SGS) is within 10km of every community, and a decline of 40% in nation-wide average home-school travel distances has taken place by comparison with 1998.</p> <p>(c) A program of assistance to secondary students will have been launched by 2001 comprising:</p> <p>(d) subsidized transportation for those living outside the 10km radius to the nearest public secondary school</p>	<p>1.1.1</p> <p>(a) Site visits and Ministry of Education statistics of schools by type</p> <p>(b) Hand-over of and occupancy of buildings and Ministry of Education statistics</p> <p>(c) Operational data such as enrollment figures, staffing information, annual inventory of resources and MOE budgets.</p>	<p>All Schools teaching according to the new curricula.</p> <p>Schools pursuing outreach strategies, vis-à-vis employers, community and parents.</p>	<p>If Assisted Secondary Schools continue to receive a lump sum per capita payment (in lieu of fees from students as was agreed under the Concordat) the Government Secondary Schools should receive no less a sum for equivalent purposes. Once Ministry of Finance has released funds to finance the school budget, they should be passed on to the schools promptly and on a pro-rata basis, and without the need for any officer of the MOE to give permission to the schools to have access to the funds.</p> <p>L. Each school should be formally inspected once per year by a panel of supervisors comprising curriculum specialists, a finance officer/accountant, a school management specialist and such other specialists as the Permanent Secretary may require. This panel would review the work of the previous 12 months and the review would take the form of an external performance audit on the basis of the annual self-assessment prepared by the school according to a prescribed format. The draft report on each school would be distributed to the Principal for comment and the final report would be distributed to Principal, RED, School Committee and Ministry of Education officials.</p>

Narrative Summary (Goals & Purposes & Outputs)	Verifiable Indicators	Means of Verification	Important Assumptions	Policy Implications
<p>Devolution of authority and control of financial resources to Regional Education Divisions (REDs) schools and their governing bodies established and operational BY 2002</p> <p>Greater school authority in the management of resources implemented by 2002.</p>	<p>(ii) Other more general assistance (for textbooks, uniforms, meals, etc.) on the basis of a <u>means test</u>.</p> <p>(d) Rehabilitation civil works for upgrading and converting all junior and senior, schools completed.</p> <p>2.1 Instruments of devolution to each RED and to schools;</p> <p>3.1 Operational manuals for Principals showing their responsibility under the new system.</p> <p>3.2 Devolution of greater authority, of goods and services, procurement and personnel management to School Committees and Principals of Government Secondary Schools progressively over the period 2000-2003 according to a fixed schedule.</p> <p>3.3 School Self evaluations being conducted by all schools by 2000.</p> <p>3.4 Training of all Principals, VPs office staff and relevant teaching staff completed by 2002.</p>	<p>2.1 Site visits and discussions with REDs and principals.</p> <p>2.2 Review of decisions and minutes of District Offices and school committees.</p> <p>2.3 Re-allocation of administrative and clerical staff of MOE in keeping with the re-allocation of work. (down-sizing of Head Office staff and assignment of staff to REDs.</p> <p>3.1 The proceedings and records of school committees, and school accounts and records.</p> <p>3.2 The necessary circulars and government decisions giving effect to the devolution.</p> <p>3.3 Review of the performance audit reports of the schools.</p> <p>3.4 Record of annual training programs to support the devolution program.</p>	<p>1. Comprehensive MOE statement on devolution-</p> <p>2. Willingness of Government to effect the devolution of authorities.</p> <p>♦ The program devolution would be drawn up along with a program of training of Principals, Vice Principals and school office staff, to perform the allotted tasks and orientation of School Committee members in the several aspects of devolution involved.</p> <p>♦ The devolution program will affect many existing traditions, rules and regulations (including Service Commissions' roles, Financial Regulations, and Education Act stipulations). The conflicts would need to be smoothed out.</p>	<p>M. Comprehensive Policy statement on devolution comprising:</p> <p>(1) The limits of</p> <p>(a) what has been passed to districts, school boards/committees and principals</p> <p>(b) MOE Head Office oversight and control.</p> <p>(2) The operational guidelines for all levels involved-Head Office, Districts, School Boards/Committees and Principals</p> <p>(3) Precise loci of responsibility for the management of various functions including finance, personnel and curricula and</p> <p>(4) Any necessary delegation of financial control to the respective levels as indicated in any necessary amendment of the Financial Regulations.</p> <p>N. Guidelines and manuals will be needed on this program of devolution and a clear and precise statement delineating the new roles, responsibilities, authorities and sources thereof, and what exactly has been delegated would need to be prepared and agreed.</p>

