

CARIBBEAN DEVELOPMENT BANK

TWO HUNDRED AND NINETY-THIRD MEETING OF THE BOARD OF DIRECTORS

TO BE HELD VIRTUALLY

MARCH 25, 2021

PAPER BD 120/20 Add.1

GRENADA EDUCATION ENHANCEMENT PROJECT – PHASE II – GRENADA
NOTIFICATION OF APPROVAL BY THE BOARD OF DIRECTORS

In accordance with Section 15A(a)(i) (which permits decisions by the Board of Directors (BOD) without a Meeting) of the By-Laws of the Caribbean Development Bank (CDB), BOD considered Paper BD 120/20, entitled “Grenada Education Enhancement Project–Phase II - Grenada” attached hereto and approved

- (a) a loan to the Government of Grenada (GOGR) comprising:
 - (i) an amount not exceeding six million, one hundred and eighty-five thousand Euros (EUR 6,185,000) from CDB’s Ordinary Capital Resources allocated from its Fixed Rate Euro Funding; and
 - (ii) an amount not exceeding the equivalent of nine million United States dollars (USD9,000,000) from CDB’s Special Funds Resources (SFR); and
- (b) a grant to GOGR of an amount not exceeding the equivalent of two hundred thousand United States dollars (USD200,000) from CDB’s SFR,

to assist in financing enhancements to the quality, relevance, and equity of basic education in Grenada, on CDB’s standard terms and conditions and on the terms and conditions set out in Chapter 7 of the Report.

2. Under section 15A(c)(i) of the By-Laws a decision shall be deemed as having been given if there are no objections by BOD upon the expiration of the period specified by the President, unless during that period BOD has communicated non-approval of the matter.

3. As at December 30, 2020, the date of expiry of the period specified by the President, there were no objections by BOD.

4. BOD is therefore asked to note the approval by BOD, without a formal meeting, of the loan and grant to GOGR described above to assist in financing enhancements to the quality, relevance and equity of basic education to improve student engagement and learning outcomes, on CDB’s standard terms and conditions and on the terms and conditions set out in Chapter 7 of the attached Paper BD 120/20.

CARIBBEAN DEVELOPMENT BANK

BOARD OF DIRECTORS – APPROVAL OF A PAPER

WITHOUT A MEETING

DECEMBER 30, 2020

PAPER BD 120/20

GRENADA EDUCATION ENHANCEMENT PROJECT – PHASE II – GRENADA
(President’s Recommendation No. 1007)

The attached Report appraises a project to assist the Government of Grenada (GOGR) in enhancing the quality, relevance, and equity of basic education to improve student engagement and learning outcomes (the Project). The Project will facilitate the upgrading of physical infrastructure at one primary school and three secondary schools and capacity building to meet the learning needs of students, including those with disabilities. It accords with the education goals set out in the Organisation of Eastern Caribbean States’ Education Sector Strategy 2012-2021, Caribbean Development Bank’s (CDB’s) strategic objective of building social resilience, its corporate priority of improving access to quality, inclusive and equitable education and training; and the Special Development Fund 9th Cycle theme of inclusive and sustainable growth and development.

2. Based on the Report, I recommend:

- (a) a loan to GOGR comprising:
 - (i) an amount not exceeding six million, one hundred and eighty-five thousand Euros (EUR 6,185,000) from CDB’s Ordinary Capital Resources allocated from its Fixed Rate Euro Funding; and
 - (ii) an amount not exceeding the equivalent of nine million United States dollars (USD9,000,000) from CDB’s Special Funds Resources (SFR); and
- (b) a grant to GOGR of an amount not exceeding the equivalent of two hundred thousand United States dollars (USD200,000) from CDB’s SFR,

on CDB’s standard terms and conditions and on the terms and conditions set out in Chapter 7 of the Report.

3. Funds are available within CDB’s existing resources and/or borrowing programme for the relevant disbursement period.



CARIBBEAN DEVELOPMENT BANK

APPRAISAL REPORT

ON

GRENADA EDUCATION ENHANCEMENT PROJECT PHASE II - GRENADA

This Document is being made publicly available in accordance with the Bank's Information Disclosure Policy. The Bank does not accept responsibility for the accuracy or completeness of the Document.

Considered by the Board of Directors via Round Robin Procedure.

(BD 120/20)
(AR 20/11 GR)

Director, Projects Department

Daniel Best

Division Chief, Social Sector Division

Deidre Clarendon

DECEMBER 2020

This Report was prepared by an Appraisal Team comprising:

Martin Baptiste (Project Coordinator), Hopeton Peterson (Environmental Specialist), Julian McBarnette (Environmental Sustainability Analyst), Thandiwe Lyle (Legal Counsel), Donna Kaidou-Jeffrey (Country Economist), Peter Manning (Financial Analyst), Andrea Gill (Engineer), Anthony George (Social Analyst), Karen Ramsay (Coordinating Secretary).

Any designation or demarcation of, or reference to, a particular territory or geographic area in this Document is not intended to imply any opinion or judgment on the part of the Bank as to the legal or other status of any territory or area or as to the delimitation of frontiers or boundaries

CURRENCY EQUIVALENT

Dollars (\$) throughout refer to Eastern Caribbean Currency (XCD) unless otherwise specified.

USD1.00 = XCD2.70

XCD1.00 = USD0.37

ABBREVIATIONS

BMC	-	Borrowing Member Country
BNTF	-	Basic Needs Trust Fund
CARICOM	-	Caribbean Community
CDB	-	Caribbean Development Bank
CEO	-	Chief Education Officer
CNSM	-	Caribbean New School Model
COVID-19	-	Corona Virus Disease 2019
CPEA	-	Caribbean Primary Exit Assessment
CVA	-	Climate Vulnerability Assessment
CVQ	-	Caribbean Vocational Qualification
DA	-	Designated Account
ECCB	-	Eastern Caribbean Central Bank
EE	-	Energy Efficiency
EMIS	-	Education Management Information System
ERR	-	Economic Rate of Return
ESIA	-	Environmental and Social Impact Assessment
ESMP	-	Environmental and Social Management Plan
ETPS	-	Education and Training Policy and Strategy
GBV	-	Gender-Based Violence
GCA	-	Grenada Christian Academy
GEEP I	-	Grenada Education Enhancement Project Phase I
GDP	-	Gross Domestic Product
GOCR	-	Government of Grenada
GSDAC	-	Grenada Seventh Day Adventist Comprehensive
HFLE	-	Health and Family Life Education
HRD	-	Human Resource Development
HFLE	-	Health and Family Life Education
ICT	-	Information and Communications Technology
IMF	-	International Monetary Fund
ISCB	-	Institutional Strengthening Capacity Building
ISCT	-	Institutional Strengthening Coordination Team
ISP	-	Implementation Support Plan
JWFCS	-	J.W. Fletcher Catholic Secondary
mn	-	Million
MOE	-	Ministry of Education, Human Resource Development, Religious Affairs, and Information
MOF	-	Ministry of Finance
MOW	-	Ministry of Works
MSSP	-	Model School Safety Programme
NSDP	-	National Strategic Development Plan
OCR	-	Ordinary Capital Resources

OECS	-	Organisation of Eastern Caribbean States
PC	-	Project Coordinator
PCU	-	Project Coordination Unit
PE	-	Project Engineer
PLW	-	Project Launch Workshop
PO	-	Procurement Officer
PS	-	Permanent Secretary
PSC	-	Project Steering Committee
PWD	-	Persons with Disabilities
RE	-	Renewable Energy
SAAP	-	St. Andrews Anglican Primary
SDF	-	Special Development Fund
SEN	-	Special Educational Needs
SFR	-	Special Funds Resources
SJCSA	-	St. Joseph's Convent, St. Andrew
STEM	-	Science, Technology, Engineering and Mathematics
TA	-	Technical Assistance
TOR	-	Terms of Reference
TVET	-	Technical and Vocational Education and Training
USE	-	Universal Secondary Education
USD	-	United States Dollars
XCD	-	Eastern Caribbean Dollars

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PROJECT SUMMARY

Financial Terms and Conditions					
Borrower		Government of Grenada (GOGR)			
Implementing Agency		Ministry of Education, Human Resource Development, Religious Affairs and Information (MOE)			
Disbursement Period		March 1, 2021 to December 31, 2024			
Fund	Fund Source	Amount (000's)	Amortisation Period (years)	Grace Period (years)	Interest Rate (%)
OCR-USD Indicative Equivalent of Euro	Equity and Market Resources	7,344	14	5	2.75%
SDF 9	SDF Resources (Loans)	9,000	20	5	1%
Loan Total:		16,344			
SDF 9	SDF Resources (BMC Capacity Building)	200	N/A	N/A	N/A
Grant Total:		200			
Counterpart Total:		2,912			
Total Project Cost		19,456			
Fees					
Commitment Fee: 1% per annum on the amount of the OCR portion unwithdrawn from time to time. Such charge shall accrue from the sixtieth (60 th) day after the date of the Loan Agreement and shall be payable quarterly.					
Project Summary					
Project Outcome and Description:					
The overall outcome of the Project is improved quality, relevance, and equity of basic education in Grenada.					
The proposed project consists of the following components:					
Land					
Infrastructure Works					
Engineering and construction-related services					
Goods					
Capacity Building					
Project Management					
Exceptions to CDB Policies: No exceptions to CDB's policies are required for this Project					

Office of Risk Management (ORM) Commentary:

This information is withheld in accordance with one or more of the exceptions to disclosure under the Bank's Information Disclosure Policy.

Project Categorisation: The Project is classified as Category ‘B’ under the CDB’s Environmental and Social Review Procedures. There is potential for adverse environmental impacts that are generally site specific and reversible and which can be addressed with known mitigation measures.

Gender Marker Summary

Analysis	Design	Implementation	Monitoring & Evaluation	Score	Code
1.0	0.5	1.0	1.0	3.5	GM ^{1/}

^{1/} GM. Gender Mainstreamed. The Project has the potential to contribute significantly to gender equality.

COUNTRY DATA: GRENADA

Item	2015	2016	2017	2018	2019
REAL PER CAPITA INCOME (Constant 2010 Prices, USD)	8,194.2	8,449.3	8,775.9	9,091.8	9,330.0
GROSS DOMESTIC PRODUCT (GDP)					
Constant GDP at 2018 Prices (\$million [mn])	2,187.1	2,268.9	2,369.6	2,467.8	2,515.0
GDP at Current Market Prices (mn)	2,691.9	2,866.4	3,039.4	3,155.5	3,288.0
GDP at Constant Market Prices (Annual % Change)	6.5	3.7	4.4	4.1	3.2
MONEY AND PRICES (Annual % Change)					
Consumer Prices (period average)	-0.6	1.7	0.9	0.8	0.6
Money Supply (M1)	16.4	6.4	8.2	10.6	3.5
Credit to the Private Sector	-3.8	-0.2	0.6	2.8	1.4
PUBLIC FINANCES (% of GDP)					
Revenues and Grants	24.5	26.2	25.6	26.9	26.5
Expenditures	25.7	23.9	22.6	22.3	21.6
Overall Surplus/ (Deficit)	-1.2	2.3	3.0	4.6	5.0
Primary Surplus/ (Deficit)	2.1	5.2	5.7	6.6	6.8
TOTAL PUBLIC DEBT (% of GDP)	85.3	91.1	68.5	61.2	57.3
Domestic debt outstanding	24.1	22.1	20.9	15.4	14.5
External debt outstanding	61.2	69.0	47.6	45.9	42.8
Total Government Debt Service	3.5	4.9	4.3	3.3	3.1
Debt Service as % of Current Revenue	54.1	68.1	62.9	44.9	42.1
BALANCE OF PAYMENTS (% of GDP)					
Exports of Goods and Services	51.2	49.4	51.4	53.2	51.9
Imports of Goods and Services	50.9	49.9	54.7	58.6	57.6
Current Account Balance	-12.2	-11.0	-12.0	-11.2	-11.2
Estimated Tourism Expenditure	42.3	41.2	42.8	44.7	43.9
Foreign Direct Investment Inflows	-13.5	-9.1	-12.4	-12.8	-10.6
AVERAGE EXCHANGE RATE					
\$ per USD	2.7	2.7	2.7	2.7	2.7
Source: Government of Grenada (GOGR), Caribbean Development Bank, International Monetary Fund (IMF), Eastern Caribbean Central Bank (ECCB)					

COUNTRY DATA: GRENADA					
	2015	2016	2017	2018	2019
POPULATION					
Total Population	110,096	110,910	111,467	112,139	112,579
Crude Birth Rate (per 1,000 people)	17.1	16.9	16.7	16.5	n.a.
Life expectancy at birth, Total (years)					
Female	75.0	75.0	74.9	74.9	n.a.
Male	70.1	70.1	70.1	70.1	n.a.
EDUCATION					
School Enrollment Ratio (%)					
Pre-primary (Gross)	92.0	94.4	98.5	100.5	n.a.
Primary	96.9	98	97.6	96	n.a.
Secondary (Net)	96.6	94.8	96.8	97.2	n.a.
Pupil-Teacher Ratio					
Pre-primary	11.8	11.7	12.2	12.4	n.a.
Primary	17.0	15.5	16.2	16.4	n.a.
Secondary	11.9	11.9	11.8	12.8	n.a.
LABOUR FORCE					
Unemployment rate (%)					
Male	30.0	28.0	23.6	18.5	15.1
Female	19.3	19.3	20.6	16.9	12.5
	25.9	23.7	26.8	20.3	18.3
HEALTH					
Current Health Expenditure (% of GDP)	4.7	4.7	4.8	n.a.	n.a.
Measles Immunisation (% of children ages 12-23 months)	99.0	95.0	85.0	84.0	94.0
Improved Water Source (% of population with access)	95.6	95.6	95.6	n.a.	n.a.
HUMAN DEVELOPMENT INDEX					
	0.76	0.76	0.76	0.76	n.a.
ENVIRONMENT					
Forest Area (% of land area)	50.0	50.0	n.a.	n.a.	n.a.
ICT PENETRATION					
Individuals using the Internet (% of population)	53.8	55.9	59.1	n.a.	n.a.
Fixed broadband subscriptions (per 100 people)	18.0	18.9	20.1	24.2	22.8
Fixed telephone subscriptions (per 100 people)	24.7	24.3	29.3	20.2	n.a.
Mobile cellular subscriptions (per 100 people)	109.3	107.9	102.1	104.2	n.a.
Source(s): GOGGR; ECCB; CDB; World Bank Development Indicators; United Nations Development Programme: Human Development Report 2019.					

1. STRATEGIC CONTEXT AND RATIONALE

REQUEST

1.1 By letter dated October 28, 2020, GOGR requested finance for a project to continue its development of the education sector. The intervention, Phase II of the Grenada Education Enhancement Project (GEEP) which was approved by CDB's Board of Directors in 2015, is primarily designed to continue enhancing infrastructure in one primary school and four secondary schools to support quality teaching and learning while promoting inclusive access for children with special education needs (SEN) and addressing targeted learning deficits in selected schools.

MACROECONOMIC CONTEXT

1.2 Prior to the global Coronavirus disease 2019 (COVID-19) pandemic outbreak, Grenada was on a sound macro-economic path. Growth averaged 5% annually over the period 2014 to 2019, above the 20-year historical average of 2.7%. Economic activity was driven primarily by tourism, private education, construction, and agriculture. However, unemployment levels remained high at 15.1% at the end of 2019. Fiscal and debt dynamics had improved following a 9.5% of gross domestic product (GDP) fiscal adjustment during 2014-2017 under the home-grown structural adjustment period. At the end of 2019, debt was reported at 57.3% of GDP, below the 60% of GDP benchmark set out by the Eastern Caribbean Central Bank Monetary Council (Grenada continues to work towards regularising arrears with three bilateral creditors).

1.3 The economic impact of the COVID-19 pandemic has been via the tourism and private education sectors, the main drivers for growth and foreign exchange earnings. These sectors account for a significant share of the total employment, and hence it is likely that there has been higher unemployment, loss of livelihoods and an increase in poverty. Since the first case of COVID-19 was reported in Grenada on March 22, 2020, and the subsequent near six-month lockdown, there have been ripple effects on households, businesses, and other economic sectors. Preliminary estimates indicate that the economy is likely to contract by 17.5% in 2020. The second wave of local outbreaks of COVID-19 (with 41 reported cases as of November 22, 2020) and new lockdowns from traditional tourism source markets could cause a deeper and more prolonged contraction in economic activity. Grenada's attempt to boost construction activity is a key mitigant to stem the economic contraction and job losses. A large financing gap is anticipated due to the sharp contraction of exports and the need to bolster spending to contain the pandemic and support the economy. Fiscal measures to support the economy and respond to the health crisis are estimated to cost approximately 2.0% of GDP.

1.4 The pandemic has exposed some of the vulnerabilities inherent to Grenada's level of export concentration and competitiveness. Even after the pandemic recedes, it is expected that the key economic sectors such as tourism and private education will take some time to recover to pre-pandemic levels. As such, it is essential that the strategies adopted now seek to address key areas of competitiveness. Human capital development is a key component to addressing long-standing labour market challenges in Grenada. This includes upgrading education opportunities and active labour market policies such as better Technical Vocational Education and Training (TVET) including and Information and Communication Technology (ICT) training. Addressing the key problem of skills mismatches also requires a greater focus on improving education outcomes, particularly in Mathematics and English, as well in other Science Technology Engineering and Mathematics (STEM) disciplines. Addressing some of these issues will help Grenada prepare the labour force for key structural changes that may occur over the short to medium term. See Appendix 1.1 for more details.

SOCIAL CONTEXT

1.5 The three-island state of Grenada, Carriacou and Petit Martinique, had a revised population estimate of 112,579 persons in 2019. Approximately 95% of the population reside in Grenada with the corresponding 5% living in Carriacou and Petit Martinique. The sex ratio is relatively even with 50.4% of the population being males (101 males to 100 females). Male and female-headed households represent approximately 59% and 41% respectively of the recorded 34,517 households in Grenada.

1.6 The urban settlements of St. George's and St. Andrew constitute approximately 60.5% of its total population. Population density continues to be very high with an average of 307 persons per square kilometre. Grenada's population can be characterised as youthful with approximately 7.3% of the total population under the age of 5 and 29.4% below the age of 18 years. The total dependency ratio in 2019 was estimated at 51% whereas youth dependency was 40% and old-age dependency was 11%.

