

TC Document

I. Basic Information for TC

▪ Country/Region:	REGIONAL
▪ TC Name:	Teacher Training on Digital Education and Distance Learning Pedagogies in the Caribbean
▪ TC Number:	RG-T3929
▪ Team Leader/Members:	Rieble-Aubourg, Sabine (SCL/EDU) Team Leader; Hobbs, Cynthia Marie (SCL/EDU) Alternate Team Leader; Aldaz Guallart, Miguel (ORP/REM); Blasco, Ivana (SCL/EDU); Mendoza Centellas, Mariana Beatriz (ORP/GCM); Ramjag, Leticia A (CCB/CGY); Samuels, Rochelle Kaye (CCB/CJA); Semmoh, Nadischia (CCB/CSU); Solorzano Salazar, Lorena (CCB/CGY); Thailinger, Agustina (SCL/EDU); Thompson, Jennelle (SCL/EDU); Vila Saint-Etienne, Sara (LEG/SGO); Viteri Perugachi, Adriana Nataly (SCL/EDU)ORP/REM); Blasco, Ivana (SCL/EDU); Mendoza Centellas, Mariana Beatriz (ORP/GCM); Ramjag, Leticia A (CCB/CGY); Samuels, Rochelle Kaye (CCB/CJA); Semmoh, Nadischia (CCB/CSU); Solorzano Salazar, Lorena (CCB/CGY); Thailinger, Agustina (SCL/EDU); Thompson, Jennelle (SCL/EDU); Vila Saint-Etienne, Sara (LEG/SGO); Viteri Perugachi, Adriana Nataly (SCL/EDU)
▪ Taxonomy:	Client Support
▪ Operation Supported by the TC:	.
▪ Date of TC Abstract authorization:	.
▪ Beneficiary:	Guyana, Jamaica, Suriname
▪ Executing Agency and contact name:	Inter-American Development Bank
▪ Donors providing funding:	Cofinancing Special Grants(COF)
▪ IDB Funding Requested ¹ :	US\$351,720.00
▪ Local counterpart funding, if any:	US\$0
▪ Disbursement period (which includes Execution period):	48 months (48 months execution period)
▪ Required start date:	September 15, 2021
▪ Types of consultants:	Firms, individuals and non-consultancy services
▪ Prepared by Unit:	SCL/EDU-Education
▪ Unit of Disbursement Responsibility:	SCL/EDU-Education
▪ TC included in Country Strategy (y/n):	No
▪ TC included in CPD (y/n):	No
▪ Alignment to the Update to the Institutional Strategy 2010-2020:	Social inclusion and equality; Productivity and innovation

II Objective and Justification

2.1 Education continues to be a priority sector in Guyana, Jamaica and Suriname, particularly now as the countries are experiencing a difficult economic situation

¹ These funds will be administered by the IDB through a Project-Specific grant (PSG). The Ministry of Foreign Affairs of Finland, Department for Americas and Asia of Finland will contribute euro 300,000, which is equivalent to US\$351,720 at the exchange rate of US\$1.172402 as of September 20, 2021.

brought about by the COVID-19 crisis². Moreover, the pandemic has highlighted the need for skilled workers in more diversified fields to remain competitive in the medium and long term and to better participate in the global economy. Even prior to the pandemic, the Fourth Industrial Revolution introduced demands for new occupations and new digital, social emotional and lifelong learning skills. For example, “over the next 10 to 20 years...on average in the OECD, 14% of jobs are at high risk of being fully automated, while another 32% are at risk of significant change”³. Given the skill intensity and specialization requirements of potential new sectors, if not trained and well educated, human capital could become a constraint to economic growth for the region⁴.

