

**CONSULTANCY SERVICES FOR THE REVIEW OF THE CARIBBEAN DEVELOPMENT  
BANK'S EDUCATION AND TRAINING POLICY AND STRATEGY**

**TERMS OF REFERENCE**

**1. INTRODUCTION**

1.01 The Office of Independent Evaluation (OIE) Five-Year Plan includes sector, thematic, and policy evaluations to inform Board and Management decision-making.<sup>1</sup>

1.02 This review of the Education and Training Policy and Strategy (ETPS) aims to provide credible and reliable information on the performance of the Caribbean Development Bank (CDB or the Bank) in the education and training sector during the 2017-2021 period to enable lessons and recommendations to be drawn that may be used to improve the development effectiveness of the Bank's future strategies and programming.

**2. CONTEXT AND BACKGROUND**

2.01 For the most part, the Caribbean Region is facing intense pressures in realising its legitimate development aspirations. The goals of poverty reduction and ultimate eradication, economic enfranchisement to end the scourge of intergenerational hardships in an environment that is more stable and secure, seem particularly challenging. Recent data suggest that approximately 1 in 5 persons still live in poverty.<sup>2</sup> Evidence suggests that regional performance in the Human Development Index (HDI) declined during the period 2008 – 2018.<sup>3</sup>

2.02 Improving BMCs' chances of realising the SDGs requires investment and policy intervention in key areas including expanding access to education to boost factor productivity, while making growth more inclusive; diversification of output bases and harnessing technology in a manner that expands production possibility frontiers.<sup>4</sup>

2.03 To varying degrees, there are inequities in access and participation among and within BMCs at all levels of education. Except for Haiti, BMCs report having attained Universal Primary Education (UPE) and the majority have achieved Universal Secondary Education (USE) as well; however, there are children in hinterland regions and remote islands/areas who experience considerable difficulties in attending school regularly and who do not have access to the same quality of education as their peers in urban areas locations. Survival rates to Form 5 vary considerably within and across BMCs, due to the high number of male students who do not survive until the end of the cycle.

2.04 Even though pass rates increased by over 12% during the period of the 2004 ETPS, there are still only average levels of school leavers (43.2% in 2014) who graduate with five or more Caribbean Secondary Education Certificate (CSEC) subjects, including English and Mathematics. There are also high levels of non-certificated school leavers and low levels of certification relative to the workforce's needs. Many students who enter secondary schools do not acquire the foundational skills to equip them for the world of work and lifelong learning. More specifically, evidence suggests that relative to those who wrote English

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<sup>1</sup> CDB Evaluation Policy.

[http://www.caribank.org/wpcontent/uploads/2016/03/BD126\\_11EvaluationPolicyforCDB\\_FINAL.pdf](http://www.caribank.org/wpcontent/uploads/2016/03/BD126_11EvaluationPolicyforCDB_FINAL.pdf)

<sup>2</sup> The Changing Nature of Poverty and Equality in the Caribbean: New Issues, New Solutions. CDB 2017.

<sup>3</sup> CDB's Strategic Plan 2020-2024.

<sup>4</sup> Ibidem.

A at CSEC in 2014, only a tiny percentage wrote examinations in subjects considered essential for today's labour market needs.

2.05 The absence of appropriate enabling environments across BMCs has led to an inability on the part of many Ministries of Education (MOE) to identify and address deficiencies in processes required for enhanced governance. There is often an absence of standards for education, accountability, transparency, and reliable data, all of which are needed to evaluate the system's performance and engagement in evidence-based decision-making. There is also limited research capacity to inform decision-making, and many BMCs lack the capacities at both school and system levels for efficient and effective leadership of the sector.

2.06 CDB's vision of the purpose of education and training in the 21<sup>st</sup> century acknowledges the role of education as a future-oriented and life-long process of realising individual potential.

2.07 The overall ETPS goal was to improve the quality of education in BMCs, leading to increased learner outcomes producing a qualified, capable and representative workforce of diverse individuals, to reduce poverty and achieve inclusive social and economic development for the Region.

2.08 The Policy has three objectives, namely: (a) to develop education and training systems that provide for equitable access and participation across all levels of the system, (b) to enhance efficiency, relevance and effectiveness of education and training to create systems that are responsive to national, regional and global labour markets, and (c) to strengthen capacity to reform and manage education systems to enhance student outcomes.