Narrative Summary (Goals & Purposes & Outputs)	Verifiable Indicators	Means of Verification	Important Assumptions	Policy Implications
<p>Curriculum of the 5 r/7 year school (to culcate analytical critical thinking produce trainable duates) revised and plemented.</p> <p>Certification gram for NCSE plemented by 2000</p>	<p>Program comprising agreed compulsory range of subjects and range of electives covering what students would generally need to master in the 5 year course in order to fit into post secondary education/training opportunities or into jobs.</p> <p>5.1 The arrangements for certification of graduation at each level elaborated approved and in operation. 5.2 Certificates being awarded.</p>	<p>4.1 Printed syllabi 4.2 Presence of teachers qualified to teach the subjects. 4.3 School management arrangements for curriculum, such as adequacy of time and resources allocated to subjects. 4.4 Curriculum evaluation reports. 4.5 Appropriate teaching spaces, instructional equipment and teaching/learning materials.</p> <p>5.1.1 Certification forms printed and in use. 5.1.2 Full testing system in operation by year 2001. 5.2.1 MOE statistics on awards of NCSE.</p>	<p>That MOE has established efficiency guidelines and thresholds (e.g. on establishing 6th forms, splitting of classes etc.) in such a way as not to generate uneconomic or inefficient practices regarding class sizes, teaching loads and use of such resources as teaching space and materials. Curriculum Unit strengthened and properly staffed and remaining centralized in regard to overall design work and evaluation of delivery. RBDs staffed to conduct curriculum supervision and oversight of school management and of adaptation of curricula.</p> <p>Recurrent funding and staffing to support this new undertaking will be provided.</p>	<p>Any mechanisms that might be necessary in the transitional stage should be specified. The responsibilities of Head Office MOE will also need to be spelled out carefully.</p> <p>O. MOE policy statement on criteria to be used as the basis of approval of the curriculum of each school and for provision of the necessary staff and teaching spaces. Such a statement would cover (a) Compulsory and optional subjects and the extent of options to be made available to students; (b) Time-tabling to give due effect to the curriculum; (c) The guidelines to be followed in considering requests for additional staff and teaching spaces; (d) Establishing 6th forms; (e) Staff student ratios for various sizes of school.</p> <p>P. MOE policy statement (a) Endorsing the NCSE and setting out the schedule of its introduction and (b) Recognizing NCSE as a joint school and MOE certificate, with the principal and either CEO or PS as joint signatures. (c) Outlining the staffing and recurrent funding to support the NCSE operations.</p>

Narrative Summary (Goals & Purposes & Outputs)	Verifiable Indicators	Means of Verification	Important Assumptions	Policy Implications
<p>Capacity to prepare produce training/teaching materials expanded and improved to meet received/emerging d.</p> <p>Performance based standards for teachers other Education staff developed and implemented and evaluated by 2002.</p>	<p>6.1 Increased annual output of materials by RCLRC.</p> <p>6.2 Training of teachers in preparation, production and utilization of materials on-going.</p> <p>7.1 Replacement of existing system of performance assessment by the new system by 2002.</p>	<p>6.1.1 Statistics of the Publications Unit of RCLRC and comparisons with output over the period 1995-98.</p> <p>6.2.1 Statistics of the sessions of the training courses.</p> <p>7.1.1 Review of the performance appraisal forms of 2002 and their relevance to the job descriptions.</p> <p>7.1.2 Evaluation reports.</p>	<p>The RCLRC will receive additional printing equipment and other hardware to facilitate expansion of printing of educational materials.</p> <p>Teachers will be encouraged in various ways to prepare supplementary teaching/learning materials.</p> <p>The principal objective in regard to teachers who constitute over 90% of education staff is to make the teaching service as professional as possible.</p>	<p>Q. MOE will mandate the time that must be spent by RCLRC on production of teaching and learning materials as to avoid the additional printing equipment becoming merely back-up or reserve capacity for the printing of Examination materials for the Ministry.</p> <p>R. Issuance of the new standards to all teachers would include recruitment, performance and advancement standards and would indicate clearly that:</p> <p>(1) no teacher, would be employed on the regular establishment unless he/she is professionally trained or has successfully completed an induction program and that periodic attendance at orientation and refresher programs would be mandatory;</p> <p>(2) all teachers must maintain records of their teaching (lessons, plans, test results, etc.) so that their replacement can understand what has happened and so that their work can be monitored in an informed way. The rights, duties and obligations of teachers should be included in the revised Education Act.</p>

Narrative Summary (Goals & Purposes & Outputs)	Verifiable Indicators	Means of Verification	Important Assumptions	Policy Implications
<p>Norms and standards for student performance developed and implemented by 2002.</p> <p>School maintenance and security procedures established and operational by 2001.</p>	<p>8.1 Norms and standards for students especially at levels of Forms 3 and 5 developed for relevant subjects and in use by 2002.</p> <p>8.2 Standards for grade promotion, registration for NCSE and external examinations developed and in use by 2002.</p> <p>8.3 Student record management system established.</p> <p>8.4 System of national recognition of a number (e.g.100) of outstanding secondary students in Forms 3 and 5 (in curricular and extra curricular matters) inaugurated in 2000.</p> <p>8.5 Remediation programs and diagnostic prescriptive/services operational.</p> <p>9.1 Policy statement on security and on maintenance of buildings and equipment and furniture.</p> <p>9.2 Procedures Manuals on security and maintenance.</p>	<p>8.1.1 National Test question papers and results.</p> <p>8.1.2 Feedback from analysis of results into the design of new tests and related policy.</p> <p>8.2.1 Review of detailed criteria.</p> <p>8.3.1 Students record cards.</p> <p>8.3.2 Dissemination of information to parents and students.</p> <p>8.4.1 Records of Certificate of Excellence and related national awards.</p> <p>8.5.1 Site visits to school and DPCs.</p> <p>9.1.1 Site visits and review of policy statements and reports from school supervisors.</p> <p>9.1.2 Review of manuals MOE and school budgets and expenditure.</p>	<p>An educational policy on Testing and Assessment.</p> <p>The REDs would be properly staffed.</p> <p>All schools protected against break-ins and fire.</p> <p>Proscriptions re. alcohol, weapons, illegal drugs, vandalism etc. on school premises strictly observed.</p> <p>Evacuation procedures (for such emergencies as fire, bombs etc.) explained and reinforced by periodic drills.</p> <p>School inspected annually by the Fire Service.</p>	<p>S. MOE statement of standards and expectations would be of paramount importance in giving some lead to the country on what should be expected of a secondary student in the era of USE-identifying the qualities and competencies that the student at various grade levels would be expected to have acquire.</p> <p>Efforts are needed to steer minds away from the idea that a student has "failed" the secondary course unless he/she has gained 6 or more CXC passes.</p> <p>T. Special provision in the Education Act required to protect:</p> <p>(a) students from intruders and from one another; with school premises being designated a safe haven for students and staff;</p> <p>(b) teachers and school management from irate and irresponsible students, relatives, and community members;</p> <p>(c) principals and office staff from any forms of insidious pressure in the exercise of their responsibilities, including the procurement of goods and services;</p> <p>(d) School premises from trespassers.</p> <p>The Education Act should also state, in keeping with modern practices in governance of educational institutions, the rights, duties and obligations of students, and parents.</p>