- 2.2 The Caribbean region has made noticeable progress in access to education: it is close to universal primary schooling and secondary enrollment rates have increased. Net primary school attendance in 2017 was 95 percent for Suriname and 91 percent in Guyana, while secondary school attendance was 72 and 69 percent respectively (CIMA, 2017). In Jamaica, rates at the primary level have remained consistent at almost 100 percent, and in 2018 secondary school enrollment reached almost 89 percent (IDB's Country Development Challenges for Jamaica 2015, CDC).
- 2.3 Despite these advances, the quality of education still needs to be addressed, as well as some issues in terms of access. According to the IDB's Skills Development Sector Framework Document 2020 (SFD, GN-3012-3), the quality of teaching in the Latin American and Caribbean (LAC) region is low. It is characterized by inadequate classroom practices and by the fact that many teachers are not specialized in the subjects they teach, particularly in Mathematics⁵ (Araujo et al., 2016; Bruns and Luque, 2015; Elacqua et al., 2018). Moreover, pedagogical methods in some classrooms are outdated, characterized by drill, practice, and memorization (Näslund-Hadley et al., 2014; Bruns and Luque, 2015). There are also large inequities in terms of access to high-performing teachers between students from different socioeconomic backgrounds, especially in the case of poorer students and those from rural regions (Bertoni et al., 2018). This seems to be correlated with the number of students taking the Caribbean Secondary Education Certificate (CSEC) examination and the low pass rates of those who do, especially to qualify for tertiary programs⁶, which limits this group's opportunities in terms of continued training and employment.

² The three countries' economies have been traditionally dependent on tourism and single-market commodities, two sectors highly affected by the pandemic. Jamaica and Suriname expect a GDP contraction of almost 6 and 5 percent respectively for the 2020 fiscal year (compared to increases of 1 and 2 percent in 2019), with unemployment rates of 8 and almost 7 percent, respectively. Guyana's GDP is expected to grow almost 53 percent, yet almost 33 percentage points less than expected before the pandemic hit the region. This last result is a consequence of the country's medium and long-term prospects in terms of oil production (IMF Country Reports No. 19/296, 20/167 and 19/391).

³ <http://www.oecd.org/going-digital/summit/summit-issues-note-session-9.pdf/>.

⁴ IDB's Country Development Challenges for Jamaica 2015 (CDC).

⁵ According to Jamaica's Ministry of Education, Youth and Information (MOE), in 2018, 31 percent of teachers did not hold a degree related to the subject they were teaching. The issue was particularly pressing in subjects such as General Science (70%) and Physics (66%).

⁶ In 2016 in Jamaica, of the total students sitting for the Caribbean Secondary Education Certificate (CSEC), only 25 percent attained five or more subjects, including Mathematics and English, the minimum qualification for entry to the tertiary level (IDB's Country Development Challenges for Jamaica 2015, CDC). Since 2007, Guyana has consistently shown an increase in the percentage of students who passed the CSEC in Math, reporting 50 percent in 2018. However, the country has the lowest percentage of passing rates in both Math and English when compared to its neighbors (IDB's Country Development Challenges for Guyana 2020, CDC). In Suriname, the only learning assessment during students'

- 2.4 The COVID-19 pandemic has highlighted already existing inequalities and problems in the education system of almost every country in the region. Unequal access to connectivity, digital devices and technology for students and teachers will widen the achievement gap and impact student learning if measures are not taken. According to IDB's data gathering, in Jamaica only 13 percent of lower-income families have access to the internet. This percentage increases to 30 and 46 percent for lower middle-class and middle-class families, respectively. In Suriname, 38 percent of lower-income individuals between 4 and 18 years old live-in households without access to computers, television, and the internet. For the lower middle-class and middle-class, individuals without access represent 28 and 9 percent, respectively.⁷ Limitations in most countries' curricular digital content, and educators' limited capacity to effectively teach remotely using the available technologies also need to be addressed to prepare the education systems for the reopening of schools and future hybrid education models, that is, the use of both face-to-face and distance learning methods for teaching and learning.
- 2.5 Due to the COVID-19 pandemic, from March 2020 to June 2021, most schools were closed in Guyana, Jamaica and Suriname and education services were disrupted, affecting nearly a million students. The new academic year will start in Guyana (September 2021), Jamaica and Suriname (October 2021). All three countries will attempt to offer face-to-face classes, but depending on the situation, Guyana and Jamaica also may continue with an online modality, and schools in Suriname are exploring a hybrid model including face-to-face classes in small groups and delivery of printed self-instructive materials and analog content^{8,9}. In this regard, new digital skills and distance learning pedagogies are of paramount importance for teachers in order to maintain continuity of learning^{10,11}.
- 2.6 The emergency response to the COVID-19 pandemic in March 2020 and into 2021 required teachers to use distance learning modalities. In Suriname, a survey from the Ministry of Education, Science and Culture (MOESC) showed that 65 percent of teachers did not have access to devices or connectivity and were not familiar with distance education or e-learning aspects. In Jamaica, teachers in primary schools have less experience using on-line platforms than secondary school teachers. Jamaica's Ministry of Education, Youth and Information (MOEYI) is providing