2.09 An overview of the ETPS portfolio of interventions and TAs under implementation during the period 2017-2021 is provided in Appendix 1.

### **3. REVIEW SCOPE**

3.01 The evaluation review will assess the CDB's ETPS, and the portfolio of investment projects, TAs and activities under implementation during the period (2017-2021) that has taken place pursuant to it. The review will focus on the three main areas of intervention of the ETPS and all education levels (ECD, primary, secondary and tertiary education and TVET):

- Access, Equity and Participation: Development of education and training systems that provide for equitable access and participation across all levels of the system.
- Efficiency, Relevance and Effectiveness: Enhanced efficiency, relevance and effectiveness of education and training to create systems that are responsive to national, regional and global labour markets.
- Governance: Strengthened capacity to reform and manage education systems for the purpose of enhancing student outcomes.

3.02 The ETPS summary (Appendix 2) sets out objectives and indicators for these three areas and will be a principal reference for the assessment.

3.03 The portfolio of investment and technical assistance projects that will be considered the ETPS portfolio and within the scope of this review is represented by those investments under implementation during the period 2017-2021 (Appendix 1). Education and training sector facilities financed by other donors but executed by CDB will also be within scope. Where prior assessments of these facilities have been done, they will inform this review and its portfolio sampling strategy.

3.04 As well, the review will assess CDB's:

- outreach to BMCs and the extent to which it has positioned CDB as a sector leader and played a role in mobilising resources for its BMCs from outside the region; and
- ability to provide a forum for sharing information on the education and training sector.

3.05 In addition to assessing the performance of the ETPS over the 2017-2021 period, the review will present lessons and recommendations for an updated ETPS and future programming.

#### **4. REVIEW QUESTIONS AND METHODOLOGY**

4.01 The review questions will have primary application to the ETPS design (Appendix 2) and the results framework of relevant interventions. The consultants may reconstruct a Theory of Change (ToC) as necessary to help identify plausible causal relationships between inputs, activities, and the expected outputs, outcomes, and development impacts.

4.02 In addition to assessing the performance of ETPS, the review will present the key issues and lessons for the future and corresponding recommendations.

4.03 Finally, the review will assess CDB's capacity to prepare projects, be responsive to client needs, conduct procurement and supervision, conduct policy dialogue, coordinate aid, and adhere to its policies.

4.04 Formal performance ratings will not be required in this review. Instead, areas of strength and weakness, lessons, and opportunities for improvement will be identified.

4.05 A draft set of questions are presented below, which will be confirmed during the inception phase. This review will examine four overarching questions relating to two main units of analysis – the CDB's ETPS, and the portfolio of investment projects and TAs influenced by it. All the review questions are intended to be applied to all levels of education, including ECD, primary, secondary and tertiary education and TVET.

A. To what extent are the ETPS and its portfolio of investment projects and TAs fit for the purpose of improving the quality of education in BMCs, increasing learning outcomes and producing a qualified, capable and representative workforce of diverse individuals, to reduce poverty and achieve inclusive social and economic development for the Region?

1. Whether the design of ETPS was appropriate, including indicators and expected outcomes.
2. How well did ETPS, its portfolio of investments and TAs fit with other CDB policies (i.e. the Gender Equality Policy and Strategy, the Technical Assistance Policy and Strategy, the Poverty Reduction Strategy, the Regional Cooperation and Integration Policy and Strategy and the Climate Resilience Strategy 2012-17)?
3. To what extent were the ETPS, its portfolio of investments and TAs appropriate to respond to 21<sup>st</sup> century challenges and imperatives (i.e. digitalisation)?
4. To what extent did the ETPS, its portfolio of investments and TAs focus on climate change (in terms of resilience of education infrastructure and enhancing knowledge and awareness on climate change)? Was the focus adequate to support countries in facing climate change challenges?
5. The extent to which all CDB education and training interventions applied a gender lens and integrated gender considerations. Was the gender approach appropriate?

