

DOCUMENT OF THE INTER-AMERICAN DEVELOPMENT BANK

TRINIDAD AND TOBAGO

SUPPORT FOR A SEAMLESS EDUCATION SYSTEM PROGRAM

(TT-L1005)

LOAN PROPOSAL

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ELECTRONIC LINKS	
REQUIRED	
1.	Annual Operating Plan http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=1503593
2.	Procurement Plan http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=1662115
3.	Safeguard and Screening Form (SSF) http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=1675844
OPTIONAL	
1.	Inclusive Education Component of the Seamless Education Project http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=1504111
2.	School Mapping for a Seamless Education System in Trinidad and Tobago http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=1504108
3.	Curriculum Instruction, Testing and Evaluation and Spanish as the First Foreign Language http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=1504089
4.	A Seamless Education System (SES) for the Ministry of Education, Trinidad and Tobago http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=1480318
5.	Support for a Seamless Education System Modernizing the Approach to Teacher's Development http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=1503785
6.	Construction of a Representative Sample and Achievement Related Database of Public Primary Schools in Trinidad & Tobago http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=1503742
7.	Early Childhood Care and Education Study http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=1503742
8.	Monitoring & Evaluation Operational Manual http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=1664799
9.	Draft Terms of Reference Midterm and Final Evaluation http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=1966721
10.	Development of an Instrument to Determine Eligibility for Enrolment in New Early Childhood Centres http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=1670132
11.	Note on Targeting Instrument for Selection of Children to the New ECCE Centres http://idbdocs.iadb.org/wsdocs/getDocument.aspx?DOCNUM=1669409

ABBREVIATIONS

B.Ed	Bachelor in Education
CIST	Curriculum Implementation Support Teams
DERE	Division of Education Research and Evaluation
ECCE	Early Childhood Care and Education
EFCL	Educational Facilities Company Limited
GOTT	Government of Trinidad and Tobago
ICT	Information and Communications Technology
IDB	Inter-American Development Bank
IE	Inclusive Education
IEA	International Association for the Evaluation of Educational Achievement
IT	Information Technology
MOE	Ministry of Education
MoU	Memorandum of Understanding
NCTTE	National Council for Teaching and Teacher Education
PCU	Project Coordination Unit
PIRLS	Progress in International Reading Literacy Study
PMAP	Performance Management and Appraisal Process
SEMP	Secondary Education Modernization Program
SES	Seamless Education System
T&T	Trinidad and Tobago
TASC	Technical and Advisory Steering Committee
THA	Tobago House of Assembly

PROJECT SUMMARY
TRINIDAD AND TOBAGO
SUPPORT FOR A SEAMLESS EDUCATION SYSTEM
(TT-L1005)

Financial Terms and Conditions					
Borrower: Republic of Trinidad and Tobago			Amortization period:	20 years	
Executing Agency: Ministry of Education (MOE)			Grace period:	4 year	
			Disbursement period:	4 years	
Source	Phase I US\$ million	Phase II US\$ million	Phase III US\$ million	Supervision and inspection fee:	*
IDB (OC):	US\$48.75	US\$50	US\$10	Interest rate:	Libor
Local:	US\$13.75	US\$10	US\$ 2	Credit Fee:	*
Total:	US\$62.50	US\$60	US\$12	Currency:	US\$ single currency facility
Project at a Glance					
Project objective/description: Consistent with the Government of Trinidad and Tobago's (GOTT) long-term goal to create a highly skilled labor force, the operation is a multi-phase operation with three phases (Phase I: 3 years; Phase II: 4 years; and Phase III: 3 years). For Phase I, Early Childhood Care and Education (ECCE) and primary education are priority areas. Therefore, in Phase I, the project aims to: (i) improve the equity, quality and relevance of educational services provided in ECCE and primary education levels; and (ii) improve sector management, including project management, monitoring and evaluation. The project has four components. Component 1: Increase equity, quality and relevance of education services. Component 2: Improve quality and relevance for primary education. Component 3: Improve sector management. Component 4: Social marketing campaign. Based on results from Phase I, activities initiated in Phase II will be implemented on a national scale, including initiatives at the secondary level. Phase III will support consolidation of all initiatives.					
Special contractual conditions: The following are conditions prior to first disbursement: (i) the presentation and no-objection of the Bank to the final list of proposed sites for the new ECCE centres based on criteria which include the Basic Needs Index prioritizing those communities that rank lowest including both urban and rural communities (see par. 1.19); (ii) hiring of key staff for the Project Coordination Unit (PCU) and provision of office space and equipment for its staff (see par. 3.1); (iii) hiring of key staff within the ECCE division (see par. 3.5); and (iv) the presentation of the annual operating plan and the Implementation Manual (see par. 3.4).					
Exceptions to Bank policies: None.					
Project qualifies for: SEQ[X] PTI [X] Sector [X] Geographic[] Headcount []					

(*) The credit fee and inspection and supervision fee will be established periodically by the Board of Executive Directors as part of its review of the Bank's lending charges, in accordance with the applicable provision of the Bank's policy on lending rate methodology for ordinary capital loans. In no case will the credit fee exceed 0.75% or the inspection and supervision fee exceed, in a given six-month period, the amount that would result from applying 1% to the loan amount divided by the number of six-month periods included in the original disbursement period.

I. DESCRIPTION AND RESULTS MONITORING

A. Background, problem addressed, justification

- 1.1 Over the last six years, Trinidad and 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 the international commodity markets. Recognizing that its natural resources are limited, the Government of Trinidad and Tobago (GOTT) developed a strategic plan, Vision 2020, which clearly states that economic diversification and the creation of a highly skilled labor force are the key for ensuring future competitiveness. Aware of the existing link between education and productivity, Vision 2020 outlines the need for a well integrated, articulated Seamless Education System (SES) that fosters life-long learning.
- 1.2 To fully understand the implications of Vision 2020 for the education sector, in 2005 Cabinet appointed an inter-ministerial committee tasked with a sector diagnostic and developing recommendations for achieving a more flexible, modern, coordinated SES. Noting that T&T has made great strides in enhancing access to education at all levels, quality issues remain pending. About 87 percent of 3-4 year olds are enrolled in Early Childhood Care and Education programs (ECCE), 94 percent of children attend primary education, and 79 percent are enrolled in secondary education, up from 24 percent in 1970.¹ Despite these advances, however, not all children are school-ready upon entering first grade. As children progress in the system, about 30 percent score less than 30 percent on the Secondary Entrance Assessment in mathematics and language arts, with boys' displaying consistently lower scores than girls, and overall student performance varying by student characteristics, mostly socioeconomics, as the so-called prestige schools (mostly denominational) outperform public institutions.
- 1.3 Education reform has been a high priority in T&T for over a decade. Significant achievements have been made in expanding access to education in part through the Secondary Education Modernization Program (SEMP - Loan 1180/OC-TT, ongoing) and the fourth Basic Education Project (World Bank 2002). Yet these efforts have tended to focus on particular sub-sectors and did not have a sector-wide perspective as advocated by Vision 2020. Consequently, reforms were carried out in a rather isolated fashion. For future initiatives, GOTT has adopted a sector-wide approach to ensure a better coordination of activities. In this context, given that secondary education reform remains ongoing, MOE prioritized two areas of high demand for this operation: ECCE for three to four year-olds; and increased quality/equity at the primary school level with the aim to create closer linkages and articulation between ECCE, primary and secondary education.