1.7 The 2019 Human Development Report (HDR) shows signs of the island's slender improvement in human capital development from a value of 0.760 (2016) to 0.763 (2018). Grenada continued to be among the 'high-ranked' countries with achievements in the three basic dimensions of long and healthy life; access to education; and a decent standard of living. Life expectancy at birth in 2018 was 72.4 years (74.9 years for females and 70.1 years for males). According to HDR 2019, the expected years of schooling was 16.6 years per child with a marginal difference between females (17.0 years) and males (16.2 years). Approximately, 64% of primary school teachers are trained and the quality of education is enhanced with primary and secondary schools recording 100% access to the internet. In addition, women currently occupy 39.3% of the share of seats in parliament, the highest representation in the English-Speaking Caribbean.

1.8 Despite these measurable improvements in human development, the tri-island state is severely challenged by the adverse impacts of the COVID-19 pandemic. The Caribbean COVID-19 Food Security and Livelihoods Impact Survey (CARICOM 2020) outlined that the pandemic has had widespread impacts on people's lives and livelihoods in Grenada, resulting from loss of jobs or income. About 78% of respondents indicated that their ability to carry out their livelihoods was affected whereas 48% of respondents reported the loss of jobs or reduced salaries. The vast majority (91%) of respondents predict that their livelihoods will be impacted in the future. In addition, approximately 20% of respondents reported eating less or skipping meals with additional impacts on market access and the availability of foods and medicines. The vulnerable populations of male and female single heads of households, children, unemployed youth, older persons, and persons with disabilities (PWDs) will be at a higher risk of social and economic impacts.

1.9 The COVID-19 pandemic has also contributed to major disruptions in social sector services, including education, social protection services and the severity of Gender-Based Violence (GBV). For example, the crisis has resulted in the loss of learning and the exacerbation of profound learning disparities, including access, equity, and quality of educational opportunities. Moreover, the Women's Health and Experience Research Report for Grenada (UN Women 2018) had previously outlined that the severity of GBV was of serious concern and described it as simultaneously intergenerational, familial, and societal. The 2018 Report revealed that children who witnessed inter-personal violence and experience physical and sexual violence, are also likely to experience long-term psychological and physical effects. The issues of GBV and child abuse have been further exacerbated by the COVID-19 pandemic, with increased requests for psycho-social support and provision of services at the level of the state and civil society.

SECTOR ISSUES

1.10 Recognising the correlation between education and economic and social development, GOCR has prioritised the transformation of the education sector as a major aspect of its economic competitiveness and social cohesion strategy. GOCR has made significant investments in education with an average annual

expenditure of 6% of GDP on education compared to 3.9% for other member countries of the Organisation of Eastern Caribbean States (OECS), and annual recurrent expenditure averaging 15% of the national budget.

Achievements

1.11 Grenada has made significant progress in reaching several measurable targets in educational coverage for basic education, achieving universal access to basic education in 2012. Enrolment disparities between males and females are now negligible, with a Gender Parity Index of approximately 1:00 since 2009. GOCR has also significantly expanded early childhood development provision, with a 90% net enrollment rate in 2019, above the average of 82% for other OECS countries. Internal inefficiency is minimal at 1% dropout rate in secondary education and over 70% of teachers trained across the basic education sub-sector. There is a robust student support system targeting socio-economically disadvantaged students focusing on school feeding and subsidising school uniform and textbooks. These process indicators correlate with acceptable educational outcomes in basic education. At the secondary level, the overall pass rate for Caribbean Secondary Education Certificate (CSEC) is 80%, with gender parity, although there is significant variation in performance among schools. However, not only is the pass rate in the Caribbean Primary Exit Examinations (CPEA) lower (71%), but the gender differentials in performance is also very pronounced, with as low as 50% of boys in some schools achieving the standard of scoring 50% or more in the examination. Furthermore, only 63% of CSEC candidates pass at least one Technical and Vocational Education and Training (TVET) subject, and more so boys (70%) than do girls (56%).

Issues and Challenges

1.12 Notwithstanding these achievements, a major constraint is the overall poor quality of the schools' infrastructure, which has an adverse impact on the quality of the teaching-learning process, full access to basic education services for PWDs and ultimately, improved learning outcomes for all. Core issues of quality and relevance include:

- (a) **Inadequate school infrastructure:** One of the strategies for the achievement of Universal Secondary Education (USE) was the conversion of primary schools which are yet to be modernised and configured to provide for the full suite of the secondary curriculum. PWDs have limited options within their locale for access and participation as only one school (Westerhall Secondary) is fully accessible to PWDs. As of October 2020, more than 16 years following Hurricane Ivan, there are still 8 primary schools (14%) occupying temporary structures. Large sections of school plants need refurbishment with typical deficits being severely damaged walls, windows, and electrical wiring; unsafe and non-energy efficient fixtures; leaking roofs, termite and rodent infestation and inadequate space to accommodate mass school activities. These have been further exacerbated by the limited physical capacity to satisfy the social distancing requirements to meet the COVID-19 pandemic mitigation measures.
- (b) **Sub-optimal and inefficient maintenance:** Despite the annual work done across the sector by MOE, deficits in regular maintenance contribute to the poor quality of the physical infrastructure. MOE Corporate Plan 2018-2020 acknowledges inadequate maintenance across the sector as a weakness to be addressed, including strengthening school-level maintenance planning and execution.
- (c) **Sub-optimal provision for learners with SEN, low-performing learners and PWDs:** The Ministry of Education (MOE) has adopted a policy of mainstreaming provision for learners who are diagnosed with moderate to mild SEN. However, the infrastructure provision to adequately cater to SEN and other learning disabilities is minimal. Besides the limited facilities, pedagogy in basic education remains largely teacher-centred and not configured to cater to the multiple learning needs of students. Students are subjected to an

instructional approach devoid of a differentiated approach, or optimal use of ICTs and gender-responsive instructional methodologies to enhance the quality of the teaching/learning process for both boys and girls. These deficiencies help to consign these vulnerable learners to a substandard learning experience resulting in low achievement of learning outcomes.

- (d) **Inadequate curriculum offerings and uptake in available subjects, and limited capacity for learning continuity:** Few students pursue STEM disciplines due to inadequate facilities, especially laboratories. Many schools have only one laboratory for the delivery of all science subjects, limiting the number of students who can be enrolled in these areas. In some cases, as low as 5% of school cohorts writing CSEC exams seek certification in STEM subjects including the science disciplines or perform quite poorly with pass rates below 20%. In addition, the range of TVET Programmes available in secondary schools is limited, and where they exist, they need to be upgraded to satisfy the Caribbean Vocational Qualification (CVQ) standards. With the onset of the COVID-19 pandemic, MOE and schools lacked the capacity for learning continuity, constrained by the limited access to devices by students and the inability of teachers to utilise available online platforms to continue delivering instruction.

1.13 These deficits in the quality of the learning environment have an attendant negative impact on inclusive access for vulnerable students, optimal student engagement and improved student achievement. Other sector reforms such as teacher effectiveness must be complemented by the modernisation of school plants to provide a total quality learning experience for all learners.

COUNTRY SECTOR STRATEGY

1.14 Education development in Grenada is informed by MOE's Corporate Plan, as well as OECS Education Sector Strategy 2012-21 and CARICOM Human Resource Development (HRD) 2030 Strategy. These all underscore mainstreaming student-centered learning through, but not limited to, enhancing the learning environment to support effective pedagogy, meeting the divergent learning needs of students, and providing diversified curricula in basic education to enhance employability and lifelong learning. GOGR has consistently prioritised improving the quality of education facilities as part of its thrust to achieving national, regional, and international education commitments, including the Sustainable Development Goals (SDG) 4 Agenda. The approach adopted by GOGR is the systematic upgrading of schools according to accepted inclusive educational standards, climate-resilient principles and gender-equality requirements. That approach informed the implementation of various education projects over the past two decades, financed by GOGR and multi-lateral development institutions including CDB and the World Bank. One of the projects is the GEEP - Phase I, focusing on the reconstruction/rehabilitation of five schools, along with extensive capacity-building for teacher effectiveness. Infrastructure works have begun at three of the five schools and approximately 1,550 teachers and principals have benefitted from professional development. A status of implementation is presented at Appendix 1.2. In response to COVID-19, MOE has prioritised mainstreaming its E-learning programme by providing ICT devices, with E-books, for all students and teachers, developing digital content to support instruction, providing internet access to all schools, securing free access from the telecommunications providers to selected online education sites by students and improving its Learning Management System. GOGR has requested that funds approved under GEEP I be repurposed to procure ICT devices (14,869) for students and teachers, as well as providing training for teachers and content development. The digital transformation of teaching and learning remains a strategic priority for MOE.

1.15 Overall, the present approach to schools' upgrade is informed by various education infrastructure standards specific to climate resilience including Model School Safety Programme (MSSP) for Caribbean Schools Toolkit (2014) of the Caribbean Disaster Emergency Management Agency (CDEMA) and the

Guidelines for the Locating and Designing of Disaster Resilient Schools for the OECS (2018). There is also the emerging Caribbean New School Model (CNSM) which is outlined in the CARICOM HRD Strategy 2030. The CNSM is based on the premise that the school infrastructure should support educational access, equity, quality, and relevance and conform to the principles of climate resilience and community partnership.

LINKAGE OF PROJECT TO CDB'S COUNTRY AND SECTOR STRATEGY AND POVERTY GOALS

1.16 The Project is illustrative of CDB's Education and Training Policy and Strategy (ETPS) - 2017 of providing:

- appropriate resources to meet learning needs (school facilities, teaching and learning materials, including as appropriate, ICT-enabled support); and
- gender-responsive infrastructure responding to the needs of male and female students and teachers with regards to sanitary facilities, equipment, security, and safety.

It is targeted at achieving the ETPS (2017) outcomes of high, inclusive education and training and reduction of systemic inequities and inefficiencies.

1.17 Although CDB's Country Strategy Paper (CSP) (2014-2018) for Grenada has expired, its focus on achieving the sector outcome of "increased access to high quality education and training" remains relevant and underpins the proposed intervention. This includes the CSP areas of engagement in the education sector including:

- (a) the continued restoration of school infrastructure to enhance the enabling environment for learning;
- (b) a heightened focus on quality and relevance to improve student outcomes through teacher training and curriculum reform; and
- (c) policy development and establishment of structures for the integration of ICTs and inclusive education.

1.18 This Project is consistent with the following of CDB's strategic objectives:

- Building Social Resilience

1.19 This Project is consistent with the following of CDB's corporate priorities:

- Improving access to quality, inclusive and equitable education, and training

1.20 This Project is consistent with the Special Development Fund 9 (SDF) core theme of inclusive and sustainable growth and development.

1.21 This Project is expected to contribute to the following SDGs:

- SDG 1. End poverty.
- SDG 4. Quality education.
- SDG 5. Gender equality.
- SDG 10. Reduced inequalities.

- 1.22 This Project integrates the following of CDB's cross-cutting themes:
- Gender Equality.
 - Renewable Energy/Energy Efficiency.
 - Environmental Sustainability.
- 1.23 This Project is consistent with the following of CDB's Sector and Thematic Policies:
- Education and Training Policy and Strategy.
 - Poverty Reduction Strategy.
 - Gender Equality Policy and Strategy.
 - Climate Resilience Strategy.
 - Energy Sector Policy and Strategy

RATIONALE

1.24 Despite commendable efforts on the part of GOCR with the support of its development partners to address the substantial physical needs in the education sector since the passage of Hurricanes Ivan and Emily, significant work remains as many of the schools damaged still need to be restored/rehabilitated. In this regard, some schools are still being housed in temporary structures and most secondary schools require expansion to facilitate continued USE, particularly the upgrading or provision of TVET and science facilities, including equipment necessary for participation in CVQ programming. In addition, spaces are not customised to accommodate vulnerable learners, including PWDs. Addressing the deteriorated condition of the physical plant in primary and secondary schools is *sine qua non* to improving student engagement, providing ICT-enabled learning spaces configured to meet GOCR's health and safety standards and supporting enhanced student achievement. In addition, upgrading school infrastructure to climate resilience standards and achievement of hurricane shelter/safe school certification is a direct benefit for both the immediate school community and the wider communities which will need those facilities in circumstances of natural hazard events. The role of the school to address the scourge of GBV is central to the approach adopted by MOE/GOCR in achieving outcome 3 of the National Strategic Development Plan (NSDP) – a resilient, inclusive, gender-sensitive and peaceful society. The direct outputs of GEEP II will therefore consolidate the achievements of the previous CDB interventions and assist GOCR in fulfilling its commitments to achieve the SDG 4 agenda and other international obligations including the provision of climate-smart infrastructure for environmental sustainability.

2. PROJECT DESCRIPTION

PROJECT OUTCOME

2.1 The overall outcome of the Project is improved quality, relevance, and equity of basic education in Grenada.

PROJECT COMPONENTS

2.2 The proposed intervention represents Phase II of the investments identified in 2015, in particular, the reconstruction of two schools for which designs were financed under GEEP I, and completion of additional rehabilitation of two schools which are in the scope of GEEP I. As part of GOCR's COVID-19 response strategy for learning continuity and its overall digital transformation programme for the education sector, GOCR has requested that USD4.2 mn of GEEP I resources be repurposed to provide ICT equipment for students and schools to facilitate distance learning. Consequently, some of the learning spaces at J.W. Fletcher Catholic Secondary School (JWFCS) and St. Joseph's Convent, St. Andrew (SJCSA) will be completed in GEEP I with the remaining spaces to be accommodated in GEEP II. Designs for a third

school, the St. David's Catholic Secondary, are yet to be done and will be considered for financing once those designs are completed. Provision in this phase is also made for key capacity-building of teachers and principals to address institutional capacity gaps for inclusive teaching and learning and supporting life skills with emphasis on reducing GBV. The components of Phase II are indicated below. The detailed description is attached at Appendix 2.1.

1. **Land:** A site owned by GOCR at Pearls, St. Andrew comprising 1.534 acres for the reconstruction of the Grenada Christian Academy (GCA).
2. **Infrastructure Works:** Climate-resilient reconstruction and/or rehabilitation works, including ICT-enhanced classrooms, workshops/laboratories, energy efficiency (EE) improvements and enhanced accessibility for PWDs, at four schools, as follows:
 - (a) Reconstruction of GCA.
 - (b) Reconstruction of St. Andrews Anglican Primary (SAAP) including the provision of temporary facilities for the relocation of school operations during infrastructure works.
 - (c) Expansion and rehabilitation of JWFCs.
 - (d) Expansion and rehabilitation of SJCSA.
 - (e) Provision of temporary facilities for the relocation of school operations during infrastructure works.
3. **Engineering and construction-related services:** Consultancy services to provide construction supervision. Draft Terms of Reference (TOR) is attached at Appendix 2.2.
4. **Goods:**
 - (a) Provision of furniture and equipment, and ICT resources for spaces added and rehabilitated.
 - (b) Provision of a vehicle to assist with monitoring and supervision of the Project.
5. **Capacity-building:**
 - (a) Training in Differentiated Instruction, Life Skills/GBV/Health and Family Life Education Programme and Gender-Sensitisation - creating gender-sensitive classroom learning environments and experiences.
 - (b) Training on implementing school maintenance plans.
6. **Project Management:** Project Management, Monitoring and Reporting of Project activities.

RESULTS FRAMEWORK

Project Impact				
Enhanced human capacity development				
Outcome	Indicator	Baseline	Target	Data Sources, Reporting Mechanisms and Report Frequency
Enhanced quality, relevance and equity of basic education in Grenada.	1.1 Pass rate of girls in CPEA in SAAP. (%)	69 8/30/2019	79 8/31/2026	MOE Statistical Digest
	1.2 Pass rate of boys in CPEA in SAAP	53 8/31/2020	68 8/29/2026	MOE Statistical Digest
	1.3 Pass rate in STEM subjects (Math, Chemistry and Integrated Science) at JWFCs reach 60% ^{2/} (disaggregated by sex) (Yes/No)	No; 8/31/2020	Yes; 8/31/2026	MOE Statistical Digest
	1.4 Achievement of CDEMA Safe School Certification for GCA, JWFCs and SAAP (Yes/No)	No. 8/31/2026	Yes 8/31/2026	MOE Annual Report
	1.5 Full complement of students pursuing each available STEM subject ^{3/} at GCA and JWFCs (with gender parity)	No; 8/31/2020	Yes; 8/31/2026	MOE Statistical Digest

Assumptions for achieving outcomes:

1. Stakeholder engagement is sustained and optimal
2. Disaster resilience remains a major policy focus for MOE and its associated institutions and partner agencies

Output	Indicator	Baseline	Target	Data Sources, Reporting Mechanisms and Report Frequency
1. Administrative and pedagogic capacity of teachers and principals improved.	1.2 Teacher and Principals trained in Differentiated Instruction, Gender sensitisation and Health and Family Life Education (HFLE) /GBV. Programmes (#)	0 8/31/2020	230 12/31/2023	Project Report

^{2/} Average pass rates in the subjects, from 2018-2020, are 15%, 21% and 41 % respectively.

^{3/} The minimum number of students who can be accommodated in the workshop or laboratory according to established standards, including CVQ requirements.

	1.3 Principals, senior management team and school/community stakeholders trained in implementing school maintenance plans (#)	0; 8/31/2020	40; 8/30/2024	Project Report
2. School infrastructure upgraded and maintained.	2.1 Maintenance kits provided (#)	0	4	Project Report
		8/31/2020	8/30/2024	
	2.2 Schools built or upgraded (#)	0	4	Project Report
		8/31/2020	8/30/2024	
	2.3. Classrooms/workshops built/upgraded (#)	0 8/31/2020	98 8/30/2024	Project Report
	2.4 Schools fully accessible to PWDs – (physically challenged) (#)	0 8/31/2020	3 8/30/2024	Project Report
2.5 Maintenance Plans for each school completed (#)	0	4	Project Report	
	8/31/2020	8/30/2024		

Assumptions for achieving outputs

- No major adverse weather conditions.
- Counterpart resources are available in a timely manner.

LESSONS LEARNT

Description	Project Response
Readiness for project implementation is aided by frontloading of some of the key activities on the critical path.	Key activities, including the establishment of a PSC and PCU and establishment of a Designated Account (DA), were completed prior to Board approval, in an effort to reduce the period between approval and loan effectiveness. The continuity of the project coordination and oversight entities from GEEP I provides for a seamless transition to implementing GEEP II.
Technical oversight should be formally integrated into the implementation work of project management activities to ensure adequate technical input for project activities and sustained implementation progress.	The ISCT, established under GEEP I, will continue to provide technical oversight for infrastructure works, complemented by involvement of the District Education Officer of the respective schools. MOE TVET/CVQ Officers will provide technical support regarding the CVQ requirements for workshops and laboratories.

Description	Project Response
Gender considerations and solutions addressing learners at-risk should be integrated throughout the project cycle to increase and monitor development effectiveness.	Gender considerations were incorporated into the designs of the various schools. Oversight by the competent public entity - the Department of Gender Affairs - is provided through its participation on the PSC as well as providing for specific feedback from the Department at all stages of design and construction/rehabilitation of the schools. This will be complemented by the implementation support to be provided by CDB's Social Analyst/Gender Specialist.