6. How well did CDB respond to COVID-19 in adapting the implementation strategy of the ETPS, its portfolio of investments and TAs? Was CDB's response effective? How?
  7. What factors were the strengths and weaknesses of the ETPS during COVID-19? What lessons can be drawn to enhance the ETPS support to BMC's during and post COVID-19?
- B.
- Taking into consideration the state of maturity of the ETPS portfolio, to what extent did the ETPS, the portfolio of investment projects and TAs achieve or are likely to achieve the expected outputs and outcomes?
1. To what extent have the portfolio of investments and technical assistance met or are likely to meet their output and outcome targets?
  2. What factors explain the success or the failure of ETPS and its portfolio of investments and technical assistance?
  3. The extent to which poor and marginalised groups were targeted across all levels of education.
  4. The extent to which ETPS is succeeding in supporting Regional Cooperation and Integration of the education and training sector?
  5. To what extent did ETPS identify the main governance challenges in the education sector? What was the contribution played by ETPS and its portfolio in addressing these governance challenges? Have national education systems been strengthened?
  6. Are achievements of the portfolio of investments and technical assistance likely to be sustained after funding ends? What are the critical risks, and how could they be mitigated?
- C.
- What role did CDB play in the education sector?
1. The extent to which CDB was able to serve as a catalyst for attracting resources to the Region to support necessary education and training sector reforms.
  2. What was the added value played by CDB in the education sector compared to other international players?
  3. Whether ETPS took proper account of the potential for complementarity, coordination and cooperation with other players.
  4. Can lessons be learned from the education sector approach of other development banks?
- D.
- To what extent did CDB make appropriate internal institutional adaptations to deliver on the commitments of the ETPS?
1. The extent to which CDB adapted its priorities, internal capacity, and processes to support ETPS.
  2. The extent to which CDB was able to create and deploy appropriate and innovative instruments to address the needs of BMCs.
  3. Whether an adequate alignment of country strategies with the ETPS occurred.
  4. Whether an appropriate monitoring and evaluation system provided valuable and reliable information for tracking progress and for adaptive management at project/programme level.
  5. Whether, as outlined in the ETPS, the private sector was engaged and mobilised in support of post-secondary education and TVET.
  6. Whether Project Preparation Assistance (PPA) was an effective approach to assisting BMCs in preparing projects?

## 5. **EXECUTION**

5.01 The review exercise will be structured around the following three main phases:

- (a) *Document Review*: To answer the review questions, a review team will gather evidence from various sources. A desk review will include the analysis of publicly available documents of the BMCs' Governments and other multi-lateral institutions, as well as relevant Bank documents related to the ETPS, including but not limited to strategic planning and policy documents, previous evaluations, country strategy papers, appraisals, progress monitoring reports, and project completion reports).
- (b) *Portfolio of interventions and TAs review*: To assess the extent and quality of the ETPS, the review will examine a sample of interventions under implementation during the period 2017-21.
- (c) *Data collection*: The data collection phase will include data gathering from relevant stakeholders through interviews, focus group discussions, and surveys. Due to the spread of COVID-19 and travel restrictions, the review will consider alternative/complementary data collection methods to avoid traveling and ensure stakeholders' protection and safety.

5.02 The Consultant Team will be expected to design and implement a robust review drawing from recognised good practice standards. A theory-based approach would be helpful to identify ETPS's intended outcomes and logic chains. Theory development will be undertaken at the inception stage of the review.

5.03 The following guidelines should be considered for developing the ETPS review methodology:

- (a) Specific review questions, derived from the general questions outlined in Section 4, will be developed in consultation with OIE.
- (b) A methodology that makes the best use of existing secondary data and devises efficient means of primary data collection to support findings and conclusions will need to be developed. It should be based on the overall ETPS and an adequately representative sample of interventions to assess Bank performance over the period.
- (c) Document review, including CDB and other multi-lateral institutions, Country Strategies, related evaluations by OIE and other evaluation offices, and available portfolio documentation (appraisal reports, PSRs, PCRs, PCVRs), will be a starting point.
- (d) The data collection phase will include data gathering from methods to avoid traveling and ensure all stakeholders' protection and safety.
- (e) Formal ratings of criteria and Bank performance on a Likert scale will not be required in this review. Instead, areas of strength and weakness, lessons, and opportunities for improvement will be identified.

## 6. **REPORTING REQUIREMENTS/DELIVERABLES**

6.05 The review consultants shall provide the following documents and reports to OIE:

- (a) *Deliverable 1- Inception Report*: The inception report will be based on an initial review of documents and discussions with Bank staff and will include a complete evaluation design including overall approach (including ToC if required); specific review questions; methods; sampling, data collection, and analysis plan; draft interviews and/or survey instruments; measures to ensure ethical conduct and confidentiality; and timeline of activities. The inception report should include an evaluation matrix. Comments from OIE will be provided within two weeks of submission.