¹ The education system serves about 265,407 students (2005/2006).

- 1.4 **Transforming the ECCE sector through enhanced quality and access.** Recognizing the need to provide a foundation for lifelong learning and enhance school readiness, the GOTT has embarked on a strategy to ensure that all three and four year olds have access to quality ECCE. While there has been exponential growth in the last decade in preschool attendance, the majority of services are provided by private centres which vary greatly in approach and quality. To ensure more uniform quality services, MOE, with support from the National Council for ECCE² drafted Standards for Regulation of Early Childhood Services and a New National ECCE Curriculum Guide to be implemented in all centres. Some progress has been made with respect to their implementation, but substantive training and support will be needed to ensure their universal application.
- 1.5 **Implementation of National Standards for ECCE.** A recent assessment (2007) of all ECCE centres revealed a need for across-the-board investments in infrastructure and quality. Approximately 65% of centres are in poor or critical condition and require reconstruction as a matter of priority due to structural deficiencies that pose risks to children and staff. Less than 5% meet the new standards pertaining to space, layout, teacher training and teacher-child ratios. Only about 30% of ECCE teachers have a Bachelor in Education (B.Ed) degree as required by the new standards. Consequently, in its effort to bring ECCE services up to the new standards, GOTT has launched various initiatives to address these issues, including a construction program to replace and/or modernize ECCE centres and to implement different models of public-private provision, including community-based models, to improve the quality and efficiency of service delivery.³ Given the historically strong presence of the private sector in the provision of ECCE services and the GOTT's support to denominational schools, MOE plans to improve the quality of ECCE for all children through these partnerships and to improve equity and access by constructing new centres in targeted areas of need and upgrading of teachers' qualifications.
- 1.6 **Inclusive Education (IE).** Currently, T&T has a National Policy on Persons with Disabilities that addresses the universal right to an inclusive education. Based on this policy, MOE's Student Support Service Division has developed several draft concept/policy papers to support this right aiming for the gradual integration of special education services into mainstream education. Following current

² The National Council for ECCE is a cabinet appointed body with responsibilities for oversight of the sub-sector.

³ There are five partnership models. **Model 1 and 2:** Management of an ECCE centre by a local school board appointed by MOE. The school board might be responsible for both a primary school and ECCE centres or for an ECCE centre only. In both cases, MOE will construct, furnish and equip the ECCE centres on lands provided by the state. **Model 3:** Joint management with community organization in which case the community organization will contribute the land for the building and the government will construct, furnish and equip the centres. **Model 4:** Joint management with a religious organization based on existing cost sharing arrangements for construction and maintenance of schools with these groups. **Model 5:** Management by a private provider with established track records in provision and management of ECCE services with access to professional development of staff through MOE and resources from public centres.

international trends, MOE recognizes that today the focus is no longer on the disability but on what the child needs to learn and the teaching methods and arrangements required to enable the student to access the curriculum. In order for students with special educational needs to maximize their potential, the education system must provide an appropriate school and classroom environment, curriculum and assessment tools, as well as a range of support services,⁴ that these students require; all of which are currently in short supply throughout the system.

- 1.7 **Demand for IE services.** A recent survey of schools (2007) indicated a relatively high number of both diagnosed and suspected disabilities. For example, 37% of teachers reported to have at least one student with a *diagnosed* disability (physical, cognitive, and/or emotional/behavioral) in their class; and 75% of teachers suspected that they had at least one additional student in their class who was not diagnosed. However, these numbers must be used with caution as teachers sometimes mistake behavioral and attitudinal problems with learning disabilities. Recognizing the need to provide better services to these students, since 2005 MOE has undertaken efforts to introduce IE in selected primary schools, including an approach to simultaneously prepare regular schools for students with disabilities and special schools for transitioning their students to regular schools and becoming resource centres for regular schools. However, monitoring and evaluation of these initiatives largely have been absent. A system of monitoring and evaluation is needed, where evaluation data and findings are used to examine and improve programs on a regular basis. Furthermore, although teachers are open to work with special needs students, the survey indicated that only a small percentage of teachers is trained or prepared for this task.
- 1.8 **Curriculum, assessment, and Spanish as the first foreign language.** An analysis of the curriculum, assessment methods and teaching practices in primary schools strongly support the need for upgrading and modernization. Current teaching methods are outdated, in that they are teacher centered and do not actively engage students in the learning process. Nor does current practice encourage the development of new skills, such as team-work, problem-solving, and critical thinking, but continues to rely on repetition of facts and passive learning. Yet, insofar as few primary schools have the resources necessary to improve teaching, few teachers are prepared to teach the curriculum in a differentiated manner responding to student needs. National test results also point to the need of revising methods of teaching for reading confirmed by T&T's performance on the Progress in International Reading Literacy Study (PIRLS) in 2007. T&T had an overall reading score of 436 and ranked 39 out of 45 participants, the international average scale score is 500.

⁴ Services related to guidance counseling, social work, school psychology, clinical psychology, and speech and language pathology.

- 1.9 Although the primary curriculum was last reviewed in the early 2000s,⁵ it was done prior to the completion of the ECCE curriculum guide and the new secondary curriculum under SEMP. Therefore, a review and update of the curriculum is necessary to accommodate the notion of a seamless education, better articulating the primary level with the ECCE curriculum guide and the secondary curriculum and incorporating performance standards throughout. In addition, revision is needed to make IE operational and to better equip students with skills in Spanish as a first foreign language (see par. 1.11).
- 1.10 **Assessment.** Over the last eight years, the Division of Education Research and Evaluation (DERE) has introduced new assessment approaches, including participation in international tests (e.g., PIRLS 2007) and continuous assessment at both the primary and secondary level. Currently, it is estimated that about 100% of primary schools apply some aspect of the method, however, many do so incorrectly and neither teachers nor parents fully understand its measures or purposes. Furthermore, the creation of an inclusive education system will require DERE staff to be trained in assessment methods for inclusive education and to develop a coherent assessment policy closely aligned with the new curriculum.
- 1.11 **Spanish as the first foreign language.** To deepen cultural and economic linkages with neighboring countries, GOTT aims to introduce Spanish as the first foreign language. To this end, in 2005 GOTT established the Secretariat for the Implementation of Spanish with the mandate to drive this nationwide initiative and form partnerships with Spanish speaking countries. Past efforts to universalize the teaching of Spanish were compromised by an insufficient number of qualified Spanish speaking teachers at the primary level, inadequate training opportunities, and the lack of adequate support materials in schools. Consequently, future initiatives must address the supply of sufficient Spanish speaking teachers and provision of materials for the teaching of the language.
- 1.12 **Sector management.** MOE is the largest ministry in T&T with about 17,000 staff members, including 14,000 teachers, and has been under reform for the last five years (partly initiated by SEMP) to improve effectiveness, efficiency, and accountability. To this end, operational responsibilities are being de-concentrated to eight Regional Educational Offices. Despite these ongoing efforts, recent institutional assessments (2007; 2008) conclude that daily operations remain bureaucratic and slow. Most information is still processed manually, and there is little capacity to retrain staff in a timely manner, undertake sector-wide planning activities, and to coordinate policy development and dialogue or perform basic monitoring and evaluation activities.
- 1.13 **Management of teachers/professional development.** Teacher training is a priority for MOE and it has undertaken various efforts to upgrade the skills of teachers and principals in part originating in a regional policy framework