3. FINANCING PLAN

FINANCING STRUCTURE AND COSTS

3.1 **Project costs:** The Project is estimated to cost nineteen million, five hundred thousand United States Dollars (USD19.5 mn). The costs for Infrastructure Works and Goods are based on designs and budgets prepared by a consultant engaged by GOCR. The costs of Engineering and Construction-related services, Goods, Institutional Strengthening and Project Management are based on rates that are typical for these types of activities in Grenada. Estimated land costs were provided by GOCR. Physical contingencies of 15% for works for GCA and SAAP and 12% for JWFCs and SJCSA have been applied as it relates to infrastructure works, 8% for Engineering and Construction-related service, 10% for the vehicle included under Goods and 10% for Capacity Building have been applied. Price contingencies of 1.6% have been included, based on CDB's inflation forecasts over the project execution period. CDB staff are satisfied that the base costs and contingencies are sufficient to ensure completion of the Project. A summary of the Project cost and financing plan is shown below in Table 3.1 with the details of the Project cost, phasing and financing plan provided in Appendix 3.1.

3.2 **Financing:** The Project will be financed by:

- (a) a loan to GOCR from CDB (the Loan) representing approximately 84% of Project costs comprising:
 - (i) an amount not exceeding six million, one hundred and eighty-five thousand Euros (EUR 6.185 mn) (equivalent to approximately seven million, three hundred and forty-four thousand United States dollars [USD7.344 mn]) from CDB's Ordinary Capital Resources (OCR) (the OCR Portion) allocated from its Fixed Rate Euro Funding to assist with the cost of Infrastructure Works, Engineering and Construction-related services and Goods; and
 - (ii) an amount not exceeding the equivalent of nine million United States dollars (USD9.000 mn) from CDB's Special Funds Resources (SFR) (the SFR Portion) to assist with the cost of Infrastructure Works, Engineering and Construction-related services, Goods, Institutional Strengthening, and Project Management;
- (b) a grant to GOCR of an amount not exceeding the equivalent of two hundred thousand United States Dollars (USD200,000) (the Grant) from CDB's SFR representing approximately 1% of Project costs to assist with the cost of Project Management services; and
- (c) counterpart resources of seven million, eight hundred and sixty-three thousand Eastern Caribbean Dollars (XCD7.863 mn) representing approximately 15% of Project costs for Land, Infrastructure Works and Project Management.

3.3 The OCR Fixed Rate Euro Funding portion of the Loan is sourced from fixed rate funds accessed by CDB from the European markets. The OCR Fixed Rate Euro Funding portion of the Loan will be repayable over 19 years, inclusive of a grace period of five years. Components financed from these resources will therefore be subject to exchange rate fluctuations. Accordingly, price contingencies have been augmented to compensate for possible unfavourable movement in the EUR/USD exchange rate. The OCR Fixed Rate Euro Funding interest rate is fixed at 2.75% and attracts a commitment fee of 1.0% payable on the undisbursed amount of the OCR Portion, commencing on the sixtieth day after the date of the Loan Agreement.

The OCR Portion has been converted to USD at exchange rates prevailing at November 17, 2020, for consistency with other funding sources.

3.4 The SFR Portion will be repayable over 25 years, inclusive of a grace period of 5 years, at a fixed interest rate of 1%.

3.5 The Bank's current Lending Policies require that based on the blended Loan financing of the OCR and SFR amounts proposed above, the loan size should not exceed 86%. The current financing plan complies with this requirement.

TABLE 3.1: SUMMARY OF PROJECT COSTS AND FINANCING

Components	OCR-USD	SDF 9		Total	GOCR - GRENADA	Total
	Equity and Market Resources	SDF Resources (Grant)	SDF Resources (Loans)			
1. Land				-		
2. Infrastructure Works						
3. Engineering and Construction-related Services						
4. Goods						
5. Capacity Building						
6. Project Management						
Base Cost	6,019,501	181,818	7,531,681	13,733,000	2,392,000	16,125,000
7. Physical Contingency	828,465	18,182	1,012,403	1,859,050	311,150	2,170,200
8. Price Contingency	287,554	-	359,483	647,037	107,381	754,418
Total Project Cost	7,135,520	200,000	8,903,567	16,239,087	2,810,531	19,049,618
9. Interest During Implementation	208,080	-	96,433	304,513	-	304,513
10. Commitment Fees	-	-	-	-	101,569	101,569
Total Financing	7,343,600	200,000	9,000,000	16,653,600	2,912,100	19,455,700
Percentage Financing	38%	1%	46%	85%	15%	100%

4. PROJECT VIABILITY

TECHNICAL ANALYSIS

4.1 This intervention is a continuation of GEEP I and is designed to enhance student outcomes at the basic education level and provide the necessary infrastructure to allow the identified to better address the needs of their students. The Project is informed by the education infrastructure standards adopted and promoted in both national and regional education sector plans and strategies including the CNSM, the MSSP and the Guidelines for the Locating and Designing of Disaster Resilient Schools for the OECS (2018). In addition, the design of facilities is consistent with the strategy of the Ministry of Health (MOH) and MOE to provide safe learning spaces for members of the school community. The design of the Project was therefore guided by the following main principles:

- (a) provide an inclusive, safe, and healthy learning environment which contributes to improved teaching and learning for all students;
- (b) provide adequate facilities to accommodate expansion and increased diversification of pedagogical programming within the system, including promoting differentiated instruction for improved teacher effectiveness;
- (c) ensure that the learning environment is properly maintained and can mitigate the effects of natural hazard events;
- (d) embed stakeholder participation in project preparation and implementation arrangements;
- (e) schedule project activities, particularly the rehabilitation works, to minimise disruption of school operations; and
- (f) provide school environment which meets the minimum requirements for operations according to the public health protocols issued by MOH and MOE. This relates to ensuring additional washing and hand sanitiser stations, relevant signage for social distancing, organising classrooms to allow for minimum spaces between students and the provision of ICT devices/ICT-enhanced spaces to support blended learning.

4.2 Detailed designs and bidding documents for the building and civil works at GCA, SAAP, SJCSA and JWFCs are to be produced by Design Engineering Consultants under GEEP I. Preliminary designs for GCA and SAAP have been submitted and final designs are expected to be completed by March 2021. Design Engineering Consultants for the works at SJCSA and JWFCs are being engaged and final designs, including Environmental and Social Management Plans (ESMPs), are anticipated to be completed by July 2020. In addition to soil, geotechnical and topographical surveys of each site, designs have taken into consideration the results of the Climate Vulnerability Assessment (CVA), the Environmental and Social Impact Assessment (ESIA) and public health and safety protocols for COVID-19 and future pandemics. The CVAs/ESIAs are being finalised by consultants engaged by MOE. Design solutions also took into consideration teaching and learning best practices, enhanced accessibility of vulnerable persons including PWDs and integration of ICTs by providing adequate bandwidth, laptops and tablets for teachers and students.

4.3 The requirements of the Grenada National Building Code are being applied and the designs will also be informed by design briefs prepared by MOE and the International Building Code (2009). A design life of 50 years is specified for all new structures. Least cost standard methods of construction typical to school buildings in Grenada are to be implemented. Two-storey blocks are proposed in most instances to accommodate limited land area. Consideration is being given to proper drainage for all sites including raised

ground levels and the construction of suspended ground floors to mitigate the risks of tsunami, storm surge and flooding for vulnerable locations such as SAAP. For the rehabilitation of existing schools, new structures are designed to maintain open spaces, security, natural lighting, and ventilation. Construction is programmed to minimise disruption to classes.

4.4 The placement of above and underground utilities are to be surveyed for each location. All sites have access to a reliable electrical main. While the sites have a relatively reliable potable water supply, climate change is expected to increase the frequency of both drought and extreme rainfall events with the potential to disrupt water supplies, and therefore, potable water storage will be a feature in all the schools.

4.5 MOE has specifications for furniture and equipment. The design engineering consultants will be required to coordinate with the PCU to finalise layouts and produce schedules consistent with the needs of each school. MOE has the capacity to store the furniture and equipment until ready for deployment and thus can capitalise on economies of scale by minimising shipments.

4.6 CDB staff are satisfied that the above provides an adequate approach to the design, construction, supervision and outfitting of the infrastructural aspects of the Project.

ECONOMIC ANALYSIS

4.7 The typical Economic Rate of Return (ERR) calculation methodology was not applied to this Project, due to the paucity of available data and methodological challenges in accurately quantifying the impact of primary and secondary education on economic improvements [N.B.: *“The High Cost of Low Educational Performance” (OECD)*].

4.8 Nevertheless, available research indicates significant linkages between the quality of education and greater earnings potential for individuals as well as enhanced productivity. For example, research in the OECD countries indicates that for every one-year increase in average education output per capita increases by 3-6 % [N.B.: *“The returns to Education: Links Between Education, Economic Growth and Social Outcomes” (www.oecd.library.org)*].

4.9 In addition, an enhanced education system provides considerable social benefits. Studies indicate that individuals who do not complete secondary education are more likely to be unemployed, have a greater probability of incarceration and be subjected to lower standards of health. These factors increase the financial burden on public resources. It has been estimated that social returns (i.e. society’s monetary and non-monetary returns vs. its costs) to secondary education are conservatively estimated at 10% [(N.B.: *Returns to Investment in Education (World Bank Group)*].

4.10 **Direct Benefits:** The Project is expected to bring immediate benefits to approximately 5,330 students (2,780 males; 2,550 females) students enrolled in primary and secondary schools. Some of the main benefits of the Project include;

- (a) improved pedagogy and instructional quality through the training of approximately 200 teachers and principals;
- (b) newly constructed and refurbished teaching/learning environments and the provision of improved furnishings will provide a more stimulating environment for both teachers and students, resulting in improved student engagement and productivity in the classroom;
- (c) more gender-equitable learning environments and outcomes at all levels supporting higher levels of educational achievement of a larger number of students, particularly boys, while maintaining high student achievement levels for girls;

- (d) improvements in the system to better support children who lack adequate preparation for formal education; PWDs, particularly the physically challenged and those with basic learning deficiencies, those with deficits in life skills to support safe and productive engagement with others – all of whom are at-risk of educational and societal failure; and
- (e) enhanced capacity of school principals, management personnel, and administrative personnel in MOE to implement the curriculum, maintain a high-quality physical learning environment and efficiently utilise the available resources in an efficient manner.

4.11 Beneficiaries are expected to be more productive members of society and generate lower economic costs to the economy as an outcome of this Project.

MACROECONOMIC IMPACT

4.12 Public capital spending has been particularly low over the past few years. This is due mainly to underinvestment because of a restraint on public spending during the adjustment programme, low maintenance and a relatively slow rate of implementation. The infrastructure needs in Grenada are estimated to be in the range of approximately 5% of GDP annually. Investments in infrastructure are expected to enhance competitiveness and spur growth in new areas.

4.13 This education project is timely, will contribute to an increase in economic activity and human development for long term sustainability. Considering a historic contraction in economic activity, loss of jobs and livelihoods, investment in human capital development remains critical. Investments in human development are expected to help, in part, to mitigate the impact of brain drain on the labour market in Grenada. They are also expected to help prepare the labour force for the rapidly evolving labour market, entrepreneurship, and job creation. The investment, over time, is also expected to contribute to an improvement in the business climate and competitiveness.

4.14 Upgrading education opportunities, including better STEM/TVET training, and targeting employment matching would help address some of the challenges faced in the labour market. It would also help to tap the potential of the labour force, providing opportunities for the youth and the underemployed.

SOCIAL AND GENDER IMPACT ASSESSMENT

4.15 The Project offers an enhanced learning and teaching environment through the expansion, rehabilitation and/or reconstruction of four educational institutions within the most populous parishes of St. Andrew and St. George. The educational infrastructure will meet the needs of female and male students and teachers. The parishes of St. George and St. Andrew serve as the main population settlements for over 60% of Grenada's population. Moreover, the aforementioned urban settlements are the epicenter of government, private sector, and civil society services in Grenada. Equally, the demand for education, health and social services within those parishes are greater because of the higher population densities and proximity to major employment sectors in Grenada. The Project provides direct social and gender benefits of an improved, accessible, and gender-responsive learning environment for approximately 200 female students and 330 male students at one primary school and 2,350 female students and 2,450 male students at all secondary education institutions. In addition, the Project provides significant investments for adequate facilities for STEM/TVET learning opportunities for male and female students. The Project benefits also include the provision of inclusive infrastructure for persons with physical disabilities and adequate sanitation facilities with social and environmental safeguards for the COVID 19 pandemic.

4.16 Moreover, the project benefits will include building life skills, knowledge and awareness among male and female students on the issues of GBV and child abuse; it will provide linkages with community services and resources and provide psycho-social support services to support survivors. The effects of GBV include physical injuries and adverse psychological violence, resulting in reduced self-esteem, depression, suicidal thoughts, isolation and self-blame (UNWOMEN 2019). These physical and psychological effects have detrimental impacts on school performance, impacting the lives of students, teachers and administrators (females and males). The Project will implement a Gender Relations/GBV programme, through the HFLE, which will build awareness around the socio-cultural norms, unequal power relations and the root causes of GBV. It will also develop an understanding of the main legal instruments for GBV, the criminal codes, the Child (Protection and Adoption) Act, the Domestic Violence Act (2010) and National Domestic Violence and Sexual Abuse Protocol for Grenada. The Project follows a recommendation within the CDB Grenada Gender Assessment to integrate issues related to GBV into the HFLE school curriculum at the primary and secondary levels.

4.17 The Gender Relations/GBV Life Skills Programme will create safe spaces to engage in dialogue and equip male and female students with life skills to assess existing beliefs, norms and attitudes (their own included) about gender and gender relations to prevent all forms of GBV, child abuse and discrimination, especially against women and girls. This programme will promote equality between men/boys and women/girls and build capacity to have a clear understanding of why ‘gender’ is important and build capacity around the different and unequal values on men/boys and women/girls, gender-specific social roles and responsibilities, and how men/boys and women/girls tend to engage in and experience society very differently and unequally. Working for sustainable transformations in gender relations is a long-term endeavour; demonstrating such changes within a project cycle can be a challenge, but this Project will start initiatives that aim to bring about attitudinal and behavioural change. According to CDB’s Gender Marker Analysis (Appendix 4.1), the Project is gender mainstreamed with significant potential to contribute to gender equality.

GENDER MARKER SCORE

Analysis	Design	Implementation	Monitoring & Evaluation	Score	Code
1.0	0.5	1.0	1.0	3.5	GM

ENVIRONMENTAL ASSESSMENT

4.18 A greenfield site will be used for constructing one of the four schools under the Project. Sub-project sites are set within a landscape of flat coastal terrain, and hilly inland terrain. Collectively, the sites encompass: urban and rural settings; and mixed land use that supports diverse socio-economic activity. A draft Environmental and Social Impact Assessment (ESIA) was prepared to inform the design of the two new schools in compliance with GOGRA’s regulations. The draft ESIA has been reviewed by CDB and found to be satisfactory. Site-specific EESMPs will be prepared for the schools to be rehabilitated. It shall be a condition precedent to first disbursement of the Loan in respect of infrastructure works for each site, that MOE shall have obtained all relevant planning and environmental permits necessary for the Project.

Construction Phase

4.19 Adverse environmental impacts relate mainly to site clearance, traffic disruptions; noise generation resulting from operating construction equipment that could disturb residents and disrupt commercial activities; dust generation (excavation and construction-related activities); and construction waste. Movement of materials onto the construction site and construction activities pose an inherent risk of injury, permanent disability or death to workers and community health and safety, from emergency events such as fires, oil spills, encroachment of the public into dangerous conditions/environs, and construction traffic. Prior to the commencement of works, the Contractor will be required to develop a participatory Occupational Health and Safety Plan consistent with international industry best practice and national regulations.

Operations Phase

4.20 Improper solid waste management may block drains and create a breeding ground for pests and vermin plastics can also be fatal if ingested by both marine and terrestrial animals. The Project will provide as part of a Waste Management Plan, appropriate on-site enclosures at each school for solid waste storage prior to collection by the relevant public solid waste management authority. Improper disposal of human wastes into the environment can pollute surface and groundwater and may contain disease-causing pathogens and vectors. Final engineering designs will include an appropriate sewage waste management solution consistent with national regulations. In addition, the negative impacts of inefficient energy and water use is being considered as part of the designs with proposed mitigation measures being signage, natural light and ventilation, rainwater harvesting, energy-efficient equipment and lighting, and water-efficient fixtures.

4.21 A project matrix has been prepared to (i) describe the project activities; (ii) identify environmental impacts, and; (iii) describe mitigation measures for the Project (See Appendix 4.2).

Environmental Management and Monitoring

4.22 Mitigation measures to manage significant impacts will be implemented through the ESMPs which are being prepared by the design engineering consultants for the new schools. The ESMPs will detail works implementation, planned mitigation measures, environmental performance monitoring; and the complaints mechanism to address predicted impacts such as waste disposal; water quality impacts; health and safety concerns; traffic disruption; noise and dust levels during construction and natural hazard mitigation. Routine reports will be provided to the PC by the supervising consultant. Monitoring of the Contractors' operations to ensure conformance with the mitigation measures stipulated in the ESMPs will be undertaken jointly by the supervising consultant engineer MOE and CDB.

4.23 The PCU and contractors will establish a Grievance Redress Mechanism to address concerns and complaints of project-affected persons proactively and promptly, using a transparent process that is gender-responsive, culturally-appropriate, and easily accessible at no costs and without retribution. CDB operates a Projects Complaint Mechanism which provides an additional avenue for individuals and communities to complain directly to CDB. The draft Grievance Redress Mechanism process template is attached at Appendix 4.3.

CLIMATE CHANGE VULNERABILITY ASSESSMENT

4.24 Detailed climate modelling projections for Grenada suggest:

- (a) an increase in average atmospheric temperature in line with global projections;

- (b) increased variability in average annual rainfall nationally and regionally, which may include more intense rains and longer dry spells;
- (c) increased Sea Surface Temperatures;
- (d) high likelihood of an increase in the intensity of tropical storms; and
- (e) sea-level rise.