- (b) *Deliverable 2 – Findings and Conclusions Report*: The findings and conclusions report will contain the initial compiled, organized, and analysed evidence from the document review, portfolio analysis, interviews and surveys, and field visits. Comments to be provided by OIE within two weeks of submission.
- (c) *Deliverable 3 - Draft Final Review Report*: (maximum 40 pages minus annexes) to include validated findings and conclusions, present lessons and recommendations, and a strategy for dissemination. Comments from OIE to be provided within two weeks of submission.
- (d) *Deliverable 4 - Final Review Report*: The final review report will include an executive summary (no longer than six pages). A PowerPoint presentation, clearly explaining the report and its findings, conclusions, and recommendations will also be required.

## **7. ASSIGNMENT TIMEFRAME**

- 7.01 A multi-disciplinary review team will require a level of effort of approximately 144 person-days.
- 7.02 The review will commence in January 2022, and the submission of the final report in June 2022.
- 7.03 The proposed timeline is summarised as follows:

**Project Timeline**

<b>ACTIVITY</b>	<b>DATES</b>
Contract	January 2022
Document Review and Inception	January - February 2022
Data Collection	March – April 2022
Draft Findings and Validation	May 2022
Final Report	June 2022

## **8. TEAM QUALIFICATIONS**

- 8.01 The review team should command the following expertise:
  - (a) Experience in the design and conduct of evaluations, including of policies and strategies.
  - (b) Knowledge/experience with policy formulation and programme delivery in the education and training sector (including ECD, primary, secondary and tertiary education and TVET).
  - (c) Knowledge of existing and emerging approaches to digitalisation in education policy objectives and delivery, particularly in the Covid context.
  - (d) Experience in equity in education (gender, learners with special educational needs, inclusive education, etc.).
  - (e) Experience working with multi-lateral banks and government clients
  - (f) Knowledge of development issues in the Caribbean, including of its education systems.
  - (g) Strong inter-cultural communication skills in English.
  - (h) Ability to integrate qualitative and quantitative data.
  - (i) Strong report writing and presentation skills ability and experience in communicating concepts using non-technical language to diverse audiences.
  - (j) Ability to work in an iterative, collaborative, team approach; and give and receive constructive feedback.

## **9. MANAGEMENT OF THE REVIEW**

- 9.01 The consultants will report to CDB's Office of Independent Evaluation (OIE), which will provide

overall direction, guidance, and deliverables approval. The OIE will convene an Advisory Group of principal stakeholders from the Operations area of the Bank for this review. The Group will provide feedback on the scope of work, review design and work plan, findings, and draft reports.

**OVERVIEW OF THE PORTFOLIO OF PROJECTS AND TECHNICAL ASSISTANCE**

1.01 Over the period 2017-2020, CDB committed resources to the ETPS through loans and grants. The total is estimated at USD58,806,280.00. (Table 1).

1.02 The most significant proportion of resources was committed to Grenada (29.4%) and Haiti (27.2%). ETPS resources also include some elements of regional programming (Figure 1).

1.03 Available data shows that disbursement of loans between 2017 and 2020 varies from 3% (School Improvement Project – SVG) to almost 99.57% (International Teachers’ Task Force for Education – Regional) (Table 1).

