

**PROJECT PROFILE**  
**TRINIDAD AND TOBAGO**

**I. BASIC DATA**

<b>Project name:</b>	Support for a Seamless Education System		
<b>Project number:</b>	TT-L1005		
<b>Project team:</b>	Sabine R. Aubourg, Team Leader, Jennelle Thompson, Aimee Verdisco, Bethany McCurley (SCL/EDU); Jorge Torres, Brian McNish (CCB/CTT); Juan Carlos Perez-Segnini (LEG/SGO).		
<b>Borrower:</b>	Republic of Trinidad and Tobago		
<b>Executing agency:</b>	Ministry of Education (MOE)		
<b>Financing plan:</b>	<b>Phase I US\$</b>	<b>Phase II US\$</b>	<b>Phase III US\$</b>
IDB:	30,000,000	60,000,000	10,000,000
Local:	5,000,000	10,000,000	2,000,000
Total:	35,000,000	70,000,000	12,000,000
<b>Safeguards:</b>	Policies triggered: None		
	Clasification: C		

**II. GENERAL JUSTIFICATION AND OBJECTIVES**

- 2.1 Over the last six years, Trinidad & Tobago (T&T) experienced an average economic growth rate of 8.7 percent mostly due to growth in the energy sector where gas and oil commanded high prices on international commodity markets. Recognizing that its natural resources are limited, the Government of Trinidad and Tobago (GOTT) developed a national strategic plan (Vision 2020) which clearly states that economic diversification and the creation of a highly skilled labor force are key elements to ensure the country's future competitiveness. Aware of the existing link between education and productivity, Vision 2020 outlines the changes required to the education system to provide citizens with quality education and training.
- 2.2 Since independence in 1962, education reform has been a national priority and overall educational access indicators have greatly improved. To date, 82 percent of three-four year olds are in Early Childhood Care and Education (ECCE) programs; 95 percent of children attend primary education; and 90 percent are enrolled in secondary education compared to just 24 percent in 1970.<sup>1</sup> In addition, the transition rate from primary to secondary school has increased from 69 percent in 1997/98 to 93 percent in 2004/05. Nevertheless, despite the positive coverage, quality concerns persist as every year about 30 percent of primary students rank low in the Secondary Entrance Exam (SEA) due to weak literacy and numeracy skills, and student performance varies greatly among schools.
- 2.3 To increase the efficiency of education, Vision 2020 describes the need for a more open and "seamless" education system that will: (i) allow students to transfer

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<sup>1</sup> Indicators related to primary and secondary education measure gross enrolment rates (2005).

smoothly from ECCE to tertiary education, made possible by articulated curricula and performance standards; (ii) grant **equitable** access to all students; (iii) provide flexible and multiple entry and exit points for participants and recognize skills acquired outside the formal school system; (iv) have a cadre of well qualified teachers; and (v) possess the ability to adapt to new demands as needed.

- 2.4 To achieve this “seamlessness,” GOTT recognizes that the following bottlenecks should be addressed: (i) an unregulated ECCE sector, resulting in limited access and quality differences among providers; (ii) the use of varied curricula and teaching approaches across levels; (iii) limited educational opportunities for students with different learning needs; (iv) heavy reliance on formal test results to determine a person’s future education and training opportunities; (v) the absence of standards for the teaching profession; and (vi) the need for closer collaboration between the two ministries responsible for education, that is, the MOE and the Ministry of Science, Technology and Tertiary Education (MSTTE).
- 2.5 Consistent with GOTT’s long term goal to create a highly skilled labor force, the proposed operation is a multi-phase operation with three phases (Phase I – three years, Phase II – four years, and Phase III – three years). Although a seamless education system encompasses all levels of education, GOTT identified ECCE and primary education as priority areas for Phase I, which aims to improve: (i) access and equity of educational services provided to all children; (ii) quality and relevance of education; and (iii) sector management, including project management, evaluation, and monitoring in these two sub-sectors. Based on lessons learned from the Secondary Education Modernization Program<sup>2</sup> (SEMP), where efforts to introduce changes immediately on a national scale were compromised due to limited institutional capacity, all Phase I initiatives will be implemented in a representative group of primary schools accompanied by efforts to strengthen institutional capacity. Based on results from Phase I, Phase II initiatives will be implemented on a national scale, possibly adding activities aimed at secondary education. Phase III will then support completion of all initiatives.
- 2.6 **ECCE.** Vision 2020 aims for universal access to quality ECCE by 2015. At present, about 82 percent of children in the three-four age cohort are enrolled in over 800 ECCE centres, of which about 20 percent are managed by GOTT and the rest by private providers. Regarding the quality of ECCE, until recently the sector experienced little oversight and regulation, resulting in vast quality differences among providers pertaining to pedagogy and curriculum, qualifications of teaching staff, physical infrastructure, and materials available. With the intent to ensure ECCE providers meet uniform quality standards, MOE developed “Standards for Regulating Early Childhood Services” (2004) as well as a “National ECCE Curriculum Guide” (2005/06) to be implemented in all centres.