4.25 A draft CVA has been prepared for the Project, (using flooding; hurricanes and storms, drought, sea level rise and storm surge, and temperature as the key variables of interest) to inform the designs for the proposed new schools, as well as to provide a generic framework for conducting climate assessment of existing schools and the future design of schools in Grenada. The draft CVA found that sites for the two proposed new schools (GCA and SAAP) are vulnerable to varying degrees, to climate change impacts. The SAAP site also has significant vulnerabilities to flooding, sea level rise and storm surges, while SAAP and GCA are both vulnerable to increasing temperatures and drought. The results of the CVA were used to recommend structural and non-structural measures to strengthen the resilience of the schools, including:

- (a) developing a policy for introducing the concept of community rainwater harvesting;
- (b) designing site drainage for 1 in 100-year return period – at minimum a 20% increase for climate change;
- (c) designing ground floor elevations to be above the 100-year flood with 1.0-metre storm surge (SAAP);
- (d) ensuring the use of adequately sized drains along the northern and western boundaries to direct all surface runoff away from the site (GCA);
- (e) designing buildings to allow for cross ventilation and reduce the need for forced air solutions;
- (f) designing for sea level rise of 1.0 metre plus storm surge; and
- (g) adopting an extensive rainwater harvesting system to complement the use of potable water.

4.26 The SAAP and GCA are being designed to function as primary shelters and therefore incorporate CDEMA's Shelter Management Guidelines and the Guidelines for the Locating and Designing of Disaster Resilient Schools for the OECS (2018). The supervising consultant will be required to liaise with MOE and the schools and disaster management officials to produce evacuation maps and hurricane shelter operational layout drawings to guide school authorities in developing their Disaster Risk Reduction Plans. These plans will outline mitigation strategies that are informed by the Grenada Building Code.

MAINTENANCE

4.27 Maintenance of both facilities and equipment is critical to sustaining delivery of quality programming. Maintenance of public schools is the responsibility of MOE. GOCR will be required to keep all facilities financed from the Loan, or cause the same to be kept, in good condition. To encourage both regular and preventative maintenance, it shall be a condition of the loan that GOCR submit to CDB initial three-year plans for the maintenance of plant and equipment on completion of construction at each project site. The preparation of each initial maintenance plan shall be a part of the scope of works of the Construction Supervision Consultant and shall be presented to MOE at handover of each completed facility. Thereafter, the maintenance plans shall be updated by GOCR annually for the life of the loan. Each plan shall indicate the resource allocations, frequency, timing and estimated costs per annum of both routine and identified preventative maintenance activities. The updated plans shall be submitted to CDB by March 31 of each year for review and comment. It shall also be a condition of the Loan that GOCR make arrangements acceptable to CDB to oversee/perform the required maintenance activities.

PAS GENERAL COMMENTARY

4.28 In accordance with CDB's Performance Assessment System (PAS), the Project is accorded an overall rating of highly satisfactory

PAS TABLE

Criteria	Score	Justification
Relevance	Highly Satisfactory	The Project reflects GOCR's continued focus on enhancing the quality of education, including the learning environment, to improve student participation and learning outcomes for all. It also accords with the SDG 4 Objective of ensuring inclusive and equitable quality education, the OECS Education Sector Strategy 2012-2021 and the CARICOM HRD Strategy 2030 imperative of improved quality in delivery in all HRD sectors. It is also consistent with CDB's strategic objective of Building Social Resilience and Corporate Priority of improving access to quality, inclusive and equitable education, and training. Research supports a strong correlation between educational achievement and poverty reduction. Moreover, lack of investment in education can generate negative impacts for society, including crime and violence; citizen insecurity, and economic stagnation. The emphasis on providing climate resilient/climate-smart infrastructure is central to GOCR's commitment to enhancing disaster risk reduction.
Effectiveness	Highly Satisfactory	The Project is designed to meet the outcome of enhanced quality, relevance and equity of basic education. Design solutions are predicated on climate vulnerability assessments, teaching/learning best practice and enhanced accessibility of vulnerable persons including PWDs, promoting differentiated instruction, supporting life skills to address GBV and gender sensitisation of teachers and principals to support inclusive teaching and learning.
Efficiency	Highly Satisfactory	The Project will utilise least-cost options in infrastructural design and construction such as the use of galvalume and timber roof over the reinforced concrete roof, optimising energy and water-efficient solutions and providing laptop carts rather than construct and equip computer laboratories at the primary school. The capacity-building activities will focus mainly on professional development workshops utilising mainly MOE professional staff working, where appropriate, with regional experts. The measures proposed are expected to reduce construction and operating costs and mitigate climate risks. Overall, it is expected that the Project's long-term benefits will exceed its costs.
Sustainability	Satisfactory	GOCR's commitment to education and the alignment of its programming with the OECS Education Sector Strategy, the SDGs and the CARICOM HRD Strategy 2030 suggest that investment in the sector will be sustained over the long term, even in the face of a sluggish economy and fiscal constraints. The implementation of the MSSP framework supported by training of the school/community teams and distribution of maintenance kits provide an integrated mechanism for sustained action over time. In addition, sustainability will be boosted through improving the capacity of teachers to deliver high quality instruction to support more gender-equitable achievement of learning outcomes
Overall	Highly Satisfactory	

5. RISK ASSESSMENT AND MITIGATION

RISK JUSTIFICATION

5.01 Project risks identified are listed in Table 5.1. The overall project risk can be described as moderate.

TABLE 5.1: SUMMARY OF RISKS ASSESSMENT AND MITIGATION MEASURES

Risk Category	Risk Type	Description of Risk	Mitigation Measures
Operational	Institutional capacity/coordinating	Disruption to school operations, especially for students who are sitting exit examinations such as the CSEC and CPEA examinations	When physical works are taking place during operation of the school, provision has been made for relocation, where necessary. A Relocation Plan has been developed with cost estimates for the construction of temporary facilities. Each plan will be reviewed by school stakeholders and refined accordingly to synchronise the infrastructure works with the schools' operations to achieve minimum disruption.
Operational	Disaster Risk/Adverse Events	Delays as a result of shutdowns due to the COVID-19 pandemic	The Project assumes implementation under the current partly restricted environment. Should that environment worsen, the financial contingencies and slack in the schedule provide some room for completion within the desired timelines.
Development	Sustainability	Inadequate maintenance of school buildings may impair sustainability of project outcomes	The supervision consultant is required to prepare a maintenance plan for each school and conduct training of school/community members in implementation of the maintenance plan. Each school will receive a maintenance kit to support basic/minor maintenance in accordance with the maintenance plans. MOE has appointed a dedicated Maintenance Officer to coordinate the maintenance work within the sector.

6. IMPLEMENTATION AND PROJECT MANAGEMENT

BORROWER

6.1 The Borrower is GOGR. GOGR may, pursuant to Section 3(1) of the Loans (Caribbean Development Bank) Act, 1972 of Grenada (the Loans (CDB) Act), on such terms and subject to such conditions as may be agreed between GOGR and CDB, borrow from CDB from time to time such sums as may be required by GOGR. An Agreement between GOGR and CDB in respect of any amount so borrowed must be made in the name of GOGR and may be signed on behalf of GOGR by the Minister responsible for Finance (the Minister) or by a person authorised thereto in writing by the Minister. A copy of the Agreement must be laid before the House of Representatives as soon as possible after it is concluded.

6.2 Under the Loans (CDB) Act, all amounts required for the repayment of any sums borrowed by GOGR from CDB, all interest and other charges on such sums and all sums payable by GOGR in respect of any guarantee given by GOGR, are charged upon, and payable out of the Consolidated Fund and assets of Grenada.

IMPLEMENTING AGENCY ANALYSIS

6.3 MOE will be the implementing agency for the Project. MOE will implement the Project through the PCU currently located within MOE and responsible for implementing GEEP I. While earlier PCU performance was sub-optimal, current capacity has been strengthened and the current project management arrangements and performance are quite satisfactory to CDB. PCU is supported by procurement and accounting personnel in MOF who supports core project coordination/management teams across line ministries. MOE has assigned its dedicated Maintenance Officer to support the work of the PCU. Those arrangements are acceptable to CDB.

PROJECT MANAGEMENT

6.4 The PCU is headed by a PC, who reports to the PS, MOE, and who is assisted by a Project Manager (PM) and an administrative clerk. The PC and PM have responsible for overall coordination of all project activities. The qualifications and experience of both PC and PM are acceptable to CDB. It shall be a condition precedent to first disbursement of the Loan that the PC and PM, currently assigned to GEEP I, be also assigned as the PC and PM for this Project. The qualifications and experience of any person subsequently assigned as PC or PM shall be acceptable to CDB. GOGR shall in accordance with the procurement procedures applicable to the Loan select and engage a Project Engineer by June 30, 2021 or such later date as CDB may specify to assist the PC with construction related activities. It shall be a condition of the Loan that GOGR maintains adequate administrative and accounting capacity within the PCU.

6.5 MOE shall recruit Clerks of Works, financed by GOGR, to assist with the day-to-day supervision of the works. It shall be a condition precedent to infrastructure works at each site that GOGR shall engage a Clerk of Works, who will report directly to the PC. The PSC established for GEEP I will serve as PSC for this Project. The PSC, which generally meets once per quarter, is chaired by PS, MOE, with the CEO as Deputy Chairman and shall have responsibility for the coordination and overall guidance of the Project. The PSC comprises representatives from MOF; Ministry of Works (MOW); the National Training Agency (NTA); Ministry of Social Development; Department of Gender; a representative of the Teachers' Union; and a representative of the project schools. The PC, or designate, is the Secretary to the PSC. It shall be a condition of the Loan that the PSC remains in place during project implementation. An ISCT, made up of three senior technical officers of MOE, is responsible for providing technical advice and guidance to PCU

in the implementation of GEEP I. The ISCT will perform the same function for the Project. It shall be a condition of the Loan that the ISCT remains in place throughout project implementation. The project management organisational structure and the project coordination duties and responsibilities and the Terms of Reference related to the Project Engineer are attached at Appendices 6.1, 6.2 and 6.3 respectively.

IMPLEMENTATION

6.6 The Project will be implemented over a period of 48 months after Board approval. CDB, in collaboration with MOE, will organise a Project Launch Workshop (PLW) during Quarter 1 of 2021, after signing of the Loan Agreement. CDB will also provide implementation support during the lifetime of the Project, through an Implementation Support Plan (ISP). This support will include:

- (a) reviewing implementation progress and the achievement of project outcomes;
- (b) addressing implementation issues;
- (c) monitoring systems to ensure their continued adequacy through monitoring reports; audit reports and field visits;
- (d) providing assistance for efficient procurement processes;
- (e) gender, energy efficiency and disaster risk reduction sensitisation;
- (f) monitoring changes in risks; and
- (g) compliance with legal agreements, as needed.

6.7 The ISP will be reviewed annually to ensure that it continues to meet the implementation support needs of the Project. The draft ISP and Implementation Schedule are attached at Appendices 6.4 and 6.5.

PARTICIPATION OF BENEFICIARIES AND STAKEHOLDERS

6.8 The preparation and appraisal of the project involved consultation with a wide range of stakeholders including senior government representatives from Ministries including *inter alia*, Finance; Education and Human Resources; Social Development and Housing, (including the Department of Gender); primary stakeholders including principals, teachers, parents, representatives of Parent Teacher's Associations, and students. In addition, there will be other opportunities under the Project to obtain the further input and involvement of key stakeholders. This principle of stakeholder participation, which is central to the process of inclusiveness, will be maintained during the life of the Project.

DISBURSEMENT

6.9 GOCR shall comply with CDB's "Disbursement Guidelines for Projects Financed by CDB (January 2019), which Guidelines are in effect at the date hereof and which may be amended from time to time. It is estimated that loan disbursements will be made over a period of about 46 months, while the disbursement of the grant is expected to be undertaken over a period of 42 months. The first disbursement of the loan (FDD) is expected to occur by March 31, 2021, and the final disbursement, Terminal Disbursement Date (TDD), by December 31, 2024. The FDD of the grant is expected to occur by June 30, 2021, and the TDD by December 31, 2024. The projected Estimated Quarterly Disbursement Schedule is presented at Appendix 6.6.

PROCUREMENT

6.10 Procurement will be in accordance with the Procurement Policy for Projects Financed by CDB (November 2019) and the Procurement Procedures for Projects financed by CDB (November 2019). All GOCR-financed procurement will utilise the procurement rules of GOCR. A Procurement Plan for the

project is provided at Appendix 6.7.

MONITORING AND REPORTING

6.11 Project Monitoring and Evaluation (M&E) will be guided by the Results Monitoring Framework (Appendix 6.8). This framework specifies the indicators that will be monitored, their baseline and target values, frequency of monitoring, sources of data, and instruments through which data will be collected. The PC will have overall responsibility for monitoring of project outputs and will be required to prepare and submit management and project monitoring reports as listed in Appendix 6.9. The required format for the Quarterly Report on Investment Cost is provided at Appendix 6.10. Reviews, as indicated in the ISP at Appendix 6.4, will also form part of project M&E.

7. TERMS AND CONDITIONS

7.01 Terms and Conditions of the Loan

No.	Subject	Terms and Conditions of the Loan
1.	Parties	<p><u>Bank</u>: Caribbean Development Bank (CDB)</p> <p><u>Borrower</u>: Government of Grenada (GOGR)</p> <p><u>Implementing Agency</u>: Ministry of Education (MOE)</p>
2.	Amount of Loan	<p>The Bank agrees to lend to the Borrower:</p> <p><u>Ordinary Capital Resources (OCR)</u>:</p> <p>- an amount not exceeding six million one hundred and eighty-five thousand Euros (EUR6,185,000) allocated from Fixed Rate Euro Funding (the OCR Portion); and</p> <p><u>Special Funds Resources (SFR)</u>:</p> <p>- an amount not exceeding the equivalent of nine million United States dollars (USD9,000,000) allocated from the Special Development Fund (Loans) (the SFR Portion)</p> <p>(the OCR Portion and the SFR Portion hereinafter together referred to as “the Loan”).</p>
3.	Loan Accounts	<p>The Bank shall open two (2) Loan Accounts in its books in the name of the Borrower and shall credit to one (1) such account the OCR Portion (OCR Loan Account) and to the other such account the SFR Portion (SFR Loan Account). The amounts credited to the Loan Accounts may be withdrawn from the Loan Accounts as provided and are subject to the rights of cancellation and suspension set out in the Loan Agreement and in the General Provisions.</p>
4.	Purpose	<p>The purpose for which the Loan is being made is to assist the Borrower in financing: (i) the climate-resilient reconstruction and/or rehabilitation of four schools including ICT-enhanced classrooms, workshop/laboratories, EE improvements and enhanced accessibility for PWDs; (ii) engineering and construction-related consultancy services; and (iii) capacity building of teachers and principals to address institutional capacity gaps for inclusive teaching and learning and supporting life skills with emphasis on reducing gender-based violence in the Project Country (the Project).</p>

No.	Subject	Terms and Conditions of the Loan
5.	Repayment	<p><u>OCR Portion:</u> The Borrower shall repay the amount withdrawn from the OCR Loan Account in fifty-six (56) equal or approximately equal and consecutive quarterly instalments commencing five (5) years after the date of the Loan Agreement; and</p> <p><u>SFR Portion:</u> The Borrower shall repay the amount withdrawn from the SFR Loan Account in eighty (80) equal or approximately equal and consecutive quarterly instalments commencing five (5) years after the date of the Loan Agreement.</p>
6.	Interest	<p><u>OCR Portion:</u> The Borrower shall pay to the Bank interest at the fixed rate of two decimal seven five percent (2.75%) per annum on the amount of the OCR Portion withdrawn and outstanding from time to time. Such interest shall be payable quarterly.</p> <p><u>SFR Portion:</u> The Borrower shall pay interest to the Bank at the fixed rate of one percent (1%) per annum on the SFR Portion withdrawn and outstanding from time to time. Such interest shall be payable quarterly.</p>
7.	Commitment Charge	<p>The Borrower shall pay to the Bank a commitment charge at the rate of one percent (1%) per annum on the amount of the OCR Portion unwithdrawn from time to time. Such charge shall accrue from the sixtieth (60th) day after the date of the Loan Agreement and shall be payable quarterly.</p>
8.	Withdrawal and Application of Loan	<p>Except as the Bank may otherwise agree, the amounts withdrawn from the Loan Account(s) shall not exceed in the aggregate eighty-four percent (84%) of the cost of the Project.</p> <p>Except as the Bank may otherwise agree, amounts withdrawn from the Loan Account(s) shall be used to finance the components of the Project allocated for financing by the Bank as shown in the Financing Plan up to the respective limits specified therein.</p> <p>The amounts withdrawn from the Loan Account(s) shall not be used to meet any part of the costs of the Project which consists of identifiable Taxes imposed under the laws of the Project Country.</p> <p>Except as the Bank may otherwise agree, disbursements from the Loan Accounts shall be made rateably from the OCR Portion and the SFR Portion in accordance with the respective amounts thereof.</p>

No.	Subject	Terms and Conditions of the Loan
		The Borrower shall comply with the Bank's "Disbursement Guidelines for CDB-Financed Projects" published in January 2019 (the Guidelines), which publication is in effect at the date hereof and which may be amended from time to time by the Bank.
9.	Period of Disbursement	<p>The Bank shall have received an application for first disbursement of the Loan by March 1, 2021 or such later date as may be specified in writing by the Bank.</p> <p>The Loan shall be disbursed up to December 31, 2024 or such later date as may be specified in writing by the Bank.</p>
10.	Procurement	<p>Procurement shall be in accordance with the following procedures or such other procedures as the Bank may from time to time specify in writing:</p> <ul style="list-style-type: none"> - Procurement Policy for Projects Financed by CDB (November 2019) - Procurement Procedures for Projects Financed by CDB (November 2019) <p>The Borrower shall comply with the procurement requirements set out in the Procurement Plan. Any revisions to the Procurement Plan shall require the Bank's prior approval in writing.</p>
11.	Additional Condition(s) Precedent to First Disbursement	<p>The Borrower shall, by the 60th day after the date of the Loan Agreement, or such later date as the Bank may agree, furnish or cause to be furnished to the Bank, evidence acceptable to the Bank, that the following conditions have been satisfied:</p> <ul style="list-style-type: none"> (i) PC has been maintained (ii) PM has been maintained (iii) PSC has been maintained
12.	<u>Condition Precedent to Disbursement in respect of the Infrastructure Works for each site</u>	<p>The Bank shall not be obliged to disburse any amount in respect of the Infrastructure Works for each site, until the Borrower has furnished or caused to be furnished to the Bank evidence acceptable to the Bank that:</p> <ul style="list-style-type: none"> - the Borrower has received all requisite statutory, planning, building, environmental and health permits, licenses and/or other approvals; and - the Borrower has engaged a Clerk of Work in respect of the Infrastructure Works for each site.
13.	Project Implementation	Except as the Bank may otherwise agree, the Borrower shall: (i) implement the Project through the Implementing Agency; (ii) carry out the Project at all times with due diligence and efficiency, with