⁵ Fourth Basic Education Project, World Bank. Completed in 2002.

requiring that all new teachers entering the system have, at a minimum, a B.Ed. To this end, GOTT has reformed its pre-service training programs and relies on the newly created University of Trinidad and Tobago, the University of the West Indies, and the University of the Southern Caribbean to offer these programs. Despite these significant changes to date, no unified system for the registration, licensing and in-service professional development of teachers and principals exists. Persons seeking to enter the profession register as a teacher by presenting the requisite academic qualifications (which vary by level), passing an interview with the Teaching Services Commission, and paying a \$5 registration fee. Once inserted in the teaching profession, there are few institutionalized support systems for induction and career development.

- 1.14 To address these issues, Cabinet approved in 2004 the Teacher Education and Teacher Performance and Project Unit, and charged it with the coordination of professional development activities. However, this unit is currently understaffed and is not well equipped to organize and manage the scope of professional development challenges at hand, from the upgrading of teacher credentials to a B.Ed, to training ECCE teachers and implementing IE. Consequently, initiatives are needed to create a harmonized policy framework for the profession with clearly established standards and criteria for advancement and to strengthen the unit in light of changing demands.
- 1.15 **Stakeholder involvement.** MOE is involved in many initiatives which are not always well known to its internal and external stakeholders. Teachers and administrators express the need for more information about ongoing initiatives to better communicate with parents and students. Therefore, efforts to communicate clearly about the goals and objectives of MOE are needed at the central, regional and school level.

B. Objective, components and costs

- 1.16 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: 3 years; Phase II: 4 years, and Phase III: 3 years). GOTT identified ECCE and primary education as priority areas for Phase I. Therefore, in Phase I, the project aims to improve: (i) equity, quality and relevance of educational services provided to all children in ECCE and primary education; and (ii) sector management, including project management, and evaluation and monitoring.
- 1.17 Based on lessons learned from SEMP, where efforts to introduce changes at a national scale were compromised by limited institutional capacity, Phase I will be implemented in a representative group of primary schools and a select group of ECCE centres; it will be accompanied by efforts to strengthen institutional capacity of MOE. Based on results from Phase I, Phase II will be implemented on a national scale, adding activities at the secondary level. Phase III then will support consolidation of all initiatives.

1. Component 1. Increase equity and quality of educational services to all children (US\$44.8 million)

- 1.18 The objective of this component is to increase access to quality ECCE services for three and four year old children from disadvantaged families through government, government assisted and private initiatives/partnerships and to strengthen the capacity of the primary schools to accommodate and successfully deliver quality education to students with a wide range of learning needs, including the gifted and talented.
- 1.19 **Subcomponent 1.1. Early Childhood Care and Education (ECCE).** Key activities in this subcomponent include the construction, upgrading and equipping of 50 ECCE centres,⁶ according to the new standards and the development and implementation of an extensive training program for all centres staff. Of these centres, 39 will be built using loan resources and 11 will be financed with government resources. In addition, MOE will establish selection criteria for admission of children in the centres, which will be outlined in the Implementation Manual. The project will support the development of a plan to integrate the principles and child learning standards outlined in the curriculum guide into teacher training materials that are used in pre-service and in-service training, materials for parents, and other ECCE resources.⁷ Furthermore the ECCE unit will receive technical assistance to strengthen its capacity to implement the proposed management models, and to develop a coordinated information system that collects data on both child assessment and program evaluation to inform decision making at the national and local levels. Finally, the unit will also receive technical support to design and follow-up measurements for a longitudinal study on children to determine the impact of ECCE during the project's three phases. **The presentation and no-objection of the Bank to the final list of proposed sites for the new ECCE centres based on criteria which include the Basic Needs Index prioritizing those communities that rank lowest including both urban and rural communities will be a condition prior to first disbursement.**
- 1.20 **Subcomponent 1.2. Inclusive Education (IE).** This subcomponent will support the establishment of 12 demonstration schools (six ECCE and six primary schools) to model inclusive education practice in regular schools and classrooms, and to provide a knowledge base for best practices to meet diverse student needs. In these demonstration schools, the Program will: (i) enhance the knowledge, skills, and capacity of classroom teachers, special education teachers, support services personnel and administrators to meet the learning needs of all students;

⁶ Targeting criteria include: (i) the Basic Needs Index, prioritizing those communities that rank lowest; (ii) sufficient number of three-four year old children in the community to justify an ECCE centre; and (iii) availability of suitable land.

⁷ Special emphasis will be placed on providing support to centres to help implement mentoring and coaching techniques and reflective supervision practices that support teacher in implementing the new child learning strands and curriculum principles. Training modules will be developed in four key areas: use of activity centres and environment, emergent literacy, science and math exploration, and language connections with families.

(ii) finance specialized support services for students with special needs in the areas of school and clinical psychology, and speech and language pathology for the demonstration schools; (iii) support the development of a strategy to institutionalize the universal screening of all students at an early age; (iv) upgrade schools with appropriate facilities and support to enable multiple dimensions of access and participation; and (v) design and implement a coordinated system of monitoring and evaluation to address identified needs and priorities. Efforts will also be made to disseminate at the national, regional and local levels the policy for IE, expected to be approved by November 2008.

2. Component 2. Improve quality and relevance for primary education (US\$7.9 million)

- 1.21 This component aims at the articulation of the primary curriculum with curricula at both the secondary and ECCE levels accompanied by new assessment methods, integration of IE in the primary curriculum, and the introduction of Spanish as the first foreign language.
- 1.22 **Subcomponent 2.1. Curriculum.** The project will provide assistance for the revision of the primary curriculum in seven subject areas and the subsequent production and distribution of curriculum and teacher guides including appropriate instructional materials. To this end, MOE will form curriculum writing teams consisting of teachers according to criteria agreed upon by the Bank and MOE. As part of the revision process, MOE will develop performance standards that extend from ECCE through secondary education, revise the current literacy strategy, that is, its approach to teaching how to read, identify new teaching methods taking into account possible gender biases in teaching and the integration of Information and Communications Technology (ICT) into instruction, and develop a coherent curriculum and assessment framework. In Phase I, MOE will form Curriculum Implementation Support Teams (CIST) to support the implementation of all initiatives in the representative sample of primary schools.⁸ **As a contractual condition, MOE will provide evidence that it has provided office space and materials for the curriculum writing teams.**
- 1.23 **Subcomponent 2.2. Assessment and testing.** The component will finance among other activities: (i) provision of technical assistance to revise the assessment manual/guide in articulation with the revised curriculum; (ii) provide support for MOE's continued participation in PIRLS 2011; (iii) training for DERE staff and curriculum staff in assessment methods (including CIST); and (iv) the piloting of a document tracking system for national exams in two districts. In addition, loan resources will be used to train members of the CIST in the revised assessment methods to enable them to train teachers and principals in the selected schools.