Narrative Summary (Goals & Purposes & Outputs)	Verifiable Indicators	Means of Verification	Important Assumptions	Policy Implications
<p>A well trained and equipped cadre of teachers by 2005.</p> <p>Performance standards developed and implemented for school supervisory and other personnel whose duties involve oversight of school operations and for facilitators, guidance staff, and other education specialists.</p>	<p>10.1 Upgrading, orientation, and training 500 teachers per year (graduate and non graduate) in home/school relations; teaching of advanced students, management of self paced learning by students; use of audio visual aids; educational technology and library resources; team teaching; testing methods, including design, piloting and results analysis; preparation and production of teaching materials; adolescent psychology; remediation programs; curricular adjustments; diagnosis of problem areas in learning of particular subjects; educational Planning; school development planning; organization of teaching, etc.</p> <p>11.1 Documents elaborating procedures and duties and obligations.</p> <p>11.2 Records of visits to schools, including reports, journals.</p> <p>1.3 Evaluation of the impact by the relevant staff of the schools visited.</p>	<p>10.1.1 Records of content and scope of workshops, courses and material developed for these.</p> <p>10.1.2 Records of numbers of participants.</p> <p>10.1.3 Evaluations of the courses by the participants of the various courses.</p> <p>11.1.1 Review of documents</p> <p>11.2.1 Review of reports</p> <p>11.3.1 Discussions with Principals, Teachers and other staff concerned as to the benefits derived from these external inputs.</p>	<p>A full time unit for preservice teacher upgrading will be established.</p>	<p>U. The policy statements under R above would generally cover this area adequately in terms of the requirement that teachers undergo periodic refresher training. A budget for this expanded training program would be required as one of the lump sum categories under a new format of budgeting for the schools.</p> <p>V. Job specifications amended to place responsibility of the staff for improving the efficiency of the schools and not simply for visiting and writing reports. Reports would therefore identify the things to be done and the areas of proposed change and the follow up visits would assess whether the changes have occurred and with what benefits.</p>

Narrative Summary (Goals & Purposes & Outputs)	Verifiable Indicators	Means of Verification	Important Assumptions	Policy Implications
<p>A strengthened MOE (decision makers, managers, technical specialists etc.).</p>	<p>1. <u>Educational Planning</u></p> <p>Education Planning Unit fully staffed and equipped with the necessary computer software and hardware and fully operational by 2000 in the following areas</p> <p>(a) long range planning, medium term planning and annual capital investment programming.</p> <p>(b) orientation of various MOE staff by EPU staff in the field of educational planning.</p> <p>(c) maintenance of education sector statistics and school map.</p> <p>(d) research into major development trends and issues.</p> <p>(e) operations research on school efficiency issues (both internal and external, efficiency and evaluative studies of individual schools.</p>	<p>1(a)1 Prospective Plan and Medium Term 5 year plan documents annual budget/expenditure data on capital investment.</p> <p>1(a)2 Training of relevant EPU staff in educational planning completed by 2000.</p> <p>1(b) Records of seminars (topics, target group etc.) conducted by EPU for staff of MOE head office divisions, relevant REDs staff and relevant school staff.</p> <p>1(c) Fully computerized data base for the sector with direct inputs from all public schools via REDs and private schools so that full data availability assured by November each year.</p> <p>1(d) Program of scheduled and going and completed research and related TORs and reports.</p> <p>1(e) Schedule of future, on going and completed research.</p>	<p>EPU will be given the role that it should play especially in this era of rapid change and persistent problems of poverty and educational quality and inequity in the school system.</p> <p>EPU would be fully computerized and be exempted from all day- to-day administrative chores and "firefighting" operations. Its focus would be on helping to chart the required change.</p> <p>Planning will be identified fully with qualitative and institutional change and not simply with quantitative issues.</p>	<p>W. No formal policy change is needed-the need is for the established arrangement to be enabled to function.</p>