academic learning path is the Basic Education Certificate (Getuigschrift Lager Onderwijs, GLO 6), taken at the end of 8th grade. In 2018, only 28 percent of students had satisfactory grades in Math, and 56 percent in Language (IDB's Consolidating Access to Inclusive Quality Education in Suriname, SU-L1059).

⁷ Acevedo, I., Castro, E., Fernandez-Coto, R., Flores, I., Pérez Alfaro, M., Székely, M. & Zoido, P. 2020. Los Costos Educativos de la Crisis Sanitaria en América Latina y el Caribe. Inter-American Development Bank. <http://dx.doi.org/10.18235/0002838>

⁸ In Suriname for example, since most private denomination schools have internet connectivity, they will return to school with a more hybrid modality.

⁹ Information has been collected by the IDB's Education Division.

¹⁰ The IDB has successfully conducted comparable teacher training and professional development in Barbados. In 2020, the Ministry of Education, Technological and Vocational Training of Barbados (METVT), together with TAMK University and the IDB, implemented a teacher training program on digital skills and e-pedagogies. The program included 120 teachers from different education levels. The courses had a strong component on mentoring and professional development. The modality was 100% online, and the participating teachers and the METVT expressed satisfaction with the training. The feedback and lessons learned from the program with Barbados will be taken into account for this TC.

¹¹ Due to budgetary restrictions and Finnish Development Policy guidelines, only Guyana, Jamaica and Suriname will benefit from this TC funding. The IDB has requested additional funding of US\$200,000 to expand the training to Barbados and Trinidad & Tobago.

instruction in e-teaching and used the summer months for teacher training to build the skill set needed for digital transformation. In Guyana, access to the internet also has been an issue, especially in the hinterland areas, which is why the Ministry of Education (MOE) has started negotiations to expand connectivity. The MOE also is exploring new digital resources to improve teachers' capacity to deliver on-line teaching and has a pilot in primary schools to enhance teacher training. In addition, UNESCO has partnered with Microsoft and Blackboard to offer training programs to a small cohort of some 10 teachers and teacher trainers in each of 20 countries across the Caribbean in 2020-21. Governments in all three countries are prioritizing the expansion of broadband and access to digital devices and internet connections. As a result, there will be a continued need to better equip teachers and teacher trainers to work with online and low technology mediums for teaching and learning. Moreover, even if/when students can return to full-time schooling, the Caribbean region is susceptible to natural disasters such as hurricanes, making distance learning tools useful for the short, medium and long term.

- 2.7 **Alignment with IDB and Finnish Government's policies.** This TC is consistent with the Second Update of the Institutional Strategy (AB-3190-2) and is aligned with the development challenges of Social Inclusion and Equality, and Productivity and Innovation by: (i) developing human capital, namely teachers; (ii) providing schools and teachers with new pedagogical skills and competencies in the use of technology and blended education practices, and identifying new ways to train teachers and teach students using distance learning methods; and (iii) elevating social inclusion by helping reduce gaps in educational outcomes (gender, socioeconomic) through higher quality education¹². Moreover, the TC is aligned with the IDB's Education and Early Childhood Development Sector Framework Document (GN-2708-5), which establishes the need to guarantee equal opportunities to learn and acquire the skills to be successful in the labor market and contribute productively to society. The TC is consistent with the IDB's Skills Development Sector Framework Document 2020 (GN-3012-3), which promotes cognitive, socioemotional, and technical skills development and lifelong learning as a strategy to ensure citizens' productive contribution to society and wellbeing. Also, it aligns with the IDB's commitment to respecting internationally recognized human rights standards, in accordance with the Environmental and Social Performance Standard (ESPS) of the IDB's Environmental and Social Policy Framework.¹³ The TC is also aligned with the Country Strategies of Guyana, Jamaica and Suriname (GN-2905, GN-2868 and GN-2873)¹⁴. The TC also aligns with the agenda of the Finnish Development Policy (FDP), which is based on the principle of leaving no one behind, protecting human rights and seeking a "positive impact on the development of