⁸ By the end of Phase I, a representative sample of 60 primary schools will have implemented and tested all intended activities and will be compared with a control group of 14 primary schools. The selection of the representative sample will be subject to non-objection by the Bank.

Furthermore, to fully support the activities related to Component 2, all selected primary schools will have the opportunity to receive school development grants that will support identified activities to improve overall school performance.

- 1.24 **Subcomponent 2.3. Spanish as the first foreign language.** To support the introduction of Spanish, the project will finance: (i) Spanish immersion training for teachers in the selected primary schools; and (ii) technical assistance to develop and implement a Memorandum of Understanding (MoU) between MOE, and specialized institutions for a Spanish immersion and cultural assistance program to facilitate the teaching of Spanish in the select primary schools.⁹ The project will support the costs associated with a housing allowance, medical costs, travel expenses, and English courses of the foreign teachers in T&T that are part of this program. In addition, support will be provided for a study tour to learn how other countries introduced the teaching of a foreign language on a national scale. The Spanish curriculum will be revised (see par. 1.22) and updated, and loan resources will be used to acquire instructional materials and other resources needed in schools for the teaching of Spanish. Furthermore, a website will be designed to create virtual networks among Spanish teachers, schools and other countries and a fund will be established to support activities for Spanish in select primary schools.

3. Component 3. Sector management (US\$5.0 million)

- 1.25 The overall objective of this component is to strengthen MOE and to help it carry out existing and new mandates in a seamless and efficient manner.
- 1.26 To this end, the project will support among other activities: (i) the expansion of MOE's Information Technology (IT) systems; (ii) institutional strengthening of key divisions; (iii) professional development including coaching for managers to strengthen their capacity to direct and manage the ongoing and proposed organizational changes; and (iv) creation of a teaching career system and regulation of the teaching profession.
- a. **IT systems.** The project will provide resources for the design and implementation of an Educational Management and Human Resource Information System and a Registry Management and File Management and Tracking System. All initiatives build on ongoing IT initiatives.
 - b. **Institutional strengthening of MOE key divisions and SES oversight committee to perform its function as an information sharing mechanism.** MOE is currently in the process of restructuring the Educational Planning Division. Once completed, Pogram resources will be used to provide technical assistance for the reengineering and reorganization of the Educational Planning Division as well as training to staff to support implementation of the new structure which, among other things, aims to

⁹ The elaboration of the MoU specifying the terms and conditions of employment for Spanish speaking teachers will be subject to non-objection by the Bank.

strengthen the unit's capacity to: (i) develop, coordinate and evaluate policy for the sector; (ii) collect and analyze data resulting in more timely and reliable educational statistics; and (iii) plan and address emerging issues in education. The Human Resource Division is charged with the design and implementation of the performance evaluation system for administrators and teachers. To complete this task, the division will require both technical assistance and staff training. The existing oversight committee will receive technical assistance to develop action plans for harmonizing inter-ministerial and school efforts.

- c. **Professional development for MOE managers.** Technical assistance and training will be provided to senior managers to strengthen their management skills to better guide staff through the organizational changes in MOE.
- d. **Teaching career and profession.** To better structure and organize the teaching profession and careers, the project will support the following key activities: (i) establishment of a National Council for Teaching and Teacher Education (NCTTE) with the mandate to regulate the teaching profession by providing the standards for entry into and advancement throughout the teaching profession, establishing teacher licensing and registration requirements; (ii) the conduct of a baseline survey of teacher performance; (iii) the implementation of MOE's Performance Management and Appraisal Process (PMAP)¹⁰ for all teachers; (iv) the design and implementation of induction program using a mentor model; and (v) training for staff of Secretariat of the NCTTE.

4. Component 4. Social marketing campaign (US\$1.2 million)

- 1.27 **Social marketing campaign.** To increase the involvement of stakeholders in the education sector, loan resources will be used for a social marketing campaign that speaks to MOE's efforts in: (i) ECCE, particularly to promote public-private partnerships and the ways they support children, families, teachers and communities; (ii) inclusive education; (iii) curriculum and assessment; (iv) the introduction of Spanish; (v) MOE's reform efforts and internal communication to inform staff about the pending organizational changes; and (vi) strengthen the capacity of MOE's communication unit.
- 1.28 **Cost.** The total cost of the Program is US\$62.5 million, which US\$48.75 million will be financing by the Bank,¹¹ and US\$13.75 million will be counterpart contribution. Table I-1 summarizes Program costs by component and source of funds.

¹⁰ PMAP will assess, among other, teachers' formal credentials, practices and pedagogy used in the classroom, attitudes towards teaching, and professional and content knowledge.

¹¹ Includes up to US\$3.7 million in reimbursement of expenditure according to Bank policies.

Table I-1
Cost table US\$

Categories	IDB	Counterpart	Total	%
1. Increased access and equity	34,098,388	10,747,340	44,845,728	71.7%
1.1 Early Childhood Care and Education	28,600,690	10,534,300	39,134,990	62.6%
1.2 Promoting inclusiveness and equity	5,497,698	213,040	5,710,738	9.1%
2. Improved quality and relevance	5,996,065	1,995,805	7,991,870	12.7%
2.1 Primary education (Curriculum)	2,154,708	1,995,805	4,150,513	6.6%
2.2 Testing and assessment	1,769,057	-	1,769,057	2.8%
2.3 Spanish as the first foreign language	2,072,300	-	2,072,300	3.3%
3. Sector management and project administration	4,005,654	1,006,855	5,012,509	8.1%
3.1 MOE strengthening	2,037,616	-	2,037,616	3.3%
3.2 Professional development	817,038	466,855	1,283,893	2.1%
3.3 Project administration	1,151,000	540,000	1,691,000	2.7%
4. Sensitization and social communication	1,252,000	-	1,252,000	2.0%
4.1 Sensitization and social communication (Components 1 & 2)	1,252,000	-	1,252,000	2.0%
5. Monitoring and evaluation	1,785,000	-	1,785,000	2.9%
5.1 Component monitoring and evaluation	1,135,000	-	1,135,000	1.8%
5.2 Mid term and final evaluation	500,000	-	500,000	0.8%
5.3 Audit	150,000	-	150,000	0.3%
6. Contingency	1,612,893	-	1,612,893	2.6%
Total	48,750,000	13,750,000	62,500,000	100%
Percentage	78.00%	22.00%	100%	

C. Triggers

- 1.29 The triggers presented in Table I-2 have been selected for the following reasons: they are considered relevant to the proposed initiatives, and will provide information needed to plan and advance to Phase II.