Narrative Summary (Goals & Purposes & Outputs)	Verifiable Indicators	Means of Verification	Important Assumptions	Policy Implications
<p>Activity continued.</p>	<p>2. <u>Assessment and Evaluation</u></p> <p>The Educational Research and Evaluation Division by 2001 will be fully equipped and fully staffed and operational in the following areas.</p> <p>(a) design and administration of national tests and examinations throughout the secondary system.</p> <p>(b) research into learning at all levels in the sector</p> <p>(c) oversight and management of the Examinations function now controlled by Educational Services.</p> <p>(d) advice to schools on testing programs, procedures, and policies.</p> <p>(e) training of relevant education staff in the design and administration of tests analysis of results, and grading.</p>	<p>2(a)1 Actual exam papers and reports of administration of tests and of result analyses; schedule of planned, ongoing and completed work.</p> <p>2(b)1 Schedule of planned, on going and completed studies into problem areas and learning difficulties.</p> <p>2(c)1 Evidence of relocation of Exams Section.</p> <p>2(d)1 Records of requests from schools, for visits of Unit staff to schools and regards of evaluation of the Unit's contribution by beneficiaries.</p> <p>2(e)1 Records of workshops, seminars etc., and views of beneficiaries as to effectiveness of the training.</p>	<p>With the envisaged expanded nation-wide program at primary and secondary levels this unit will need to administer the tests. This would therefore raise the question of whether the existing Examinations Unit should not be transferred to the Educational Research and Evaluation Division so that the two large examinations administration services might function under the same rules regarding integrity of the administrative process, results analysis etc.</p> <p>The Division will be fully computerized and given the necessary authority to ensure full integrity of its tests, judgements, etc.</p>	<p>X. Decision have to be taken</p> <p>(a) on the conduct of national testing at the various grade levels and the phasing in of the testing program.</p> <p>(b) on the merging of the Examinations Section into the Educational Research and Evaluation Division.</p>



Narrative Summary (Goals & Purposes & Outputs)	Verifiable Indicators	Means of Verification	Important Assumptions	Policy Implications
<p>Activity continued..</p>	<p>3. Schools Library Service. By 2001 the Schools Library Service will be fully staffed, provided with transport and operational in support of the school system. This support, with special attention to the remoter secondary schools, disadvantaged secondary schools and remediation programs, will involve</p> <p>(a) technical advice and backstopping for school libraries; and (b) sharing and rotation of print and non-print materials.</p>	<p>3.1 Records of SLS visits to schools and of services provided and indications of the role of SLS in helping to equalize resources to schools.</p>	<p>The Schools Library Service will function directly under MOE as an arm of the RCLRC. In this era of ready availability of highly qualified librarians the SLS should not need to be under the tutelage of the National Library Service.</p> <p>The secondary school modernization program will depend upon close association of the library resources with the teaching and learning process.</p> <p>SLS may find itself called upon more by the stronger schools than by the weaker ones. It would therefore be important for the SLS to be proactive in the design of its work program to ensure adequate attention to the schools most in need-the weaker ones.</p>	<p>Y. The required change lies in assigning a higher level of priority to the SLS and equipping it with funding for the acquisition of materials to on-lend to schools.</p>

Narrative Summary (Goals & Purposes & Outputs)	Verifiable Indicators	Means of Verification	Important Assumptions	Policy Implications
Establishment and functioning of a Project Administration Unit (PAT).	1. Program of work for PAT. 2. Appointment of members of PAT.	1. Reports on official appointment of team members of PAT (Cabinet, Notes and Minutes) 2. On going work of PAT 3. Visit to the office of PAT, SEMP	Approval of loan for SEMP by the IDB	Strengthening of working linkages between PAT, SEMP and other Technical Divisions of MOE
Development of program implementation manual and Operational manual for major sub components.	Work Programs for overall project and for sub projects.	1. Review of manuals 2. Reports from MOE	Agreement between GORTT and IDB on content, scope and methods of program implementation	Ensure that methods of program implementation are in keeping with financial and other regulations of Government. All decision makers in MOE must be apprised of the program
Civil works for school grading/conversion new schools.	1. Work programs and schedules 2. Designs 3. Financial projections 4. Actual construction works	Program reports Review of Designs Site visits	Capacity to undertake civil works does exist. Staff of PAT, SEMP is brought on stream in a timely manner.	Methods for legally "fast tracking" construction works are agreed upon between IDB and GORTT from the very beginning of the project
School Furniture Equipment Procurement.	1. Schedule of procurement steps/activities 2. actual procurement of furniture and equipment	Review of procurement schedules Site Visits	Timely and appropriate staffing of PAT, SEMP. Support from Technical officers of MOE in determining specifications for furniture and equipment	Methods for timely procurement of furniture and equipment are agreed upon between IDB and GORTT from the very beginning of the project
Continuous grading of teachers through in-service training.	1. Programs and work schedules 2. Curriculum	Monitoring and evaluation Reports. Site visits to training centers.	Capacity to undertake training programs does exist	Requirement for all teachers to be pre trained and upgraded/retrained over specified cycles.

Narrative Summary (Goals & Purposes & Outputs)	Verifiable Indicators	Means of Verification	Important Assumptions	Policy Implications
Establishment and functioning of local school boards, school development and improvement committees and an enhanced role for PTAs.	Training Programs and schedules Implementation Program	1. Monitoring and evaluation 2. Reports site visits to schools and discussion with Boards	Interest of teachers, community members, parents, and decision makers enhanced	An important element of school evaluation will be the school's involvement with PTA's Boards etc.
Training of specialized education staff (planners, school supervisors, testing measurement officers etc.).	1. Training program and schedules. 2. Implementation Program.	Monitoring and Evaluations. Reports of Training programs. Site visits to training sessions. Reports of Trainers.	Keep interest by all in developing professionalism at all levels	Requirement for all decision makers to be pre trained and upgraded/retrained over specified cycles.
Communications and promotion program	Identification of Studies. Award of consultancies for studies and promotion programs.	Reports on Studies. Reports on stakeholder analysis. Reports on programs of work conducted under SEMP	Support for studies by all sections/divisions of the MOE	Funding for policy studies on school governance and operations. regulations to allow school principals to discuss with relevant institutions the operations of their schools be included in the annual budget of the MOE.
Provision of a substitute teacher system.	Program of work. Costing exercise.	Review of Programs and Reports	Capacity for doing such work is developed in MOE.	Funding is made available on an annual basis.
Evaluation of secondary school performance and quality.	School self assessment reports MOE assessment of school quality, standardized tests.	Review of relevant reports. Review of remedial measures being taken.	These reviews and assessment will lead to definite remedial programs to correct the major deficiencies.	Transfer if specialized TVET to post secondary institutions; institutionalization of curriculum revision cycle.
The EPU will maintain and update the school map annually. In light of population trends, growth, and distribution, the program will adjust the distribution of places accordingly.	Civil Works Program reviewed annually using input from updated school map.	Annual review	Needed resources allocated	Catchment areas may need to be redefined.