No.	Subject	Terms and Conditions of the Loan
		management personnel whose qualifications and experience are acceptable to the Bank and in accordance with sound technical, environmental, administrative, financial and managerial standards and practices; and (iii) institute and maintain organisational, administrative, accounting and auditing arrangements for the Project, acceptable to the Bank.
14.	Project Management	<p>The Borrower shall:</p> <p>(a) for the duration of the Project, maintain the PC, who was assigned to GEEP I and who shall be responsible for the day-to-day coordination and management of the Project and shall carry out the duties and responsibilities of the PC set out in the Project Management Duties and Responsibilities;</p> <p>(b) for the duration of the Project, maintain the PM, who was assigned to GEEP I and shall carry out the duties and responsibilities of the PM set out in the Project Management Duties and Responsibilities;</p> <p>(c) assign and, for the duration of the Project, maintain the PCU to implement and manage the Project, with the composition and functions of the PCU described in the Project Management Duties and Responsibilities, along with adequate administrative support staff. The qualifications and experience of any officers subsequently appointed to the PCU shall be acceptable to the Bank;</p> <p>(d) for the duration of the Project, maintain the ISCT with the composition and functions set out in the Project Management Duties and Responsibilities; and</p> <p>(e) for the duration of the Project, maintain the PSC with the composition and functions set out in the Project Management Duties and Responsibilities.</p>
15.	Engagement of Consultants	<p>The Borrower shall select and engage consultants to provide the following consultancy services and shall, within a timeframe acceptable to the Bank, implement such recommendations arising therefrom, as may be acceptable to the Bank:</p> <ul style="list-style-type: none"> • Engineering and Construction-related services
16.	Engagement of Contractors	The Borrower shall, in accordance with the procurement procedures applicable to the Loan, select and engage contractors to carry out the works to be financed by the Loan.
17.	Maintenance	The Borrower shall:

No.	Subject	Terms and Conditions of the Loan
		<p>(a) keep the infrastructure financed from the Loan, or cause the same to be kept, in good repair and condition;</p> <p>(b) provide the financial and other resources required to adequately maintain the infrastructure financed from the Loan;</p> <p>(c) by March 30, 2022, or such later date as the Bank may agree, submit to the Bank three (3) year routine maintenance plans for the infrastructure financed by the Loan, which shall be updated on an annual basis and submitted to the Bank by March 31 of each year for the Bank's review.</p>
18.	Additional Funds	The Borrower shall be responsible for meeting any amount by which the total cost of the Project exceeds nineteen million four hundred and fifty-five thousand seven hundred United States dollars (USD19,455,700).
19.	Borrower's Contribution to the Project	<p>The Borrower shall contribute to the Project an amount of not less than seven million eight hundred and sixty-three thousand Eastern Caribbean Dollars (XCD7,863,000)).</p> <p>Except as the Bank may otherwise agree, the contribution which the Borrower is required to make to the Project shall be expended by the Borrower in a timely manner on the components of the Project designated for financing by the Borrower as shown in the Financing Plan, up to the respective limits specified therein.</p>
20.	Reports and Information	Except as the Bank may otherwise agree, the Borrower shall furnish or cause to be furnished to the Bank the reports and information set out in the Reporting Requirements in the form specified therein, or in such form or forms as the Bank may require, not later than the times specified therein for so doing.

7.02 Terms and Conditions of the Grant

No.	Subject	Terms and Conditions of the Grant
	Parties	<p><u>Bank</u>: Caribbean Development Bank (CDB)</p> <p><u>Beneficiary</u>: Government of Grenada (GOGR)</p> <p><u>Implementing Agency</u>: Ministry of Education (MOE)</p>

No.	Subject	Terms and Conditions of the Grant
2.	Amount of Grant	<p>The Bank agrees to make available to the Beneficiary, by way of grant, an amount not exceeding the equivalent of two hundred thousand United States dollars (USD200,000) (the Grant) comprising:</p> <p><u>Special Funds Resources (SFR):</u></p> <ul style="list-style-type: none"> - two hundred thousand United States dollars (USD200,000) allocated from the Special Development Fund (Grants)
3.	Purpose	<p>The purpose for which the Grant is being made is to assist the Beneficiary in financing the cost of project management services for the reconstruction and/or rehabilitation of four schools and capacity building in the Project Country (the Project).</p>
4.	Payment of Grant	<p>Except as the Bank may otherwise agree, payment of the Grant shall be made to the Beneficiary as follows:</p> <ul style="list-style-type: none"> (a) an amount not exceeding the equivalent of eighty thousand United States dollars (USD80,000) shall be paid to the Beneficiary as an advance (the Advance) on account of expenditures in respect of the Project after receipt by the Bank of a request in writing from the Beneficiary for such funds and evidence, acceptable to the Bank that the condition(s) precedent to first disbursement of the Grant has/have been satisfied; and (b) the balance of the Grant (the Balance) shall be paid to the Beneficiary periodically after receipt by the Bank of an account and documentation satisfactory to the Bank in support of expenditures incurred by the Beneficiary in respect of, and in connection with, the Project. <p>The Bank shall not be under any obligation to make the first payment of the Balance until the Bank shall have received an account and documentation satisfactory to the Bank, in support of expenditures incurred by the Beneficiary with respect to the Advance.</p> <p>The Bank shall not be under any obligation to make any payment of the Balance until the Bank shall have received: (i) an account and documentation, satisfactory to the Bank, in support of expenditures to be financed by the Bank; and (ii) the requisite number of copies of the reports or other deliverables, in form and substance acceptable to the bank, required to be furnished for the time being by the Consultants, in accordance with the relevant TOR(s) and the Reporting Requirements.</p> <p>The Bank shall not be under any obligation to make any payment exceeding one hundred and eighty thousand United States dollars (USD180,000)</p>

No.	Subject	Terms and Conditions of the Grant
		<p>representing ninety-percent (90%) of the Grant until the Bank shall have received: (i) the requisite number of copies of the reports or other deliverables, in form and substance acceptable to the Bank, to be submitted by the Beneficiary to the Bank in accordance with the Reporting Requirements; and (ii) a certified statement of the expenditures incurred by the Beneficiary in respect of, and in connection with the Project.</p> <p>The Beneficiary shall comply with the Bank’s “<i>Disbursement Guidelines for CDB-Financed Projects</i>” published in January 2019, which publication is in effect at the date hereof and which may be amended from time to time by the Bank.</p>
5.	Period of Disbursement	<p>The first disbursement of the Grant shall be made by March 1, 2021, or such later date as the Bank may specify in writing.</p> <p>The amount of the Grant may be disbursed up to December 31, 2024, or such later date as may be specified in writing by the Bank.</p>
6.	Procurement	<p>Procurement shall be in accordance with the following procedures or such other procedures as the Bank may from time to time specify in writing:</p> <ul style="list-style-type: none"> - Procurement Policy for Projects Financed by CDB (November 2019) - Procurement Procedures for Projects Financed by CDB (November 2019) <p>The Beneficiary shall comply with the procurement requirements set out in the Procurement Plan. Any revisions to the Procurement Plan shall require the Bank’s prior approval in writing.</p>
7.	Additional Condition(s) Precedent to First Disbursement	<p>The Beneficiary shall, by the 60th day after the date of the Grant Agreement, or such later date as the Bank may agree, provide the Bank with evidence acceptable to the Bank, that the following condition has been satisfied:</p> <p>The conditions precedent to first disbursement of the Loan have been satisfied.</p>
8.	Project Implementation	<p>Except as the Bank may otherwise agree, the Beneficiary shall implement the Project through the Implementing Agency.</p>
9.	Engagement of Consultants	<p>The Borrower shall select and engage consultants to provide the following consultancy services and shall, within a timeframe acceptable to the Bank, implement such recommendations arising therefrom, as may be acceptable to the Bank:</p> <ul style="list-style-type: none"> • Project Management services
10.	Beneficiary’s	

No.	Subject	Terms and Conditions of the Grant
	Contribution to the Project	<p>(a) Except as the Bank may otherwise agree, the Beneficiary shall meet or cause to be met:</p> <ul style="list-style-type: none">(i) the cost of the items designated for financing by the Beneficiary in the Financing Plan;(ii) any amount by which the cost of the Project exceeds the cost set out in the Financing Plan; and(iii) the cost of any other items needed for the purpose of, or in connection with, the Project. <p>(b) Except as the Bank may otherwise agree, the Beneficiary shall provide or cause to be provided, all other inputs required for the punctual and efficient implementation of the Project, which are not being financed by the Bank.</p>
11.	Reports and Information	Except as the Bank may otherwise agree, the Beneficiary shall furnish or cause to be furnished to the Bank the reports and information set out in the Reporting Requirements in the form specified therein, or in such form or forms as the Bank may require, not later than the times specified therein for so doing.

APPENDICES TO CHAPTER 1 - STRATEGIC CONTEXT AND RATIONALE

APPENDIX 1.1 - MACROECONOMIC CONTEXT DETAILS

GRENADA EDUCATION ENHANCEMENT PROJECT PHASE II

ECONOMIC CONTEXT

1. Following five years of growth averaging 5.2%, the Grenadian economy is projected to contract by 17.5% in 2020. This projected downturn reflects the impact of the COVID-19 pandemic, lockdowns, travel restrictions, and domestic containment measures. The most severely impacted sector has been tourism, with borders having been closed in Grenada for approximately six months. Stay-over visitor and cruise arrivals declined by 67.2% and 27.5% respectively over the period January to August 2020 compared to the same period in 2019. The decline in tourism has had severe impacts on other related services including restaurants, transportation, and wholesale and retail. The departure of St. George's students since the beginning of the pandemic in March 2020, with no return date, is expected to negatively impact real estate, wholesale and retail and transportation sectors. Declines are also expected in other key economic sectors including agriculture, manufacturing, construction, wholesale and retail, and transport.

2. The economic losses triggered by the pandemic will force many people into unemployment. The unemployment rate in Grenada had improved prior to the pandemic, moving from 30.4% in 2015 to 15.1% at the end of 2019. Youth unemployment (39.9% in 2017) had also shown signs of improvement with a decline to 29.6% at the end of 2019. The pandemic has erased the gains made in reducing unemployment. At the end of June 2020, the unemployment rate was estimated at 28.4%. GOCR has provided payroll support to businesses, income support for self-employed persons and an unemployment benefit through the National Insurance Scheme. It is estimated that over 7,000 persons have benefitted from the 3-month assistance.

3. Inflation remains low and stable. Average inflation was -1.1% at the end of June 2020. This reflects reductions in fuel and transportation prices.

FISCAL OPERATIONS AND DEBT

4. Fiscal and debt balances are expected to deteriorate in 2020. The GOCR has invoked the Escape Clause pursuant to Article 10 of the Fiscal Responsibility Law (FRL) to allow for a relaxation of the fiscal stance for the fiscal year 2020 in the first instance. For the first time in five years, GOCR is expected to record a primary fiscal deficit. The primary fiscal balance will move from a surplus of 6.8% of GDP in 2019 to 2.6% of GDP. The overall balance will record a surplus of 0.4% of GDP in 2020, down from a surplus of 4.9% in 2019. The projected downturn is based on lower revenues and higher expenditures. For the period January to September 2020, revenues declined by 9.9%. Expenditures will rise on account of an increase in health spending and the acceleration of key capital projects. Between January and September 2020, total expenditure grew by 4.8% due mainly to a 37.8% increase in capital expenditure. The debt to GDP ratio, which was reported at 57.3% of GDP in December 2019 rose to 70.3% of GDP at the end of June 2020. This is due to additional borrowing in 2020 to fill the financing gap arising from the impacts of the pandemic.

NATIONAL DEVELOPMENT CONTEXT

5. Grenada's National Sustainable Development Plan (NSDP) (2020-2035) focuses heavily on High Human and Social Development (Pillar 1). National Outcome 2 under this pillar envisions an educated productive and highly skilled, trained, and conscious citizen. This Outcome is closely aligned to SDG# 4 –

Quality Education and SDG# 8 - Decent Work and Economic Growth. A total of 25 key action areas of reform under the NSDP include changes to the Education Act, curriculum, teacher training, use of technology to train students for jobs of the future as well as infrastructure development. A critical component of this strategy is the building, upgrading, and maintenance of education facilities. This includes making the facilities accessible and functional for children, including the differently abled to ensure that a safe, inclusive, and effective learning environment is provided for all. It is anticipated that addressing some of these core issues will help alleviate the youth unemployment situation which continues to be relatively high in Grenada.

COVID-19 POLICY RESPONSE

6. GOCR's economic policy response to the COVID-19 pandemic is estimated at 2% of GDP. The temporary stimulus package was focused largely on unemployment support for displaced workers to help cushion the impact of the crisis on households. In addition, the budget was reprioritized to boost spending on social programs and capital spending that would help mitigate the impact on the economy. Some of the measures included payroll support to the tourism sector and unemployment benefits via the NIC. A programme was also initiated for self-employed employees who were not covered under the NIC, including drivers, and vendors. Financing facilities were also developed to support small hoteliers other small businesses through the Grenada Development Bank. Other measures included temporary reduction in electricity rates for three months, and an expansion in the list price-controlled items. On the financial side, commercial banks offered a moratorium on debt servicing for three to six months, as part of a larger Eastern Caribbean Currency Union (ECCU) initiative.

7. Grenada remains highly vulnerable to the risks presented by the second wave of the COVID-19 pandemic. The likelihood of local transmission and further imported cases has increased as a phased reopening was introduced, and borders reopened to commercial flights in October. The mandatory quarantine, which was in place from March, continues to be amended based on the level of risk. Containment measures will remain important to keep the number of COVID-19 cases in Grenada low and ease the strain on the country's health care system. The health response thus far has been estimated to cost approximately 0.2% of GDP in 2020. The initial measures were allocated for the purchase of medical equipment and materials, including for testing, personal protective gear for hospitals, and securing suitable premises for quarantine and isolation.

OUTLOOK

8. Projecting Grenada's final economic and social outcomes post-COVID-19 is difficult given the uncertainties around the duration of the pandemic and the onset of a second wave around the world. The Caribbean Development Bank estimates a recovery in 2021, albeit dependent on the pace of recovery in the global economy. Economic activity is expected to be boosted by construction and related services. Tourism will not fully recover in 2021, with arrivals dependent on domestic and international travel protocols. Private education, which makes a significant contribution to the Grenadian economy, remains uncertain as there is no firm decision on the return of St. George's University students since their departure in March 2020.

9. GOCR will continue to be guided by sound macroeconomic policies underpinned by the FRL. It is anticipated that the suspension of the fiscal rules will be lifted once the pandemic abates and there is a sound economic recovery. Policies will be enacted to put debt back on a downward trajectory and to rebuild and expand fiscal buffers against future exogenous shocks. Key reforms are expected to continue apace to promote robust, sustained, and inclusive growth, strengthen financial sector stability and resilience. Investments in infrastructure development, particularly related to human development as in the case of this project represent strategic interventions that will contribute to long term sustainable

development. The GOCR is also expected to continue the work done on the Climate Change Policy Assessment (2019) and the identification of financing for key resilience building infrastructure as well as the development of a disaster resilience strategy.

**APPENDIX 1.2 GRENADA EDUCATION ENHANCEMENT PROJECT -PHASE I:
STATUS OF IMPLEMENTATION**

Component	Activities	Status
Enhanced gender-equitable Learning Environment	<p>(i) Expansion and rehabilitation work at six schools;</p> <p>(ii) Provision of furniture and equipment for spaces added and rehabilitated;</p> <p>(iii) Minor repairs and upgrades associated with temporary relocation to other buildings; and</p> <p>(iv) Consultancy services to prepare detailed designs and supervise construction.</p>	<ul style="list-style-type: none"> • Infrastructure works have commenced at three schools – Grenada Seventh-Day Comprehensive (GSDAC); Bishops College (BC) and Presentation Brothers College (PBC); • Designs are being prepared for works at three schools – JW Fletcher Catholic Secondary (JWFCS), St. Joseph’s Convent St. Andrew’s (SJCSA) and St. Josephs Convent St. George’s. • Relocation facilities have been provided for GSDAC. • Construction supervision consultants have been engaged. • Procurement of Design and construction supervision consultants for works at JWFCS and SJCSA is at the Request for Proposal stage. Designs are expected to be completed by Q3, 2021. • As part of its COVID-19 response strategy, MOE is in the process of procuring 11,269 tablets and 3,600 laptops for students and teachers as part of its E-Learning programme in basic education.
Enhancing quality, relevance and instructional effectiveness	<p>(i) Training and continuing professional development for 1,687 teachers, principals, deputy principals and teacher educators;</p>	<ul style="list-style-type: none"> • 29 teachers have undergone training in degree programmes in areas of Literacy, ICT and • 47 teachers have benefitted from training in ECD at the Certificate level • 13 persons have been trained as Assessors for CVQ programmes • 1,460 teachers and principals trained in professional development workshops in areas such as Mathematics, Special Education, HFLE, Literacy, Gender Sensitisation, curriculum standards and instructional supervision.

	<p>(ii) Evaluation of resource sharing capacity at the secondary level; and</p> <p>(iii) Development of an early identification system for children at-risk of educational and societal failure.</p>	<ul style="list-style-type: none"> • Ongoing training will be done under MOE annual professional development programme. This includes those which are being undertaken as part of the implementation of the revised OECS Education Sector Strategy (2012-2024) using Global Partnership for Education (GPE) resources and coordinated by the OECS Education Development Management Unit. • MOE has changed its policy and, is instead, focusing on providing core programmes at each secondary school, along with specialised programmes so that the suite of skill areas will be available within the education system with each school specialising in one or two areas. • Consultants are in the process of being engaged
<p>Enhancing Sector Planning and Management Capacity</p>	<p>(i) Strengthening system leadership;</p> <p>(ii) Needs assessment for the establishment of a national Education Management Information System (EMIS);</p> <p>(iii) Development of a framework for school leadership and coaching;</p> <p>(iv) Determining the effectiveness of the regulatory and operational relationship between the state and assisted private schools;</p>	<ul style="list-style-type: none"> • An Organisational Audit of MOE completed. • Not required. A Needs Assessment was conducted by UNESCO Caribbean Office (Kingston). • MOE has requested that with principals trained in school leadership under the OECS GPE project, the outcomes of the consultancy is achieved. In addition, the franchising of UWI degree programmes in school leadership and management at the Teacher Education Department (TAMCC) will commence in September 2021. • This activity is deemed no longer needed/relevant since the issues raised during appraisal of the project have been resolved

	<p>(v) Training for 110 professional and administrative staff of MOE; and</p> <p>(vi) 20 study tours for sector leadership personnel to observe and learn from the operation and management of effective systems.</p>	<ul style="list-style-type: none"> • The Grenada National Training Agency had conducted CVQ Level 1 training for 46 MOE administrative /secretarial staff in electronic registry management and archiving • A study tour was conducted in Barbados on the UNESCO Open EMIS programme. Other study tours will be done as part of the GPE programme.
Enhancing School Community Relationships.	Development and implementation of a pilot project to assist in enhancing relationships between selected schools and their communities.	<ul style="list-style-type: none"> • This activity is deemed no longer needed/relevant since the issues raised during appraisal of the project have been resolved.
Climate Vulnerability Assessment	Examination of the vulnerability of project schools to climate change risks.	Consultants have been engaged.