Table I-2
Key indicators

Triggers	Time of measurement	Reason for selection
At least 50 ECCE centres meet national standards (regarding infrastructure, staffing, curriculum/pedagogy).	Year 3	MOE aims to implement the standards in all ECCE centres. 50 centres can include public, private and community based centres.
At least 10 public private partnerships have been formalized for the management of ECCE centres.	Year 3	Given the strong presence of private and community providers, MOE relies on a decentralized model of delivery and aims to include the private, community centres.
The demonstration school program has been evaluated and a plan for consolidation and/or expansion of Phase II has been approved by MOE.	Year 3	Evaluation will deliver key information required to plan Phase II initiatives.
Eight percentage points increase in the number of children receiving Spanish instruction in primary education.	Year 2	Achievement of indicator/trigger will show to what extent the strategy to introduce Spanish in primary school has been successful to inform Phase II activities.
A strategic Plan for the National Council for Teaching and Teacher Education has been approved.	Year 2	Strategic plan will provide roadmap for activities in Phase II.
At least 50% of loan resources disbursed and 75% committed.	Year 2	

- 1.30 Key results indicators are included in Annex II and have been agreed with MOE. The indicators will be measured prior to the start-up of the operation to provide baseline data; progress will be measured every year of the duration of the project. The current results framework includes mainly outputs due to the rather short implementation period of Phase I (three years), outcome measures, such as student performance on national exams, are not expected to change much over this period. Nevertheless, MOE currently administers national assessment in mathematic and language arts (standards 1,3) on an annual basis and will continue to do so. Baseline information containing information about student performance on these tests, captured in the Academic Performance Index, will be compiled and compared with results in Phases II and III. All indicators will be measured throughout Phase I, II, and III (see par. 3.10).

II. FINANCING STRUCTURE AND MAIN RISKS

A. Financing instruments

- 2.1 MOE will open a separate bank account for the management of the loan funds. The Project Coordination Unit (PCU) will: (i) implement an integrated accounting system for the management of the project accounts; (ii) maintain adequate financial and accounting records of the project funds and internet control systems to allow for verification of transactions; and (iii) contract suitably qualified and experienced personnel for the project accounting. Project financial and accounting records will be arranged so that: (i) the amounts received from the various sources can be easily identified; (ii) project expenses are reported in accordance with the chart of accounts approved by the Bank, with distinction made between the Bank loan and funds from other sources; and (iii) the necessary details are included to identify goods acquired and services contracted, as well as their use.
- 2.2 **Audits.** The PCU shall present annual financial statements of the Program audited by an independent firm acceptable to the Bank within 120 days of the end of each fiscal year, and a final financial statement to be submitted within 120 days after the date of the last disbursement. Audit costs will be financed through the loan.

B. Enviromental and social safeguard risks

- 2.3 The environmental and social safeguard classification is “C”. The Program is not expected to have significant negative environmental impacts. The civil works included in both the ECCE and the inclusive education component are minor. All civil works will comply with the rules and regulations established by the Environmental Management Act. The demonstration schools for IE will be introduced in existing, functional schools, and will not require acquisition of land.

C. Fiduciary risk

- 2.4 The proposed operation is expected to have a medium fiduciary risk. MOE has experience in implementing projects financed by international financing

organizations and is still executing SEMP (Loan 1180/OC-TT), however the procurement system of MOE with regard to Bank funded projects has been weak requiring close Bank supervision. In addition, financial administration is a medium risk as MOE does not have an adequate accounting system currently in place.

- 2.5 Allocation of counterpart resources has not been a risk for SEMP and is not expected to become one for this operation. MOE has an annual budget of about US\$669,096,031 and has made budgetary provisions for this Program. The expected counterpart resources of US\$13.75 million amount to 22% of the overall amount.
- 2.6 Procurement for the proposed project will be carried out in accordance with the *Policies for the Procurement of Works and Goods Financed by the Inter-American Development Bank* (GN-2349-7), of July 2006; and the *Policies for the Selection and Contracting of Consultants Financed by the Inter-American Development Bank* (GN-2350-7), of July 2006, and with the provisions established in the loan contract and the procurement plan.

D. Other key issues and risks

Table II-1
Other risks

Risk	Mitigation measures
Risks associated with limited access for poorer children at new ECCE centres.	The Program addresses the risk by ensuring the application of an instrument that determines eligibility and selection of children according to strict criteria.
Risks associated with completion of construction due to construction boom in T&T, subsequent shortage of labor for construction firms as well as escalating costs.	Construction of ECCE centres to be completed in time is a risk as the national and regional construction industry is engaged in major infrastructure projects in T&T and labor is in short supply even with the importation of workers from abroad. Procurement of centres will be done in packages in order to attract larger firms to participate in the bidding process.
Risks associated with limited implementation capacity and possible lack of ownership among MOE line units.	Great emphasis has been placed on involving all MOE line units, that is the heads of units/divisions and their staff, in the preparation of the project. Nevertheless, communication and collaboration across units have proven difficult. In addition, MOE has seconded senior staff to be part of the PCU. Loan resources will provide additional technical assistance for the duration of Phase I for each line unit to carry out project related activities.

III. IMPLEMENTATION AND MANAGEMENT PLAN

A. Summary implementation arrangements

- 3.1 Project Coordination Unit (PCU). Cabinet already approved a Project Preparation Unit which will turn into the PCU with some additional staff, following a matrix-model. That is, the PCU will coordinate and support MOE in the implementation of the project activities, however, technical responsibility lies within MOE's line units. The PCU will be headed by one coordinator supported by one technical coordinator for pedagogy and one for institutional development. Furthermore, the PCU will have one procurement specialist and one accounting specialist. All positions will have an assistant. Staff will be both MOE secondments and new

recruits/consultants. **Both hiring of staff for the key positions of the PCU and provision of office space and equipment for its staff will be a condition prior to first disbursement. Key positions of the PCU include the coordinator, the two technical coordinators, the procurement specialist and accountant.**

- 3.2 In addition to the PCU, MOE will create an in-house Technical and Advisory Steering Committee (TASC) that will oversee and guide the implementation of this operation. Led by the Chief Education Officer, members will include the directors of the various line units and a Bank representative as an observer. It has the mandate to provide oversight of implementation of all SES activities but mainly serves as a body that will anticipate, identify and resolve implementation bottlenecks. The TASC will report to the Permanent Secretary; and the Educational Planning Division will act as its technical and administrative secretariat.
- 3.3 To expedite communications and activities between the various divisions, a Technical Assistant working full-time will be contracted for each line unit to facilitate and coordinate the work related to the Program. These persons will provide technical support to divisional manager/component leaders. MOE will identify and appoint dedicated personnel for each of the components who will form part of the core implementation team. Pending the results of an annual performance evaluation, MOE will have an option to renew the contracts of these Technical Assistants for future phases. Further technical support at the regional level will be outlined in the operations manual.
- 3.4 The PCU will be responsible for: (i) preparing annual operating plans and the Implementation Manual; (ii) ensuring the achievement of outcomes through the monitoring of indicators; (iii) preparing and submitting disbursement request to the Bank and the corresponding justification of expenses; (iv) preparing the annual financial Program expenses, and the semi-annual Revolving Fund Status Reports; (v) preparing semestrial project reports; and (vi) maintaining an adequate documentation filing system. **The presentation of the Implementation Manual and the first annual operating plan will be a prior condition to first disbursement.**
- 3.5 The new ECCE division is actively recruiting key personnel at both the central and local levels to support implementation of the new guidelines. **Prior to the first disbursement of the Program, it will be necessary that key personnel for the ECCE division have been hired.** These positions include the Director, Assistant Director, Quality Assurance Coordinator, Curriculum Coordinator, Administrative Coordinator, and Family and Community Support Coordinator.
- 3.6 Based on lessons learn from previous projects, MOE will form curriculum writing teams from whom staff for the proposed interdisciplinary CIST will be selected. **The selection criteria for the CIST will require the non-objection of the Bank.** Based in the Regional Offices, the CIST will provide regular support and assistance to the selected primary schools in the implementation of all activities.