¹²IDB's Skills Development Sector Framework Document (SFD, GN-3012-3). <https://www.iadb.org/en/sector/education/sector-framework>

¹³ According to the EPS, the IDB requires its borrowers to respect human rights, avoid infringement on the human rights of others, and address risks to and impacts on human rights in the projects it supports. Retrieved from: <https://www.iadb.org/en/mpas/>.

¹⁴ The Country Strategy with Guyana (GN-2905) highlights the need to enhance institutional management and planning and improve public service delivery in education. The Country Strategy with Jamaica (GN-2868) focuses on reinforcing human capital development, specifically through training for teachers and school leaders to improve teaching and learning outcomes. The Country Strategy with Suriname (GN-2873) focuses on strengthening human capital through improvements to quality education including enhanced teacher training.

societies and people's lives.”¹⁵ Proposed interventions align with cross-cutting principles of the FDP and the Bank's Corporate Results Framework¹⁶ (CRF Gn-2727-12), such as human rights, gender equality and climate impact, as follows. This TC strengthens the status and rights of women by giving teachers and trainers (mostly women in the Caribbean region) access to new learning practices and digital skills for the labor market. These skills give them new know-how and use of technology to help them better reach their students (girls and boys), availing students the human right to education which was negatively affected by the pandemic¹⁷. Sustainable development will be achieved by providing training and mentoring to teachers, as well as to teacher trainers in teaching institutes, and this will provide better educational services and better access to schooling¹⁸. Finally, since the region is susceptible to natural disasters, distance learning tools will help reduce vulnerability to climate change by strengthening education systems' resilience and ability to stay connected to students and continue offering schooling through alternative methodologies¹⁹.

- 2.8 **Objective of the TC.** The general objective of this project is to provide support to the Ministries of Education of Guyana, Jamaica and Suriname in improving the skills of teachers and teacher trainers in digital education and distance learning pedagogies. This program will contribute to their transformation efforts towards a more digital, resilient, inclusive, and quality education system. Secondly, it will strengthen the Ministries' knowledge base on digital teacher training as a catalyst for recovering and accelerating learning achievement in students in the aftermath of the COVID-19 crisis.

III Description of activities and outputs

- 3.1 **Component 1: Teacher training and mentoring (US\$221,634).** This component will strengthen the skills of a core group of teacher trainers and teachers in the use of digital tools, pedagogies, and distance education modalities. TC resources will be used to contract technical assistance (consulting firm) to deliver courses for teachers accompanied by a mentorship program. In particular, teacher trainers will be trained to ensure the adoption of digital knowledge and tools by teacher training institutes (TTIs) for long-term training benefits. Current primary school teachers will be trained with a twofold objective: improving their own lessons and teaching other teachers how to improve their lessons by becoming trainers themselves at their respective schools. Specifically, this component will include: (a) training courses on the use of technological resources and development of pedagogical skills for distance learning. A cohort of teachers and teacher trainers (at least 50 percent women), selected in each country by the Ministry of Education²⁰, will be trained over a three-year period,

¹⁵ Guideline for the Cross-Cutting Objectives in the Finnish Development Policy and Cooperation. Retrieved from: <https://um.fi/goals-and-principles-of-finland-s-development-policy/>.

¹⁶ The CRF indicator relates also to Institutional Capacity and Rule of Law - Agencies with strengthened digital technology and managerial capacity (#) - Government agencies benefited by projects that strengthen technological and managerial tools to improve public service delivery.

