

Project Name	Latin America and the Caribbean-OECS (@)... Education Development Project
Region	Latin America and Caribbean Region
Sector	Secondary Education
Project ID	L1PE70071
Borrower(s)	OECS
Implementing Agency	Address MINISTRIES OF EDUCATION OF OECS Dominica: Ministry of Education, Science and Technology Kennedy Ave., Roseau, Dominica Contact Person: Felix Gregoire, Permanent Secretary; David Edwards, Project Manager Tel: (767) 448-2401 Fax: (767) 448-4807 Email: pmu@cwdom.dm
Environment Category	C
Date PID Prepared	December 8, 2000
Projected Appraisal Date	July 2, 2002
Projected Board Date	September 25, 2002

1. Country and Sector Background

Introduction The small islands of the Organization of Eastern Caribbean States (OECS) face income volatility, low capacity to diversify risk, and low institutional capacity and are going through a transition process driven by the changing external environment. They must improve their competitiveness and diversify their economies. The Bank is assisting the countries in this difficult transition through support for education and the development of human resources to increase productivity and enable them to become more competitive in the global market. The proposed program aims to advance the social and economic development of three of the OECS member countries by augmenting the educated and skilled labor force. Dominica, St. Kitts and Nevis, and St. Lucia will be included in this project. The possibility that Grenada and St. Vincent would be joining this first group of countries in a second phase will be explored.

Sector Issues Significant and consistent public investment in education is being made in the three countries, as indicated by the levels of education expenditure as a percentage of GNP. These levels are higher than the Caribbean (and Latin American) average and indicate a strong commitment of the Governments to education. The continuity of this commitment over the past 30 years has led, in all three countries, to almost universal coverage in primary education, and consequently, their long-term education development plans place emphasis on development of quality secondary and tertiary education. However, some sector issues remain: (a) inequitable access to secondary education; (b) low quality of secondary education due to the imbalance and irrelevance of curricula, insufficient and poor quality of instructional materials and

educational equipment, and their poor maintenance; an ineffective teaching/learning mode, low teachers' qualifications and insufficient training, along with the need for more continuous student assessment and supervision mechanisms; (c) weak management of the sector and governance of schools.

2. Objectives

The purpose of the proposed project is to address the educational needs of the countries involved. Basic education enrollment is nearly universal in all three countries and they have now identified the need to provide more equitable access to relevant and high quality streams at the secondary and post secondary levels. While there are differences among the three countries, it is clear that significant reforms are called for. All three countries have expressed interest in engaging in secondary education reform programs that: (i) expand equitable access; (ii) revise the programs and curricula in light of fast changing labor market conditions; (iii) improve quality by creating an environment more conducive to teaching and learning; (iv) address the problems of youth at risk as manifested by significant school drop-outs, especially among boys, and by school violence; and (v) develop the capacity of both central and school level administration in the context of a newly defined system of autonomy and accountability. The development objectives for the project are to increase equitable access to secondary education and improve the quality and management of public and private schools at this level.

3. Rationale for Bank's Involvement

The Bank has a standing commitment to provide financial and technical assistance to the Caribbean region and an ongoing relationship with the ministries of education. A collaborative approach has yielded increased cooperation between the Bank and the countries, and among countries. The Bank has introduced the Education Knowledge Management Network as a tool for fostering continued collaboration. The Bank has participated in the Caribbean Education Task Force in its quest to establish a regional strategy and is knowledgeable about regional sector issues. The Bank has carried out extensive sector work in secondary education and can provide best practice examples of initiatives at this level. Particular to this project, the Bank's team offers expertise and familiarity with international secondary education reforms and school-based programs for youth, particularly in Chile, Argentina and Paraguay. The successful Chilean experience was introduced during the identification workshop. The Bank has encouraged participation of other donors (DFID, OECS/OERU, CIDA) in the project and has assisted in mobilizing additional sources of financing.

4. Description

The project seeks to: Increase equitable access to secondary education, paying special attention to students from low-income backgrounds, by (a) constructing new schools in under-served areas, (b) rehabilitating existing schools and expanding the number of classrooms and (c) establishing programs to support participation of disadvantaged students, including remedial courses for low achievers. Improve quality to enhance the school teaching and learning environment, with more direct interventions at the school level and a focus on student-centred learning, through: (a) curriculum enhancement and the provision of relevant learning materials, books and laboratory equipment; (b) teacher training; (c)

organization and provision of student support services, school improvement projects, and extracurricular activities for youth at risk; and (d) improved evaluation, including continuous student assessment and learning benchmarks and performance standards, to support the curriculum development. Strengthen management of the sector and governance of schools by (a) expanding the Education Management Information System (EMIS) to link schools with each other and with the Ministry of Education at the central level, which should include reporting and supervision mechanisms as well as the establishment of quality standards to be monitored on a continuous basis; (b) strengthening school-based management through the training of principals, the promotion of parent participation, the use of school development plans and the introduction of decentralized maintenance budgets (look at studies done by CDB on decentralized budgets for St. Lucia and St. Kitts & Nevis and existing policy and plan in St. Kitts & Nevis) and (c) improving governance through effective budget planning and management, strengthened accountability and efficiency gains to generate the necessary resources for investments in quality.

5. Financing

	Total (US\$m)
Total Project Cost	43 (estimated)

6. Implementation

Project coordination and management In each country, a Project Management Unit (PMU), already established in the respective Ministry of Education, will be responsible for project coordination, management and implementation. A Project Coordinator will be assigned by the ministry to coordinate project progress and will be the principal link with the World Bank. The PMU will include the number of staff members gauged necessary to carry out the coordination, procurement, financial management and accounting of the project.

7. Sustainability

The public expenditure review will determine whether the size of investment of the project and its impact on the recurrent costs is sustainable based on the budget forecast of the country. The project would be adapted if required, based on the results of the review.

8. Lessons learned from past operations in the country/sector

The Bank will apply the following lessons from past experience: (a) simple project design; (b) flexibility during project implementation; (c) donor co-ordination with DFID, CIDA and EU, compatible with single-source funding; (d) community participation in design and implementation of projects; (e) school improvement projects and; (f) an early preparation of construction sites for civil works.

9. Program of Targeted Intervention (PTI) Y

10. Environment Aspects (including any public consultation)

Issues : A school mapping exercise is underway and the countries have already identified the sites for each of the new schools. As the construction of schools has environmental implications, the islands are small and there are environmental issues regarding the type of construction (hurricane proof) and location, we will request the borrower

to carry out for each school a study of the environmental impact.

11. Contact Point:

Task Manager
Cynthia Hobbs
The World Bank
1818 H Street, NW
Washington D.C. 20433
Telephone: 202-473-8580
Fax: 202-522-1500

12. For information on other project related documents contact:

The InfoShop
The World Bank
1818 H Street, NW
Washington, D.C. 20433
Telephone: (202) 458-5454
Fax: (202) 522-1500
Web: [http:// www.worldbank.org/infoshop](http://www.worldbank.org/infoshop)

Note: This is information on an evolving project. Certain components may not be necessarily included in the final project.

This PID was processed by the InfoShop during the week ending April 13, 2001.