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<sup>2</sup> SEMP (TT0023, approved in 1999), supported by the Bank, has been important in expanding access to secondary education through construction of 18 schools. See also Fourth Basic Education Program (World Bank, 1996-2002).

Given that the majority of centres do not meet the required standards, MOE calculates that it will require replacement and/or upgrading and some new construction of approximately 600 centres, both public and private, to achieve the goal of universal access to quality care. To support private provision, MOE developed five models for possible partnerships with non-governmental organizations and private providers for both the construction and subsequent management of centres. The proposed program will support MOE's efforts to: (i) improve access and quality of ECCE through the construction of up to 50 public centres in targeted areas, and (ii) strengthen institutional capacity to oversee implementation of the national standards and the curriculum guide and to establish partnerships with the private sector.

- 2.7 **Inclusive education.** Educating children with disabilities and disadvantages is a challenge for all countries. MOE's goal is to provide opportunities for all persons to receive the quality of education and training needed to become productive citizens. Based on GOTT's National Policy on Persons with Disabilities (2005), MOE developed policies supporting the universal right to an inclusive education and aiming for the gradual integration of special education services into mainstream education. The proposed operation will support MOE's policies to provide inclusive education in select ECCE and primary "demonstration schools" that will be monitored and evaluated to inform implementation in future phases. These schools will have services and programs for students with a wide range of learning needs.
- 2.8 **Curriculum, assessment, and Spanish as the first foreign language.** To improve student performance at the primary level, MOE intends to introduce a modern (i.e., student-centered) approach, modeled after SEMP and other initiatives. Most importantly, MOE wants to move from an approach that expects students to simply repeat facts to one that fosters skills deemed important to succeed in the 21st century, such as team-work, problem-solving, and critical thinking. Therefore, it will introduce a revised curriculum, new teaching methods, and alternative assessment methods, complementing traditional paper and pencil tests. To deepen cultural and economic linkages with neighboring countries, GOTT is making efforts to introduce Spanish as the first foreign language. To this end, in 2005 GOTT established the Secretariat for Spanish Instruction (SIS) with the mandate to drive this nationwide initiative and form partnerships with Spanish-speaking countries. The proposed operation will assist MOE in the articulation of forward linkages of the primary curriculum with the secondary curriculum, and backward linkages with the ECCE guide, and the introduction of Spanish by providing language training to teachers, didactic materials, and technical assistance.
- 2.9 **Sector management.** As MOE takes on additional responsibilities (e.g., ECCE integration), key functions of MOE, such as education planning and human resources, require additional capacity and technological support to fully carry out their mandates. Building upon ongoing efforts to strengthen the Educational Management and Human Resource Information Systems (EMIS and HRIS

respectively), project activities will support the transition to a system-wide electronic management and communication system. Furthermore, given that the MSTTE is responsible for tertiary education, a seamless education system will require increased coordination between the two Ministries. To this end, an oversight committee for seamless education has already been established. The project will provide technical assistance to support the committee in the development of a well-defined action plan to implement a seamless education system that will inform future phases.

- 2.10 **Professional Development (PRO-D).** Well-trained teachers are a key ingredient to improving the quality of education. Therefore, and in line with regional efforts led by CARICOM, the MOE is taking a number of steps to both improve the quality of teaching and to revise the career path of teachers so that both performance and training will count in the future towards promotions. Whereas in the past, except for a brief period 1964-70, all teacher training was in-service and entry requirements for new teachers were limited to a licensing procedure, as of 2009, all new teachers entering the profession must have a Bachelor of Education. The present operation will include support for: (i) the development of a Performance Management and Appraisal System for teachers; (ii) professional development for in-service teachers to improve teaching performance; and (iii) the establishment of a National Council for Teaching and Teacher Education, responsible for the definition of standards for the teaching profession.
- 2.11 **Monitoring and evaluation.** All project activities will have a comprehensive evaluation and monitoring component to inform subsequent phases of the program. Among the innovative features included in this operation are: (i) the evaluation of the various ECCE models with respect to their cost-effectiveness and the quality of care provided; and (ii) a longitudinal study to follow a cohort of children over a specific period of time, in order to assess the impact of ECCE on their future education.