*Table 1 – Total Resources Committed and Disbursed 2017-2020*

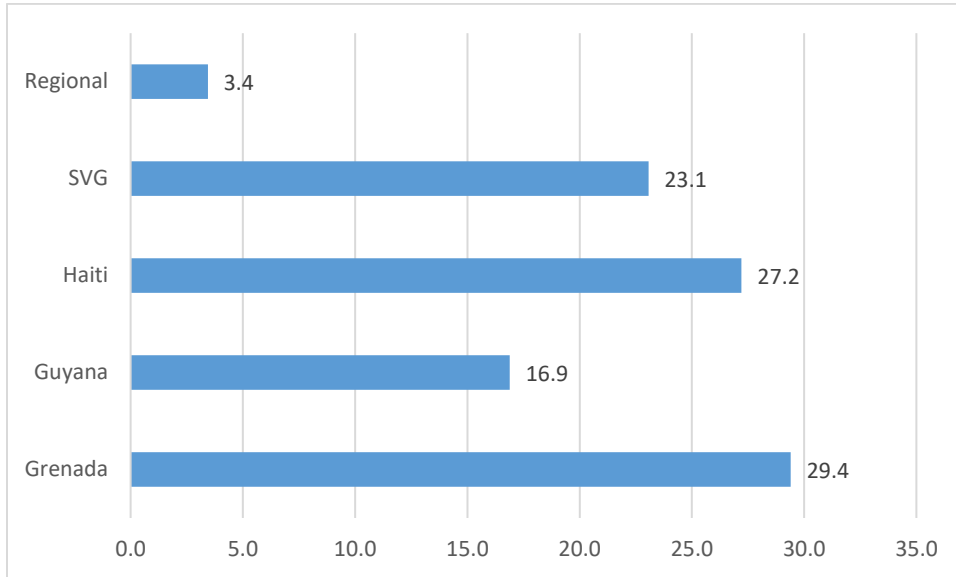
Country	Loan	Amount	Disbursement	Board Approval Date
GRENADA	Grenada Education Enhancement Project - Phase II	7,589,888.5	-	December 30, 2020
GRENADA	Grenada Education Enhancement Project - Phase II	9,000,000	-	December 30, 2020
GRENADA	Assessment for the Enhancement of the T. A. Marryshow Community College	500,000	40.55%	May 22, 2017
GRENADA	Grenada Education Enhancement Project - Phase II	200,000	-	December 30, 2020
GUYANA	Hospitality and Tourism Training Institute Project	9,780,000	-	December 10, 2020
GUYANA	Infrastructural Enhancement of the Library of the University of Guyana	149,985	33.34%	May 25, 2018
HAITI	Quality Enhancement in Public Education - Republic of Haiti	16,000,000	-	December 14, 2017
REGIONAL	Facilitating Environmental Change Through Accessible Learning Resources	427,812	75.70%	October 19, 2017
REGIONAL	Technical Assistance for a Regional Educational Leadership Conference and Workshop for The Organisation of Eastern Caribbean States Member States - Regional	49,455	93.94%	April 25, 2017
REGIONAL	Regional Technical Workshop on Education Planning, Monitoring and Evaluation of The Sustainable Development Goals 4 Goals and Targets for Education in Borrowing Member Countries	149,500	70.14%	May 18, 2017
REGIONAL	Technical Assistance for Preparation of a Conceptual Study/Proposal for the New Science and Technology Facility at the University of the West Indies, Cave Hill Campus	149,950	98.30%	December 2, 2017
REGIONAL	Enhancement of the University of the West Indies TV	130,000	97.90%	November 28, 2017
REGIONAL	Regional Conference on Early Childhood Development in the Caribbean	148,500	94.19%	December 2, 2017
REGIONAL	Preparation of a Comprehensive Sport for Development Initiative for the New Faculty of Sport of The University of the West Indies	210,000	98.89%	May 28, 2018
REGIONAL	International Teachers' Task Force for Education 11th Policy Dialogue Forum on Teachers and Teaching	49,800	99.57%	October 29, 2018
REGIONAL	Development of a Model Special Educational Needs Policy and Strategy	21,3000	6.30%	February 24, 2020
REGIONAL	Addressing Inequities in Online Teaching and Learning at the University of the West Indies	200,000	36.22%	September 18, 2020
REGIONAL	Supporting Assessment and Intervention Programmes for Special Education Needs (Sen) Learners in Barbados and the Organisation of Eastern Caribbean States (OECS)	200,000	40.03%	November 25, 2020
REGIONAL	Technical Assistance - Capacity Building in Educational Planning and Preparation of a Strategic Plan for the Caribbean Centre for Educational Planning, UWI	94,000	-	September 23, 2021
SVG	School Improvement Project - Phase I	15,000	-	December 20, 2020
SVG	School Improvement Project - Phase I	6,549,389.5	9.93%	December 10, 2020



**APPENDIX 1**

Country	Loan	Amount	Disbursement	Board Approval Date
SVG	School Improvement Project - Phase 1	7,000,000	3.02%	December 10, 2020
<b>Total</b>		<b>58,806,280</b>		

Figure 1 – 2017 – 2020 ETPS Resources by Country (%)



