

CARIBBEAN DEVELOPMENT BANK

LOAN AND PROJECT SUMMARY

SAINT LUCIA EDUCATION QUALITY IMPROVEMENT PROJECT

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LOAN AND PROJECT SUMMARY

SAINT LUCIA EDUCATION QUALITY IMPROVEMENT PROJECT

| Financial Terms and Conditions | | | | |
|---|---|---|---|--------|
| Borrower: | Government of St. Lucia (GOSL) | Amortisation Period: | | |
| | | Ordinary Capital Resources (OCR) | 12 years (excluding grace period) | |
| | | Special Funds Resources (SFR) | 20 years (excluding grace period) | |
| | | Grace Period: | | |
| | | OCR | 5 years | |
| | | SFR | 5 years | |
| Implementing Agency: | Ministry of Education (MOE) | Disbursement Period: | January 31, 2017 to January 31, 2022 | |
| Source: | Amount (USD mn): | | | |
| Caribbean Development Bank (CDB): | | Interest Rate: | 2.97% per annum (p.a.) variable 2.5% p.a. | |
| | OCR (E&M) | | | 15.410 |
| | SFR (SDFU) | | | 8.000 |
| | Grant (SFR) | | | .740 |
| Counterpart: | 4.900 | Commitment Fee | 1% p.a. on the undisbursed balance of the OCR portion of the Loan, commencing from the 60 th day after the date of the Loan Agreement. | |
| Total: | 29.050 | | | |
| Sector Code: 11220 | | Sector: Primary Education | | |
| Risk Management | | | | |
| Country Rating: | | | | |
| Outlook: | This information is withheld in accordance with one or more of the exceptions to disclosure under the Bank's Information Disclosure Policy. | | | |
| Lending to Country as at October 31, 2015: | | (USD mn) | | |
| Undisbursed: | | 44.0 | | |
| Outstanding Loans: | | 76.0 | | |
| Exposure (Outstanding + 50% Undisbursed) | | This information is withheld in accordance with one or more of the exceptions to disclosure under the Bank's Information Disclosure Policy. | | |
| Office of Risk Management Commentary: | | | | |
| This information is withheld in accordance with one or more of the exceptions to disclosure under the Bank's Information Disclosure Policy. | | | | |

Project Summary

Project Objective/Description:

The overall objective of the Project is improved quality, equity, efficiency and effectiveness of the education system, making it responsive to the needs of diverse learners. This objective will be achieved through:

- (a) expansion, rehabilitation and furnishing of selected institutions;
- (b) improving the quality, relevance and effectiveness of instruction across the sector; and
- (c) strengthening the leadership, governance and management capacity of the sector.

Project Components are:

(a) Improving the Teaching/Learning Environment:

- (i) expansion and rehabilitation works at five institutions;
- (ii) provision of furniture and equipment for new and rehabilitated facilities; and for other specially identified schools;
- (iii) engineering consultancy services for the review and completion of designs, finalisation of construction drawings and bidding documents, and construction supervision.

(b) Enhancing Special Needs Education:

- (i) assessment of the current provision and recommendation of institutional and infrastructural enhancements to provide quality education and equitable access to children with special educational needs (SEN) nationally;
- (ii) policy development for addressing SEN and related psycho-social services, including parent support;
- (iii) curriculum review and revision to incorporate a focus on SEN;
- (iv) design and costing of a new Special Needs School and Transitional Centre;
- (v) continuing professional development, short-term, and degree level training for 186 SEN teachers;
- (vi) study visits by 10 SEN teachers;
- (vii) provision of learning resources and assistive devices.

(c) Enhancing Quality, Relevance and Instructional Effectiveness:

- (i) continuing professional development, short-term, and degree level training for 375 teachers in specific areas of need;
- (ii) training for 25 teacher educators to facilitate sustainability of outcomes across the sector;
- (iii) assessment of a low-performing school to determine programme and infrastructure needs to facilitate delivery of an alternative curriculum.

(d) Enhancing System Leadership and Operational Effectiveness:

- (i) training and continuous professional development for 120 Principals and Education Officers to facilitate development and monitoring of effective schools;
- (ii) training for 16 teachers to serve as peripatetic guidance and counselling officers;
- (iii) training for 50 officers/teachers to facilitate curriculum review, revision and development;
- (iv) consultancy services for sector level institutional enhancements, including modification of the legislative framework;
- (v) establishing mechanisms for encouraging parent/community/school interaction and addressing acute issues affecting social and intellectual development of primary school children;
- (vi) study visits for 15 Education Officers to enhance their capacity to manage effective systems;

(e) Technical Assistance:

- (i) Climate vulnerability assessment of project schools and development of prototype guidelines for use in climate vulnerability assessment of schools nationally.

(f) Project Management: Implementation and oversight of project activities.**Alignment to Strategic Focus:**

The Project is consistent with the :

- (a) Strategic Objective of CDB of supporting inclusive and sustainable growth and development;
- (b) Corporate Priority of improving the quality of, and access to education and training and citizen security;
- (c) SDF-8 core theme of inclusive and sustainable growth;
- (d) Gender Equality Policy and Operational Strategy; and
- (e) Energy Sector Policy objective of providing adequate, affordable, reliable, sustainable, and clean energy services.

Gender Marker Summary:

| Gender Marker | Analysis | Design | Implementation | Monitoring and Evaluation | Score | Code |
|---------------|----------|--------|----------------|---------------------------|-------|-----------------|
| | 1.0 | 0.5 | 0.5 | 1.0 | 3.0 | GM ¹ |

CDB's Results Framework:

¹ GM – Gender Mainstreamed: the Project has potential to contribute significantly to gender equality.

| No. | Indicator | 2017 | 2018 | 2019 | 2020 | 2021 |
|-----|--|-------|-------|-------|-------|-------|
| 1. | Classrooms/Workshops/Laboratories built or upgraded | 23 | 30 | 10 | 29 | 12 |
| 2. | Principals/Teachers/Officers trained | 70 | 100 | 185 | 241 | 176 |
| 3. | Students benefiting from improved physical classroom conditions, and enhanced teacher competence | 1,950 | 2,700 | 3,630 | 5,208 | 1,768 |
| 4. | Number of students benefitting from Citizen Security Initiatives | - | 813 | 813 | 650 | 650 |

Exceptions to CDB's Policies:

- (a) a waiver of CDB's Guidelines for the Selection and Engagement of Consultants by Recipients of CDB Financing in respect of procurement related to Climate Vulnerability Assessment consultancy, to extend country eligibility to countries which are not CDB Member Countries, but which are eligible for procurement under European Investment Bank (EIB)-funded projects.
- (b) a waiver of CDB's Guidelines for Procurement (January 2006) to permit the purchase of a specified new vehicle without restriction to country eligibility with respect to the origin of the vehicle. The waiver will enable GOSL to purchase the vehicle at the most competitive rate as it will ensure the participation of all local suppliers and vehicle dealerships, whose vehicles may have their origin in a non-CDB member country. Additionally, the ability to purchase the vehicle locally will improve access to spare parts and maintenance services and contribute to the sustainability of the assets.