Narrative Summary (Goals & Purposes & Outputs)	Verifiable Indicators	Means of Verification	Important Assumptions	Policy Implications
Indices of student ainment at entry and ess will be itored and fed into gram assessment	13.1 Test scores, attendance records	13.1.1 Records audits, summative evaluation	New test and assessment instruments are in-place in a timely manner	New secondary certification, NCSE, system is in place
Training program pleted for ) relevant staff of s ) new governing mittees; and ) principals (and ) for existing and anded ponsibilities	14.1 Training plans, trained staff REDs operational	14.1.1 Statistics of training sessions 14.1.2 Evidence of materials produced for course	Willingness of Government and effect and devolution of authority	REDs authorized by Cabinet, educatio act modified accordingly.
Strengthening of acity of all ision of MOE	15.1 Training of all MOE staff 15.2 Study tours	15.1.1 Statistics of training sessions 15.1.2 Evidence of materials produced for course	Adequate resources provided to work efficiently	May resource reorganization of MOE structure in order to assure right skill-mix
Strengthening ool supervisory vice by training and olicies and cedures	16.1 All staff visiting school will have been duly trained for their role, including an emphasis on resolving problems and facilitating good functioning and efficiency of the school 16.2 Policy and procedures for school supervision and audit adopted and in use by 2000.	16.1.1 Review of reports 16.1.2 Discussions with teachers, principals, and school staff	Willingness of supervisors to assume greater responsibility	Job specifications amended to place responsibility on staff for school performance and not simply for visiting school and writing reports.

**ILLUSTRATIVE ACTION PLAN AND BENCHMARKS**  
**SECONDARY EDUCATION MODERNIZATION PROGRAM**  
**Years 1999 – 2000**

PL WORKS	PROFESSIONAL DEVELOPMENT	CURRICULUM	TESTING AND ASSESSMENTS	LEARNING RESOURCES	INSTITUTIONAL STRATEGIES
<p>for three secondary</p> <p>ent model 875 school</p> <p>ent model 525 school</p> <p>ent model 350 school</p> <p>of and Design for</p> <p>on 14 existing</p> <p>schools.</p> <p>uments</p> <p>ar work-plan review</p>	<p>(a) Pro-D Coordinator hired, (1 existing vacancy); steering committees appointed</p> <p>(b) Pro-D MOE Personnel</p> <p>i Design of training program and Materials for MOE senior personnel</p> <p>ii Design of training program and Materials for MOE non senior personnel</p> <p>iii Design of training programs and Materials for clerical/support staff</p> <p>(c) Finalize year work-plan review mission</p>	<p>(a) 5 vacant curriculum coordinator posts filled</p> <p>(b) Training for Reading Summer Pilot Program (pre-program)</p> <p>(c) Stakeholder consultation, curriculum</p> <p>(d) Design</p> <p>(e) Blue print curriculum development</p> <p>(f) Development and adoption of curriculum development process manual</p> <p>(g) Procurement of technical assistance for above items</p> <p>(h) Study tour technology education</p> <p>(i) Finalize year work-plan review mission</p>	<p>(a) Establishment and capacity development of a testing and assessment unit ( fill three existing vacancies in evaluation and 3 in assessment</p> <p>(b) Acquisition of equipment</p> <p>(c) Procure national and international TA</p> <p>(d) Finalize year work-plan review mission</p> <p>(e) 6 vacant assessment and testing position filled</p>	<p>(a) Survey of science teacher's perceptions of the usefulness of educational technologies for continuation of all activities. Fill three existing vacancies in the LRC</p> <p>(b) Procurement of software for reading pilot</p> <p>(c) Develop standards and criterions for the selection and procurement of hardware, software, lab, equipment/supplies, text books, library books, and other learning resources</p> <p>(d) Procure national and International TA</p> <p>(e) Finalize year work-plan review mission</p> <p>(f) 3 existing vacancies filled</p>	<p>(a) Enhance capacity</p> <p>i Management strategies</p> <p>ii Competency for MOE</p> <p>iii Training supervision</p>
<p>on and completion of</p> <p>r schools</p> <p>or Bids for construction</p>	<p>(a) Continuation of activities</p>	<p>(a) Reading Readiness for SEMP – materials developed, summer pilot</p> <p>(b) Stakeholder Consultation and National Dialogue</p> <p>(c) Curriculum Design Process</p> <p>i Training in use of blueprint and curriculum manual</p> <p>ii Essential levels of learning identified for core curriculum</p> <p>iii Procurement of TA. Technical assistance re above items</p>	<p>(a) Student testing</p> <p>Completion of activities related to establishment of a testing and assessment unit</p> <p>(b) Standardized Testing</p> <p>(b) Training in assessment and evaluation</p> <p>(c) Development of marking and certification systems, and manual</p> <p>(d) Definition of explicit standards for tests, results, and promotions</p>	<p>Study tours on learning reform implementation (two tours of 9 days each)</p> <p>(a) Contraction of first quarter activities</p> <p>(b) Analysis of promising learning strategies</p> <p>(c) Finalize procurement specifications</p>	<p>(a) Strengthening</p> <p>i. Study tours to gain knowledge management</p> <p>(b) Enhancing Management</p> <p>i. Co-process review</p> <p>ii. Management improvement</p> <p>iii. Computer for MOE</p> <p>(c) Enhancing Quality Capacity</p> <p>i. Training supervision</p> <p>(d) Monitoring and Information</p> <p>i. Assessment development technology</p> <p>ii. Public campaign</p>