APPENDICES TO CHAPTER 2 - PROJECT DESCRIPTION

APPENDIX 2.1 COMPONENT DETAILED DESCRIPTION

1. **Land:** A site owned by GOGR at Pearls, St. Andrew, comprising 1.534 acres for reconstruction of the Grenada Christian Academy (GCA).
2. **Infrastructure Works**
 - (a) **Grenada Christian Academy:** The proposed works comprise construction of a new school on a new site to accommodate 300 students and will include a 3-storey, 4-block layout surrounding a hard court and assembly area. Provisions include administrative spaces, classrooms, a library, IT and science laboratories, specialist areas for auto mechanics, clothing and textiles, food and nutrition and visual arts as well as TVET facilities for building and furniture technology, electronic technology, and technical drawing.
 - (b) **St. Andrews Anglican Primary:** the proposed works consist of construction of a new school on the existing site. Temporary relocation classrooms will be provided on nearby area/playing field. The layout consists of an L-shaped block, assembly area and playground. Provisions include administrative spaces, 7 kindergarten classrooms, 9 junior classrooms and 6 senior classrooms as well as a computer and science laboratory.
 - (c) **J.W. Fletcher Catholic Secondary, St. Georges:** The proposed works comprise the construction of two 2-storey blocks to the east and south of the compound to provide three classrooms, administrative space, a Building Technology (BT) lab, a Technical Drawing room, an Art and Music room and an Electronics lab. The current HEM room will be expanded into the current BT room in order to provide a studio to meet CVQ standards. The current principal's office will be converted into a counsellor's room.
 - (d) **St. Joseph Convent, St. Andrew:** The proposed works consist of the demolition and replacement of the single-storey timber structure which houses three classrooms, with a 2-storey reinforced concrete structure of 5,000 sq. ft. to house.
3. **Engineering and construction-related services**
 - (a) Engagement of Construction Supervision Engineering Consultants for the four schools. Consultants will finalise the bid documents, assist in the bid process, supervise the construction, and monitor the implementation of the ESMP.
4. **Goods**
 - (a) **Furniture and Equipment:** Provision of furniture and equipment to project schools for classrooms, administrative spaces, and specialist rooms.
 - (b) **Vehicle:** Provision of a 4-wheel-drive vehicle to assist MOE in project management and supervision, as well as its ongoing work in schools. The sites are dispersed across the island and works will be taking place simultaneously. Inadequate transportation will negatively impact the quality and regularity of supervision. Dedicated transportation is therefore required.

5. Capacity Building

Training in Differentiated Instruction.

(a) The pedagogical approach to addressing individual learning needs requires that there is an institutionalised diagnostic system to assess learning deficits and devise appropriate intervention strategic for student success. Differentiated instruction, inclusive of and supported by a print-rich classroom environment, using continuous assessment to inform instruction and monitor progress, and the use of enquiry-based constructivist approaches – which are known to promote mastery for all students – will be the focus of a strategic intervention to promote and institutionalise learner-centred pedagogy. This requires the development of a professional development programme to be implemented, supported by appropriate pedagogical resources and instructional supervision support from Heads of Departments (HODs) and Principals, in general. This will be done as part of MOE’s annual teacher training programme.

Gender Sensitisation Training for Teachers and Principals

(a) In creating classrooms that are gender inclusive and fair, teachers must understand, and be able to, integrate the experiences and needs of girls and boys and be able to create unique and fulfilling learning experiences for all children without the unrealistic expectation that all girls and all boys will fit the expected or desired gender mould. Hence, the training will introduce teachers to the prevailing gender and social issues in schools and in society and to how they can work to improve gender relations by engaging in more equitable socialisation practices. The training programme will be based in the Gender Sensitisation Training Kit developed by CDB under the BNTF Programme to promote the creation of gender-sensitive classrooms environments and experiences to improve the learning outcomes for both boys and girls.

(b) The specific goals of the training are to:

- (i) Introduce teachers to the concept of gender and to how this concept relates to and how it is different from sex.
- (ii) Help teachers to understand how relations of gender can produce unequal relations of power.
- (iii) Provide opportunities for teachers to identify and confront their own stereotypical beliefs about gender and to work through challenging and expanding their ideas and notions of gender.
- (iv) Introduce teachers to innovative ways of creating gender-sensitive classrooms and classroom learning environments and experiences.
- (v) Increase teachers’ capacity to conduct gender analysis of curriculum materials, teaching and learning practices and school structures and cultures.
- (vi) Introduce teachers to the ways in which they can use the results from a gender analysis to inform the creation of gender inclusive settings which would include their increased capacity to select and invent gender sensitive, as well as, developmentally appropriate books, toys and other teaching and learning resources.
- (vii) The training will target approximately 130 persons in three Project schools –

Grenada Christian Academy, J W Fletcher Memorial Secondary and St. Andrews Anglican Primary.

Training on Health and Family-Life Education (HFLE) with emphasis on addressing Gender-Based Violence (GBV)

(a) This will provide training to teachers and principals to implement relevant aspects of the regional HFLE framework as well as a Life Skills Programme focusing on GBV which was developed under the CDB-funded project in St. Vincent and the Grenadines. The current programme is designed in response to the pervasive problem of gender-based violence among youth and with a view that life-skills based education inheres transformative possibilities at the individual and community levels. The programme has also been designed with a direct and deliberate focus on age-appropriate Gender Relations and Gender-Based Violence, and Comprehensive Sexuality Education strands, intended to equip students with strategies for preventing and responding to sexual and other forms of gender-based violence in Saint Vincent and the Grenadines. Emphasis will be on a newly introduced HFLE strand on ***Gender Relations and Gender-Based Violence*** which addresses the socio-cultural norms and socio-political arrangements of power which maintain gender-based violence. It challenges students to assess existing beliefs (their own included) about gender and gender relations for how they inhere those values that might produce or undermine gendered violence. This strand also includes four new national standards to support its delivery.

(b) In addition, Comprehensive Sexuality Education replaces Sexuality and Sexual Health, with age-appropriate material and strategies to address the needs of students. The curriculum and teacher's manual, accompanied by a video, also includes sample lesson plans and activities, as well as resource materials.

(c) The training will target approximately 250 persons comprising the staff of secondary schools and MOE HFLE Coordinators and School Counsellors. Training will be done as a part of MOE's annual professional development programme. The programme will be facilitated by the developers of the HFLE/GBV programme.

Training on implementing school maintenance plans

(d) This will provide support stakeholder and beneficiary engagement and enhance institutional and community processes for addressing issues of maintenance practices that are integral to the sustainability of Project outcomes. The activities for the maintenance capacity building will include:

- (i) the development of a maintenance manual for schools;
- (ii) review the applicability of innovative maintenance practices, such as community-based;
- (iii) contracting, fund-raising and private sector sponsorship;
- (iv) maintenance programming in accordance with MOE's policies and procedures;
and
- (v) the provision of maintenance kits for each of the four schools.

6. Project Management

(e) **Project Management.** This component will focus on the implementation and oversight of the project activities. This will include:

- (i) An extension of the PC and current PMU staff to be responsible for all administrative, procurement, financial and overall management tasks required for successful implementation of the project;
- (ii) Assignment of a Project Engineer to support the PC; and
- (iii) Continued functioning of the PSC for GEEP I to provide policy direction for the Project.

APPENDIX 2.2 **DRAFT TERMS OF REFERENCE**
CONSTRUCTION SUPERVISION OF FOUR SCHOOLS

1. BACKGROUND

1.01 The Government of Grenada (GOGR) has received funding from the Caribbean Development Bank (CDB) to conduct the second phase of the Grenada Education Enhancement Project (GEEP). Under the Infrastructure Works component of the Project, four schools will be reconstructed or rehabilitated, and the requisite furniture and equipment provided. The Project will be executed through a Project Coordination Unit (PCU) located within the Ministry of Education. Consultancy services are required to provide construction supervision services for the six secondary schools.

2. OBJECTIVE

2.01 The objective of this consultancy is to provide construction supervision services for the reconstruction and rehabilitation of four schools: The Grenada Christian Academy, the St. Andrews Anglican Primary, the St. Joseph's Convent, St. Andrews and the J W Fletcher Catholic Secondary School.

3. SCOPE OF WORKS

3.01 The scope of work for construction supervision shall include, but not be limited to, the following activities:

- (a) assisting PCU during the Bid Period. This includes finalising bid documents, conducting joint site visits with tenderers, responding (through the PCU) to queries raised by bidders during the Bid Period, evaluating bid submissions, presenting a comprehensive Bid Evaluation Report with recommendations to PCU as well as assisting with negotiations and contract preparation;
- (b) chairing a pre-construction meeting and monthly meetings for each school to discuss the planning and progress of the works;
- (c) carrying out the supervision services related to the construction of each new school, including inspections at critical stages, furnishing the Contractor with required information, approving payments, reviewing the Contractor's technical submissions;
- (d) representing the interest of GOGR *vis-à-vis* the Contractors in any matter related to the construction contract and the proper execution thereof;
- (e) reporting monthly on the progress of the works, the Contractors' performance, the quality of the works and the financial status and forecasts;
- (f) proposing and presenting for approval any changes in the plans deemed necessary for the completion of works;
- (g) informing GOGR of problems or potential problems which might arise in connection with any construction contract and making recommendations for possible solutions;
- (h) ensuring the receipt of, and maintaining as permanent records, all warranties required under the terms of the contract documents for materials and equipment accepted and incorporated

in the Works. All local materials incorporated in the Project, and their source, are also to be recommended for approval;

- (i) ensuring that as-built drawings are prepared for all works as the work progresses;
- (j) inspecting the safety and environmental protection aspects of construction works and methods to ensure that every reasonable measure has been taken to protect life, environment and property, and ensure that traffic circulation and proper detours are provided by the Contractors at all times;
- (k) developing a specific grievance mechanism to ensure that complaints from local communities at each project site are dealt with appropriately, corrective action taken, and complainants informed;
- (l) conducting a taking-over inspection(s) of the Works, made jointly with representatives of GOCR and the Contractor, and in accordance with the contract, until a taking-over Certificate, signed by the members of the inspection team, can be issued;
- (m) performing any and all other items of works not specifically mentioned above, but which are necessary and essential to successfully supervise the construction activities in accordance with the plans, specifications, and terms of contract. The Firm's responsibility for the site supervision of the works shall continue until the Contractors have completed all outstanding works to the satisfaction of GOCR; and
- (n) conducting a completion inspection(s) of the Works, made jointly with representatives of GOCR and the Contractor, and in accordance with the contract, until a Completion Certificate, signed by the members of the inspection team, can be issued.

4. INPUTS

4.01 The services of the Firm will be required over a 34-month period to undertake the various activities outlined at Section 3 of the Terms of Reference (TOR). The Firm will provide the personnel, equipment and software required to carry out the assignment and be responsible for obtaining all additional information for the execution of the services necessary for the Project.

5. REPORTING REQUIREMENTS

5.01 The Firm shall provide the following documents and reports to PCU as three hard copies and electronically in pdf format or as otherwise requested:

- (a) **Inception Report:** The Inception Report will be presented four weeks after the signing of the contract, and will include, but not limited to: initial findings; consultant's detailed work schedule and methodology; and design criteria to be employed;
- (b) **Bid Evaluation Report:** Within three weeks of receipt of the bids forwarded by GOCR, the Consultant shall present a Bid Evaluation Report on each contract or contract package, to include but not be limited to, an assessment of the bidder's compliance with the instructions to bidders, their bid sums, any corrections to the bid sums, individual rates, and proposed timeframes. A recommendation for award shall be given;

- (c) **Pre-construction Report:** Within four weeks of award, the Consultant shall present a Pre-construction Report, to include but not be limited to, the minutes of the pre-construction meeting, the contract price, proposed start date, proposed completion date, the Contractor's work schedule and the construction drawings and specifications to include any alterations to the scheme arising out of the tender process;
- (d) **Construction Progress Reports:** Within one week after the due date of the Contractor's Monthly Progress Report submit a Monthly Progress Report, briefly and concisely summarising construction activities and progress for the previous month and reporting on environmental monitoring during construction. Problems encountered, and/or problems anticipated, shall be clearly stated, together with steps taken or recommendations for their correction/mitigation. These reports shall also list the Contractors' equipment and work force (disaggregated by sex). It will also indicate the work to be performed during the coming month, expenditure record, and current estimates of final cost and completion date. A copy of the Contractor's Monthly Progress Report shall form an Appendix to the Consultant's report;
- (e) **Works Completion Report:** Within one month of the issue of the Taking-Over Certificate, provide a Works Completion Report, summarising the current status of the works and contract, reporting on expected outcomes at the end of the Defects Notification Period and including as-built drawings. The as-built drawings shall be provided in electronic (pdf) format as well as in full size (A1) hardcopy sets. All data, records, field books, manuals, and warranties, properly indexed and catalogued, shall also be provided. Manuals and warranties shall also be provided in electronic (pdf) format;
- (f) **Contract Completion Report:** Within two months of the issue of the Performance Certificate, prepare a Contract Completion Report on construction of the facility, summarising the construction activities, contract changes, claims or disputes or any other substantive matters which had an effect on the quality, cost and progress of the work.

5.02 All reports shall be prepared in English. GOGR and CDB will provide comments on the reports within four weeks of receipt and the Firm will adjust the ongoing work according to the comments received.

6. IMPLEMENTATION ARRANGEMENTS

6.01 GOGR, through its Project Coordinator (PC), will facilitate the work of the Firm and make available all relevant studies, reports, maps and data, relevant to completion of the exercise and will act as liaison between the Firm and GOGR officials and stakeholders.

7. QUALIFICATIONS AND EXPERIENCE

7.01 The Firm should possess significant experience in developing facilities for educational institutions. Its Key Experts should have worked on at least five assignments of a similar nature. Experience in the Caribbean will be an asset. The educational qualifications are as follows:

- (a) **Team Leader** - a minimum of a bachelor's degree in the field of Civil or Structural Engineering. At least fifteen (15) years of professional experience with a proven record of at least 10 years of managerial experience in projects of a similar nature and magnitude (preferably with financing by international financing institutions). Experience in working in the region and training in project management will be an advantage.

- (b) **Construction Manager** – a degree in Construction Management or Civil Engineering and at least ten (10) years’ experience in managing projects of this nature, including contract management.
- (c) **Structural Engineer** – a degree in Structural or Civil Engineering with at least five (5) years’ experience in projects of this nature.
- (d) **Electrical Engineer** – to provide electrical engineering services for the upgrade of the three (3) primary school keeping in mind that there might be some integration of renewable energy initiatives – a degree in Electrical Engineering with at least five (5) years’ experience in projects of this nature.
- (e) **Quantity Surveyor** – to provide budgets, bills of quantities, performing risk analysis evaluations, cost control, making valuations, writing reports and provide advice and forecasts about costs – a degree in Quantity Surveying or equivalent certification and at least five (5) years’ experience in working with projects of this nature.

BUDGET
(USD’000)

Item	CDB
Professional Fees	1,141,100
Administrative Support	50,000
Sub Total	1,191,100
Contingencies	148,900
Project Total	1,340,000

**APPENDICES TO CHAPTER 3:
APPENDIX 3.1 - PROJECT COSTS PHASING AND FINANCING PLAN**

Components	OCR-USD	SDF 9		Total	GOG - GRENADA	TOTAL
	Equity and Market Resources	SDF Resources (BMC Capacity Building)	SDF Resources (Loans)			
2021 TOTAL						
Land						
Engineering and Construction-related Services						
Goods	187,454	38,961	191,504	417,919	227,855	645,774
Project Management						
Capacity Building						
Base Cost	187,454	38,961	191,504	417,919	227,855	645,774
Physical Contingency	16,798	3,893	16,231	36,922	4,28	41,203
Price Contingency	-	-	-	-	-	-
Total Project Cost	204,252	42,854	207,735	454,841	232,136	686,977
Interest During Implementation	64,024	-	29,671	93,695	-	93,695
Commitment Fees	-	-	-	-	31,25	31,252
Total Financing	268,276	42,854	237,406	548,536	263,388	811,924
Percentage Financing	34%	5%	29%	68%	32%	100%
2022 TOTAL						
Infrastructure Works						
Engineering and Construction-related Services						
Goods	645,774	51,948	3,214,738	5,826,260	885,808	6,712,068
Project Management						
Capacity Building						
Base Cost	645,774	51,948	3,214,738	5,826,260	885,808	6,712,068
Physical Contingency	356,557	5,196	436,572	798,325	128,364	926,689
Price Contingency	127,800	-	159,769	287,569	47,72	335,293
Total Project Cost	3,043,931	57,144	3,811,079	6,912,154	1,061,896	7,974,050
Interest During Implementation	64,024	-	26,672	93,696	-	93,696
Commitment Fees	-	-	-	-	31,25	31,252
Total Financing	3,107,955	57,144	3,840,751	7,005,850	1,093,148	8,098,998
Percentage Financing	38%	1%	47%	86%	14%	100%
2023 TOTAL						
Infrastructure Works						
Engineering and Construction-related Services	2,733,577	51,948	3,463,244	6,248,769	1,050,812	7,299,581
Project Management						
Capacity Building						
Base Cost	2,733,577	51,948	3,463,244	6,248,769	1,050,812	7,299,581
Physical Contingency	381,428	5,196	472,640	859,264	148,168	1,007,432
Price Contingency	127,803	-	159,772	287,575	47,725	335,300
Total Project Cost	3,242,808	57,144	4,095,656	7,395,608	1,246,705	8,642,313
Interest During Implementation	64,025	-	29,672	93,697	-	93,697
Commitment Fees	-	-	-	-	31,252	31,252
Total Financing	3,306,833	57,144	4,125,328	7,489,305	1,277,957	8,767,262
Percentage Financing	38%	1%	47%	85%	15%	100%
2024 TOTAL						
Infrastructure Works						
Engineering and Construction-related Services	538,896	38,961	662,195	1,240,052	227,525	1,467,577
Project Management						
Capacity Building						
Base Cost	538,896	38,961	662,195	1,240,052	227,525	1,467,577
Physical Contingency	73,682	3,897	86,960	164,539	30,33	194,876
Price Contingency	31,951	-	39,942	71,893	11,932	83,825
Total Project Cost	644,529	42,858	789,097	1,476,484	269,794	1,746,278
Interest During Implementation	16,007	-	7,418	23,425	-	23,425
Commitment Fees	-	-	-	-	7,813	7,813
Total Financing	660,536	42,858	796,515	1,499,909	227,607	1,777,516
Percentage Financing	37%	2%	45%	84%	16%	100%
TOTALS						
Land						
Infrastructure Works						
Engineering and Construction-related Services	6,019,501	181,818	7,351,681	13,733,000	2,392,000	16,125,000
Goods						
Project Management						
Capacity Building						
Base Cost	6,019,501	181,818	7,351,681	13,733,000	2,392,000	16,125,000
Physical Contingency	828,465	18,182	1,012,403	1,859,050	311,150	2,120,200
Price Contingency	287,554	-	359,483	647,037	107,381	754,418
Total Project Cost	7,135,520	200,000	8,903,567	16,239,087	2,810,531	19,049,618
Interest During Implementation	208,080	-	96,433	304,513	-	304,513
Commitment Fees	-	-	-	-	101,569	101,569
Total Financing	7,343,600	200,000	9,000,000	16,543,600	2,912,100	19,455,700
Percentage Financing	38%	1%	46%	85%	15%	100%

APPENDICES TO CHAPTER 4 - PROJECT VIABILITY**APPENDIX 4.1 GENDER MARKER ANALYSIS**

Project Cycle Stage	Criteria	Score
Analysis 1	Consultations with relevant categories of males and females and relevant gender-related public/ private sector organisations and Non-Governmental/ Community-Based Organisations will take / have taken place	Yes
Analysis 2	Socioeconomic, Sector and/or Institutional analysis considers gender risks and/or gender disparities that impact the achievement of project outcomes.	Yes
Design 1	Project interventions / policies address existing gender disparities.	Yes
Design 2	Project objective / outcome includes the enhancement of gender equality or the design of gender-responsive policies or guidelines.	
Implementation 1	Implementation arrangements include either: Capacity building initiatives to enhance gender mainstreaming of the executing and/or implementing agency. Or Active participation of representatives of gender-relevant stakeholders in project execution.	Yes
Implementation 2	Terms of Reference of consultancy/project coordinating unit/project management unit includes responsibilities and resources, including budgets for gender mainstreaming.	
Monitoring and Evaluation 1	Sex-disaggregated data included in the baselines, indicators, and targets of the RMF. Or Collection of sex-disaggregated data is part of the project.	Yes
Monitoring and Evaluation 2	At least one gender-specific indicator at the outcome and/or output level in the RMF or included in tranche releases of PBLs.	