### III. TECHNICAL ISSUES AND SECTOR KNOWLEDGE

- 3.1 **ECCE.** As described above, despite the goal to encourage both public and private provision of ECCE services, MOE's current strategy to facilitate universal access emphasizes the construction of new, mostly public, centres. In discussions with MOE about its strategy, the following issues were identified: (i) the risk of crowding out private providers, which currently provide the majority of ECCE services potentially, affecting provision of quality ECCE in the long term; (ii) the need for immediate capacity strengthening to promote adherence to the standards and quality measures, e.g., use of the new curriculum guide; and (iii) the need to refine targeting criteria for the construction of ECCE centres. The following targeting criteria were developed from both the living conditions survey (2005) and data from a school mapping exercise: (i) Basic Needs Index, prioritizing those communities that rank lowest; (ii) sufficient number of children of age three-four to justify construction of a new centre; and (iii) availability of suitable land. Using these criteria, MOE will establish a list of communities where public centres will

be constructed using loan resources. A second set of targeting criteria at the centre level will be needed to ensure that children from disadvantaged families benefit early on from the newly constructed centres.

- 3.2 **Inclusive education.** T&T's policy on inclusive education is exemplary and follows international best practice; however, putting it into operation via demonstration schools will be a challenge. As a first step, MOE policy makers and technical personnel will participate in a study tour to fine-tune the national model. Secondly, training and technical assistance will be provided to respond to the results of a recent survey that assessed the readiness of teachers and the education system to deal with diverse student needs and the demand for "special needs" services. Despite the favorable dispositions of teachers to work with students with special needs, training and expertise to diagnose and address special learning needs remains weak, and specialty occupations, such as school counselors and speech therapists, are in short supply nationwide.
- 3.3 **Spanish as the first foreign language, curriculum, assessment.** Learning from previous experiences, the project will ensure that: (i) a sufficient number of Spanish-speaking teachers exists in the system employing various strategies; (ii) accompanying teaching materials for Spanish are provided; and (iii) MOE has an improved institutional capacity to provide continued on-site support for the implementation of the proposed changes.
- 3.4 **Staffing.** Due to the economic boom the country is currently experiencing, the staffing of positions with qualified applicants has been a challenge for all government agencies. To address this situation, in 2006 GOTT created a Human Resource company with the mandate to intensify recruitment efforts both nationally and internationally. To better serve the needs of MOE, the company will create an "education desk" exclusively dedicated to recruitment for the education sector.

#### IV. SAFEGUARDS AND FIDUCIARY ISSUES

- 4.1 The environmental and social safeguard classification is "C". The program will support the construction of ECCE centres and minor rehabilitation of primary schools to accommodate students with special needs. Both constitute relatively minor works, therefore the program is not expected to have significant negative environmental impacts. All construction and rehabilitation work will comply with the requirements of the Environmental Management Act (EMA).

#### V. RESOURCES AND TIMETABLE

- 5.1 Preparation for the operation has benefited from a Japanese Grant in the amount of US\$630,000 (ATN/JF-9437-TT) and funds from the Ministry of Education and SEMP (see Index of Completed and Proposed Sector Work, Annex IV).

## SAFEGUARD POLICY FILTER REPORT

This Report provides guidance for project teams on safeguard policy triggers and should be attached as an annex to the Project Concept Document (or equivalent) together with the Safeguard Screening Form, and sent to CESI.

<b>PROJECT DETAILS</b>	<b>IDB Sector</b>	Education
	<b>Type of Operation</b>	Multi-phase Investment Loan
	<b>Additional Operation Details</b>	
	<b>Country</b>	Trinidad and Tobago
	<b>Project Status</b>	New Operation
	<b>Investment Checklist</b>	Generic Checklist
	<b>Team Leader</b>	Sabine Aubourg - Rieble
	<b>Project Title</b>	Support for a Seamless Education System
	<b>Project Number</b>	TT-L1005
	<b>Safeguard Specialist(s)</b>	<i>To be completed by assessor</i>
	<b>Assessment Date</b>	2007-12-05
	<b>Assessment Number</b>	2007-12050213-2
	<b>Additional Comments</b>	