- 3.7 MOE will sign a MoU with the Tobago House of Assembly (THA) regarding the execution of the project within six months of signing the loan contract. The THA is a decentralized, autonomous administration and will require by law a MoU. The THA will supervise and monitor project activities as outlined in the MoU. A representative from the Education Administration will be part of the TASC.
- 3.8 GOTT participated in the PIRLS in 2006 which is developed and administered by the International Association for the Evaluation of Educational Achievement (IEA). IEA is an independent, non-profit, internationally scientific society licensed in Belgium. IEA has currently 62 member including national research institutions and government research agencies. GOTT wants to participate in the PIRLS 2011 assessment in order to compare the 2006 and 2011 results. Changes in the results will indicate changes in children's reading achievements as well as changes in reading instruction. The results will show how changes in instruction relate to students' performance in reading in a sample of 4th graders. Currently, there is no other organization that has a comparable test. IEA is therefore considered a specialized agenda that will be sole-sourced under the project.
- 3.9 The Educational Facilities Company Limited (EFCL) is a government special purpose company established by Cabinet in 2005 with the mandate to undertake all physical works and maintenance of MOE schools and institutions. EFCL employs the procurement methods required by the Central Tenders Board of T&T and has the capacity to employ IDB procurement rules. The fees of the company will be paid by government resources. EFCL will contract the contractors required for the 50 ECCE centres and the rehabilitation of the demonstration schools acting as a project management firm.

B. Summary of arrangements for monitoring results

- 3.10 **Monitoring and evaluation.** MOE will receive technical assistance to develop a comprehensive evaluation and monitoring framework 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 using an instrument to assess school readiness; (ii) a longitudinal study to follow a cohort of children over a specific period of time to assess the impact of ECCE on their future education; (iii) an external evaluation of the demonstration schools and their cost effectiveness; (iv) monitoring of the teaching of Spanish and the implementation of the new curriculum; and (v) use of an experimental design to assess impact of initiatives at the selected primary schools vs. a control group and also national test results available by school. As indicated above, implementation in Phase I will be limited to a representative sample of primary schools with a control group.
- 3.11 The Educational Planning Division will monitor the Program implementation with support from the other line units and the PCU. Program monitoring will be based on the implementation of the Annual Operational Plan and the Results Framework and Matrix of Indicators and Triggers.

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ANNEX II – RESULTS FRAMEWORK INDICATORS¹ AND TRIGGERS² FOR PHASE II

Project Objective:	The Program is consistent with GOTT's long-term goal to create a highly skilled labor force. The objectives of Phase I are: (i) improve the equity, quality and relevance of education services provided in Early Childhood Care and Education and primary education, and (ii) improve sector management, including project management and monitoring and evaluation.
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Component	Base	Year 1	Year 2	Year 3	Target Phase I	Comments
Component 1. Increase equity and quality of educational services to all children						
Subcomponent 1.1. ECCE						
Outputs						
1.1 New ECCE centers operational in targeted areas that meet national standards.	0	10	30	50 (Trigger 1)	50	
1.2 Partnerships formalized for the management of new ECCE centers.	0	5	10	15	15	
1.3 Baseline data for longitudinal study prepared. ³			Completed		Completed	As part of the longitudinal study, an instrument will be selected to measure the following dimensions: cognition, growth and motor skills, general knowledge, communication, and socio-emotional maturity. Data emanating from the ECCE centres about the socio-economic background of the children in the new centres will also be used.

¹ MOE and IDB agreed on the indicators contained in the results framework and that they will be reviewed twice a year. Triggers are not subject to review.

² In order to transition from Phase I to Phase II, 4 of the 6 trigger should have been achieved.

³ The Loan Review Report (18 months after approval) will speak to the results of this baseline study.

Component		Base	Year 1	Year 2	Year 3	Target Phase I	Comments
1.4	Public private partnerships formalized for the management of new ECCE centres.				10 (Trigger 2)		
Intermediate Outcomes							
1.5	7 percentage point increase in gross enrolment rates in ECCE centres.	86.9%	1.5	4.4	7.1	94.0%	
Subcomponent 1.2. Inclusive education							
Outputs							
1.6	Demonstration schools that are fully functional.	0			3	3	Functional has the following dimensions: (i) infrastructure; (ii) Human Resources; (iii) governance and management; (iv) training; (v) technology; and (vi) curriculum.
1.7	Children screened in all demonstration schools.	0	80.0%	20.0%	100.0%	100.0%	
1.8	Children screened are assessed within a 6-12 month period.	0	80.0%	100.0%		100.0%	
1.9	Sensitization/awareness campaign targeted towards parents has been carried out at the national level.			Initiated	Completed	Completed	
1.10	Operational Manual for the demonstration schools is approved by Ministry of Education.				Completed	Completed	
1.11	The demonstration school program has been evaluated and a plan for consolidation and/or expansion of Phase II have been approved by MOE.				Completed (Trigger 3)	Completed	
Intermediate Outcomes							
1.12	Children with special needs in all demonstration schools who have an Individualized Education Plan.	5.0%	10.0%	45.0%	100.0%	100.0%	
Component 2. Improve quality and relevance for primary education							
Subcomponent 2.1 Curriculum							
Outputs							
2.1	Teachers in selected primary schools are trained in assessment and teaching methods, as required by the revised curriculum.	0	0	120 (1.6%)	180 (2.4%)	300 (4.0%)	The number of teachers trained represent 4% of total – 7,527.
2.2	New Primary school curriculum guides with performance standards, instructional materials, teachers guides for assessment and curriculum, developed and disseminated in targeted schools for Infant 1,2, & Standards 1-3.			Completed for Infant 1,2	Completed for Std. 1,2,3	Completed for Infant 1,2 and Std. 1,2,3	