¹⁷ Priorities #1 and #2 of the Finnish Development Policy focus on “strengthening the status and rights of women and girls” and “strengthening the economic base of developing and creating jobs, with an emphasis on innovations and the role of women in the economy.” The Bank's CRF includes cross-cutting issues in gender equality and diversity, climate change and environmental sustainability and institutional capacity and rule of law.

¹⁸ Priority #3 of the Finnish Development Policy focuses on access to high-quality educational services.

¹⁹ This addresses priority #4 of the Finnish Development Policy and Cooperation's priority to strengthen adaptation to climate change.

²⁰ The governance team will develop the guidelines for the selection of participants. There should be equal participation from all education and geographic regions across each country. The participants will include

starting with more introductory courses that will evolve in depth and detail throughout the training period; (b) a mentoring program, offered by the selected training institution, to provide role models to sponsor, encourage, and advise teachers to further promote their professional development. Mentoring also will be provided to the participating faculty of teacher training institutions to ensure they are equipped to provide the training in their courses. Pending the end of the pandemic, a study tour of approximately nine persons (three from each country) would be organized to Finland to see teacher practices in action and learn about Finland's professional development programs and policies for teachers. Participants for the study tour will be education policy makers and will include at least one member of a teacher training institution from each country.²¹

- 3.2 Component 2: Teacher training evaluation (US\$112,500).** To appraise and assess the effectiveness of the teacher training program intervention, a rigorous qualitative evaluation will be carried out through technical assistance. This component will finance a consultancy for: (i) filming and coding of training and mentoring instances to document the pedagogical model used; (ii) in-depth interviews and a survey to document contents learned and participants' level of engagement and satisfaction with the training and the mentoring program; (iii) analysis of scalability to more teachers, teacher training institutes and subject areas; and (iv) documentation of lessons learned. This will help determine if the training has been beneficial to the training participants and their students and will serve as an input to the development of future teacher training programs in the region.

Indicative Budget (in US\$)

Activity/Component	Description	PSG Funding	Total Funding
Component 1: Teacher training and mentoring	Strengthen skills of the teaching cohort in the use of digital tools and distance education modalities. This component will finance: (a) training courses for teachers and teacher trainers; (b) a mentoring program and participation in possible international visit to Finland.	221,634	221,634
Component 2: Teacher training evaluation	This component will finance a consultancy to: (a) design and carry out the qualitative evaluation; (b) analyze the data; (c) elaborate a report presenting the results; and (d) provide technical assistance for coordination.	112,500	112,500

women and men, with at least 50 percent women. The IDB is strongly committed to gender equality, which is ensured by its EDGE certification (<https://edge-cert.org/>). These countries have a limited number of teacher training institutions. Therefore, we will coordinate with the Ministries of Education on the best way to proceed with the selection.

²¹ It is planned that decision/ policy makers from the Ministries of Education and faculty from teacher training institutions would participate in the learning mission.