<b>SAFEGUARD POLICY FILTER RESULTS</b>	<b>Type of Operation</b>	Multi-phase Investment Loan	
	<b>Safeguard Policy Items Identified</b>	No issues identified	
	<b>Potential Safeguard Policy Items</b>	No potential issues identified	
	<b>Recommended Action</b>	Operation has not triggered any Policy Directives. Complete Project Classification Tool. Submit Safeguard Policy Filter Report, PCD (or equivalent) and Safeguard Screening Form to CESI Secretariat.	
	<b>Additional Comments</b>	<i>Policy Directives can be accessed from the Resources tab on the Toolkit home page.</i>	

<b>ASSESSOR DETAILS</b>	<b>Name of person who completed screening:</b>	
	<b>Title</b>	
	<b>Date</b>	2007-12-05

## SAFEGUARD SCREENING FORM

This Report provides a summary of the project classification process and is consistent with Safeguard Screening Form requirements. The printed Report should be attached as an annex to the Project Concept Document (or equivalent) (together with the Safeguard Policy Filter Report) and sent to CESI.

<b>PROJECT DETAILS</b>	<b>IDB Sector</b>	Education
	<b>Type of Operation</b>	Multi-phase Investment Loan
	<b>Additional Operation Details</b>	
	<b>Country</b>	Trinidad and Tobago
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	<b>Investment Checklist</b>	Generic Checklist
	<b>Team Leader</b>	Sabine Aubourg-Rieble
	<b>Project Title</b>	Support for a Seamless Education System
	<b>Project Number</b>	TT-L1005
	<b>Safeguard Specialist(s)</b>	<i>To be completed by assessor</i>
	<b>Assessment Date</b>	2007-12-05
	<b>Assessment Number</b>	2007-12052429-2
	<b>Additional Comments</b>	

<b>PROJECT CLASSIFICATION SUMMARY</b>	<b>Project Category:</b> C	<b>Override Rating:</b>	<b>Override Justification:</b>
	<b>Conditions/Recommendations</b>		<b>Comments:</b>
		<ul style="list-style-type: none"> <li>No environmental assessment studies or consultations are required for Category "C" operations (as established under directive B.3 of the Environment Policy).</li> <li>Some Category "C" operations may require specific safeguard or monitoring requirements (Policy Directive B.3).</li> <li>The Project Team must send the PCD (or equivalent) containing an Environmental and Social Strategy (ESS -- the requirements for an ESS are described in the Environment Policy Guideline: Directive B.3; paragraph 9).</li> </ul> <p><i>Policy Directives can be accessed from the Resources tab on the Toolkit home page.</i></p>	

<b>SUMMARY OF IMPACTS/RISKS AND POTENTIAL SOLUTIONS</b>	<b>Identified Impacts/Risks</b>	<b>Potential Solutions</b>
	No issues identified	

<b>ASSESSOR DETAILS</b>	<b>Name of person who completed screening:</b>	<b>Date:</b>
	<b>Comments:</b>	

**TRINIDAD AND TOBAGO**

**SUPPORT FOR A SEAMLESS EDUCATION PROGRAM  
(TT-L1005)**

**ENVIRONMENT AND SOCIAL SAFEGUARD STRATEGY (ESS)**

1. The environmental and social safeguard classification is “C”. The program is not expected to have significant negative environmental impacts. The civil works included in the both the ECCE and inclusive education component are minor. The design of ECCE centres is not very complex and is not considered large works. Any works required at selected schools for providing access to disabled students will be rehabilitation or minor works. Any civil works will comply with the rules and regulations established by the Environmental Management Act (EMA). The Ministry of Education is very familiar and experienced with the EMA due to construction work completed under the Secondary Education Modernization Program.
2. The “demonstration” schools for inclusive education will be introduced in schools that already exist and are in operation. Therefore, it will not be necessary to secure land for these schools, however, they might require some minor refurbishments to provide access to students with special needs. The selection criteria to identify this initial group of school will take into consideration the current physical condition of the school. All refurbishments will be done in accordance with GOTT and MOE standards, which were reviewed previously and are considered more than adequate.
3. All procurement of works, goods, and services will follow IDB procurement guidelines and policies. In light of current experiences with toys covered by lead-based paint or other safety issues, IDB/ MOE will put in place measures to ensure that products to be acquired will meet safety standards including requiring of bidders to certify that their products are contaminant and lead-free.