**SUMMARY OF THE EDUCATION AND TRAINING POLICY AND STRATEGY**

**IMPROVED QUALITY OF EDUCATION IN BMCs, LEADING TO INCREASED LEARNER OUTCOMES PRODUCING A QUALIFIED, CAPABLE AND REPRESENTATIVE WORKFORCE OF DIVERSE INDIVIDUALS, TO REDUCE POVERTY AND ACHIEVE INCLUSIVE SOCIAL AND ECONOMIC DEVELOPMENT FOR THE REGION.**

BMCs, sub-regional and regional institutions	CDB	Illustrative strategies for CDB support	Indicators
Objective 1: Development of education and training systems that provide for equitable access and participation across all levels of the system.			
<p>Identify strengths and deficiencies with respect to critical issues of access and participation within all sub-sectors (at classroom, school, district, and national levels).</p>	<p>Promote in-depth sector-wide policy reform and planning to provide inclusive education and training, including second chance opportunities, in BMCs.</p>	<p>Develop and support implementation of appropriate policies and strategies.</p>	<p>Coherent, well integrated education and training sector policies and plans which include sex disaggregated data, gender responsive monitoring indicators and specific plans for reintegration of out-of-school youth and adults without skills.</p>
<p>Determine and address inequities in the education and training systems through, inter alia, more targeted support for the marginalised.</p> <p>Identify high quality ECD and life-long learning opportunities.</p> <p>Facilitate the use of school facilities as satellite centres for delivery of second chance programming.</p>	<p>Ensure all of CDB's education and training interventions include analyses of systemic inequities and provide appropriate resources for addressing these.</p> <p>Ensure that all CDB education and training interventions apply a gender lens and integrate gender considerations.</p> <p>Support strategies which target the poor and other marginalised groups; enhancement of foundational skills and provision of opportunities for attainment of such skills (including successful completion of secondary education).</p>	<p>Develop sex disaggregated baseline data utilising poverty maps to assess inputs and outcomes of education systems.</p> <p>Conduct research on the school and home-related challenges, including opportunity costs of education.</p> <p>Identify high-risk and marginalised groups.</p> <p>Focus on gender equity, addressing gender stereotypes, disparities and inequalities.</p> <p>Provide appropriate resources to meet learning needs (school facilities, teaching and learning materials, including as appropriate, ICT-enabled support).</p>	<p>Sex disaggregated baseline data which indicates the areas of inequity.</p> <p>Targets to address inequities and monitoring indicators; outputs and outcomes.</p> <p>Research studies disseminated.</p> <p>Specially targeted and adequately resourced programmes and projects.</p>

BMCs, sub-regional and regional institutions	CDB	Illustrative strategies for CDB support	Indicators
<p><b>Objective 2: Enhanced Efficiency, Relevance and Effectiveness of Education and Training to create systems that are responsive to national, regional and global labour markets.</b></p>			
<p>Identify strengths and deficiencies with respect to critical issues of efficiency, quality and effectiveness of education and training services for all sub-sectors (at classroom, district, and national levels).</p>	<p>Promote knowledge generation and dissemination and in-depth sector-wide research in BMCs to facilitate efficient and effective operation of systems.</p>	<p>Collaborate with other development partners, regional bodies, universities and colleges to promote a learning culture using participatory research methodologies.</p>	<p>Knowledge products developed and disseminated.</p>
<p>Analyse and disseminate information on promising practices which promote efficiency, increased relevance and effectiveness.</p>	<p>Support capacity enhancement in core curricula and areas of effective pedagogies.</p>	<p>Provide training and continuing professional development opportunities using multiple modalities for delivery.</p>	<p>Promising practices and pockets of excellence available for each BMC.  Trained personnel in various aspects of instruction and pedagogy</p>
<p>In collaboration with private sector, regional bodies such as CANTA, Caribbean Examinations Council, UWI and other partners, re-think/re-formulate core knowledge and skills to promote life-long learning, for work/employment and personal development, for non-formal education and for contributing to sustainable development and societal well-being.</p>	<p>Support for curriculum reform and implementation using more relevant pedagogies and those which promote universal learning<sup>5/</sup>.  Promote internships, apprenticeships and other linkages between teaching and learning institutions and the world of work, nationally and regionally</p>	<p>Reform of teaching and learning processes; curriculum, and assessment of learning outcomes.  Make curriculum and teaching/learning resources gender-responsive.  Develop intensive and effective programmes to address deficiencies identified at primary and secondary levels and for out of school youth and adults without skills.</p>	<p>Established fully functioning linkages between teaching and learning institutions and the world of work.  Pedagogies reflective of 21<sup>st</sup> century skills.  Percentage of students who transition to post-secondary, tertiary and higher education.</p>