ILLUSTRATIVE ACTION PLAN AND BENCHMARKS  
SECONDARY EDUCATION MODERNIZATION PROGRAM  
Years 1999 - 2000

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SECONDARY EDUCATION MODERNIZATION PROGRAM

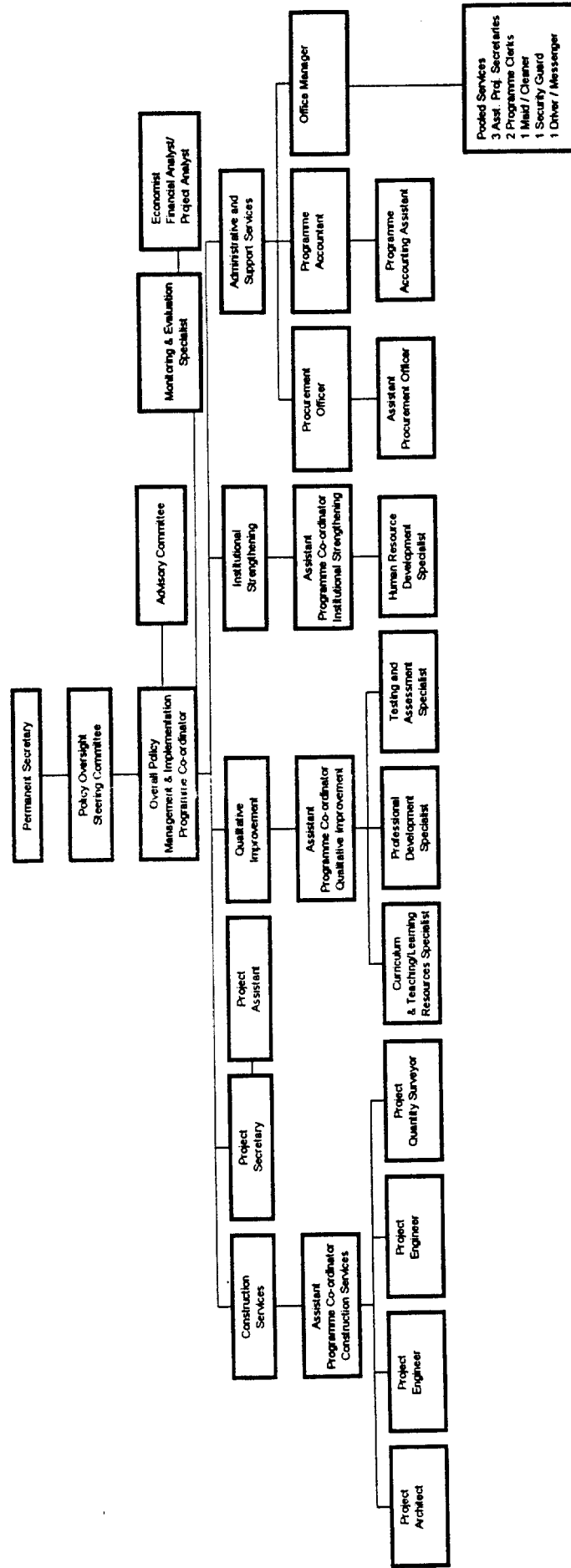
WORKS	PROFESSIONAL DEVELOPMENT	CURRICULUM	TESTING AND ASSESSMENTS	LEARNING RESOURCES	STRENGTHENING INSTITUTIONAL CAPACITY
of construction with IDB	(a) Training of MOC personnel continued (b) Finance basic Pro-D design and materials development for principals, vice-principals, HODs, and teachers	(i) First quarter activities continued (k) Production of all materials (l) Administrator Form I summative evaluation	(a) Student Assessment (b) Development of evaluation activities, continued (c) Training program, continued (d) Support/monitoring of regular curriculum officers, continued (e) Standardized Testing (such as CAI) (f) Test Development, etc., continued (g) Team bank development continued (h) Marking, Certification and Standard Setting (i) Definition of explicit standards, etc., continued (j) Research and Evaluation (k) Establishment of DERE data base, continued	(a) Continuation of first quarter activities (b) Provision of equipment for multi media classroom and libraries (c) Establishment of an institutional computing laboratory with 18 workstations, networked, with room for expansion to 35 (d) Procurement of institutional software and comprehensive instructional "courseware" (such as CAI programs) for the computer lab. (e) Establish a system to record usage patterns for the various technologies for teaching science and technology to be introduced (f) Training of teachers and schools administrators in learning strategies	(a) Senior management (part time) Study tours and institutions and management continues (b) Training of TMC continues (c) Computer literacy development (d) MOC, continued (e) Continuation of school supervision (f) Continuation of school supervision (g) Continuation of development of technology at procurement (h) Update of desktop software (i) Analysis and RDEs
of construction of 3 schools for construction from 1999	(a) Continuation of all activities (b) Implementation of Pro-D in 8 pilot school (c) Short Term Courses Re SEMF curriculum (d) Teachers II with no Pro-D training (e) Technology education teachers (f) Specialist education teachers (g) Aesthetics teachers (h) Specialized craft teachers	(a) Continuation of activities (b) Training of Forms 1 teacher in 5 pilot schools for reading, implementation, and curriculum (c) Intervention Program on literacy and numerically in Forms (d) Start Form 2, curriculum development (e) Identify core comprehensive, and essential levels of learning, Form 2 (f) Initiating Master Plan Development, continued (g) Form 2, 5 subjects	(a) Student Assessment (b) Development of evaluation activities, continued (c) Training with curriculum officers, continued (d) Support/monitoring of regular curriculum officers, continued (e) Standardized Testing (f) Test development, etc., continued (g) NCSE Item bank developed (h) Marking, Certification and Standard Setting (i) Definition of explicit standards, etc., continued (j) Research and Evaluation (k) Establishment of DERE web site	(a) Continuing of activities	(a) Senior management (part time) Study tours and institutions and management continues (b) Training of TMC continues (c) Computer literacy development (d) MOC, continued (e) Continuation of school supervision (f) Continuation of school supervision (g) Continuation of development of technology at procurement (h) Update of desktop software (i) Analysis and RDEs