Analysis	Design	Implementation	Monitoring & Evaluation	Score	Code
1.0	0.5	0.5	0.5	2.5	

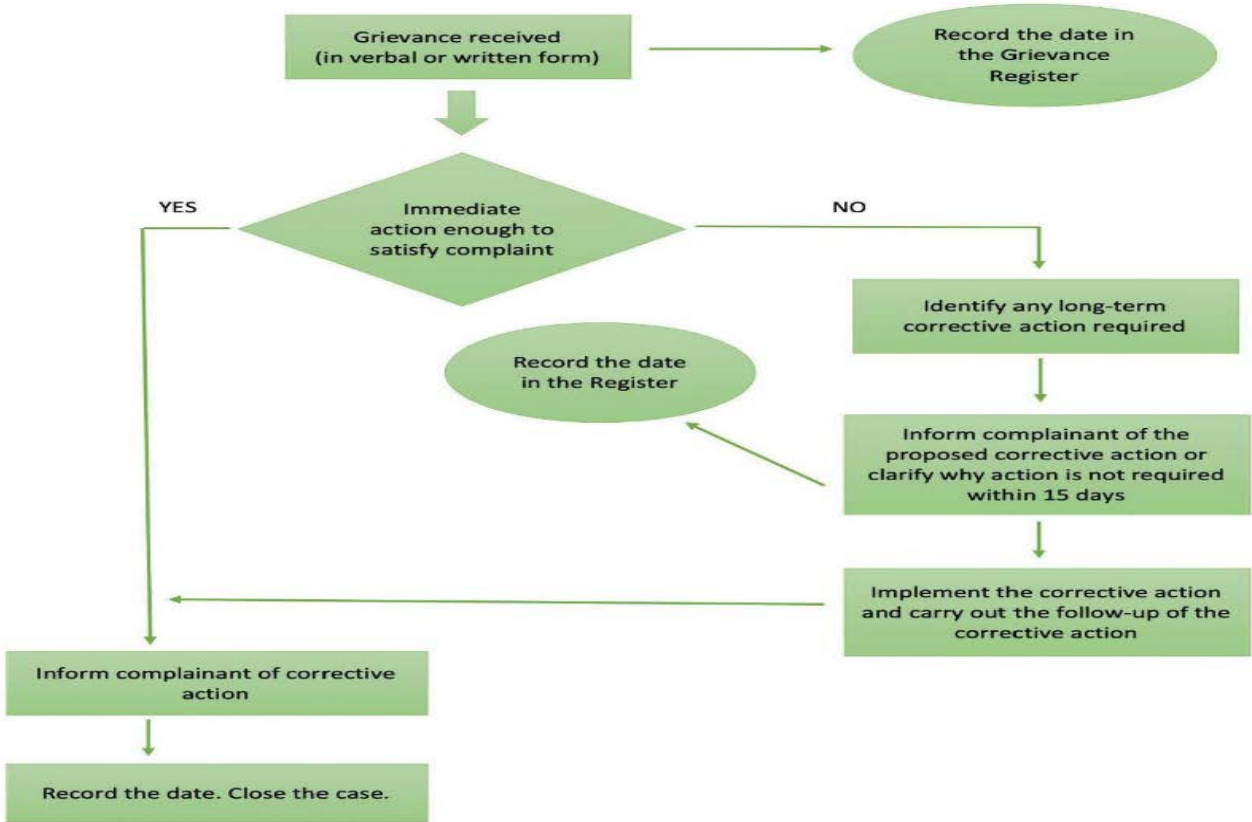
APPENDIX 4.2

ENVIRONMENTAL ANALYSIS - DRAFT ENVIRONMENTAL IMPACTS AND MITIGATION MEASURES

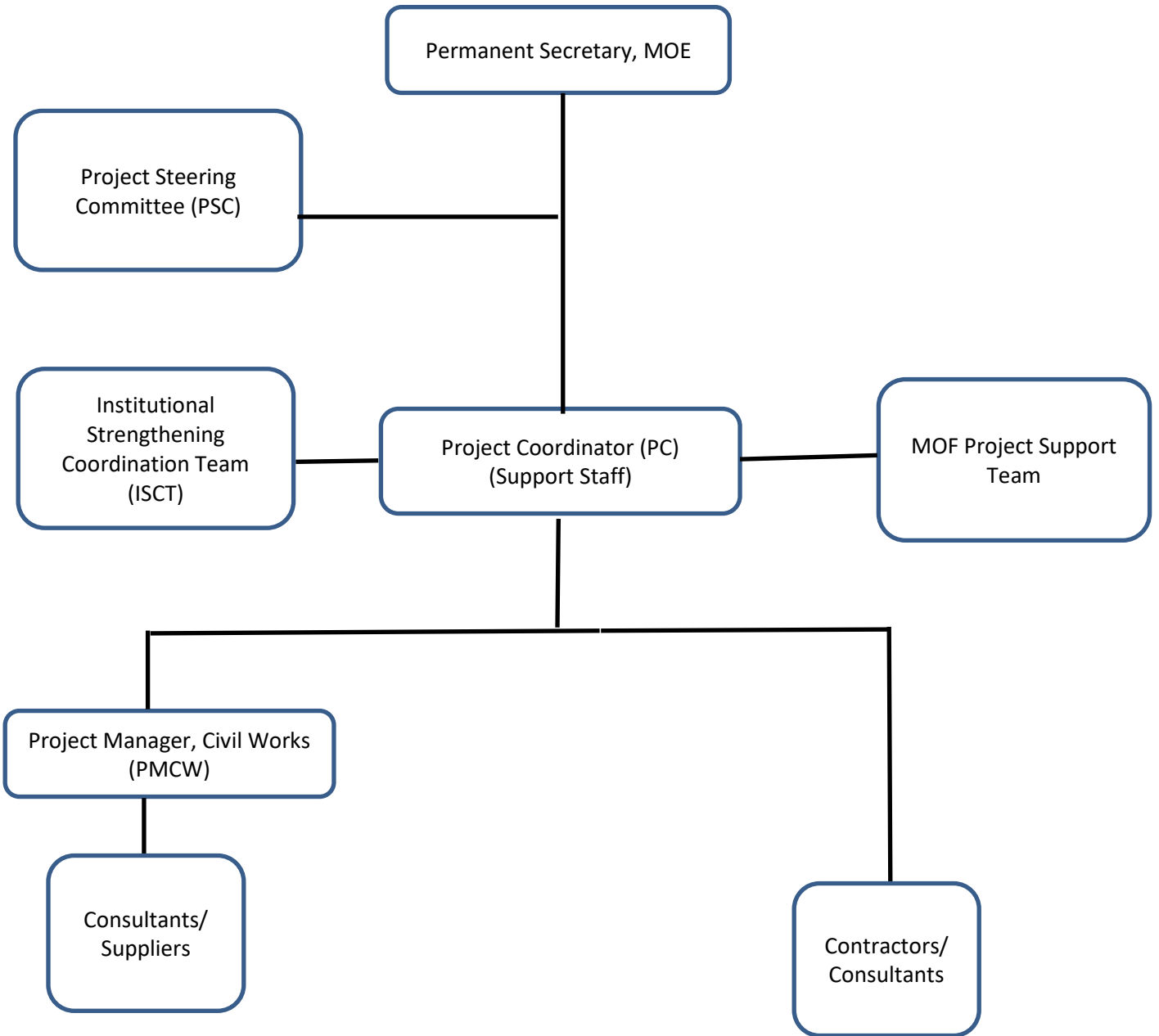
Location	Brief Description of Scope	Environmental Impact/Issues	Proposed Mitigation Measures
Proposed New Schools			
Construction Phase			
Proposed New Schools			
Grenada Christian Academy <ul style="list-style-type: none"> • St. Andrew's Anglican Primary 	<ul style="list-style-type: none"> • Construction new school • Construction of new school 	<ul style="list-style-type: none"> • Dust generation during construction – site excavation & movement of earth materials • Noise during construction – nuisance to nearby communities • Improper management of solid waste and construction waste • Health and Safety risks – construction activities may harm and endanger the lives & welfare of workers • Community health and safety risks may arise due to unauthorised entry to construction site • Energy efficiency – energy efficient lighting • Water use efficiency – water efficient plumbing 	Include in bidding document that the contractor should: <ul style="list-style-type: none"> • Undertake water spraying of working areas • Stockpile soil in areas away from prevailing wind • Cover trucks transporting soil and loose material • Schedule construction during periods when school is not in session • Adhere to national standards for noise pollution • Implement occupational safety plan – hard hats, safety gloves, first aid kits, etc. • Restrict access to construction site.

Location	Brief Description of Scope	Environmental Impact/Issues	Proposed Mitigation Measures
Proposed New Schools			
<ul style="list-style-type: none"> • J.W. Fletcher Catholic Secondary School • St. Joseph's Convent, Grenville 	<ul style="list-style-type: none"> • Rehabilitation • Rehabilitation 	<ul style="list-style-type: none"> • Dust generation during construction – site excavation & movement of earth materials • Noise during construction – nuisance to nearby communities • Improper management of solid waste and construction waste • Health and Safety risks – construction activities may harm and endanger the lives & welfare of workers • Community health and safety risks may arise due to unauthorised entry to construction site • Energy efficiency – energy efficient lighting • Water use efficiency – water efficient plumbing 	<p>Include in bidding document that the contractor should:</p> <ul style="list-style-type: none"> • Undertake water spraying of working areas • Stockpile soil in areas away from prevailing wind • Cover trucks transporting soil and loose material • Schedule construction during periods when school is not in session • Adhere to national standards for noise pollution • Implement occupational safety plan – hard hats, safety gloves, first aid kits, etc. • Restrict access to construction site •
Operations Phase			
		<ul style="list-style-type: none"> • Improper waste disposal • Inefficient energy and water consumption 	<ul style="list-style-type: none"> • Waste Management Plan • Energy and water efficient devices

APPENDIX 4.3 GRIEVANCE REDRESS MECHANISM



APPENDIX 6.1 **PROJECT ORGANISATION CHART**



APPENDIX 6.2 **PROJECT MANAGEMENT DUTIES AND RESPONSIBILITIES**

Project Coordinator

1. The PC shall be responsible for overall coordination of all project activities. The qualifications and experience of any person subsequently appointed to the position of PC shall be acceptable to CDB.
2. The responsibilities of the PC include, but are not limited to:
 - (a) monitoring the implementation of all components of the project and informing the PSC and CDB of any events likely to impact negatively on implementation;
 - (b) advertising and assisting in the selection of the Contractors, Consultants and Suppliers and coordinating and monitoring the work of each consultant engaged;
 - (c) overseeing all contracts for works, services and goods under the project, delegating where appropriate, to other implementation team members;
 - (d) executing procurement in accordance with CDB's Loan and Grant Agreements;
 - (e) updating the procurement plan at least annually;
 - (f) representing GOCR in dealings with the contractors, consultants and suppliers or delegating, where appropriate, to other implementation team members;
 - (g) providing cost control and keeping separate accounts for project-related expenditures and disbursement activities;
 - (h) preparing and submitting to CDB claims for disbursement or reimbursement;
 - (i) liaising with CDB on all technical and administrative aspects of the project;
 - (j) serving as secretary to PSC and attending PSC meetings on at least a quarterly basis;
 - (k) supervising PM and administrative clerk;
 - (l) liaising with the ISCT;
 - (m) submitting to CDB status reports as listed at Appendix 6.7; and
 - (n) undertaking any other duties as may be assigned from time to time.

Project Steering Committee (PSC)

3. The PSC, comprising representatives from MOE, MOF; MOW; NTA; Ministry of Social Development; the Department of Gender; a representative of the Teachers' Union and a representative from project schools, shall have responsibility for the coordination and overall guidance of the Project and its

Chairperson will be PS, MOE. CEO shall be appointed deputy chairperson and will assume responsibility in the absence of the Chairperson. Each organisation represented on PSC will be required to nominate its representative and an alternate. The PC, PE, PO and members of ISCT shall attend all PSC meetings, with the PC assuming the role of secretary. Other persons may be invited to participate in PSC meetings based on the subject matter being addressed. These special invitees will, however, not be authorised to vote.

4. In general, the PSC shall:
 - (a) provide overall operational guidance for project implementation to ensure that the project meets its objectives;
 - (b) approve the Annual Work Project and Budget submitted by the PC;
 - (c) approve all implementation and financial reports required by the respective loan agreements prior to their submission to the Ministry of Finance and CDB;
 - (d) provide assistance and guidance to the PC handling implementation and coordination problems brought to its attention; and
 - (e) monitor the efficiency and effectiveness of the resource allocation requirements for the project.

Project Manager

5. The Project Manager (PM) shall support the PC, particularly in relation to the components associated with furniture and equipment and capacity-building. The responsibilities of the PC include, but are not limited to:

- (a) execute procurement in accordance with CDB's Loan Agreement;
- (b) coordinate and process all capacity-building activities under the project, monitor the progress of trainees and ensure that end-of-training reports are submitted and commented on in a timely manner;
- (c) coordinate the procurement of the equipment, tools, and materials;
- (d) prepare and submit to CDB claims for disbursement or reimbursement;
- (e) prepare a Completion Report for submission to CDB on the relevant components of the project within three months of completion; and
- (f) perform any other duties that may be assigned.

6. The qualifications and experience of any person subsequently appointed to the position of PM shall be acceptable to CDB.

APPENDIX 6.3: DRAFT TERMS OF REFERENCE
PROJECT ENGINEER

1. BACKGROUND

1.01 Government of Grenada (GOGR) has requested funding from the Caribbean Development Bank (CDB) to support the development of the basic education sector in Grenada. The intervention, Phase II of the Grenada Education Enhancement Project (GEEP) which was approved by CDB's Board of Directors in 2015, is primarily designed to continue enhancing infrastructure in one primary school and four secondary schools to support quality teaching and learning while promoting inclusive access for children with special education needs (SEN) and addressing targeted learning deficits in selected schools.

Project Scope

1.02 The overall outcome of the Project is improved quality, relevance, and equity of basic education in Grenada and comprises the following components:

- (a) Land: A site owned by GOGR for reconstruction of the Grenada Christian Academy (GCA);
- (b) Infrastructure works to reconstruct/rehabilitate one primary school and three secondary school;
- (c) Engineering and construction-related services;
- (d) Goods, including provision of furniture, equipment/tools and ICT learning resources for new and rehabilitated schools;
- (e) Capacity building in Differentiated Instruction, Life Skills/GBV/Health and Family Life Education Programme and Gender-Sensitisation and implementing school maintenance plans; and
- (f) Project management.

Project Management

1.03 The Ministry of Education (MOE) will be the implementing agency for the Project. MOE will implement the Project through the PCU currently assigned to MOE and responsible for implementing GEEP I. The PCU is headed by a Project Coordinator, who reports to the Permanent Secretary, MOE, and who is assisted by a Project Manager (PM) and an administrative clerk. There is a central administrative, procurement and accounting team at Ministry of Finance (MOF), which supports the core project management teams. One of the conditions of the Loan is the GOGR should select and engage a Project Engineer (PE) by June 30, 2021 or such later date as CDB may specify. The primary function of the PE is to assist the PC with construction related activities.

2. OBJECTIVE

2.01 The objective of the assignment is to assist the PCU with the various procurement activities envisaged under the Project.

3. SCOPE OF SERVICES

3.01 The PE will assist the PC with construction related activities and shall provide the following services:

- (a) advertise for, and assist in, the procurement of contractors including the coordination of the

issuing of invitations to bid, evaluation of bids and recommendations for award of construction contracts;

- (b) execute procurement in accordance with CDB's Loan Agreement;
- (c) represent MOE/MOF in all its dealings with the contractors and engineering consultants;
- (d) review prequalification and bid documents and monthly progress reports prepared by the consultants;
- (e) review and agree to the form and content of the consultant's monthly progress reports prior to submission to CDB;
- (f) oversee the administration of construction contracts;
- (g) coordinate the procurement of the furniture and equipment for the project;
- (h) provide cost control of the construction works and consultancy services and reviewing invoices and certification of payments for the contractors;
- (i) review completion reports and as-built drawings for construction contracts, referred to in the Procurement Plan for submission to CDB through the PC within three months after the date of issue by the engineering consultants of the certificate of practical completion;
- (j) provide the PC with a recommendation report on completion reports and as-built drawings for construction contracts referred to at (g) above;
- (k) prepare quarterly reports to be submitted to the PC to keep the PC formally updated on project progress on the Civil Works component; and
- (l) perform any other duties that may be assigned.