**TRINIDAD AND TOBAGO**  
**SUPPORT FOR A SEAMLESS EDUCATION SYSTEM**  
**(TT-L1005)**  
**List of Completed and Ongoing Sector Work<sup>1</sup>**

Issues	Description	Responsibility	Expected Completion
Technical studies / Sector work	<p>Inclusive Education</p> <p>The main objectives are to: (i) Identify and assess the current performance of special education needs students; (ii) Identify and profile the current teachers and support personnel available; (iii) Evaluate and describe the current strategies, supports, physical conditions and resources in schools; (iv) Review and evaluate current teacher and support personnel training programs and activities; (v) Review and evaluate the current legislation, policies, and mechanisms in place for evaluation and monitoring of school programs related to inclusive education for special education needs students; (vi) Provide a cost-effectiveness analysis and provisional budget for establishing an inclusive education system in schools.</p>	<p>MOE</p> <p>(using resources from ATN/JF-9437-TT)</p>	February 2008
	<p>Early Childhood Care and Education</p> <p>The study's specific objectives are to examine: (i) The adequacy of ECCE programs and curricula in preparing children to succeed as learners in school and throughout life; (ii) ECCE standards and the capacity to implement them; (iii) Partnerships with private, public, and non-governmental sectors that help promote high-quality, comprehensive learning environments for young children and their parents; (iv) Financial and human capacity/educational issues; and (v) ECCE policies and oversight, management and data collection systems.</p>	<p>MOE</p> <p>(using resources from ATN/JF-9437-TT)</p>	March 2008

<sup>1</sup> Technical Files/Reports available in IDBDOCs

	<p>Sector Management, including Institutional Assessment of Ministry of Education</p> <p>The objective of this consultancy was to conduct an institutional analysis of the Ministry of Education in view of the requirements for managing a coordinated and “seamless” education system and to identify bottlenecks and recommend solutions. In addition, the consultancy proposed a mechanism to foster collaboration among various Ministries involved in education, particularly with the Ministry of Science, Technology and Tertiary Education, and a project execution scheme.</p>	<p>MOE (using resources from SEMP 1180/OC-TT)</p>	<p>March 2008</p>
	<p>Evaluation and Monitoring, Budget, Analysis of Project Cost and Economic Viability</p> <p>The objective of this consultancy was to collaborate with the GOTT and the MOE in the development of the First-Year Operational &amp; Procurement Plan, to conduct the financial and sustainability analysis of the proposed loan for MOE, to prepare the program’s budget, and to develop a monitoring and evaluation framework and plan.</p>	<p>MOE (using resources from ATN/JF-9437-TT)</p>	<p>April 2008</p>
	<p>Curriculum, Assessment, Spanish</p> <p>The objective of this consultancy was to review and make concrete recommendations on how to modernize the primary curriculum in order to better align it with the revised secondary curriculum, as well as how to incorporate Spanish as the first-foreign-language into curricula at all levels and to introduce continuous assessment at all levels.</p>	<p>MOE (using resources from SEMP 1180/OC-TT)</p>	<p>October 2007</p>
	<p>Teacher Education.</p> <p>The objective of this consultancy was to analyze the legal, political, institutional and regulatory frameworks within which professional development takes place and, based on this analysis, to identify possible activities for its modernization. Included here was the generation of a master plan for the modernization of professional development in TT and a roadmap for its implementation, as well as the identification of challenges (financial; human resources) facing implementation.</p>	<p>MOE (using resources from SEMP 1180/OC-TT)</p>	<p>November 2007</p>

	School Mapping, Rationalization, and Resource Allocation	MOE (using resources from SEMP 1180/OC-TT)	October 2007
	The objectives of this study was to develop a computerized database including (i) the location and other key information about ECCE centres, primary and secondary schools, and (ii) demographic data, and also to conduct a teacher demand/supply study to assess future demands of teachers. The database will serve as a planning tool informing decisions about school construction and rehabilitation. The consultancy provided training to MOE staff in the use and maintenance of the database.		
	Operational Manual	IDB	May 2008
Financial management/ fiduciary issues and control environment	No fiduciary issues are anticipated.		
Data collection and analysis for reporting on results	Preliminary indicators and triggers were discussed with MOE during both missions in August and October 2007. In Jan 2008, triggers for preparation of Phase II were finalized.		
Stakeholder consultations	On October 22, 2007 MOE organized a stakeholder conference for ECCE to inform about MOE initiatives in the sector and to obtain feedback.	IDB/MOE	October 2007
Other key issues, such as donors, gender, sustainability, country/sector issues	Prior to the start-up of the primary curriculum review process, a short consultancy will be completed to inform about concrete in-classroom strategies to better work with boys and girls, given the underperformance of boys in education throughout the region.	IDB	March 2008