Component	Base	Year 1	Year 2	Year 3	Target Phase I	Comments
2.3 Curriculum Implementation Support Teams (CIST) formed.		3 teams formed			3 teams formed	(27 people).
2.4 Schools have access to pre-approved training courses using distance education modalities.			60	60	60	
Intermediate Outcomes						
2.5 Teachers in selected schools apply new assessment and teaching methods.	0	0	33.0%	80.0%	80.0%	
Subcomponent 2.2 Testing and assessment						
Outputs						
2.6 Document tracking system designed and implemented.			Completed		Completed	
2.7 Selected schools developed school development plans.			60		60	
Subcomponent 2.3 Spanish as the first foreign language						
Outputs						
2.8 Memorandums of Understanding for Spanish Language Immersion Program (SLIP) and Cultural Assistance Program (CAP) approved.		Completed			Completed	
2.9 Selected schools have one assigned teacher trained in the teaching of Spanish.			60	60	60	
2.10 Assigned teachers have attained a basic level of proficiency in Spanish.			60	60	60	
2.11 Plan of activities in support of Spanish as the first foreign language developed and approved in selected primary schools.	0	0	60	60	60	
Intermediate Outcomes						
2.12 Percentage points increase in number of children receiving Spanish instruction in primary education.	0		3 (Trigger 4)	5	8	Total primary school population 140,000. # of children receiving Spanish instruction: y2: 4,140 and 6,900 in y3.
Component 3. Sector management						
Sector management						
Outputs						
3.1 Human Resource Information System (HRIS) expanded through integration of additional modules and fully operational.				Completed	Completed	
3.2 Existing databases at MOE coordinated and merged.				Completed	Completed	
3.3 Design of EMIS for central and regional offices developed.				Completed	Completed	

Component	Base	Year 1	Year 2	Year 3	Target Phase I	Comments
3.4 Registry Management and File Management and Tracking System designed.				Completed.	Completed	
3.5 Performance Management Appraisal Process for teachers revised and validated (PMAP).		Completed			Completed	
Intermediate Outcomes						
3.6 Educational Planning division transitions to function according to the new plan.				Completed.		EPD completes at least 70% of the reengineering process, including implementation plan approved, organizational manual, training certificates of 100% of EDP personnel, and process audit.
Professional development/Teaching profession						
Outputs						
3.7 Strategic Plan for National Council for Teaching and Teacher Education (NCTTE) approved.			Completed (Trigger 5)		Completed	The strategic plan will speak to: (i) processes for the induction and advancement of teachers including specific benchmarks; and (ii) measures for articulation between pre-service and in-service training, including collaboration with ministry responsible for tertiary institutions.
3.8 NCTTE secretariat within MOE fully staffed.		Completed			Completed	
3.9 Baseline study of representative sample of primary and secondary teachers to inform model for professional development completed.		Completed			Completed	
3.10 New registration and licensing system for teachers designed and validated.		Completed			Completed	
3.11 New teachers licensed under the new registration and licensing system.	0			80%	80%	
3.12 At least 50% of loan resources disbursed and 75% committed.					(Trigger 6)	

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ANNEX III - PROCUREMENT PLAN

Period included in this Procurement Plan: From: June 2009 - December 2010 (period of 18 months)

Refer. #	Description & Type of the Procurement Contract	Estimated Contract Cost (US\$)	Procurement Method ¹	Review (prior or post)	IDB %	GOTT %	Pre- Qualif. Yes/No	Public. of notice	Compl. of contract	Status	Comments
1	CIVIL WORKS										
1.1	Construction of 50 new ECCE centres and related external works.	30,000,000	ICB	Prior	78	22	Yes	Q2 ²	2011		IDB will finance 39 ECCE centres, GOTT 11 centres. Centres will be tendered in a package of 50.
1.2	Limited commission for the EFCL (as project managers) for construction of 50 new ECCE Centres.	2,757,300	SSS	Prior		100	N/A	None	2012		

¹ **Goods and Works:** **ICB:** International competitive bidding; **LIB:** limited international bidding; **NCB:** national competitive bidding; **PC:** price comparison; **DC:** direct contracting; **FA:** force account; **PSA:** Procurement through Specialized Agencies; **PA:** Procurement Agents; **IA:** Inspection Agents; **PLFI:** Procurement in Loans to Financial Intermediaries; **BOO/BOT/BOOT:** Build, Own, Operate/Build, Operate, Transfer/Build, Own, Operate, Transfer; **PBP:** Performance-Based Procurement; **PLGB:** Procurement under Loans Guaranteed by the Bank; **PCP:** Community participation procurement. **Consulting Firms:** **QCBS:** Quality- and Cost-Based Selection **QBS:** Quality-Based Selection **FBS:** Selection under a Fixed Budget; **LCS:** Least-Cost Selection; **CQS:** Selection based on the Consultants' Qualifications; **SSS:** Single-Source Selection. **Individual Consultants:** **NICQ:** National Individual Consultant selection based on Qualifications; **IICC:** International Individual Consultant selection based on Qualifications.

² Refers to quarter after loan approval.

Refer. #	Description & Type of the Procurement Contract	Estimated Contract Cost (US\$)	Procurement Method ¹	Review (prior or post)	IDB %	GOTT %	Pre-Qualif. Yes/No	Public. of notice	Compl. of contract	Status	Comments
1.3	Physical upgrade of schools for inclusive ed and Upgrade of six ECCE, and six primary schools.	2,231,250	NCB	Prior	100		No	Q2	2011		
2	CONSULTING SERVICES										
2.1	Development of four Training Modules (use of activity centers within the environment; emergent literacy; science and math exploration; connections with families and communities) and delivery of training at the district and central levels.	283,600	QCBS	Prior	100			Q2 Yr 1	2011		Request for EOI.
2.2	Development of ECCE Strategy.	200,000	QCBS	Prior	100		N/A	Q2 Yr 1	2010		Request for EOI.
2.3	Support the transition from ECCE to primary level.	27,635	QBS	Prior	100		N/A	Q2 Yr 1	2010		Request for EOI.
2.4	Conduct needs assessment for EMIS and design of Knowledge Management System.	157,000	QCBS	Prior	100		N/A	Q4 Yr 1			Under review at present on the basis of the need to group and advance some consultancies.
2.5	Needs assessment, for a two stage design and development of an implementation plan for a new Registry and Document/File Management System.	72,000	QCBS	Prior	100		N/A	Q3 Yr 1	2011		Request for EOI.

Refer. #	Description & Type of the Procurement Contract	Estimated Contract Cost (US\$)	Procurement Method ¹	Review (prior or post)	IDB %	GOTT %	Pre- Qualif. Yes/No	Public. of notice	Compl. of contract	Status	Comments
2.6	Develop and Implement data management system for ECCE; interactive website to facilitate curriculum networking and posting of curriculum materials; design and development of data-base for professional registration and licensing.	256,150	QCBS	Prior	100		N/A	Q4 Yr 1	2011		Training will be conducted during actual implementation of new registry and file management system TOR to be developed by Q2.
2.7	Inclusive Education. Consultancy service for professional development training in IE.	450,000	QCBS	Prior	100		N/A	Q2 Yr 1	2012		
2.8	Preparation of Operation Manual for inclusive education model schools.	300,000	QCBS	Prior	100		N/A	Q2 Yr 1	2012		
2.9	Technical assistance in revising and implementing curriculum in seven subject areas to meet the requirements of a national primary level curriculum.	526,000	QCBS	Prior	100		N/A	Q2 Yr 1	2011		
2.10	Evaluation of field test of revised curriculum in three schools/eight districts.	18,000	CQS	Prior			Q3 Yr 1		2010		TOR to be developed in Q1 Yr 1.
2.11	Edit curriculum documents.	72,000	QCBS	Prior	100		N/A	Q4 Yr 1	2010		TOR to be developed in Q2 Yr 1.