4. QUALIFICATIONS AND EXPERIENCE

4.01 The consultant should possess the following minimum qualifications:

- (a) a University degree in civil or structural engineering with post-graduate qualification in structural engineering or construction management and related areas;
- (b) a corporate/chartered designation from a recognised international civil or structural engineering professional organisation is desirable.
- (c) a minimum of seven years professional experience in the design and construction of buildings and works of a similar size and nature to those proposed under the Project;
- (d) knowledge on national rules and legislations in the field of civil construction/engineering;
- (e) knowledge and/or experience in CDB procurement policies and procedures or those of other development agencies; and
- (f) strong spoken and written communication skills and fluency in the English language.

5. DURATION

5.01 The assignment will over a period of 36 months from the date of contract signing.

BUDGET (USD)

Item	CDB	Counterpart	Total
Project Engineer	300,000		300,000
Contingency	30,000		30,000
Administrative Support		60,000	60,000
Total	330,000	60,000	390,000

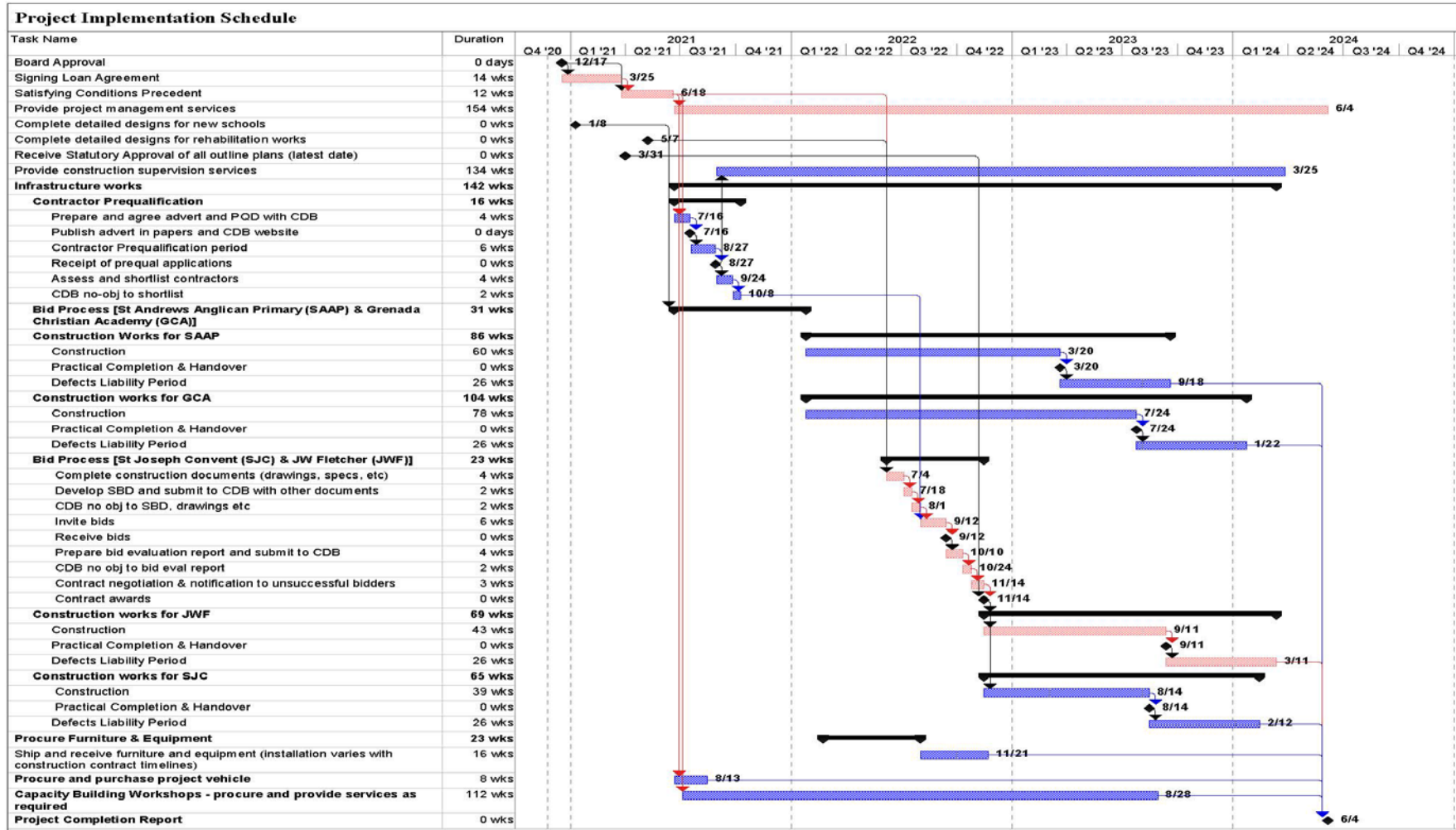
APPENDIX 6.4 IMPLEMENTATION SUPPORT STAFF SKILLS REQUIREMENTS

Time	Focus	Skills Needed	Resource Estimate
First 12 months	Support with satisfying conditions precedent	Legal Procurement	Supervision Coordinator – 3 Staff Weeks (SW) Legal counsel – 1 SW Procurement Specialist – 1 SW
	Project Launch Workshop	Legal Procurement Project Management Financial Management Technical- Education and Engineering Implementation Issues	Supervision Coordinator – 2 SW Legal Counsel – 1 SW Procurement Specialist – 1 SW Claims Disbursement Officer – 1 SW Operations Officer (Engineer) – 1 SW Operation Officer (Environment) – 1 SW Operation Officer (Social Analyst) 1 SW Administrative Staff – 2 SW
	(a) Monitoring of Project Implementation and Results; (b) Contract management support finalisation of TORs, review of contract documents, evaluation of reports; (c) Review of monthly and quarterly reports; (d) Preparation of PSR; (e) Claims Processing; and (f) Supervision missions	Education Procurement Financial Management Legal Social	Supervision Coordinator – 4 SW Operations Officer (Engineer) 4SW Operations Officer (Analyst) 4 SW Claims Disbursement Officer – 1 SW Social Analyst – 1 SW Legal Counsel – 0.5 SW Operation Officer (Environment) – 1 SW
12 – 60 months	(a) Monitoring of Project Implementation, risks, and results; (b) Mid-term Evaluation; (c) Claims review and Disbursement.	Education Financial Management Legal Engineering Social	Supervision Coordinator – 2.5 SW p.a. Operations Officer (Engineer) 2 SW p.a. Operations Officer (Analyst) 2 SW p.a. Claims Disbursement Officer – 3 SW p.a. Social Analyst – 1 SW Operation Officer (Environment) – 2 SW p.a
	(a) Contract management support finalisation of TORs, review of contract documents, evaluation of reports; (b) Review of monthly and quarterly reports; (c) Preparation of PSRs; and (d) Supervision missions	Education Procurement Legal Engineering Social	Supervision Coordinator – 4 SW p.a. Legal Counsel – 1 SW p.a. Operations Officer (Engineer) – 3 SW p.a. Operations Officer (Analyst) – 3 SW p.a. Procurement Specialist – 1 SW p.a. Social Analyst – 1 SW p.a. Operation Officer (Environment) – 2 SW p.a
	Procurement support – prior reviews etc.	Procurement Education	Operations Officer (Engineer) – 2 SW p.a. Supervision Coordinator – 6 SW p.a. Procurement Specialist – 0.5 SW p.a.

	Monitoring of compliance with legal covenants	Education Legal	Supervision Coordinator – 1 SW p.a. Operations Officer (Engineer) – 1 SW p.a. Legal - 0.5 SW p.a. Operation Officer (Environment) – 2 SW p.a Social Analyst – 2 SW p.a
	Preparation of PSR - annually	Education Engineering Financial Management	Operations Officer (Engineer) – 1 SW p.a. Supervision Coordinator – 1 SW p.a. Operations Officer (Analyst) – 1 SW p.a. Claims Disbursement Officer – 1 SW p.a. Divisional/Management Review - 2 SW
	Preparation of PCR and Exit	Education	Supervision Coordinator- 4 SW

Time	Focus	Skills Needed	Resource Estimate
	Workshop	Legal Financial Management Procurement Engineering Social	Operations Officer (Engineer) – 1 SW Operations Officer (Analyst) – 1 SW Administrative Officer – 2 SW Operation Officer (Environment) – 1 SW Social Analyst – 1 SW

APPENDIX 6.5: IMPLEMENTATION SCHEDULE



APPENDIX 6.6: ESTIMATED QUARTERLY DISBURSEMENT SCHEDULE

Year	Quarter	OCR-USD	SDF 9	Finance Charges	Total	Cumulative
2021	2021 - Q1	-	-	23,423	23,423	23,423
	2021 - Q2	-	23,569	23,424	46,993	70,416
	2021 - Q3	151,627	102,511	23,424	277,562	347,978
	2021 - Q4	52,625	124,509	23,424	200,558	548,536
Sub-total		204,252	250,589	93,695	548,536	548,536
2022	2022 - Q1	671,083	830,134	23,424	1,524,641	2,073,177
	2022 - Q2	671,074	830,132	23,424	1,524,630	3,597,807
	2022 - Q3	781,074	995,132	23,424	1,799,630	5,397,437
	2022 - Q4	920,700	1,212,825	23,424	2,156,949	7,554,386
Sub-total		3,043,931	3,868,223	93,696	7,005,850	7,554,386
2023	2023 - Q1	810,700	1,039,575	23,424	1,873,699	9,428,085
	2023 - Q2	810,702	1,039,575	23,424	1,873,701	11,301,786
	2023 - Q3	810,703	1,039,575	23,424	1,873,702	13,175,488
	2023 - Q4	810,703	1,034,075	23,425	1,868,203	15,043,691
Sub-total		3,242,808	4,152,800	93,697	7,489,305	15,043,691
2024	2024 - Q1	644,529	776,561	23,425	1,444,515	16,488,206
	2024 - Q2		23,572	-	23,572	16,511,778
	2024 - Q3		23,572	-	23,572	16,535,350
	2024 - Q4		8,250	-	8,250	16,543,600
Sub-total		644,529	831,955	23,425	1,499,909	16,543,600
Total		7,135,520	9,103,567	304,513	16,543,600	16,543,600

APPENDIX 6.7 PROCUREMENT PLAN

All Estimated Costs Are In USD

A. General

1. Project Information

Country: Grenada

Borrower: Government of Grenada

Project Name: Grenada Education Enhancement Project - Phase II

Implementing Agency: Ministry of Education, Human Resource Development, Religious Affairs and Information

2. Bank's Approval Date of the Procurement Plan: December 31, 2020

3. This Procurement Plan is valid until: December 31, 2021

4. Prior Review Thresholds: Procurement decision subject to prior review by the Bank.

Procurement Method	Prior Review Threshold	Comments
ICB Works	Greater than or equal to 1,000,000	
NCB - Works	Greater than or equal to 100,000	
ICB - Goods	Greater than or equal 100,000	
LB	Greater than or equal to 90,000	
QCBS	Greater than or equal 500,000	
ICS	Greater than 50,000	
NBF	Not applicable	Procurement procedures of GOCR apply.

5. Reference to relevant Procurement Guidelines: Procurement Policy and Procedures for Projects Financed by CDB (November 2019)

6. Any Other Special Procurement Arrangements: N/A

7. Procurement Waivers: No procurement waivers are required for this project.

B. Goods Works and Non-Consulting Services

Ref No.	Contract (Description)	Estimated Cost	Procurement/ Selection Method	Prequalification (Yes/No)	Review by Bank (Prior/Post)	Expected Bid-Opening Date	Comments
73610-G-6	Furniture and Equipment	■	ICB	No	Prior	April 2022	
73610-X-11	Project Vehicle	■	LB	No	Prior	July 2021	National bidding
73610-N-9	Capacity Building	■	LB	No	Prior	July 2021	National bidding. Multiple contacts to facilitate training workshops.
73610-W-1	Grenada Christian Academy	■	ICB	Yes	Prior	November 2021	
73610-W-2	St. Andrews Anglican Primary	■	ICB	Yes	Prior	November 2021	
73610-W-3	J.W. Fletcher Catholic Secondary	■	ICB	Yes	Prior	August 2022	
73610-W-4	St. Joseph's Convent - St. Andrews	■	NCB	Yes	Prior	September 2022	

C. Consulting Services

Ref No.	Assignment (Description)	Estimated Cost	Selection Method	Review by Bank (Prior/Post)	Expected Proposal Submission Date	Comments
73610-C-5	Construction Supervision Engineering Services	---	QCBS	Prior	May 2021	
73610-C-8	Project Engineer	---	ICS	Prior	May 2021	

D. Procurement Capacity Building activities for the Implementing/Executing Agency

1. Project Launch Workshop: Completed in July 2021
2. The provision of online procurement e-learning by the CDB

E. -. Summary of Proposed Procurement Arrangement

Project Components / Contracts	CDB ('000)					NBF ('000)		Total Cost ('000)
	ICB	NCB	LB	QCBS	ICS	Counterpart	Co-Financing	
Infrastructure Works			-	-			-	
Grenada Christian Academy		-	-	-			-	
St. Andrews Anglican Primary		-	-	-			-	
J.W. Fletcher Catholic Secondary		-	-	-			-	
St. Joseph's Convent - St. Andrews	-		-	-			-	
Engineering and Construction-related Services	-	-	-			-	-	
Construction Supervision								
Engineering Services	-	-	-			-	-	
Goods		-		-		-	-	
Furniture and Equipment		-	-	-		-	-	
Project vehicle								
Capacity Building		-	-	-		-	-	
Capacity Building		-	-	-		-	-	
Project Management	-	-	-	-			-	
Project Manager – Civil Works	-	-	-	-			-	
Summary Costs							-	

This information is withheld in accordance with one or more of the exceptions to disclosure under the Bank's Information Disclosure Policy.

Goods, Works, and Non-Consultancy Services

NCB - National Competitive Bidding

ICB - International Competitive Bidding

RCB - Regional Competitive Bidding

LB - Limited Bidding

DS - Direct Selection

FA - Force Account

CP - Commercial Practices

APA - Alternative Procurement Arrangements

NBF - Non-Bank Financed

Consultancy Services:

QCBS - Quality and Cost-Based Selection

QBS - Quality-Based Selection

FBS - Fixed Budget Selection

LCS - Least-Cost Selection

CQS - Consultants' Qualification Selection

DS - Direct Selection

CP - Commercial Practices

APA - Alternative Procurement Arrangements

ICS - Individual Consultants Selection

NBF - Non-Bank Financed

APPENDIX 6.8: RESULTS MONITORING PLAN

Indicator	Baseline	Year 2023	Year 2024	Year 2025	Year 2026	Responsibility for Data Collection
1.1 Pass rate of girls in CPEA. in St. Andrews Anglican Primary. (%)	69;	71	73	76	79	DCEO, Examinations
1.2 Pass rate Performance in STEM subjects (Integrated Science, Chemistry, Biology and Math) at J W Fletcher Memorial Secondary reach 60% (disaggregated by sex) (Yes/No)	No;				Yes	CXC Local Registrar
1.3 Achievement of CDEMA Safe School Certification for Grenada Christian Academy, J W Fletcher Memorial Secondary and St. Andrews Anglican Primary (Yes/No)	No				Yes	Deputy CEO, School Administration and Management Unit
1.4 Full complement of students pursuing each available STEM subjects (with gender parity) (Yes/No)	No				Yes	CXC Local Registrar
1.5 Pass rate of boys in CPEA in St. Andrews Anglican (%) (%)	53;	55	59	63	68	DCEO, Examinations

Indicator	Baseline	Year 2021	Year 2022	Year 2023	Year 2024	Responsibility for Data Collection
1.1 Maintenance Kits provided (#)	0;				4	PC
1.2 Teacher and Principals trained in Differentiated	0	30	100	100		PC

Indicator	Baseline	Year 2021	Year 2022	Year 2023	Year 2024	Responsibility for Data Collection
Instruction, Gender sensitisation and HFLE/GBV Programmes (#)						
1.3 Principals, senior management team and school/community stakeholders trained in implementing school maintenance plans (#)	0;		15	20	15	PC
2.1 Maintenance Kits provided (#)	0;		1	2	1	PC
2.2 Schools built or upgraded (#)	0;		1	2	1	PC
2.3 Classrooms/workshops build or upgraded (#)	0		38	40	20	PC
2.4 Schools fully accessible to PWDs – (physically challenged) (#)	0			1	2	PC
2.5 Maintenance Plans for each school completed (#)	0;		1	2	1	PC

APPENDIX 6.9: REPORTING REQUIREMENTS

No.	Report	Time of Submission
1.	Monthly Progress Report on construction implementation for each sub-project - prepared by the Engineering Consultant/PC.	Within three weeks after the end of each calendar month until construction is completed, commencing one month after the start date as defined in the construction contract.
2.	Quarterly Report on overall implementation status of the Project (including progress on each Project component) prepared by PC, with support from PE. This report shall include the Quarterly Report on Investment Costs of the Project and any updates on Procurement Plan or Implementation Schedule as required.	Within six weeks of the end of each quarter; commencing the end of the first full quarter following the Project Launch and continuing until submission of the Project Completion Report.
3.	Tender Evaluation Report prepared by Engineering Consultants/PC.	Within four weeks of the closing date for the tender package.
4.	Evaluation reports (as required by the type of procurement) for consultancy assignments – prepared by PC/PM with support from other members of the PCU and evaluation teams.	Within four weeks of the opening of proposals.
5.	Contract Completion Report prepared by the Engineering Consultants.	Within six weeks after the date of issue by the engineering consultants of a Taking Over Certificate for each construction contract. The Report to include as-built drawings.
6.	Annual Report on outcome indicators being monitored, submitted by MOE.	Within two months after the end of each academic year.
7.	Project Completion Report prepared by PC and PM.	Within three months after the completion of the last component of the project to be implemented.
8.	Annual Maintenance Plan update to be submitted by MOE.	By March 30 of each year commencing 2022.
9.	Annual Procurement Plan Update by PC	By June 30 each Year commencing 2022.
10.	Minutes of PSC meetings	Within three weeks of the date of the meeting.
11.	CDB's Project Completion Report.	Within three months of receipt of the Completion Report at item 5 above.
12.	Annual Project Audit	By March 30 of each year commencing 2022