Administrative fee (5%) for a PSG		17,586	17,586
Total		351,720	351,720

- 3.3 The Ministry of Foreign Affairs of Finland, Department for Americas and Asia expects to commit euros 300,000 to this project, which is equivalent to US\$351,720 based on the exchange rate of 1,72402 as of September 20, 2021. Final resources in US dollars will be dependent on the exchange rate of the date when the resources are received by the Bank and converted into US dollars. If a significant adverse fluctuation in the exchange rate reduces the amount of US dollars in this budget and such amount cannot be covered by the contingency line, the project activities will be decreased appropriately, and the budget will be adjusted accordingly by the project team.
- 3.4 Resources of this project will be received from the Ministry of Foreign Affairs of Finland, Department for Americas and Asia through a Project Specific Grant (PSG). A PSG is administered by the Bank according to the "Report on COFABS, Ad-Hocs and CLFGS and a Proposal to Unify Them as Project Specific Grants (PSGs)" (Document SC-114). As contemplated in these procedures, the commitment by the Government of Finland will be established through a separate Administration Agreement. Under such agreement, the resources for this project will be administered by the Bank and the Bank will charge a non-refundable administration fee of 5% of the contribution, which is identified in the budget of this project. The 5% administration fee will be charged upon the Bank's receipt of the contribution.
- 3.5 **Supervision, monitoring and evaluation.** The Education Division (SCL/EDU) of the Bank, and specifically the sector specialists responsible for the execution of the TC, will be responsible for the supervision and oversight, in coordination with the Ministries of Education of the three beneficiary countries and the support of a part-time regional coordinator/PEC consultant who will be financed with the TC resources. The monitoring of the execution of the TC program will be carried out through semiannual progress reports registered in the IDB systems, based on the outputs and results expected from the Results Matrix in Annex I. An initial work plan will be defined, and quarterly follow-up meetings will be held with the Ministries. The Bank will work closely with the Ministries and with technical officers appointed as liaisons for each component, to ensure direct dialogue and involvement of key stakeholders.

IV Executing agency and execution structure

- 4.1 The program will be executed by the Bank through the Education Division (SCL/EDU). This is to coordinate regionally across the three countries in the identification and selection of training programs that will benefit the three countries, and to enhance independence in the design and implementation of the evaluation of the training programs. The activities require strong regional coordination and collaboration with the Ministries of Education in each country, a role the Bank is best positioned to carry out and considering its solid relationships with education authorities in Guyana, Jamaica, and Suriname (OP-619-4, Annex II and GN-2629-1). This will ensure successful completion of the TC activities. Finally, given that Caribbean countries face similar challenges in the areas covered under this TC, a regional perspective is a powerful instrument to identify synergies between countries and lessons learned.

- 4.2 All activities to be executed under this TC are aligned with the current version of Annex 10 of GN-2629 (OP-619-4) and have been included in the Procurement Plan (see Annex IV), and will be contracted in accordance with Bank policies as follows: (a) AM-650 for Individual consultants; (b) GN-2765-4 and Guidelines OP-1155-4 for Consulting Firms for services of an intellectual nature and (c) GN-2303-28 for logistics and other related services. The TC will be implemented over a period of 48 months²².
- 4.3 The IDB's project team will be responsible for the preparation and submission to the donor of the project reporting, in compliance with the stipulations of the Administration Agreement. If at the end of project execution the project closed with a positive uncommitted and unspent balance, the project team will be responsible for informing ORP/GCM to transfer the unspent balance as agreed to by the donor and the Bank pursuant the terms of the PSG Administration Agreement.

V Major Issues

- 5.1 The risks associated with the execution of the TC should be low, given that it principally will fund consultancies and technical assistance, and the Bank has ample experience implementing activities like those proposed in this TC²³.
- 5.2 All knowledge products derived from this Technical Cooperation will be the Bank's intellectual property.
- 5.3 Due to the COVID-19 pandemic, the completion of classroom observations for the evaluation will be difficult as many school systems remain closed or partially closed. The training of the teachers can be provided on-line, however, the evaluation of on-line classrooms is not well established yet and there are fewer instruments available to assess teaching in a remote/distance or on-line setting.

VI Exceptions to Bank policy

- 6.1 None.

VII Environmental and Social Strategy

- 7.1 The TC is not anticipated to have direct environmental or social impacts and has been classified as "C" according to the Safeguard Classification tool (see [Safeguard Policy Filter Report](#) and [Safeguard Screening Form](#)) and the Bank's Environment and Safeguard Compliance Policy (OP-703). No environmental impact is foreseen as the initiative is limited to consultancies. No Bank resources will be used to finance investments in infrastructure or large-scale equipment.

Required Annexes:

[Request from the Client - RG-T3929](#)

[Results Matrix - RG-T3929](#)

[Terms of Reference - RG-T3929](#)

²² This includes preparation and execution periods. It does not include the dialogue period between the Government of Finland and the IDB.

²³ The IDB will follow its Risk Management Framework for Sovereign-Guaranteed Projects financed by the IDB.

[Procurement Plan - RG-T3929](#)