Refer. #	Description & Type of the Procurement Contract	Estimated Contract Cost (US\$)	Procurement Method ¹	Review (prior or post)	IDB %	GOTT %	Pre- Qualif. Yes/No	Public. of notice	Compl. of contract	Status	Comments
2.12	Assessment of ICT readiness of primary principals, teachers and schools and identification of online Professional Development Opportunities.	245,600	QCBS	Prior	100		N/A	Q2 Yr 1	2010		
2.13	Technical assistance for the implementation of an Item Response Theory methodology for national assessments.	42,080	QBS	Prior	100		N/A	Q2	2009		
2.14	Support for participation in PIRLS (conduct preparation visits and pay for participation fees).	252,000	SSS	Prior	100		N/A	Q3 Yr 1	2011		TOR to be developed by Q1.
2.15	Support for the development and implementation of an IT system for Assessment/Testing. Develop and implement an Examination Document Tracking System.	200,000	SSS	Prior	100		N/A	Q4 Yr 1	2010		
2.16	Support for the development of a language and language education policy.	27,900	QBS	Prior	100		N/A	Q3 Yr 1	2010		TOR to be developed in Q1.
2.17	Technical assistance for arranging. A programme to facilitate immersion programmes for teachers and the supply of native spanish speaking personnel into the system to support the introduction of Spanish as the first foreign language.	42,000	QCBS	Prior	100		N/A	Q2	2010		No objection has been requested for TOR.
2.18	Technical assistance for training in performance assessment, mentoring and pedagogical skills.	143,508	QCBS	Prior	100		N/A	Q3	2010		

Refer. #	Description & Type of the Procurement Contract	Estimated Contract Cost (US\$)	Procurement Method ¹	Review (prior or post)	IDB %	GOTT %	Pre- Qualif. Yes/No	Public. of notice	Compl. of contract	Status	Comments
2.19	Consultancy services for training in strategic planning for the National Council for Teaching and Teacher Education.	58,500	QCBS	Prior	100		N/A	Q3 Yr 1	2010		
2.20	Technical assistance for baseline survey of teacher performance, parent and student attitudes and achievement.	100,000	QCBS	Prior	100		N/A	Q2	2011		
2.21	Support for data cleanup and data capture exercise of historical data for the IHRIS module.	80,000	CQS	Prior	100		N/A	Q2 Yr 1	2010		Possible sourcing clerks from data base at Ministry of Labor.
2.22	Technical Assistance for Educational Planning Division for revision and refinement of processes and methodologies for collection and analysis of education statistics. Revision and refinement of statistical methodologies for collection and analysis.	148,000	QCBS	Prior	100		N/A	Q1 Yr 2	2011		
2.23	Technical assistance for reorganization, reengineering and institutional strengthening of the Educational Planning Division.	119,400	QCBS	Prior	100		N/A	Q3 Yr 1	2011		
2.24	Technical assistance for professional development for senior management for implementation of new processes including specialized management training courses.	289,000	QCBS	Prior	100		N/A	Q2 Yr 1	2011		TOR to be developed in Q1.

Refer. #	Description & Type of the Procurement Contract	Estimated Contract Cost (US\$)	Procurement Method ¹	Review (prior or post)	IDB %	GOTT %	Pre-Qualif. Yes/No	Public. of notice	Compl. of contract	Status	Comments
2.25	Support for the development and implementation of a communications strategy.	51,000	QBS	Prior	100		N/A	Q3 Yr 1	2011		
2.26	Recruitment of PCU staff.	811,800	QBS	Prior	100		N/A		2012	four staff already in place	Staff will be recruited over a six month period.
2.27	Recruitment of staff to support MOE in project implementation.	630,000	QBS	Prior	100		N/A	Q1 Yr 1	2012		TOR for staff included in the implementation manual.
2.28	Monitoring & Evaluation : Baseline Study for ECCE & Support for other Monitoring & Evaluation.	1,635,000	QCBS	Prior	100		N/A	Q3	2013		
2.29	Technical assistance to conduct tracer study on child development.	250,000	QCBS	Prior	100		N/A	Q1 Yr 1			TOR completed.
2.30	Technical assistance for Mid-term and Final Evaluation.	500,000	QCBS	Prior	100		N/A	Q4 Yr 1	2012		Mid-term evaluation will begin 15 months after commencement and final 30 months after.
2.31	Technical assistance for Monitoring & Evaluation of curriculum, instruction, and assessment.	600,000	QCBS	Prior	100		N/A	Q3 Yr 1	2012		TOR to be developed.

Refer. #	Description & Type of the Procurement Contract	Estimated Contract Cost (US\$)	Procurement Method ¹	Review (prior or post)	IDB %	GOTT %	Pre-Qualif. Yes/No	Public. of notice	Compl. of contract	Status	Comments
2.32	Technical assistance to develop a Monitoring & Evaluation framework for the effectiveness of using laptops for Pro-D.										Included in 2.19.
2.33	Technical assistance to support other Monitoring & Evaluation.	150,000	QCBS	Prior	100		N/A	Q2 Yr 2	2012		
3	NON CONSULTING SERVICES										
3.1	Printing of 1,500 ECCE curriculum guides. Printing of 4,200 primary curriculum guides, teacher guides & handbooks, and assessment guides, teacher guide for Spanish. Materials for Competency Based Assessment training. Materials, meals and manuals for other training.	610,380	NCB	Prior	100		No	Q3 Yr 2	2011		
4	GOODS										
4.1	Vehicles/Minibus for ECCE unit and PCU.	100,000	NCB	Prior	100		No	Q1 Yr 1	2010		
4.2	Equipment for ECCE unit. Equipment for video conferencing, scanners, photocopiers etc.-primary ed. Laptops for CST. Laptops for teachers. Optical scanner/mark reader. Equipment for SFL. Equipment-laptops, printers etc for NCTTE. Equipment (computers etc.) for PCU.	718,510	ICB	Prior	100		No	Q4 Yr 1	2009		

Refer. #	Description & Type of the Procurement Contract	Estimated Contract Cost (US\$)	Procurement Method ¹	Review (prior or post)	IDB %	GOTT %	Pre- Qualif. Yes/No	Public. of notice	Compl. of contract	Status	Comments
4.3	Furniture & Equipment for 50 ECCE centers.	5,350,000	ICB	Prior	100		No	Q3 Yr 1	2010		
4.4	Misc. materials for ECCE unit.	90,000 (3 pkgs. of 30,000)	PC	Post	100		No	Q3 Yr 1	2009		
4.5	Provision of Screening kits and developmental kits for inclusive ed. Schools.	85,000	ICB	Prior	100		No	Q3 Yr 1	2009		
4.6	Furniture & Materials for CST. Furniture for PCU.	41,850	PC	Post	100		No	Q3 Yr 1	2009		
4.7	Equipment & Furniture for EPD & Quality Management Division.	55,730	Shopping	Post	100		No	Q3 Yr 1	2010		
4.8	Payment of stipends to curriculum writing teams and CIST.	390, 600	CQS	Prior	100		N/A	Q1 Yr 1	2012		Agreed that the MOE will select the teachers based on qualifications. TOR for these in the implementation manual.