**ILLUSTRATIVE ACTION PLAN AND BENCHMARKS**  
**SECONDARY EDUCATION MODERNIZATION PROGRAM**  
**Years 1999 – 2000**

WORKS	PROFESSIONAL DEVELOPMENT	CURRICULUM	TESTING AND ASSESSMENTS	LEARNING RESOURCES	INSTITUTIONAL SUPPORT
<p>ment of construction  to all designs at  rter  urement schedule  set of 5 secondary  come on stream in</p>	<p>(a) Continuation of all activities  (b) National Pro-D conference</p>	<p>(a) Intervention Program on literacy and numerically in Forms I of 8 pilot schools  (b) Baseline data collection  (c) Form 2 Curriculum development  (d) Ongoing formation evaluation, Form 1  (e) Form 1, curriculum revision  (f) Initial development of institutional materials, syllabi, teachers, guides  (g) Initial development of formation and summative evaluation instruments</p>	<p>(a) Student Assessment  i Development of evaluation activities, continued  ii Training with curriculum officers, continued  iii Support/monitoring of regular curriculum officers, continued  (b) Standardized Testing  i Test development, etc., continued  ii NCSE item bank  iii Marking, Certification and Standard Setting  iv Definition of explicit standards, etc., continued  (c) Research and Evaluation  i Reinforcement of information access continued  ii Establish and maintain DERE data base and web site</p>	<p>(a) Continuing of activities</p>	<p>(a) Management activities, continued  (b) Computer II MOE, continued  (c) Recruiting of  (d) Pilot of new developed a  (e) Guidelines for supervision completed  (f) Information architecture  (g) Procurement software for technology  (h) Programs in continued</p>



# STRUCTURE OF SECONDARY EDUCATION MODERNIZATION PROGRAMME CO-ORDINATING UNIT



Secondary Education Modernization Programme (SEMP)  
TT - 0023  
Illustrative Procurement Schedule

Program Procurement	Financing		Method				Prequalification	Publication Dates
	I.D.B. %	LOCAL %	ICB <sup>1</sup>	NCB <sup>2</sup>	Shopping <sup>3</sup>	-ation		
<b>L (PUBLIC) WORKS</b>  and construction of 20 secondary schools by a action management agency. (Two bid lots).  e 100 existing secondary schools including upgrading of laboratories, conversion of libraries to multi-media ing centres" and provision of computer laboratories in all : (Four bid lots).  additional classrooms in approximately 10 secondary (including denominational schools).	100	100	X	X		NO	YES	II/99 I/01
								II/99
								II/00
								II/01
<b>DS &amp; EQUIPMENT</b>  on of professional books and journals for the Curriculum ment on of curriculum development documents (e.g. ulum development blueprint, secondary curriculum and etc.) (Two bid lots). on of classroom textbooks and library resource books. e and technology laboratory equipment. edia equipment including computers with appropriate e and courseware, internet connectivity and mobile ation technology units for schools on of materials and equipment (including computers and	100	100	X	X	X	NO	YES	II/00
								II/00
								II/00
								II/00
								II/02
								II/00