BMCs, sub-regional and regional institutions	CDB	Illustrative strategies for CDB support	Indicators
<p>Develop career categories/clusters, for example, hospitality/tourism; engineering; trades; business and administration; health sciences, etcetera, in conjunction with labour market agencies and post-secondary institutions to provide cohesive learning experiences and career pathways for upper secondary (Form 5-6), post-secondary and tertiary level.</p>	<p>Development of post-secondary and tertiary education, particularly to fill labour market gaps.</p>	<p>Train career counselors in a gender-responsive way to communicate career choices and pathways to parents and all students.</p> <p>Develop flexible pathways and inclusion of 21st Century skills (critical thinking, problem solving, entrepreneurship, communication) in all categories.</p>	<p>Students achieve prerequisites to pursue career interests.</p> <p>Career counseling and post-secondary preparation programmes institutionalised in schools and colleges.</p>
<p>Systemic, coherent programme of teacher development with a focus on ensuring teachers have the content knowledge and pedagogical competence to promote cognitive strategies and learning skills (for example, collecting and analysing data and problem solving, goal setting, time management, study skills, etc).</p>	<p>Support the introduction of gender responsive innovative pedagogies to address teaching/learning deficiencies and to promote the development and assessment of 21st Century skills.</p> <p>Support the achievement of minimum levels of mastery as the principle undergirding the process of teaching/learning in classrooms and schools.</p>	<p>Regional study on teaching and learning in the Caribbean (from teacher preparation, through professional development, and classroom practices).</p> <p>Identify and disseminate best practices.</p> <p>Provide gender sensitisation training.</p> <p>Produce teaching modules in subject areas where performance has been weak, for example, mathematics and reading.</p> <p>Training in the use of ICTs in teaching and learning.</p>	<p>Reformed teacher preparation programmes.</p> <p>Teachers trained in innovative methodologies.</p> <p>Percentage of students achieving satisfactory level of mastery.</p>

BMCs, sub-regional and regional institutions	CDB	Illustrative strategies for CDB support	Indicators
<p><b>Objective 3: Strengthened capacity to reform and manage education systems for the purpose of enhancing student outcomes.</b></p>			
<p>Develop organisational structures which promote greater technical support from central to school level.</p>	<p>Support organisational reforms to enhance teaching and learning.</p>	<p>Mentoring programmes.</p> <p>School cluster and sector level teacher support and professional learning communities.</p> <p>Web-based teaching and learning resources.</p> <p>Effective school supervision and support system.</p>	<p>Availability of teacher resources.</p> <p>School performance reports with indicators other than student performance on standardised tests.</p>
<p>Analyse and disseminate information on promising practices which promote effective schools and systems.</p> <p>Promote public education campaigns for orientation to National Qualifications Frameworks and for changing attitudes to TVET.</p>	<p>Promote knowledge generation and dissemination and in-depth sector-wide policy reform and planning to promote the strengthening of institutional capacities nationally and regionally to manage the education and training systems (including gender sensitive M&amp;E).</p> <p>Promote policy dialogue and advocacy based on evidence.</p> <p>Support capacity enhancement of ministries responsible for education and training and other related institutions.</p>	<p>Conduct audits of ministries responsible for education and training and related institutions.</p> <p>Map key development partners/donors by sub-sector or thematically, and by BMC and/or studies/ research being supported and identify research gaps.</p> <p>National Qualifications Frameworks (where absent).</p> <p>Public education and communications programmes.</p>	<p>Catalogue of research by sub-sector and theme for each BMC.</p> <p>Promising practices and pockets of excellence available for each BMC.</p> <p>Trained personnel in various aspects of management (school and system levels).</p> <p>National Qualifications Frameworks established and operational.</p> <p>Public education campaigns completed.</p>
<p>Monitor and evaluate the education system in relation to targets and to foster learning, accountability and transparency.</p>	<p>Provide support for results-based management systems.</p>	<p>Functional system-wide, gender sensitive Education Management Information System (EMIS).</p> <p>Training in data gathering and analysis.</p>	<p>Fully functioning EMIS in BMCs.</p> <p>Trained staff at all levels.</p> <p>Availability of reliable data.</p>