

TC ABSTRACT

I. Basic Project Data

▪ Country/Region:	BARBADOS/CCB - Caribbean Group
▪ TC Name:	Getting an Early Start in Science, Math, and Literacy: Creation of a LAB school for Early Childhood Development
▪ TC Number:	BA-T1053
▪ Team Leader/Members:	RIEBLE-AUBOURG, SABINE (SCL/EDU) Team Leader; BOYCE, NATASHA (CCB/CBA); PADILLA, MARIA CAMILA (VPC/FMP); RODRIGUEZ PINEDA, MARIO VINICIO (VPC/FMP); CONTRERAS GOMEZ, RAFAEL EDUARDO (SCL/EDU); NASLUND-HADLEY, EMMA INGRID (SCL/EDU); CRUZ AGUAYO, YYANNU (SCL/SCL); SCHODT, SARA ANNE CINER (SCL/SCL)
▪ Taxonomy:	Client Support
▪ Number and name of operation supported by the TC:	N/A
▪ Date of TC Abstract:	10 May 2018
▪ Beneficiary:	3-4 year olds in Barbados attending the Lab School
▪ Executing Agency:	INTER-AMERICAN DEVELOPMENT BANK
▪ IDB funding requested:	\$ 150,000.00
▪ Local counterpart funding:	\$ 60,000.00
▪ Disbursement period:	36 months
▪ Types of consultants:	Firms
▪ Prepared by Unit:	Education
▪ Unit of Disbursement Responsibility:	Country Office Barbados
▪ TC included in Country Strategy (y/n):	No
▪ TC included in CPD (y/n):	Yes
▪ Alignment to the Update to the Institutional Strategy 2010-2020:	Social inclusion and equality

II. Objective and Justification

- 2.1 The proposed Technical Cooperation grant (TC) has the objective of supporting the METI in the creation of a laboratory School for Early Childhood Education that can serve as a testing and innovation center for approaches that can eventually be implemented on a national scale. The recently constructed Maria Gall Hill center will house the Laboratory school. The LAB school will have a particularly focus on the teaching and learning of Science, Mathematics, and Literacy; it is part of the METI's goal to improve the teaching and learning of STEAM subjects. In addition, the Lab school will develop and test initiatives to increase parent involvement and parent education to motivate them to stay involved in their children's education throughout their school career.
- 2.2 Children benefit substantially from preschool education (Barnett, Brown, & Shore, 2004; Gormley, Phillips, & Gayer, 2008). Children who receive preschool education services are more likely to be ready to receive formal education, experience less behavior problems, and perform better in both early and later grades as well (Karoly, Kilburn, & Cannon, 2005). In BA, 76% of 3- 5 year-olds are currently enrolled in Early Childhood Education (ECE) and the Government hopes to achieve universal access by 2020. Since 2015, the METI has sought to improve the quality of preschool education, including the development of an ECE curriculum and standards. The curriculum fosters a child-centered teaching approach and speaks to the teaching of emerging literacy, mathematics and science. However, an external evaluation (Mind

Bloom 2014) suggests that the teaching methods are dated and do not always reflect the methods proposed by the curriculum. Therefore, the METI wants to ensure that teaching and teacher training practices are aligned to the latest research findings on ECE, particularly regarding the development of early skills in mathematics and science (Naslund-Hadley and Brando 2015) and literacy. The TC aims to improve and strengthen these areas to ensure that the 3-5 year-olds develop early mathematics skills as well as an early love for mathematics, science, and literacy, and are prepared to learn primary level skills in these subject areas.

III. Description of Activities and Outputs

- 3.1 The operation has three components. Component 1 will provide technical assistance (TA) for (i) teacher training and coaching at the center, (ii) development of parent programs; and (iii) purchasing of some printed teaching and learning materials to ensure that the center has the required high-quality materials to successfully serve as a LAB school. Under component 2, TC resources will be used to develop and validate new student- centered learning approaches and teacher training through classroom observation and student assessments. Learning assessments that will be adapted and/or acquired will include students' assessment of early literacy, vocabulary, and numeracy skills. TC resources will also be used to conduct a series of classroom observations to measure the quality of classroom interactions.
- 3.2 **Component I: Component 1a: Creation of the Labschool.** Technical Assistance to support teacher training and coaching at the center, development of parent programs, and adopting of student assessments.
- 3.3 **Component II: 1.b. Student Assessment and Classroom observations .** Learning assessments will be adapted and/or acquired to assess early literacy and numeracy skills and vocabulary knowledge. TC resources will also be used to conduct a series of classroom observations to measure the quality of classroom interactions.
- 3.4 **Component III: 2. Evaluation and Dissemination .** The TC resources will be used to evaluate and assess the LAB school's initiatives.
- 3.5 **Component IV: contingency.** contingency

IV. Budget

Indicative Budget

Activity/Component	IDB/Fund Funding	Counterpart Funding	Total Funding
Component 1a: Creation of the Labschool	\$ 80,000.00	\$ 30,000.00	\$ 110,000.00
1.b. Student Assessment and Classroom observations	\$ 20,000.00	\$ 10,000.00	\$ 30,000.00
2. Evaluation and Dissemination	\$ 40,000.00	\$ 20,000.00	\$ 60,000.00
contingency	\$ 10,000.00	\$ 0.00	\$ 10,000.00

V. Executing Agency and Execution Structure

- 5.1 SCL/EDU will be the executing agency in close collaboration with the METI.
- 5.2 The Government has requested that the Bank execute the technical cooperation grant due to limited human resources at the Ministry of Education. The Government had requested for two previous TCs in the education sector that the Bank execute the TC due to the same reason.

VI. Project Risks and Issues

6.1 None

VII. Environmental and Social Classification

7.1 The ESG classification for this operation is "undefined".