Program Procurement	Financing		Method			Prequalifi- -cation	Publication Dates	Cost US\$ M
	I.D.B. %	LOCAL %	ICB <sup>1</sup>	NCB <sup>2</sup>	Shopping <sup>3</sup>			
videos) for school site based activities and REDs based training activity.								
7. Provision of assessment guides, test administration manuals and test and certification analysis and procedures for the National Certificate of Secondary Education (NCSE). (Two bid lots).	100				X	NO	II/00 I/02	0.07
8. Provision of computerized Educational Management Information System (EMIS).	100		X			YES	II/00	3.0
9. Furniture, equipment (including computers) and vehicles for the operation of SEMPCU. (Three bid lots).	100				X	YES	II/99	0.1
10. Provision of library books for school libraries, learning resource centre and REDs.	100		X			YES	II/00	2.6
11. Reading materials and library books for magnet schools.	100		X			YES	II/00	0.2
12. Teaching materials for science laboratories.	100		X			YES	II/00	0.2
13. Equipment for magnet schools (computers, VCRs, etc.).	100		X			YES	II/00	0.6
<b>C.I. CONSULTANT SERVICES</b>								
1. Consultant firm for diagnostic assessment of the primary and secondary school curricula, the new curriculum stakeholder workshops, curriculum blueprint, technical support to curriculum officers and teachers, best practices conferences, pilot reading programmes and intervention programmes. (Two bid lots).	100		X			YES	II/99 I/01	3.0
2. Individual consultant to support developing and using a computerised school maintenance system	100		X			YES	II/00	0.03
3. Consultant firm for studies related to: a) A new salary structure for teachers b) Economic rates of return for different levels of education c) Strategies for future development (including policy analysis)	100		X			YES	II/99	1.0

Program Procurement	Financing		Method			Prequalification	Publication Dates	Cost US\$ M
	I.D.B. %	LOCAL %	ICB <sup>1</sup>	NCB <sup>2</sup>	Shopping <sup>3</sup>			
4. Individual consultancies to establish student and teacher incentives including student scholarships and grants to schools and teachers for outstanding work. (One bid lot).	100			X		YES	II/99	0.15
5. Six individual consultants for 10 weeks per year for three years.	100		X			YES	II/00	0.8
6. To develop institutional strengthening, school improvement plan and local school boards programmes.	100		X			YES	II/99	0.4
7. Management and operations of learning of learning centres and computer laboratories.	100			X		YES	II/99	0.1
8. Project implementation and monitoring and evaluation.	100		X			YES	II/99	1.0
9. Quality Assurance Programmes for school supervision division and planning and management techniques for the educational planning division.	100		X			YES	II/99	0.3
<b>C.2. TRAINING SERVICES</b>								
1. Training of teachers, principals and MOE staff for change management and professional development which will include: a) short courses that can earn credits towards university degrees, diplomas in multimedia and master degrees by accredited institutions, b) short courses for school principals and vice principals in strategic planning, c) short courses for MOE personnel in change management, project implementation and planning.	100		X			YES	II/99	4.5
2. Contracting of academic institutions to provide training related to new teaching and learning strategies, e.g.: management and operations of 'learning centres', computer laboratories, and science and technology laboratories, specific teacher training in new learning modalities including school libraries, development and operations of magnet schools and study tours for curriculum	100		X			YES	II/99	5.0



Program Procurement	Financing		Method		Prequalifi- -cation	Publication Dates	Cost US\$ M
	I.D.B. %	LOCAL %	ICB <sup>1</sup>	NCB <sup>2</sup>			
<p>developers, teachers and principals related to differentiated teaching strategies and operationalizing a professional library in the RCLRC. (Three bid lots).</p> <p>3. Consulting firm to provide training and technical assistance related to:</p> <ul style="list-style-type: none"> <li>a) process mapping and role analysis for transformation of Ministry of Education (decentralisation)</li> <li>b) leadership strengthening training programmes</li> <li>c) training of middle managers</li> <li>d) operation of the EMIS</li> <li>e) operationalization of the REDs</li> <li>f) school based management projects</li> <li>g) operation of local school boards.</li> </ul> <p>4. Study tours for teachers, curriculum officers and Ministry of Education staff in testing, assessment and evaluation with reference to test construction and validation and marking, certification and standard setting. MOE personnel to learn how to perform in a decentralised education system.</p> <p>5. Training of teachers and administrators in core curriculum package (including orientation visits to pilot schools)</p> <p>6. Training of all curriculum officers in curriculum development and other specific technical officers in identified areas of need.</p> <p>7. Attachments to institutions/agencies by MOE technical and administrative staff.</p>	100		X		YES	II/99	2.0
	100		X		YES	II/99	2.0
	100		X		YES	11/00	0.3
	100		X		YES	II/99	0.22
	100		X		YES	II/99	0.3

<sup>1</sup> Threshold limits for International Competitive Bidding when loan financing used for civil works is: US\$ 1.5 million, for goods \$250,000, and for consultant services \$200,000.

<sup>2</sup> National Competitive Bidding applies to loan-financed procurement of goods valued between US\$80,000 and US\$250,000, and civil works between US\$80,000 and \$1.5m, and to consultant services under US\$200,000.

<sup>3</sup> Shopping applies to the procurement of goods and civil works valued under US\$80,000. Does not apply to consultants.

Non-procured items: SENIP coordinating unit US\$4.9m, and teacher student grants \$1.5m

PROPOSED RESOLUTION

TRINIDAD AND TOBAGO. LOAN \_\_\_\_/OC-TT TO THE REPUBLIC OF TRINIDAD  
AND TOBAGO

(Secondary Education Modernization Program)

The Board of Executive Directors

RESOLVES:

That the President of the Bank, or such representative as he shall designate, is authorized, in the name and on behalf of the Bank, to enter into such contract or contracts as may be necessary with the Republic of Trinidad and Tobago, as Borrower, for the purpose of granting it a financing to cooperate in the execution of the Secondary Education Modernization Program. Such financing will be for the amount of up to one hundred and five million dollars of the United States of America (US\$105,000,000) from the Single Currency Facility of the Ordinary Capital Resources of the Bank, and will be subject to the "Special Contractual Conditions" and the "Terms and Financial Conditions" of the Executive Summary of the Loan Proposal.